

Robyn Dean Presentation Part 1 & 2

Translation provided by Kathryn Bennett, M.A., CI

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1. Intro. Demand-Control Theory

Hi, I'm Robyn Dean. I've been interpreting for about twelve years now. Currently, I work full time for the University of Rochester School of Medicine, as a faculty member in the Department of Psychology. In the twelve years I've been interpreting, I've noticed that in the beginning I experienced a stage of awkwardness where I focused on how to do specific things. How do I do this, and how do I do that, and so forth. Over time though, I changed and developed a gut instinct so that interpreting became more natural and smooth. I knew how to translate, how to behave, and how to respond. There came a sense of confidence in terms of how to go about doing my job. At the beginning, though, it was very awkward and it took time to develop that confidence and smoothness.

Most of my students are at the beginning stage. Once you've had the experience and develop that adeptness, the skills become instinctual. My challenge is in determining how to give the students who come to me at the beginning stage that gut instinct. That's the challenge I've come to know in working with students.

The first slide in the presentation is titled "The what it depends on..." What that refers to comes from my own experiences and relates to the answer we often give to students' questions. That answer takes the form of "It depends." If a student asks a question that is phrased as "What if..." or "Suppose..." or "What do you do if...", my response is often that it depends.

Many people hear that from interpreters, because the "it depends" is actually that instinct. We know how to communicate, respond and behave and provide a translation. But how we interpret and work depends on the situation, who is present, and how we are feeling in that moment. How is it that we can teach

students all of that? Doing so through just experience is not sufficient. I feel on the job experience is a good teacher, but it can also be dangerous. Our challenge is to teach our students through direct instruction that gut instinct or that "it depends" concept.

Frequently, a student will approach me and refer to language or culture in this context. Really, my feeling is that language and culture are not equivalent to the "it depends" concept. "It depends" is not about language and culture because these do not change. Of course, language and culture evolve over time. Within one hour of an interpreting job, however, the language and culture don't change. The "it depends", then, given that context is not about language and culture.

When we say that it depends on a number of different factors, those factors are not about language and culture. What are those factors, then, and how do we teach them to students? How do we help them develop a greater understanding of what to look for and discover in their work, what to analyze and what to change? Our plan is to teach students a framework for the "it depends," as well as a theory about interpreting and supervision. Let me take a moment to explain the signs that I've selected.

Translation generally means the written word; that is, one written language translated into another written language. In the context of interpreting, this may not be the most appropriate word to use. But I want to avoid any confusion that the word interpreting might lead to because the term interpreting for us conjures up the idea of cognitive processing, what happens in our minds as we attach meaning to something, and so forth. I prefer the term translating and use that to mean the process of hearing something, processing that, and then the sign output that follows. Or, it could also be receptively taking in what is signed, processing it and the spoken words that follow. The English word "transpose" is interchangeable with translation. There is another sign that I generally use, which is supervision. Really, this is the same thing as mentoring. I use the term supervision based on the psychology department and other fields who prefer this word. These are the terms I generally use and I just wanted to make you aware of that.

The next slide is a quote from Claude Ramey. This is a really wonderful quote and I'd like us to read that quote now.

"Interpreting is more than transposing one language to another. It is throwing a semantic bridge between two people from differing cultures and thought worlds."

It's interesting...Remember when I talked about "it depends" and the relation to language and culture. It does depend on those, but there are other factors that come into play. One of them is the concept of "thought world," or what that person's reality is. When that person arrives to the interpreting assignment, what

they are feeling or what they might have experienced just prior to arriving are all a part of their thought world. Their experiences growing up also encompass thought world. If you are interpreting for a doctor, for example, one can ask what their thought world would be. The doctor might be trying to juggle the demands of being a business person as well as a physician. The doctor may be thinking to himself that while he really cares about people, he also has another patient waiting and is dealing with a lot of stress and pressures. It's not their culture; it's not their language. That's not what it is about. Rather, it's about their thought world. That is why I really like that quote.

When someone asks us what our job is, to answer that we are an interpreter is really not enough. Even to include that we facilitate communication between people from two different languages and cultures does not suffice. Really, it involves so much more than that. So, that's why I like the concept expressed in the quote. It entails figuring out what each of the two people are thinking and then trying to facilitate between them, so that they can link together. In addition, there is our own thinking to factor in. While we are facilitating between the two people, we are also conscious of what our own thought world is. All of those things are what interpreting is all about, not just language and culture. Yes, "it depends." But, depends on what? That's what we are going to cover in a lot of detail today - what it depends on.

If you are going to become a supervisor or mentor, a student might come to you and ask for help. Our advice to them usually takes the form of examples. That can be a really good way of teaching. But can the student generalize from that example and apply it to different situations and contexts? Or are they likely to be so focused on the narrow view of just that example? So that when they go out and work, they have such a narrow understanding, they are only able to apply that knowledge to those specific examples.

I'm not sure if they would be able to have a broader understanding. Our challenge is to help students to think not just of the specific example or situation, but rather the concept behind it and why something has been done that way. When we only use examples, students may not be able to understand the theory behind the information and that restricts them. In the lecture today, I'll be talking about our theory and how it helps students to broaden their understanding. It will help you, as well.

The concept we are talking about today is not something that is brand new. It's been going on in the interpreting field for years and years. Now, though, we can provide language and words for the concepts. When we attend workshops, there often comes a point where we have an awareness where there is something we might have always known, but were not really able to articulate. This gives us an

ability to talk about what we've always known at an instinctual level. We can provide the terminology, which is demand-control. This helps an interpreter to be able to express their behavior and the cognitive processing that occurs, as well as to analyze their behavior, what they are doing and what is happening with the people involved. We will be providing the language for you to be able to do that. In addition, it will help students broaden their thinking and knowledge and understand the theory on which it is based.

Let's say you have a student who comes to you and asks how something is signed. That happens a lot where students want to know how to sign something. That's not a question for which I can give a definitive answer. My response instead is that it depends. We know on our own gut instinct level that it depends on several factors. I would like to propose today that it depends on four things. The first is the sentence itself. By this, I don't refer to the meaning behind it, but the actual sentence itself. Secondly, how something is signed also depends on the environment. This includes the setting and the purpose of the interaction. These may differ, for instance, if it is a doctor's office or a legal setting. Environment is essentially where we are in that interaction. The third factor is the relationship between the people present and the dynamics that are involved in that particular situation. This includes taking into account whether the people know each other well or how well we, as the interpreter, might know those people. The fourth factor in determining how something might be signed is how we feel about our interpretation and what is happening in the interpreting situation. It's also going to depend on our cognitive processing, the words we select, and the meaning we create from what we see and hear. All of these factors together will determine our translation.

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2. Demand-Control Theory, cont.

Before I identify each of the four factors that describe the theory, I'd like to give an example first. The next slide is entitled "How do you sign...?" If you look at the slide, it addresses how to sign the phrase, "What's going on with you?" Well, there are quite a few things to think about in just considering that translation.

First of all, we must consider if we can understand the meaning completely and if we have full access to what the person is saying. For instance, if the person is speaking clearly or if we are able to hear them adequately. When we think about if we are able to do our job, the first thing to consider is the access to the raw material itself. Did we hear that message? As a second consideration, let's say we are at a doctor's office, would that phrase be signed in the same way? The phrase "What's going on with you?" in this instance at the doctor's office might be signed "What's wrong?" or "Why are you not feeling well?" or "Why have you come to the doctor's

office?" There are a lot of different possibilities. Perhaps the person has come to the doctor's office several times and this is a follow up appointment. As such, the phrase might take the form of "How have you been doing so far?" So how you choose to sign that particular English phrase could be in many different ways. Another factor to consider in terms of the sign choices to be made is relationships. The phrase might be signed as an informal "What's up???" But, if the parties involved are a mother and son, the translation would not be this casual, informal interpretation. Rather, it would take on a more intimate tone. Oftentimes, people use the term register, which is a perfectly acceptable concept that relates to the idea of relationship. In addition, my tendency is to have my own questions in my mind. Perhaps I interpret for that person a lot...So, a question to ask ourselves is what is the relationship between these people.

The last factor is something that most interpreters don't think about, but which can very much impact our interpretation. Let's say, for example, that in the interpreting situation, I am feeling something similar to one of the people present. For instance, the situation is one where I have interpreted often so the participants are all familiar with each other. The hearing person expresses concern for the Deaf person, noting that they don't seem to be themselves that day. And I, too, have noticed that there is something different about the Deaf person. I have an awareness that there is something going on and have the same feelings as that hearing person that I'm interpreting for. In the back of my mind, then, I'm thinking the same thoughts because I can see that there is something wrong. My translation, therefore, will be different. My awareness, my body language, my facial expressions, will all change depending on what may be happening in the back of my mind in terms of my awareness level. I might interpret the phrase in a different way in that instance.

All four of those factors that we've talked about are going to impact our translation. It impacts not only our translation, but our behavior as well. Let's say for example, a student comes to you and asks, "Suppose this happens...?" or "What do you do when this happens?" and they want to know how you behave and what your response would be in the instances they describe. My answer to that would be that it depends. And, of course, that leads to the question of wanting to know what it depends on. And that is where the four factors come into play.

For example, let's say you are interpreting in a classroom and the teacher asks you if you would turn the lights off. Do you go ahead and turn the lights off or do you tell the teacher that it's not part of your role to do so? What would your response be? Interpreting students are very curious about these things and want to know what to do. Just as when the question is how to sign something and the answer is "It depends...", when the question is what to do in a situation, the answer again is "It depends..." So, in the instance where the teacher asks you to turn off the

classroom lights, as the interpreter quite a few things immediately come to mind in determining how to respond in that situation. One of these is what my relationship is with the teacher. For example, whether we are good friends, or whether this is a brand new teacher who has never had an interpreter in the class before. In the latter instance, if I turn the lights off, perhaps the teacher's understanding of the interpreter's role is that I am there as an aide who can do all kinds of things to help out in the classroom.

Or as a different response, do we choose to use this as an opportunity to explain the role of the interpreter in the classroom and what the parameters will be? Perhaps, though, the student may already be embarrassed by the presence of the interpreter. If we take that time to explain the role of the interpreter, now all of a sudden there is an entire audience of students who are sitting around waiting and watching. The deaf student is all the while becoming even more embarrassed, and I've actually exacerbated the situation. So, in that instance, do I just simply turn off the lights, being over and done with it, taking into consideration the feelings of the Deaf student.

Yet another thing to consider in this situation is where the light switch may be located. If it's right next to you, then it might be easy enough to just turn off. But if the switch was located all the way across the room, maybe it's not a good idea. An additional consideration that would come to mind is that perhaps the Deaf client wouldn't be able to see very well in low light. If the teacher were to ask me to turn out the lights, do I go ahead and do it or do I take into account what that might do in terms of the person's ability to see me? So, that seemingly simple question of what do you do if the teacher asks you to turn the lights off, is not so simple after all. It can be extremely complicated taking into account and weighing a number of variables. Interpreters with many years of experience become adept at handling those kinds of things and considering all of those variables, knowing how to do things by instinct. But a new interpreter doesn't have that. In teaching students our knowledge, skill and experience in that area, we feel that providing instruction on the theory and concept behind how we make decisions is very helpful.

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Clip 3. Robert Pollard & Lucy

Robyn Dean: My reason for wanting to investigate and figure out the theory behind these things comes from what I've noticed in myself as I became more fluid and natural in interpreting. I wanted to know the reason behind how that happened and then how I could transmit that to students. So, I decided to look into different theories about occupational health. One theory that I found is called Demand-Control Theory. It was very interesting to me. Some of it applied and fit well with my research. I'm going to hand the floor over to Bob Pollard, who will be explaining

about the theory itself, apart from my own application of it to interpreting. Later, I'll explain the theory in relation to interpreting, but for now we'll talk about it in terms of just general work.

Bob Pollard: Hi, my name is Dr. Bob Pollard. I'm the head of the Deaf Wellness Center at the Rochester School of Medicine. I'm a psychologist and interpreter and have worked in the field for eleven years. I'm here today with Robyn Dean. The two of us are working together on different interpreting/interpreter scholarships and research projects, and we're happy to be here with you today.

Many scientists and researchers look at people's health during work, which is termed Occupational Health Research. Their interest lies in the worker's stress, those who are sick often and miss a lot of work and the fact that this is costly, those who have a heart attack, or those who just get fed up and then quit. It's quite important to study occupational health. There are many different theories in the research of this field of study. One of them that Robyn found in her research that we think is important to interpreting is demand-control theory. I'd like to spend some time talking in depth about Demand-Control Theory, but separate from interpreting. We'll apply the theory to interpreting later in the presentation. I just want to talk in general about Demand-Control Theory.

This theory was developed by a man named Robert Karasek. His partner throughout the research has been Tores Theorell. The two of them have published many research articles about Demand-Control Theory. They've been interested mainly in people who've had heart attacks, died or quit their jobs. They studied what kind of job stress led to these dire events or perhaps excessive absences from work.

In the 1970's, psychologists were studying stress in general. There were a lot of differing opinions about how best to think about stress. Different camps viewed stress in different ways; some believed it was a psychological issue, while others considered it a psychological-physiological issue. During that time, there was also a lot of discussion about job stress. This included what kinds of job stresses existed, which jobs were inherently stressful and which were not. There was quite a lot of discord about this issue. Karasek and Theorell gave this a lot of thought and soon developed a new idea. They began working on it and recognized that it wasn't just the job itself that was stressful or not, but that it was also dependent on the worker.

At the same time, there was also a popular movement which directed, for example, that if a job was very stressful the walls should be painted a different color to help workers relax. Or, if it is a very noisy environment, changes should be made to reduce the stress on the worker and so forth. And sometimes, that was marginally

successful. But research proved that these changes didn't create a dramatic change in a worker's health, or the number of absences, or their likelihood to quit their job. There was something more to it than just these aesthetic changes.

Karasek realized that it wasn't just the environment or the job itself that was stressful, but that we must also consider the worker and how the two things interact together. It may be that the worker is just not the right person for the job. Or, perhaps the job has many stresses, but you have a wonderful worker who is extremely skilled and knowledgeable and they experience no stress at all and actually enjoy the job. Another person, however, may not be ready; they don't have the training or skills. You put them in that same job and the stress is enormous; they have a heart attack or they quit, and so forth. So, it's not just that we analyze the job itself. When we look at the worker in that job taken together then we can analyze the stress. That was Karasarek and Theorell's big, new idea.

The two of them developed new vocabulary to articulate and explain this new idea. The first word that we'll use throughout the presentation is "demands." Demands, in essence, means what that job asks me to do, or what the job requires of me. Or, what challenges are involved in that job. I'm not talking about the worker yet, just the job.

The second important term is "controls." Controls refer to the worker. What things does the worker bring to the job. Maybe they bring skills, or education, or their strengths; it could be anything really. Controls means essentially what the resources are that the worker brings to the job. How can I apply my resources to the demands, thereby creating a fit, ideally a good fit, so that the demands the job requires and the resources that I have merge together in a satisfactory way? If they don't, therein lies the problem.

To sum up, Karasek and Theorell's Demand-Control Theory, which they developed in the 1970's, was a new interactional way of assessing and analyzing jobs and job stress: the job being the demands and the worker being the controls. In bringing them together we could then analyze the stress involved.

The next slide shows a graph which illustrates Karasek and Theorell's theory. I'd like to use this to show the theory visually. The demands of a job can be very low and will then fall in the lower left quadrant of the grid. Or they can fall anywhere along a spectrum to the other end where a job would have many demands and high requirements. In much the same way, controls can also be very minimal or the worker can come to the job with a lot of resources and having high control. They may have a variety of strengths and controls available to them to respond to the demands of the job. So that's just a simple graph that creates four quadrants to show different kinds of experiences within different jobs.

I like to give a few examples about different job experiences that may apply to the different areas within this grid. So far we've been talking about job stress. When you think about stressful kinds of jobs, what comes to mind? When we teach students, they always come up with some really fun examples. One of them... do you remember the Lucille Ball Show? Maybe you don't know of it, but many people know of a famous episode in which Lucy gets a job in a candy factory on the assembly line. In the very beginning, the candy starts coming down the conveyor belt very slowly. I think it's that Lucy is responsible for wrapping paper around each piece of candy, something very simple like that. So, as the candy is coming slowly along, she's wrapping each piece and this seems to be going very well. And then something happens that causes the candy to start coming faster and faster. And then she doesn't have enough time. The supervisor is really mean, a bully, and watching her like a hawk.

[10:58~13:00 footage of Lucille Ball episode]

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4. Pollard, cont.

In this example, Lucy has limited control. She couldn't control the speed of the candy down the conveyor belt. There's not much she could do about that because it was in someone else's hands. Also, there was no other way to wrap the candy. Lucy's choices were really limited, so she had limited control. And the demands were really starting to pile up. As the candy got faster and faster, the demands were steadily increasing. Lucy's experience looked like Area II on the grid because the demands were becoming higher and higher and Lucy's control was minimal. In that situation you'd experience high job stress.

All jobs with high demands are not necessarily stressful. That was an important part of this new theory. Many jobs have a high demand level. For example, police officer, college professor, fireman, lawyer, doctor, and so forth. Many jobs have a high number of demands. But, all of those professions that I just named are not necessarily stressful. Some days, yes, the person will experience stress. But just because you are a doctor, or lawyer, or professor, or fireman, what have you, doesn't necessarily mean there is stress. If you study the research, those are not people you would necessarily say are high stress individuals, or people who would be likely to have a heart attack and the other events we talked about before. Those are people who love their jobs.

Just because the job has a high number of demands does not automatically mean that person will experience burnout. And that is because job demands alone are not enough for analyzing job stress. You have to analyze the worker, i.e. the controls, as well. Of course, a doctor or lawyer or teacher, etc. have a lot of controls. They

have a lot of power in their jobs to make decisions. They are well educated and have had experiences that prepared them well for their work. So, even though the job has high demands, if there have been enough resources put into place, enough controls established, then they equal each other out and the job will not be stressful.

Area I of the grid where there are high demands in conjunction with high controls becomes what Krasek and Theorell termed "active jobs." The research discovered that the group of people in Area I are the most healthy and who enjoy their jobs the most. Those with the worst health and experienced the heart attacks, death and so forth that we talked about are the people in Lucy's situation. Those are the people we regularly identify as experiencing stress. The people who are in a job that has high demands coupled with low controls. There's one more slightly complicated example.

Let's say that you are a highly experienced, adept boss at a big company like IBM or Kodak or GM. Some kind of corporate, white collar environment. You have an MBA, a lot of experience and education and so forth. Your favorite kind of job, the type which you take the most enjoyment from, is to be a part of company that is not doing well. Perhaps their stock has dropped, they are experiencing financial difficulties, what have you. What you enjoy the most is diving into that company and really getting your hands into it to turn this company around. Remember, you are the boss. So you hire and fire and make all these changes. You are the big decision maker. You change the whole company around and it starts to take off again. Stocks go up, the product improves, and you become the hero. That's the example. Obviously, in this example you have high control. What you are looking for is a company with a lot of existing problems, which translates to high demand. That's what makes you happy. Much like a doctor, or teacher, or police officer, you thrive on a job with a lot of challenges. Many people enjoy high demands jobs, but being well prepared is the key. If you are the boss of that company in trouble, the job has very high demands. You jump in head first and help the company improve, what happens to the demands? You've fixed all those problems and in solving each one the demands are lessened. The company starts to run smoothly; the stocks go up; the problems decline. What happens to your feelings? Perhaps you start to feel bored. As the demand lessens, your skill, power and expertise along with how you value yourself as a person shrinks as well. There's not much challenge anymore for you. So, related to the graph, the demands become lower and your job may move from Area I to Area IV on the grid. You still have high control because all of those things about yourself are still there, but the number of demands has dramatically shrunk. Now, suddenly, demands and control are no longer in sync. When this occurs, people are not happy. And that's the same thing that happened with Lucy. She experienced a conflict in the demands and controls. The example of the

company boss is a different situation in terms of what is in conflict, because instead you have high control/low demands. Karasek and Theorell conducted their research and found that those people in Area IV were not happy either. So, maybe you'd quit that job once the company was running smoothly and look for another company that was in trouble.

I've just given you a few examples of different job situations. But, I don't want you to think that when analyzing a job, it's the same everyday. Sometimes, a job situation can fluctuate dramatically, which can impact how a person feels, or their health for that matter. There is one more type of job experience we can describe. For this, let's use the example of an EMT, which I think stands for Emergency Medical Technician. You live in Dallas, TX and work for a very good ambulance company. You've educated yourself well and have a few years of experience. You're a good EMT. In Dallas, there are people getting into car accidents, small kinds of injuries and things like that. The patients' problems are such that you know how to handle them. You have plenty of supplies, equipment and the latest technology. You receive good training and workshops so that your skills are up to date. And you really enjoy your job. You have high control and the demands of an EMT are serious, but your controls are adequate and match the demands of the job. So, that falls in Area I of the quadrant that we talked about where there are high demands, but also high controls and a job is enjoyed. But then something happens suddenly. Let's say, a war begins and you are called to go to a foreign country as a member of the military serving as a medic. You no longer have the latest in technological equipment. The front lines are closing in and the war is escalating. The weather is horrible; you are no longer amongst all your EMT friends who support you; supplies leave much to be desired, and so forth and so on. All of a sudden, you are in a totally different situation because your controls, your equipment, has diminished. You still have the education and the experience, but now the situation in terms of your materials and resources that you have available to you have suddenly shrunk. Now, you experience all these frustrations. You can look back to your life in Dallas and compare the two situations. In Dallas, you were in Area I; you had high demands, but high controls, too. Now in the war, maybe your demands are even greater. In Dallas, you didn't have people shooting at you. So, your demands are still high, but your controls have really decreased. The result is that it is incredibly more stressful for you than your previous situation.

I want to close the discussion about Demand-Control Theory in the general sense. Next, we'll apply Demand-Control Theory to the field of interpreting. You'll see that interpreting itself, whether or not it is stressful or which area of the quadrant it falls in can be extremely complicated and that's what we talk about next.

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5. Demands

Robyn Dean: I want to clarify one thing before I continue. The sign I will use for demands will be a D that is shaken. I prefer not to use the sign typically associated with that word, but rather this sign. I want to make another clarification before we talk about interpreting. A demand means what that job requires, the influence of the environment, and what that job will then need from me. This includes what knowledge is necessary and what my capabilities need to be. For instance, whether I need to be a strong person, or a thin person, a myriad of different things to consider about what capabilities I need to have. Demands also involve character traits, such as being a sensitive person. I will tell you right now that I don't like the sight of blood. So, should I be a doctor? It's probably not the best idea given this character trait. A fourth consideration is working conditions. For instance, if I'm sensitive to cold, of course, I should not be hired to work outside in sub-zero temperatures. Therefore, when we analyze work, we have to look at those four parameters: what the job requires in terms of knowledge, what capabilities or skills I have, what does it require in me as a person that are associated with traits I've had from birth, and finally if the working conditions fit who it is that I am. These four factors taken as a whole are how we analyze the demands of a job.

It's a good theory that makes sense. So, now let's apply it to the field of interpreting. What are the demands of an interpreter? Well... it depends. Which begs the question, what does it depend on? Several different categories address this question. I want to show a film clip now from the University of Tennessee where Bob Pollard and I went to teach students. We asked them, as interpreters, what their job was. We showed them a picture, which you will also see. It shows a woman lying down and she seems to be sick. There's an interpreter and nurse standing next to each other looking down at the woman. We proposed that the picture was of an emergency room scenario. And then we asked them what their challenges and requirements would be in doing that job. The students brainstormed and came up with a lot of ideas. At this point, I'm going to pause in my presentation so that you have an opportunity to watch and see, in their opinion, what our job requirements and demands are as an interpreter.

[University of Tennessee clip shown 3:31-11:51]

Robyn Dean: Those students were wonderful at coming up with that extensive list of different kinds of job challenges. The first one could be that it is a new role. A beginning interpreter may be unsure of how to handle the situation, for instance. Or the nurse may be working with an interpreter for the first time. That, in and of itself, is a job challenge. Secondly, bad positioning could be another challenge. Perhaps the deaf person is lying down and thus, doesn't have a good view of the people present. Another possibility is that the patient has just been given medication and is now drowsy. Interpreting in that situation can also be quite

challenging. A fourth possibility is that the patient being in a prone position makes it very difficult in terms of signing and seeing clearly. At least for me, I feel that way. Another possible challenge may be the terminology encountered. In this situation, there would be a lot of big, long medical terms and one can have a feeling of not really being very sure of those things. Yet another challenge might be the fact that the situation involves some kind of trauma.

Something terrible has just happened. They may be thinking to themselves that something is wrong with them, that they are very sick and they are going to be feeling nervous and panicky, all of which will impact our job. Maybe their signing will not be clear, they may be easily upset, quick to cry or the like. That will definitely impact our work. In addition, perhaps the family is nervous as well. The presence of an interpreter may be difficult for some family members who are used to being the one that interprets for their child. They may take affront to the fact that there is an interpreter there now. Plus, maybe I am sensitive to the sight of blood or I don't like to have to see other people experience pain. Or, perhaps I was involved in a car accident at some time in my life and seeing all of those things brings back vivid memories of my own experience. That will impact my work as well. Also, emergency rooms are generally crowded and noisy with really bright lights, which will impact you, too. You are trying to interpret amidst the chaos of people running this way and that, all around you, and that will make a difference in your interpreting. In addition, many people are coming in and out to see the patient, including doctors, nurses, nurse assistants, clinical technicians and so forth. Not being familiar with that environment and all of the people within it, it's going to be somewhat daunting to try and decipher each person's role. That's going to impact your work, too.

So, we asked the students what job challenges there would be and they formulated this wonderful list. And I agree that all of those factors will impact one's work. How do I interact with these people and how do I know what each person's role is, for instance? Not only is that going to impact me as a person, but it will also impact my work. If the doctor were to come in and rattle off the information, my translation will be different. It will be more to the point, succinct and specific. I'm going to reflect the doctor's tone and his role, which would be different than the nurse, who might be more soft and gentle in her approach and statements. That's going to impact my translation and my behavior. I want to categorize the list that was generated by the students at The University of Tennessee and talk about what they mean.

The first category we are going to talk about is Linguistic. From your slide, you can read our description of Linguistic Demands. Many people think first off that we are talking about language. But, this is not really the case. We're talking about the style, pace, volume, and so forth. That's what we are talking about. There are

some linguistic challenges in interpreting. The second category we call Environmental. That means all of those things that are happening specific to that location. Who are the people in that environment, for instance? What is the terminology in that setting? If it is a legal situation, the words that come up will be very different from a medical setting. Essentially, what special words or vocabulary are inherent to that environment. Also, this category includes physical considerations. For example, if the environment is hot, loud, dark, or what have you. Those kinds of things all relate to environmental demands. The third category we call Interpersonal. And in that, we are talking about the relationships between people. For instance, do we all know each other well? Perhaps I am a staff interpreter or I might be there as a free-lance interpreter. That is going to impact your work. So, it's the interpersonal relationships that are occurring with the people that are in that situation. Do the clients know each other well? Do I know them well? How well do people know each other there? The fourth category is Intrapersonal Demands and that relates to things about myself. This may be something like whether or not I like blood. If that is the case and there is a person laying right there in front of me bleeding, I'm not going to do a very good job as an interpreter. You cannot do a good job when you are presented with something like that. On the other hand, if there is someone who doesn't mind the sight of blood at all, they can come right in and do their job and interpret. But, if someone is feeling dizzy or weak because of it, that is going to impact their work.

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6. Demands, cont.

Robyn Dean: Right now, I'd like to elaborate on each of those four categories of demands.

The first one, Linguistics, is generally the one most people find challenging in understanding what we are talking about. So, I want to make sure that concept is clear. That may take some time, but I'll use some examples for illustration and that should be helpful. Linguistic demands include style of signing and volume. How loudly is the person speaking? Are they speaking so quietly that you can't hear them? This will impact you interpreting. Also, the pace of someone's talking or signing is another aspect in the Linguistic category. Accent is another, as well as how clearly they are speaking. Perhaps that person is drunk and slurring their speech, making it difficult to understand. Physical position is another linguistic demand. Remember previously we talked about in the emergency room the challenge that would occur from the patient lying down. Physical limitations also falls within this category. Perhaps a person has cerebral palsy and cannot move one arm and therefore signs only with one hand. Or maybe they have lost the ability to use the muscles in their face and they can't use them in forming facial expressions. This would make it difficult to understand that person's signing. All of

those things fit within the category of linguistic demands.

Now, I want to go through the list that the students from the University of Tennessee generated and see which ones fit into the linguistic category. Your perspective may be different from my approach in some respects, but we'll see as we go along. I think that the patient 'lying flat' from that list is a linguistic demand. How can I understand, relay and receive information from the patient under these circumstances? Also, being drowsy or sedated would fall within this category. I would have to question whether that person could understand me. If they are so sedated that their eyes are closed, then they are not going to be able to see me at all. Or if they are so sedated that their signing is not produced clearly, that is a linguistic challenge for me. Another challenge, is if the person is nervous or panicky. This could alter the clarity of the person's signing, or make them sign very fast so that it is not very understandable. It makes it hard for me to get that information because they are nervous or panicky and thus, it is a linguistic demand as well. On your handout, I've listed each demand within this category.

The next category, Environmental Demands, is a really big one. It means more than just the job itself and really entails quite a bit more than that. It incorporates the goal of that environment. So, in the case of the emergency room, what is the goal there? It's not to treat and help a person who has been sick for a very long time. Because it is situated in an emergency room, it means something has to be taken care of immediately. The goal is to make sure they will survive and then to see a doctor again later. It's not about developing a relationship of long term care, but rather for serving a life or death purpose and then discharging them. Because that is what the environment is about, it can make things a little different in terms of interpreting. That environment may not be about ensuring the person understands every particular point and going into great detail about things. Each environment has its own goal. In the classroom, the goal is to educate. Sometimes, the goal may be social, which would be making sure that everyone feels comfortable and interacts with each other. The environment, whatever it may be, will change your behavior. The translation and the choices that you make will reflect what the environment is. Another aspect of the environment is the people within it. In the instance of the emergency room, this would include the doctors, nurses and all the other personnel. In a legal environment, there is usually a judge, lawyers, a defense party and so forth. In a classroom, generally you have a teacher, students, etc. And the people within the environment are also a part of the environmental demands. Also, this category incorporates visual access. In a classroom, for example, this might take into account if everyone can see each other. Also are there people coming in and out, walking in front of the interpreter? Is the lighting adequate? Is it too cold? That is also a part of environmental demands. In addition, in the instance of an emergency room, you may be

experiencing a lot of background noise, distractions, and interruptions, which make it very difficult to focus and attend to what is actually happening in the communicative situation. This can affect your ability to do a good job.

The third category, Interpersonal demands, can be very complicated. If you'll recall, we talked about thought worlds. This interpersonal context is where we see thought worlds really impacting interpreting. This involves the relationships and what is happening with the people present. Whether or not the people are really good friends, or hate each other, or are meeting for the very first time will be a factor. So, as a skilled interpreter, you would be analyzing subtly the dynamics of the people involved. At the same time, I'm also analyzing myself and my own presence there. Is this the first time that I have ever interpreted there, for instance? Or is it a classroom that I've been interpreting in regularly and in which every one is very familiar with each other? Those kinds of things will impact your work and your behavior. Another consideration is the dynamics between a deaf person and a hearing person and their relationship with each other. The hearing person may be oppressing the deaf person. Or the deaf person may be [??6:17??] at the hearing person. Suppose the hearing person is a teacher. I have to wonder how they feel about me, another professional, being in their work environment. Perhaps, they feel as if it is an intrusion, or they may be fascinated and think it's a really neat thing to have an interpreter there. That is going to impact your work and your behavior, too. In addition, how the Deaf person feels about my presence there, or how I feel about them is another factor. Our relationship with each other might be that they feel confident in me as an interpreter and trust that I will do a good job. On the contrary, they may have a recollection of an interpreter doing a terrible job on another occasion and be loathing the fact that the person is here again. How each person feels about these things will also impact your work.

There are issues of power and authority to consider as well. Let's take the instance of a doctor again. The deaf person may be very deferential to the doctor, and very passively just take in information and acquiesce to the doctor. They may act that way instead of being more aggressive and challenging the doctor with questions. How those two people engage in the exchange of information will impact how you do your job. Plus, there is also the aspect of interpreting where your role is trying to manage the exchange of information. You may be having one person wait for a moment while you complete a translation, for example and be managing turn-taking within the communicative exchange. That is also going to impact your work. We're going to take a look again at the list that was generated by the students at the University of Tennessee. There are many professionals in an emergency room, such as nurses, doctors, clinical technicians and the like, coming in and out and this will impact your work. What is the goal there, too? Who are these people and what are they doing? And it's not only the professionals, but the

family as well. This includes their response to their son or daughter, whom they cherish very much. Their response to me as an interpreter and how I respond to them are all considerations. Perhaps they don't like my presence there. How am I going to manage that interaction with them in that instance? That is all going to impact your work.

The final category is Intrapersonal Demands. As an interpreter, this means how I feel about what I am thinking or pondering. Perhaps, I have just been in a car accident myself and have been called to interpret in an emergency room for a person who has also been in a car accident. I may be feeling guilty, thinking about my own situation. Therefore, I may be having difficulty focusing on the communication and dealing with all of these people in the environment. It may be hard for me because I am having these mental intrusions due to my own terrible experience I've just had. Another situation may be that you are hungry. It's the middle of the night and you've been called to the ER and you are just exhausted. Are you going to be able to do a good job? You may be feeling and thinking to yourself that you are not doing a good job, not understanding this person's signing, and so forth. That will also be a mental intrusion. Perhaps it is a very critical, very serious situation such as a legal proceeding. As you are very consciously trying to make sure everything is explained clearly, you may be thinking to yourself that you are not doing a good job and feel concerned that you will be sued. Those are all mental distractions or interruptions that will impact your work. In addition, how I may feel about the lawyer or the judge is a factor. I may have a personal conflict with the judge. The deaf person may be a very good friend and it tugs at my heartstrings to see them in a terrible spot. That's all going to impact my work. My feelings about the environment will do this as well. Maybe I don't like classroom interpreting. I don't like kids. They are loud, and noisy, and running amok. Those are my own personal feelings. It makes it hard to do my job when I'm distracted by the thoughts that come from those feelings.

Those are all Intrapersonal Demands. For our examples that came from the Tennessee students, the example of being averse to the sight of blood would be an Intrapersonal Demand that impacts my work. Now, moving on... Well, actually, there is another problem. Suppose I am called out at two o'clock in the morning to the ER. I'm the only interpreter and I'm stuck there all by myself til six o'clock in the morning. I'm all on my own and have no one else to call for help. There may be something that is really bothering me. I'm wondering whether or not I'm doing a good job. I don't have a supervisor who I can ask to look at my work and who I can address questions to. There is no one to provide support and counseling to me. This is another intrapersonal demand that we may encounter. Most interpreters work alone. Doctors have other doctors; nurses have other nurses around. Other professionals are surrounded by their colleagues, but I'm on my own. If I am stuck

and, for example, don't know how to handle something, or don't know how to sign a particular concept or don't know if I am interpreting something clearly, I don't have anyone who I can go to with these questions. And I need to make that decision right there, in that moment. This, too, is an intrapersonal demand.

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7. Controls

Alright, so now we've talked about demands. In order to follow through on the rest of the theory, we need to talk about controls. From what we've talked about so far it would seem that interpreting is extremely difficult and demanding with a myriad of different requirements. But, it's possible that one could have really amazing controls that match the demands required and you could do a good job and be a healthy worker. First, I want to describe what is meant by control. Sometimes that word is not necessarily the best word to describe what we mean in this situation. Control is about whether or not I am able to make decisions, or able to intervene and do something. It also entails my knowledge, training and know-how. So, the sign that actually means to control something is not the best choice in this context. So, I will use a "shaken C" sign for control. I'm not talking about reigning in and controlling something. Rather, it's about what resources I have that I can bring to bear on my job.

Controls can be a variety of different things. Control can be behavior. In the instance of turning off the lights, that is my choice. My behavior could be that I tell the speaker that I can't turn the lights off. That's something that I can adjust my behavior to and make a choice about. Control can also be making a translation decision; that is, the words I choose to better communicate a particular concept. The example we talked about before with the phrase, "What's going on with you?" In a doctor's office it may be phrased as asking if the person is sick, what is bothering them, or what is wrong. Those are choices I make in terms of the words or signs associated with the translation. That's a control because it is my choice. I know that a doctor tends to ask a person what is wrong or if they are feeling sick and phrase it in English that way. Sometimes a control is as simple as my own attitude and what I come to accept myself. If I go into an interpreting position and I notice that someone is chewing gum very loudly, it could be that it is something that I recognize, but that I also accept and then move on. If I don't make myself aware of that, it may be something that will continue to bother me on an unconscious level. This bothersome distraction may annoy me so much that I won't be able to do a good job. When I walk into an assignment I get my bearings and establish my framework. For instance, I notice the gum chewer, and that a light in the background is blinking, so I'll consciously make myself not allow things to bother me. It can be as simple as making ourselves aware of it and being okay with it. In our situation with the doctor, it may be that the patient doesn't understand

the ins and outs of the medicine, even after several in-depth explanations. It may be a matter of coming to an acceptance that the doctor has done his job, I've done my job, and that's just the way it is. That's another kind of control; just letting go of those worrisome aspects that we might perseverate on and just being okay with it. Previously, we were talking about going into an interpreting assignment and noticing someone chewing gum. That's not likely to impact my translation. It's probably not going to impact my behavior either, where I would ask that person to throw away their gum. If it's not a translation decision, or a behavior decision, then it is just something to say "oh, well" about, accept and move on. When a demand comes up, then, we have to consider those three things: will it impact my translation, will it impact my behavior, or is it something to just accept? The choice made is based on which fits best with the demand that has developed.

Now, I want to talk about the different kinds of controls. It relates to the time frame when you engage that control. It can be before an assignment, during an assignment, or after the assignment. We call the controls you use before a job pre-assignment controls, and that means my education, training, and experience. Now that can be an Interpreter Training Program, continuing education workshops, or another degree perhaps. It could be my experiences related to interpreting or just general life experience that would help me make predictions about what can happen. It doesn't necessarily need to be formal interpreter training, but can just be any experiences we've had. Plus, we go to interpreting courses and so forth. As we gather and gain information, sometimes we can apply that information to our work. Schooling, experience and such are all pre-assignment controls. Let's suppose I am interpreting for a company's training workshop and I ask for the workshop documents, or on my own initiative I go on the web and find out information about what the company is doing and the company's executives. What we do in preparation for a particular assignment is also a pre-assignment control. That's not necessarily the extent of it, though. It might entail calling my team interpreter and having a dialogue with them about next week's job. All of those things, whatever happens before the actual job itself, we call a pre-assignment control.

Alright, now I've actually arrived at the job and start to formulate in my mind the other controls I have at my disposal. Our slide shows different examples and this is not the extent of possibilities for assignment controls. Really, it can be anything that you might think of, too. Previously, I talked about attitudinal acceptance and being alright with someone's gum-chewing as being a control. If I am in the ER and there is a lot of blood, to which I am sensitive, I may just keep repeating to myself that it will be okay. Or I may be self-monitoring and thinking to myself that I am doing a good job here. Another kind of control, then, is the attitude we adopt. There's also direct intervention and that means if there is something I notice that is

bothering me, a blinking light for example, I determine my behavior in that situation. Another control within the assignment is a translation decision. If I'm at a doctor's office, I keep in mind what my goal is and I am aware of the environment, and the translation will then be successful and clear. Relationships are also assignment controls. If I arrive at the job and there is a Deaf person there who signs so rapidly they are difficult to understand, that's a demand. My control in that situation, though, is that I've voiced that lecture for that person time and time again. I know that person and we have a prior relationship and based on trust in my work. That's my assignment control that meets that challenging demand. Also, there is the Code of Ethics within our profession that is a guideline for us. This is a control, too. Another assignment control is role metaphors. You are familiar with the window, conduit, machine, the bi-bi and other models; all of those ways in which we think about our profession. I think that's a control. It's no necessary to disregard some as being "old news" because they are still useful to us.

For instance, I'm invited to a job that involves something very technical and both of the people are extremely knowledgeable about the material. I, however, have no experience with it at all and am clueless. Then, I feel more like a machine. It's not a case of me figuring out what the meaning is behind what they are saying. It's more a situation of me passing information from one person to another. The behavior is appropriate for the situation, which is that these two people have a relationship and shared knowledge, and that's a demand for me. But, my control is that I can follow a particular model of passing information back and forth. When the job is over, that is not the end of the controls available. There are opportunities for utilizing controls after the job as well. We can meet with our supervisor and explain about the recent job interpreting in the ER with all that blood. We can seek their advice about what we should do in that situation. Seeking advice is a control for me so that I am prepared and know what to do the next time. Sometimes, it's not a matter of going to someone for advice, but rather seeking out another interpreter to vent and commiserate with each other. Sometimes, within that process of venting, the control is getting together with a friend or doing something relaxing because you've had a bad day. Seeking out someone to talk with is a control.

There's also the control of follow-up, which is important. Perhaps I've been hired and I make sure to explain some things clearly to them. In the situation of turning off the lights in the classroom, if I chose not to and just leave it at that, it might hinder the relationship. When the actual assignment is over, however, I can go up to that teacher and explain a little bit about why I did that. That's an after-assignment control. It's important to sustain those relationships because you might be working together again in the future. You really want a relationship to be strong and good; it's much better that way. Let's say I am interpreting in a legal situation

and there are lots of very big, technical terms that are way over my head. After that assignment, I go to a legal interpreting workshop and learn all about those, adopting them as a tool. That's a control, too. The different kinds of controls, then, are based on when they happen: before, during, or after an assignment. Sometimes, when a job is happening, you are internally thinking to yourself that it's not a really good idea to address the problem at the moment, but rather to put it on hold. You know that it's a better time to do that afterwards. Recognizing the demand and then analyzing which control to use, whether it should be before, during or after the assignment are how you match the two up. Another control is self-care. Many interpreters love to have massages or they go to meditate or something like that. That's a kind of control. Maybe you've been interpreting for a group therapy session where all the people are depressed. All their comments are very depressing and it just gets you down, feeling terrible for everyone's problems. You begin to think about how you can sometimes get depressed, too. A good idea in that instance, as a control, may be to meditate and change your frame of mind. That, too, would be an after-assignment control.

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8. Benefits-D/C Supervision

Bob Pollard: That's our application of Demand-Control Theory to interpreting work. You saw that interpreting work cannot be analyzed simplistically. We borrow Demand-Control Theory and apply it because interpreting work involves so very many different kinds of demands. You saw that we like to categorize these different demands into four groups: Linguistic, Environmental, Intrapersonal...excuse me, Interpersonal, and Intrapersonal. Then, we discussed the different kinds of controls you can use for responding to these different demands to make your work more effective. You heard about pre-assignment controls, assignment controls, and after-assignment controls. Perhaps now you have come to realize that the interpreting profession is similar to other high demand professions, like doctors, lawyers and so forth. You do your best, most successful work when you realize what the demands are that you are facing and also realize the controls you have at your disposal. That will enable you to know how to best respond to those demands in your professional role. Now, we are ready to discuss how you can teach and supervise students using this theory.

Robyn Dean: In your papers, you also have our chart that has columns for Linguistic Demands, Linguistic Controls, Environmental Demands, Environment Controls, and Interpersonal and Intrapersonal Demands and Controls. Students can document and make notations on the chart. In the papers, there are also several examples that remind us of what some of the demands are and how we can handle them. You can follow those examples or you can out down some of your own ideas for what the demands and controls might be within a category. In addition, the

student can use that chart while observing you work. They can look for and notice instances where demands occur and make notations on the chart. For instance, they can look for environmental demands and note that there is some noise over there, or two people don't seem to like each other, or the Deaf person is very friendly and easy to work with. They can write down all of these observations and what they analyze while observing your work on the chart. And then the student can watch for what controls you use.

I'd to summarize the point of using the Demand-Control Theory in supervision. The theory provides structure. The whole idea of "it-depends" is alright as an example, but it doesn't give us a structure or framework within which to work and to talk about why we make our decisions. The theory gives us a framework to talk about why we made the decisions we made and identify that instinctual level of decision making. The theory helps us bring something that is on a subconscious, instinctual level out into the open and makes it more clear. Plus, as the slide says, we can talk about content. As interpreters, most of the time we don't talk about content. Content, for example, might be legal or medical terminology, or talking about who would be in a medical setting or a legal setting. There's no direct instruction of that; we learn it on the job, yes. But, when you supervise students, using this framework, you can discuss these content issues when talking about Linguistic, Environmental, Interpersonal and Intrapersonal Demands. It's also not limited to just listing off all of those demands, but you can talk about the controls, too. If a patient is ready to be given medication, for example, but as the interpreter you know that you really need some time to complete an in-depth explanation, you can ask the medical personnel to hold off on administering the medication until you can complete the translation. That's a control. It's something we can teach students so that they develop an understanding and awareness of that. Now you can teach students your many years of experience and trial and error within the categories and framework because it provides an instructional form for students to be able to learn it. Students can then consciously think about and predict demands and controls in a given situation. It's not only teaching students example after example. It's the same idea as the metaphor for giving someone a fish. If we teach students to follow that structure and that form, like in the metaphor, it is the same as teaching someone how to fish. They can go into an interpreting assignment and think about the Linguistic demands, the Environmental Demands, and so forth, conducting that analysis on their own. The student can do this analysis instead of being limited to recalling an example where the teacher said such and such happened and trying to use that information even though the students' situation may be a little bit different. With this theory they can generalize what they have learned to a much broader extent.

In your information, you do have specific examples outlined, like an emergency for

example. There are the kinds of demands that would fall within each of the four categories on your paper. So, you can see for yourself how easy it is to divide the information into the categories and formulate a list, thereby getting a better sense of the job. It helps students see things clearly, and it helps you see them clearly as well. Plus, this theory helps with specific situations you might encounter. Let's suppose you are interpreting for a person who is mentally retarded or for some other reason has limited language skills. The theory provides a way for us to figure out why different people do things one way or another. This theory helps us to know in our own interaction how to handle the client, the other professionals there, what's happening within ourselves, and the environment. You have that within your handouts and it shows how that works with Demand-Control Theory. ON your own time, then, you can peruse those papers and get a sense of how the theory is not just "one-track," but rather how it can apply to a multitude of different things.

The last item...Well, actually not the last. Another benefit with the DC Theory is that students can use it for learning anywhere. There doesn't need to be deaf people or interpreters there. The student could go to the theater for a show. There are no deaf people there, no interpreters there. And yet, when they sit down, they can begin thinking about what the demands would be were that to be an interpreting situation. They might identify, for instance, that a speaker system would block sight lines, or that within that environment the goal is entertainment. They could recognize the people present as the stage manager and the actors and consider who they would approach for questions and information. The student could analyze interpersonal demands and consider the relationships between themselves and the audience, questioning whether they feel comfortable or awkward in the presence of an audience that they don't know. The student can examine Intrapersonal demands and ask how they might respond in the situation of a theater. For instance, they might recognize that they like being in front of a large audience because it makes them feel energized and inspired. Students, therefore, can make any setting into a learning experience. Perhaps they go to their own medical appointment, or a legal proceeding and analyze those situations regardless of whether or not they are interpreting, and learn on their own. Another wonderful benefit that I feel is really important is that it depersonalizes interpreting work. We have a tendency to go into a job and if we feel lousy about it, thinking we did not do a good job, we beat ourselves up. We'll blame ourselves and believe we are a bad interpreter. A better approach is to look at the situation and analyze it for its demands. We may recognize that the situation was really difficult and we felt stuck and unsure of how to respond. There can be an understanding that perhaps the controls were not matched to the demands and that I really need more training or education. I may have believed it would be simple, but going in I discovered that I actually needed more study and training about that particular subject. The result is that the analysis becomes more objective. It's no longer about me personally.

Instead it's about the job, what the job required and what may controls were. So, it's not about me being a bad interpreter, but about not having the controls needed, whether it's education, experience, or training. Sometimes we know beforehand that we can't do a particular job. But, sometimes we don't know until we get in there and experience that it is more than we are able to handle. Rather than blaming ourselves, it can become a learning experience when we look at it through demands and controls. We can then know why one job was really tough while another was very easy. And we can know why another interpreter placed into that job that was easy for me would experience difficulty. Because we have different controls. So, it helps to analyze and talk about the different decisions we make. It takes the form not of the decisions being good or bad, but what the consequences are for that decision. There can be positives and negatives identified, but that is all done apart from me as a person. And that can help your students understand why something happened. Sometimes we feel in our gut that we are not doing a good job. Maybe there is a student who doesn't have confidence in themselves, making that an intrapersonal demand for them. With the theory, they can then understand that the reason they are feeling as if they are not doing a good job is because of that lack of self confidence in that environment. The theory provides structure for looking outside of ourselves as a person and analyzing the work objectively. Another benefit for analyzing our work with this theory is that we can talk about the work with other people. This may be another interpreter and we can explain the work and the reasons behind a decision we made. The other interpreter can understand because the two of you share a common vernacular. Plus, you can finally apply language that other people outside of the field can understand. In the instance of the emergency room and all the blood, you can explain that it was making you feel weak and they are able to understand why it was a difficult job for you. Or, you could use a control and ask for help. You can now explain why an interpreting job is difficult. For example, you might tell the person that there is quite a bit of lag time involved and so you will need a little bit more time from the speaker. That can be a kind of control. Now you have at your disposal words and language that you can use to explain to people the intricacies of your job, instead of the frozen statement of my job being the facilitation of communication between two languages and cultures. You do a lot more than that. If you want to explain this to someone else, you can use the theory to help that person understand clearly.

In addition, sometimes it can be important to explain your translation choices to a deaf person. The deaf community can get a sense of what interpreting is really all about. Now, more and more deaf people are joining our field as deaf interpreters and learning the complexity of it. Learning that it's not just hearing a word and making a sign, hearing another word and making a sign, and so forth. It's not that simple a process. It's not even as simple as hearing words, processing them in our

minds, and then signing something. More and more, both hearing and deaf people are gaining an understanding of the complexity of interpreting work. Also, using the theory, we can link up with interpreters of spoken foreign languages and make a connection between our work and theirs. We are able to engage in a dialogue and help each other on a professional level because now we have the same language using this theory. That language or vernacular of the Demand-Control Theory that we've provided to you is: demands, controls, linguistic, environmental, interpersonal, and intrapersonal. Those four categories provide the language of the Demand-Control Theory and are what help people analyze their work and analyze themselves. Whether or not the decisions made are effective will determine if it is an active job or a stressful job. When we share with other professionals, with deaf people, and with colleagues within our field, the common language is those four categories of demands and controls. That helps to build the structure of what interpreting work involves.

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9. Advice to Mentors

Robyn Dean: Bob Pollard and I teach this Demand-Control Theory periodically and most of the time, students feel a bit overwhelmed with all of this. It's something that they are not really used to. And yet, while they are hearing the information they are actually confirming what they already know. They seem to appreciate and really like that now they have this new language to describe the behaviors that have been occurring all along. But they don't necessarily feel comfortable where they've integrated all of this new information. That takes time. Most of the students tell us that in the beginning they didn't really understand everything. But, within a few days, they could see where it all fit. And that has been a common pattern of feedback. My suggestion is not to look at his information like it is a college course where there are pressures to study and read the research articles again. It's important to examine the handouts and read the articles, of course. But, my recommendation is to go somewhere and do your interpreting job. The sit down and think about those four categories we talked about. Really ponder them. Identify and recognize some of the those things and you'll get a better overall understanding of the material. Remember our four categories. Look for what would fall under Linguistic and ask why it is important. Identify the environmental factors, like who the people there are, what the goal is or if it is loud. You can really start to analyze and look for those things. Recognize the interpersonal issues. Look at your relationship with the deaf person, the hearing and deaf person's relationship with each other, etc. The last is really important: what we are feeling within ourselves. It's the one we tend to neglect. Be aware if something is damaging to you. It's important to recognize those things, because ignoring it will impact your work. By accepting it and moving on, one can do a much better job.

Analyze your assignment and look for things in all four of those categories. Then think about your controls. Before you arrived, what were your controls for that job. Maybe you've gone to that assignment a number of times, so you have a comfort level, a familiarity, which acts as a control. During the job, did you notice something special or out of the ordinary? What was that demand and how did you respond to it? That impacts your translation and your language choices. Those are demands that are in the moment. Then, after the assignment, did you follow-up with someone? Did you speak with a supervisor, or another colleague perhaps? Or did you think to yourself that you are never going to take that job again? Or did you go out and meditate for five minutes? Examine each of those points in time in which you can respond to the four categories of demands. We feel that if you go out with the theory in mind, with your next job and subsequent jobs, it will start to gel for you. The information won't be out of your reach. The theory is very practical and highly applicable to your work. Rather than the theory being a fuzzy, hard to grasp concept, it applies very well to your work and as a result, the theory becomes much clearer. Bob and I expect that many people will struggle with some of the concepts of the theory. That's alright. I mean, we've been working on this for eight years. When someone comes up with a new theory and it generates a lot of discussion, both about its positive and negative aspects, that's great. We want that kind of discussion. The lecture, articles, readings and so forth are a starting point for on-line discussions. Bob Pollard and I will be available for joining in and engaging in these discussions, helping to make sure things are clear. Also, we are also there to talk about what worked well and what may not have worked well. We expect to hear a lot of different opinions. The two of us will be on-line with you during those discussions. I've been working with this theory for six, seven, ...eight years now. And it has really helped me a lot. It's helped me in supervising students, in teaching, in understanding my own work better. What I've recommended for demands and controls are just my ideas. Those are fine, but you don't necessarily have to do what I've done. That's the whole point of the theory: to provide a structure, a framework. We can discuss what one person feels an appropriate control might be and how another person might see it differently. This will help in creating an understanding of our role, our profession, and the implications of our work. It is our hope that after you start to use this theory and apply it to your own interpreting work, as well as your work with students, that it will help you gain, as it did for us, a better framework and overall understanding of interpreting. Thank you.

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