

Project management competence in pedagogical translation company simulations

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AFFUMT CONFERENCE, 9 APRIL 2021



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OF TURKU

Multilingual Translation Workshop (MTW)

- Part of MA level Translation Studies Programme at University of Turku
- Compulsory
- 20 ECTS



Multilingual Translator Workshop – A Translation Company Simulation

- Integrating **entrepreneurial competences** into translator education
- Closing the gap between translator education and **working life**
- Bringing **previously learned skills into practice**
- **Experiential learning** (e.g. Lewis & Williams 1994)
- A Simulated Translation Bureau course (member of the International Network of Simulated Translation Bureaus)



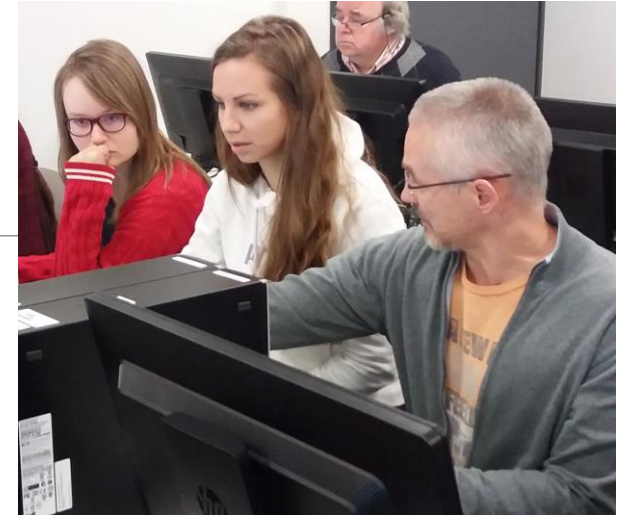
Pedagogical Concept – Teacher

Enabling Translation Company Simulation

- Consults
- Offers translation assignments as a customer
- Encourages students to cope with the element of surprise and chaos

Teaching

- Provides information
- Provides support as needed
- Creates a semi-open learning environment, relies on the team as a resource



Pedagogical Concept – Student

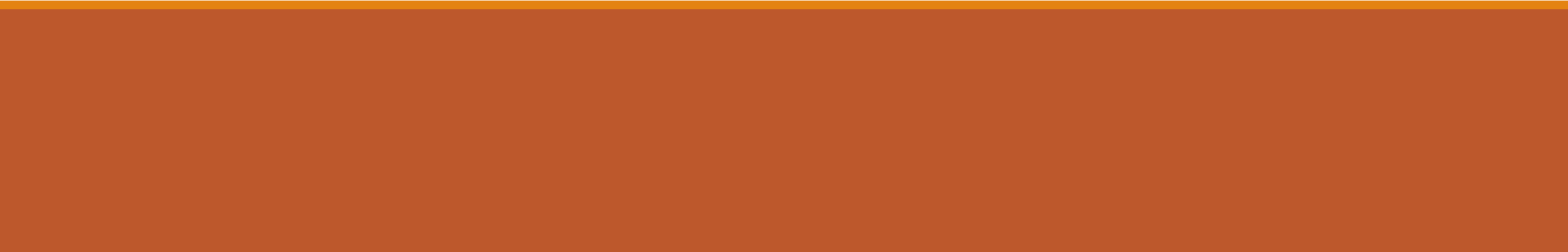
What is expected?

- Open mind
- Entrepreneurial mindset
- Ability to cooperate
- Courage to fail

What is offered?

- Challenging tasks
- Room for self-directed learning
- A view to TRN business
- Contacts to TRN industry
- Support as needed

Exploring students' skills,
motivation and self-efficacy
towards project management



Preliminary tests and findings so far



Testing Project management competence using a task-based assignment



Exploring motivation/interest using a questionnaire



Preliminary tests to explore correlation of competence and motivation with self-efficacy

Project-management self-efficacy as a measure of students' progress

A person's self-efficacy can be defined as their

- “beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments” (Bandura 1997, 3).

Why does self-efficacy matter?

- Expectations of personal efficacy influence a person's decisions on whether to commit themselves to an activity, the level of effort they spend, and their persistence in the face of adversity.

Our experiment on testing PM competence

Participants

- N = 19
- Students in the multilingual translation workshop in the spring 2020
- Age: average 29, range 23 - 46

Data collection and analysis

Motivation/interest in project management

- questionnaire with 5 questions



Quantitative analysis

How to deal with a project

- a customer case described on paper
- task given: describe what you would do as a project manager



Qualitative analysis

- content analysis: mentions on the different PM responsibilities

Self-efficacy

- questionnaire with four items rated on a scale from 1 to 10:
 - I would be able to set up a translation organization (e.g., a translation company/department).
 - I am able to lead a translation organization (e.g., a translation company/department).
 - I am able to work as a project manager in translation projects.
 - I am able to keep account of the receivables and payables of a translation company.



Quantitative analysis

- measures
- correlation with the responses to the motivation/interest questionnaire and the mentions in the PM case task

Survey questions on motivation/interest

	Somewhat...	Very...	No effect	More interested
How interesting do you find project management?	13	6		
How has the course affected your interest towards project management so far?			3	16
In your future work, how useful do you find project management skills?	3	16		

Survey questions on PM skills

	Weak	Moderate	Good	Very good	Excellent
How would you rate your ability to learn project management skills?	0	1	7	8	3
Before the course, how was your previous knowledge about project management?	5	7	4	3	

Task-based assignment: analysis categories

A : project administration

B : customer communication

C : team communication

D : communication

E : invoicing

F : profitability, budgeting, reporting

G : quotation and pricing

H : leadership and management

I : leading and managing people

K : workflow monitoring and problem-solving

J : planning, scheduling and assigning tasks for project team

L : financial administration

M : general administration

N : handling and returning finalised product

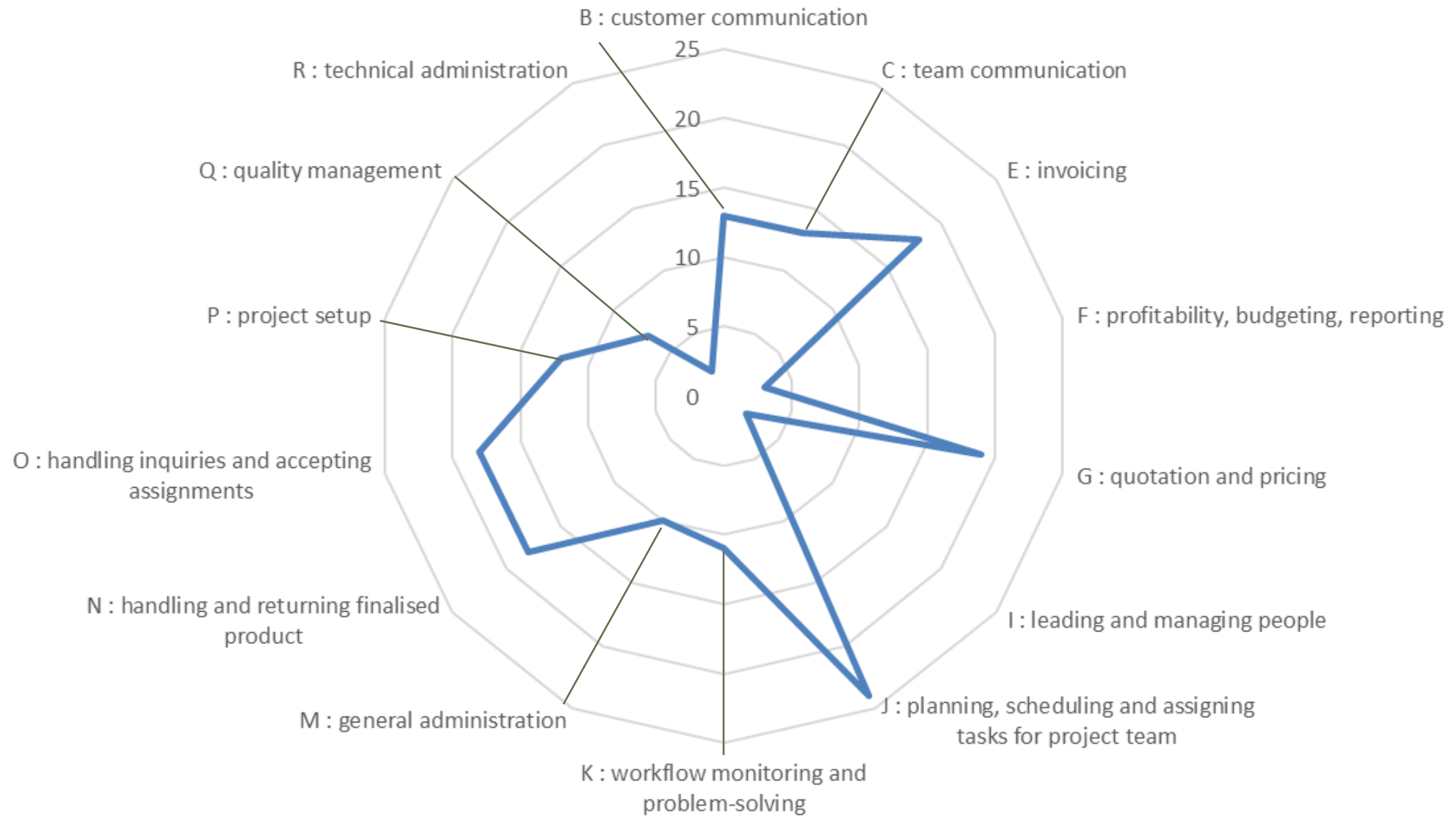
O : handling inquiries and accepting assignments

P : project setup

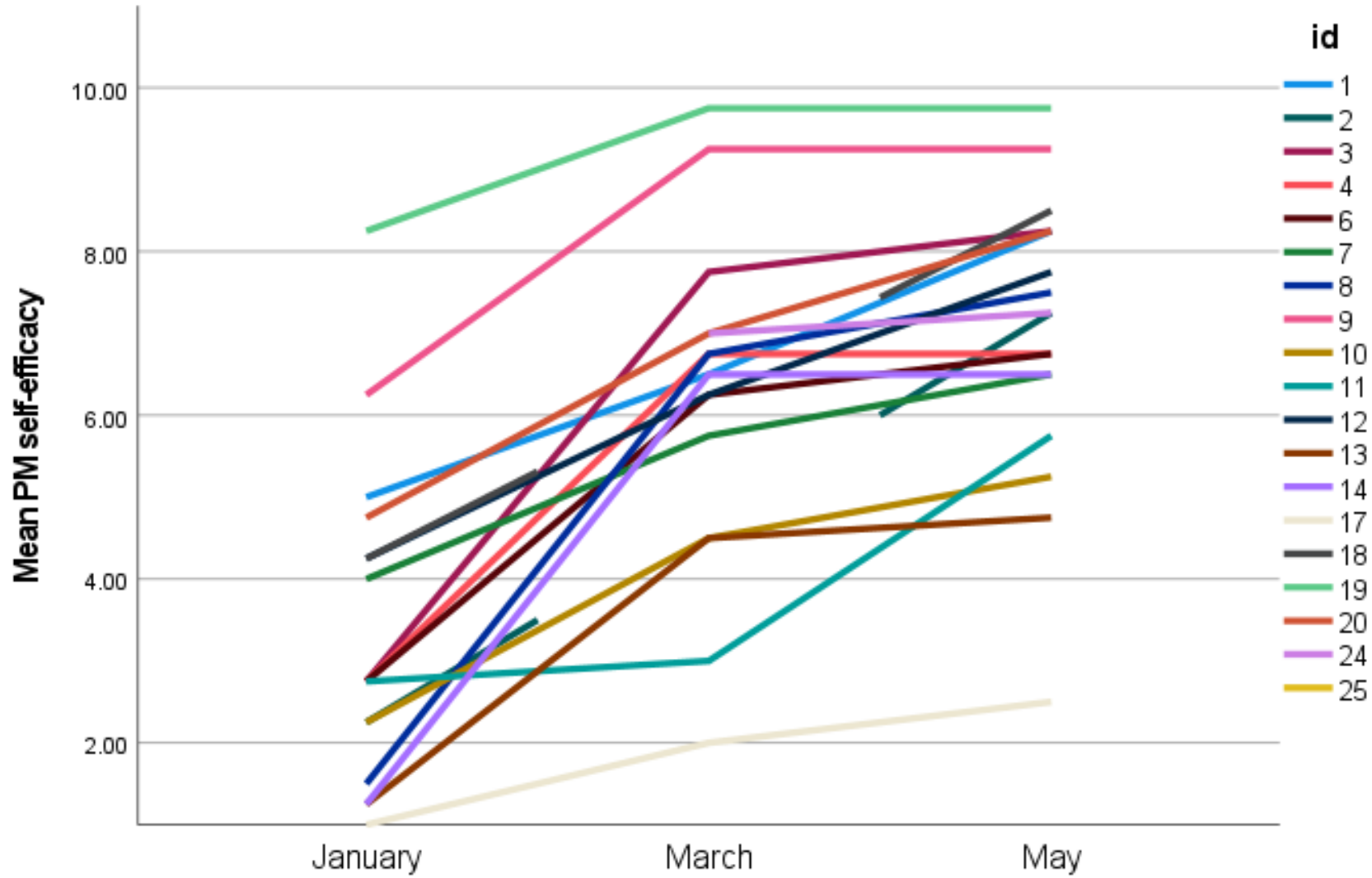
Q : quality management

R : technical administration

Results by analysis category



Individual change in Project management self-efficacy in the MTW in spring 2020



Correlations between skills

1. PM self-efficacy & ability to learn ($r = 0.559, p=0.013$)
2. PM self-efficacy & previous skills ($r = 0.559, p=0.013$)
3. Previous skills & ability to learn ($r = 0.581, p=0.008$)

No statistically significant correlation between

1. PM self-efficacy & PM task (mentions analysis) ($r = -0.082, p=0.695$)
2. PM Motivation & PM task (mentions analysis) ($r = -0.325, p=0.139$)

		PM motivation	Course	PM useful	Ability to learn	Previous skills	Mentions	PM self-efficacy
PM motivation	Corr.	--						
	Sig.							
	N	17						
Course	Corr.	0,270	--					
	Sig.	0,281						
	N	17	17					
PM useful	Corr.	0,342	-0,169	--				
	Sig.	0,171	0,499					
	N	17	17	17				
Ability to learn	Corr.	0,387	0,056	-0,031	--			
	Sig.	0,097	0,812	0,893				
	N	17	17	17	17			
Previous skills	Corr.	0,036	-0,216	0,106	.520 *	--		
	Sig.	0,874	0,348	0,644	0,016			
	N	17	17	17	17	17		
Mentions	Corr.	0,325	0,066	0,070	-0,046	-0,116	--	
	Sig.	0,139	0,762	0,749	0,822	0,565		
	N	17	17	17	17	17	17	
PM self-efficacy	Corr.	0,448	0,153	0,000	.559 *	.581 **	-0,082	--
	Sig.	0,061	0,521	1,000	0,013	0,008	0,695	
	N	14	14	14	14	14	14	14

*. Correlation is significant at the 0.05 level (2-tailed).
 **. Correlation is significant at the 0.01 level (2-tailed).

To conclude...

No statistically significant correlations where we tried to find them → our tool for measuring needs further development

- questionnaire with narrow scales → not enough distinction between respondents
- coding to be rechecked
- small sample → use of statistics?

Student responses in the task-based assignment show **declarative knowledge** → **procedural knowledge** not (yet) measured

- use of a practical task + screen recording?

References

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See also

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Thank you!

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