

## **Interpersonal Skills in the Development of Translation Competence**

**Vladimír BILOVESKÝ**

Department of British and American Studies, Faculty of Arts,  
Matej Bel University, Banská Bystrica, the Slovak Republic  
Email: [vladimir.bilovesky@umb.sk](mailto:vladimir.bilovesky@umb.sk)

**Received:10/25/2022**

**Accepted: 02/14/2023**

**Published 02/25/2023**

### **Abstract**

The present study aims at developing students' interpersonal competencies in the process of translation training. Translators are expected to possess a specific profile including interpersonal competencies that are compatible with the needs of labor market, translation market and employers. Ergo, this study is targeted towards inquiring interpersonal skills (communication, presentation skills, teamwork, stress management, time management, conflict management, flexibility, responsibility, self-motivation, and assertiveness). As a start, the study pinpoints the changes in the labor market, and translation market influenced by the development of new technologies, globalization and needs by employers. Moreover, it highlights some educational consequences and the role of academia in those changes. Therefore, after ascertaining the needs of current employers a feasible model of interpersonal competencies development in the process of acquiring translation competence is devised and designed. The model incorporates both the development of translation competence and the development of interpersonal skills. Thus, the suggested model is deliberated to be a part of a program for teaching specialized translation whose aim is to develop translation competence and interpersonal competencies and in consequence to gain a better position in the labor market.

*Keywords:* competencies, interpersonal competencies, CAT tools, teaching model for specialised translation, teacher–student interaction

**Cite as:** BILOVESKÝ, V. (2023). Interpersonal Skills in the Development of Translation Competence. *Arab World English Journal for Translation & Literary Studies* 7 (1). 313-326.  
DOI: <http://dx.doi.org/10.24093/awejtls/vol7no1.23>

## **Introduction**

Today's dynamic and rapidly changing labor market is influenced by the constant development of new technologies, globalization, the changing nature of the economy, and changing demands on employees. These changes are resulting in a global transformation of civilization. This is an objectively observable process that affects every aspect of human life, bringing both positives and negatives to communities. The turns mentioned also change thinking about education, emphasizing the need to build a sustainable knowledge society. In this context, university graduates are expected to be flexible, dynamic, and able to adapt effectively to new, rapidly changing conditions of the labor market, to the changes in individual jobs, and to the transformations and challenges that society is going through in the 21st century. They are expected to contribute to a company's development by applying their technical skills and theoretical knowledge in the practice. Ideal graduates, to meet the needs of today's companies, should be able to work in a team, know the principles of effective communication, exhibit a high level of critical thinking, have IT and problem-solving skills, and be able to work in an intercultural environment.

The above-mentioned technological developments force academia to change how knowledge is transferred in the education process. This also entails changes to the interaction between teacher and student. It should not be forgotten that every educational context is still strongly influenced by the educational traditions that have been shaped in its given geographical context.

These circumstances force universities to react, as employers very often point to a disconnect between students' university training and practice. Students arrive unprepared, as the skills they have (not) acquired through university training do not correspond to the needs of practice. When we talk about the connection between education and practice, i.e., the link between theory and practice, it should be remembered that reflecting on this link is not just a newly arisen necessity or a recent innovation. As early as the last century, American philosopher Dewey (1938), a representative of the Chicago School of Pragmatism, a representative of reform pedagogy, advocated the importance of learning by doing. He urged the avoidance of learning dead facts, stressing the need to develop skills and impart knowledge that helps students as human beings, professionals, and citizens. Steiner (1937), the Austrian (also referred to as German) philosopher, founder of anthroposophy, and founder of the first Waldorf school in Stuttgart in 1919, thought along similar lines, emphasizing that the goal of education is to balance the intellect, the emotions, the heart, and practical skills to educate individuals who are then effective servants of society.

Demands on university graduates from practice and employers are natural and legitimate, but it is questionable to what extent university education must primarily meet the needs of practice and employers. In the author's opinion, higher-education institutions must reflect the requirements of practice, but this reflection also raises legitimate learning goals:

- to prepare graduates only for a particular industry or for a specific area of social practice;
- to prepare an independent-minded graduate with an adequate level of critical thinking and a high degree of creativity, able to further develop their skills in different areas of socio-economic practice with the help of teamwork;
- to prepare graduates by limiting their education to specific basic competencies required by the present;
- to prepare an explicitly narrowly specialized graduate according to the dictates of practice.

What is the role of the university, then? In the author's opinion, a university should prepare a translation graduate who is comprehensively equipped for working life, not narrowly specialized, because

the makeup of national economies, for example, can – and certainly will – change, not to mention changes at the global level. How, then will a highly specialized professional, without the ability to think freely and creatively, be able to switch to another area of socio-economic practice and find employment? In a way, globalization is getting out of hand, and it is, therefore, difficult to predict the future and trends of the development not only of society but also of national economies.

These considerations also apply to students in humanities-oriented fields of study. The author will consider the study field<sup>1</sup> of philology, specifically, the specialization of translation and interpreting. From the previous, it follows that it is impossible to predict precisely what competencies, skills, and knowledge will be needed soon, even for graduates of a philology degree program specializing in translation and interpreting. Currently, we see other types of markets with many different profiles and, as a result, different needs. Is it not the role of the university to develop, first and foremost, the talent and creativity of students, their ability to communicate and work in a team (as teamwork is considered a key competence for the 21st century), and their ability to self-reflect and evaluate others, i.e., to grow, in particular, the interpersonal skills of graduates? Let us not forget humanity, which universities should cultivate as well. In addition, developing students' creativity has taken a back seat in recent times. We do not pay enough attention to it, because practice requires us to educate mainly with the help of technology and within the technology framework. However, let us be honest and admit that technology essentially deprives human beings of skills such as creativity, humanity, and the ability to communicate as mentioned above, especially in an intercultural environment.

Technological development, market needs, and employers' needs equally influence humanities-oriented fields of study, in our case the field of study of philology, specialization translation and interpreting, which also has to respond flexibly to the needs of employers. Shortly, the position of the translator will be different; their tasks will be more varied, and, in this context, different competencies and skills will be required. As the author has already stated, the translation market is also changing. This market will no longer need a translator who works only with source and target texts and uses only dictionaries and acquired knowledge in their work. They will need to interact with other professionals or participants in the translation process, and they will need to be team player who is proficient in the use of Information Technology (IT). It is likely, if not sure, that their role will also include post-editing of texts produced by their human or technological colleagues.

### **Literature Review**

The topic consulted in the literature reveals that the issue of the translator's competence per se is sufficiently elaborated.<sup>1</sup>

But on the other hand, global and national labor markets and rapidly changing translation markets force academia to respond to those changes and prepare students for a contemporary working environment because their skills and knowledge do not correspond with the needs of practice (Zvalová, 2008; Janková, 2015; EU, 2019; WEF, 2016, 2018). This also applies to the translator. Their position (in the near future) will be different, their tasks will be more diverse, and in this context, they will be required to have different competencies and skills. The translator will have to be a team player who is proficient in using IT and their interpersonal skills are sufficiently developed. The development of those skills in translation training is not sufficiently elaborated in literature in addition to several studies (Biloveský, 2020a, 2020b, Biloveský – Laš, 2018, Kraviarová, 2014a, 2014b) or in the works of experts on the development of interpersonal skill

(European Qualifications Framework for Lifelong Learning, the Slovak National System of Occupations, European Masters' in Translation, ANTEA CONSULTING, s. r. o.) and the experts in the field of interpersonal skills, e. g., Hehyba-Kolář (2010), Mühleisen-Oberhuber (2008). The national education systems of the EU member states are also based on the European Qualifications Framework for Lifelong Learning (adopted in 2008 and revised in 2017), which in Slovakia is reflected in the National Qualifications Framework. In Slovakia, the National System of Occupations (NSO), defined by Act No. 5/2004 Employment Services, is a nationwide, unified information system for describing the standard labor market requirements for individual jobs. The NSO specifies the requirements for professional skills and practical experience necessary to perform work activities on the labor market. At its core is the Register of Occupations, created from the National Occupational Standards, which describes employers' requirements for skilled job performance (Ministry of Labor, Social Affairs, and Family of the Slovak Republic, 2023). The requirements for a quality management system in translation services are, in turn, specified in the International Standard ISO 17100. The European Union's priorities for the higher education of translators are defined by the European Master's in Translation, which is intended to enable those who have completed such training to become more employable in the labor market.

### ***The study***

The study is an empirical investigation of today's translator profile and professional translators' required skills and competencies to incorporate them in teaching translation and translators' training. It is an attempt to present, and clarify a practice-based teaching model for specialized translation that focuses on developing translation competence and interpersonal competencies required by the translation market and other market players.

### ***Educational Consequences***

Since the study focuses on the development of interpersonal skills in the process of translator training, it is essential to further define the term skill. Within the European Qualifications Framework – EQF (European Commission, 2008), knowledge, competencies, and skills are considered as learning outcomes. The European Commission defines knowledge as “the result of the acquiring of theoretical or factual information through learning” (p. 13). The notions of competence and skill are often defined variously by scholars in Slovakia and elsewhere, and some consider them to be synonymous. The author will therefore try to formulate own definition.

According to Klieme (2004), *knowledge* at a higher level develops into skills (Cedefop, 2006; Biloveský – Laš, 2018; Rakšányiová, 2012). In the author's view, knowledge is the result of both conscious and unconscious learning and the starting point for the further development of an individual in many ways.

*Competence* is defined as “the demonstrated ability to apply knowledge, skills and personal, social and, or methodological abilities in work or learning situations, in the context of professional and personal development” (European Commission, 2008, p. 13). Thus, in summary,

we can say that competence is associated with responsibility and autonomy. The author understands this as a definition in a broad sense. Still, concerning translation, there are several definitions of translation competence, which we understand as competence in a narrower sense. Since the author's subject of interest is a skill, the focus will be on the definition of translation competence, according to the European Master's in Translation (EMT)<sup>2</sup> standards, which state that a translator is required to have the following competencies:

- ✓ competence to provide translation services,
- ✓ linguistic competence,
- ✓ intercultural competence,
- ✓ information competence,
- ✓ technological competence,
- ✓ thematic competence.

Skills are generally divided into soft skills, also known as interpersonal skills, and hard skills. According to some authors (e.g., Nehyba - Kolář, 2010), soft skills are part of emotional intelligence, while others consider them cognitive and practical, defining them as the ability to apply knowledge to performing tasks and solving problems (European Commission, 2008). According to Mühleisen and Oberhuber (2008), we are born with these skills and can refine and develop them throughout our lives. They are unmeasurable and characteristic of each individual.

To generalize, we could say that soft skills are related to the ability to communicate, work together, resolve conflicts, organize, make decisions, etc. They are complementary to professional, i.e., hard skills.

Recently, there have also been reflections and discussions on transferable skills (Sá-Serpa, 2018; Hanesová-Theodoulides, 2022). These skills are transferable across many sectors and occupations (mostly) within the economy. They are essential for people's wider employability in the labor market. The global labor market considers hard skills to consist of technical and administrative skills related to the sector in which an organization operates or directly to the given occupation. As a rule, they are easily observable, measurable, and developed naturally; when new such skills are acquired, there is no need to unlearn skills already learned. We can, therefore, also describe them as vocational or professional skills. Soft skills, on the other hand, are skills that are also needed in everyday life (not only in the world of work) and it is not easy to measure and observe them (European Commission, 2011).

The list of soft skills (and their naming) varies from author to author; the German scholars Gabriele Peters-Kühlinger and Friedel John, for example, give the following list: communication skills, self-esteem and empathy, teamwork skills, ability to accept criticism and criticize effectively, analytical and critical thinking, trustworthiness, discipline, self-control, curiosity, the ability to manage conflicts, and the ability to assert oneself (Peters-Kühlinger, 2007).

The researcher's attention has been drawn to a list of soft skills compiled by ANTEA CONSULTING, s.r.o., a consultancy firm because they correspond to the researcher's ideas of the soft skills that a translator should possess. The firm lists the following top ten soft skills:

communication and presentation skills, teamwork, stress management, time management, conflict management, flexibility and proactivity, positive thinking and positive attitude, responsibility, self-motivation, and assertiveness.

### **Model of Interpersonal Skills Development in the Process of Acquiring Translation Competence**

From the previous, it follows that the content and organization of instruction in study programs of translation and interpreting should be defined to reflect basic translation competence, as well as the requirements of the translation market and the labor market as such, and thus to produce as many prerequisites as possible for graduates to find employment.

For a long time, the researcher has been thinking (along with former PhD students Marianna Bachledová, Zuzana Angelovičová (Kraviarová) and Matej Laš) about a model of teaching translation which would allow students to develop, in parallel, translation competence and the technical sub-competence of using Computer-Assisted Translation tools (CAT), while also reflecting the requirements of practice and modelling actual translation practice in the education process. Gradually, while using this model, I have realized that it also allows us to develop students' soft skills, including teamwork, which is considered a critical competency for the 21st century. Thanks to this model, I have also become aware of a changed paradigm of teacher-student interaction. Consequently, I have also started to deliberately target the development of soft skills in translation instruction as well as investigate the resulting changes to teacher-student interaction. The focus is on the development of the following soft skills: communication, teamwork, conflict resolution skills, assessment of team members, acceptance of evaluation, criticism, justification of evaluation, analytical thinking, critical thinking, decision-making and organization, self-esteem, empathy, discipline, self-control, curiosity, and the ability to assert oneself.

The model is focused on the translation of specialized texts, as such texts are prevalent in current translation production in Slovakia. Our model for specialized translation courses focuses on two aspects. On the one hand, we try to simulate actual translation practice in the classroom. On the other hand, we endeavor to accelerate students' soft skills. During the course, they experience different activities and actions within translation agencies, as our graduates are often employed by them.

Our specialized translation courses are divided into two seminars: Specialized Translation 1 and Specialized Translation 2. Specialized Translation 1 is offered to first-year students of the master's program. The course also includes the particularities of specialized texts, the typology of specialized texts, terminology *per se*, and with emphasis on the unique features of Slovak and foreign-language vocabulary.

In addition, students are trained to use CAT tools, MemoQ and Trados. The form of Specialised Translation 2 simulates a translation agency. Students are assigned job positions in translation teams. Each translation team has five job positions: a project manager (PM), terminologists, translators, editors, a copyeditor. The Project Manager (PM) draws up a timetable



taking into consideration the time demands for the individual positions, divides the text into several parts for translation, and coordinates the different activities of the translation process. The terminologists analyze the original text, conduct an intra- and extratextual analysis, compile glossaries in Excel, and search for parallel texts. Translators import the glossaries into MemoQ, and begin to translate. They then export the translated text and send it back to the MP. The PM sends this file to the editors. The edited text is then sent to the copyeditor. The copyeditor checks the whole document, corrects grammatical or stylistic mistakes, and checks the formatting. If serious errors are found – errors that cannot be fixed by the copyeditor – the PM is notified and sends the text for revision back to whoever is responsible for the error. At the end of the project, all team members have to write a team evaluation report and send it to the PM, who evaluates the teamwork and any issues that come up in the process, gives advice on how to improve the process, writes down what they have learned, and assesses their general satisfaction with other team members. The PM then assembles the project as instructed by a teacher and sends the complete documents to the teacher. Only then does the teacher begin to assess the work of the individual team members and the overall translation quality. The number of students in each position depends on the given translation team, the only conditions are that there be only one PM and one copyeditor. For detailed information concerning the formation of a project team, and the internal relations of the individual members see Biloveský – Laš, (2018).

### **Advantages and Disadvantages of the Model**

The advantage of this model is that it simulates real work experience in a translation agency (the model was created in cooperation with Slovak translation agencies). The whole process is carried out with the help of the CAT tool MemoQ, thus developing students' skills for working with such devices. A significant benefit of the model is that in parallel with the training of translation competence, soft skills are also developed: communication, teamwork, conflict resolution, evaluation of team members, acceptance of assessment, criticism, justification of evaluation, analytical thinking, critical thinking, decision making and organization, healthy self-esteem, empathy, discipline, self-control, curiosity, and the ability to assert oneself.

We recognize that achieving total mastery of these skills is not possible in a single semester. Still, we are confident that starting the process will help students become aware of and reflect on the demands and requirements of practice.

The disadvantage of the model is that students cannot try out all the positions in a team in one semester. Another disadvantage is the fact that not all students are team players, as some prefer to work independently. They participate in teamwork, but it does not fulfill them; they are unable to trust the quality of the previous position's output; they instead work out and verify everything on their own, which can cause deadlines to be missed.

### A Changed Paradigm of Teacher-Student Interaction

The model of teaching the aforementioned above diversifies the traditional relationship between teacher and students, as well as their acts in the education process. The teacher is not a controller anymore. They act more as a guide through the whole teaching process. They are a facilitator, organizer, and manager of the entire teaching process while acting as a tutor. We consider the role of the teacher as an organizer/manager as the most important and most problematic. If the teacher is a tutor, students are deeply involved in the self-teaching process or work in teams, as in our case. In the course of Specialized Translation 2, students can take the role of investigator, researcher or student-discoverers. The diagram shows the changed roles of a student and a teacher.

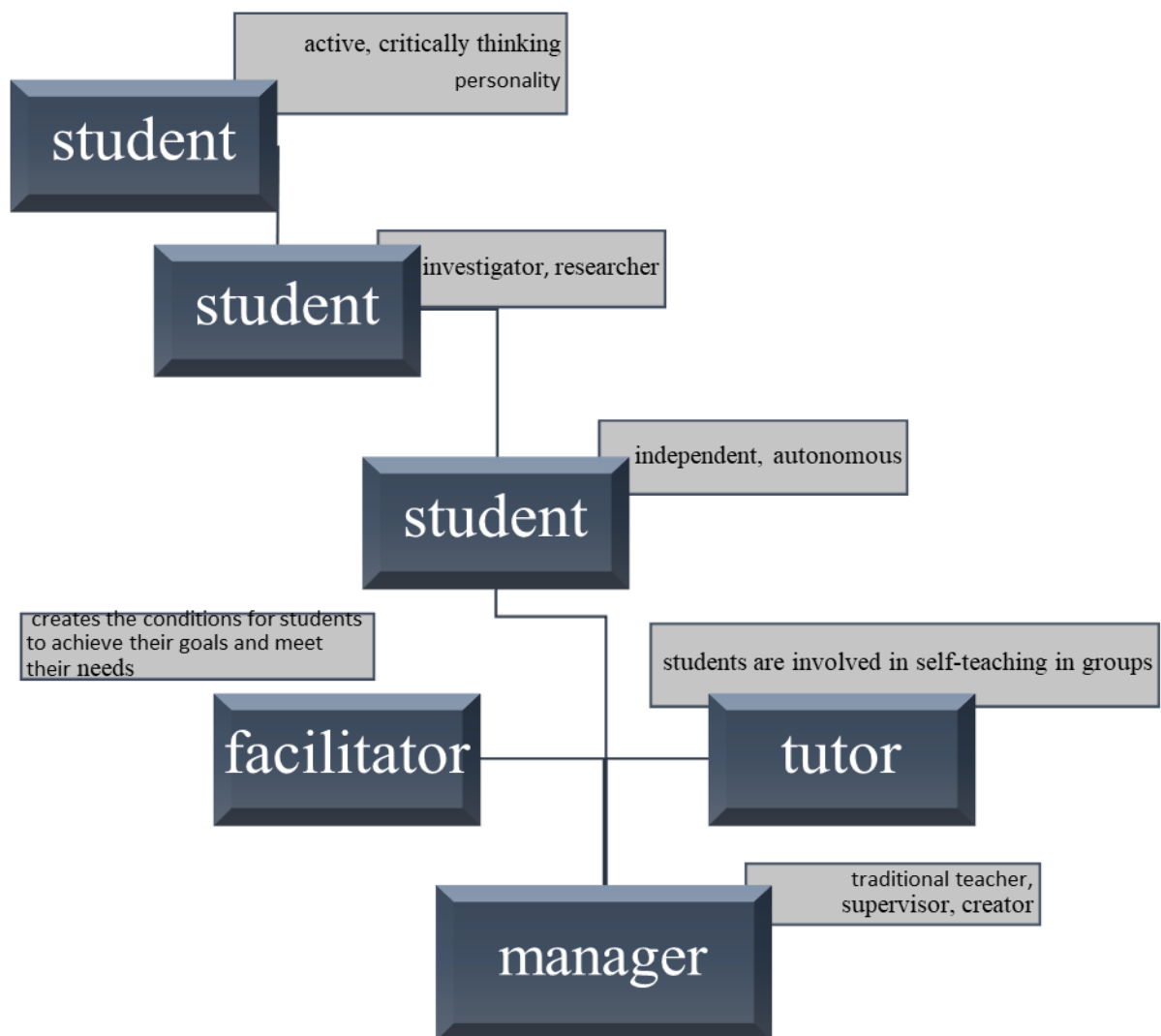


Figure 1. The teacher–student relationship and the process of developing individual roles (diagram by Vladimír Biloveský, based on Homolová, 2004)



We do not consider our model to be fixed and static, because the translation market is constantly changing. Similarly, each teacher is different, accentuating the individual skills in different ways and focusing on their development to varying degrees when teaching them.

So how can we summarize the considerations of translation competence? The model we have presented is such a superstructure, because, in parallel with the development of the base (translation competence), it also develops interpersonal skills, comprehensively shapes the translator's personality, and develops their abilities according to the needs of the changing translation market of the 21st century. In addition to interpersonal skills, the model also develops market and (meta) critical competence (e.g., through the positions of project manager, editor, and copyeditor).

One of the goals of university training of future translators is *a homo translator* capable of independent, creative, analytical, and critical thinking, technologically proficient, and at the same time able to work in teams. This term has also been creatively elaborated by Rakšányiová (2012), in which she critically, and above all warningly, points out the phenomenon that, instead of the ideal, educated, relatively autonomous *homo translator*, the current translation market is dominated mainly by "*homo oeconomicus*: the market distorts our naive ideas about the victory of education and wisdom over stupidity" (Rakšányiová, 2012, p. 45).

However, if we were to classify the work of a translator as a craft or service based on the wide range of general, specific, professional, and linguistic competencies required, we would have to conclude that it is a highly demanding *intellectual craft*, requiring, in addition to all the competencies analyzed as well as those not yet identified or described, a keen intellect and the whole range of interpersonal skills that a *homo translator* should possess.

In this study, the researcher has not arrived at an exhaustive definition of translation competence and soft skills; this is obviously not possible, since both translation competence and the translator are variable factors.

"The person and personality of a translator resemble a mosaic, refined by years and practice, made up of many pebbles. The mosaic should be seen holistically as an aggregate of fragments, each of which has its quality and justification" (Rakšányiová, 2002, p. 42).

The study of translation competence, the whole translation process, and the translator as a creative being is a complex and dynamic process, as all the variables that enter into the individual processes are constantly evolving. This is why it is necessary to continually deepen translational research, improve didactic methods, and seek new inspirations that should be directed toward improving the quality of translator training.

## Conclusion

This study focuses on the role of interpersonal skills in the development of translation competence and comes out of a model for specialized translation teaching. The model presented is such a superstructure, because, in parallel with the development of the base (translation competence), it also develops interpersonal skills, comprehensively shapes the translator's

personality, and develops their abilities according to the needs of the changing translation market of the 21st century. In addition to interpersonal skills, the model also develops market and (meta) critical competence. e.g., through the positions of a project manager, editor, and copyeditor. It is based on the needs of employers who expect students to be capable of working in a team, of self-reflecting, of evaluating fellow workers, and of developing interpersonal skills formulated by European Qualifications Framework for Lifelong Learning, the Slovak National System of Occupations, European Master's in Translation, ANTEA CONSULTING, s. r. o and the experts in the field of interpersonal skills, e. g., Oberhuber (2008).

According to employers, students come unprepared for a contemporary working environment, their skills and knowledge do not correspond with the needs of practice. The rapidly changing labor market requires a different position for the translator, their tasks will be more diverse, and they will be required to have different competencies and skills.

### **Endnotes**

<sup>1</sup> For more detailed definitions of translation, competence see Nida (1964), Nord (1991), PACTE (1997), Pym (2003), Gromová (2003), Mbotake (2015), Koželová (2018), Hut'ková (2019).

<sup>2</sup> In Slovakia, higher-education programs are categorized according to a system of *fields of study*, issued in the form of a ministerial decree. A field of study is an area of knowledge that can be studied at one of the three levels of higher education (Bc, MA, PhD). Fields of study are defined by their content, which is characterized more particularly by the areas and range of knowledge, skills, and competencies that make up the graduate's profile.

<sup>3</sup> The European Master's in Translation (EMT), a quality label for translation programs offered by universities across Europe, was set up by the EU's Directorate General for Translation in 2006 as a way of improving translator training and encouraging qualified translators to work at the EU. The translation programs recognized by the EMT network open doors with well-respected employers in the industry. If you select a translation program recognized by the EMT network, you can be confident that your translation qualification will open doors with well-respected employers at the industry.

<sup>3</sup> The program is offered by the Department of British and American Studies, the Faculty of Arts, Matej Bel University in Banská Bystrica, Slovakia.

### **About the Author**

Vladimír Biloveský is an Associate Professor of Translation Studies at the Department of British and American Studies, Faculty of Arts, Matej Bel University, Banská Bystrica, the Slovak Republic. He is a member of the scientific board of the faculty. He is specialized in translation studies, his main interest lies in investigating new ways to teach students specialized translation, and to understand the history of translation per se. He is the head of the advisory board of the Translation Criticism Journal. He contributed to the supervision of Doctorate dissertations, Master's and Bachelor Theses. He is the author of three monographs, four undergraduate textbooks, some articles and studies. He has lectured in foreign countries (Czech Republic, Poland, Russia, Türkiye, and Austria). ORCID ID:<https://ORCID:0000-0002-0822-2375>

## References

- Amparo, H. A. (1997). *Researching translation competence by PACTE group*. Barcelona: Universitat Autònoma de Barcelona.
- Biloveský, V. (2020a). Self-reflection among students and teachers: feedback within the educational process. *Lingua et vita*, 9/1 (17), 91-99. Retrieved from [https://linguaetvita.sk/www\\_write/files/issues/2019/2020/17/d\\_09\\_91az99\\_dmj\\_bilovesky\\_172020.pdf](https://linguaetvita.sk/www_write/files/issues/2019/2020/17/d_09_91az99_dmj_bilovesky_172020.pdf)
- Biloveský, V. (2020b). Feedback, reflection and selfreflection in education process. L. Theodoulides at all *Rozvoj kritického myslenia koučovacím prístupom vo vysokoškolskom prostredí* [Developing critical thinking through a coaching approach in university]. Banská Bystrica: Vydavateľstvo Univerzity Mateja Bela – Belianum. 74-87. Available at <https://doi.org/10.24040/2020.9788055717920>
- Biloveský, V., & Djovčoš, M. (2016). Teaching Translation and Interpreting in Slovakia: Is there anything other than Levý and Popovič? *European Journal of Contemporary Education*, 16(2), 198-204.
- Biloveský, V. (2017). Odborný text ako výsledok kreatívnej práce a mysle [Non-Literary Text as a Result of Creative Work]. *Lingua et vita*, 6(12), 17–21.
- Biloveský, V., & Laš, M. (2018). The particulars of teaching specialized translation: a case study of Matej Bel University. *European Journal of Contemporary Education*. 7 (2), 265–274.
- CEDEFOP (2006). *Typology of knowledge, skills and competences: clarification, of the concept and prototype*. Luxembourg: Office for Official Publication of the European Communities. Retrieved from [https://www.cedefop.europa.eu/files/3048\\_en.pdf](https://www.cedefop.europa.eu/files/3048_en.pdf)
- Beková, L., & Grajčár, Š. (2012). *Zručnosti pre riadenie vlastnej vzdelávacej a profesijnej dráhy a ich rozvoj v sektore vzdelávania* [Skills for managing one's learning and career path and their development in the education sector ]. Bratislava: Slovenská akademická asociácia pre medzinárodnú spoluprácu, centrum Euroguidance.
- Dolet, É. (2006). *La manière de bien traduire d'une langue en autre* (Éd. 1540) [How to properly translate from one language to another]. Available at <https://www.docstubs.com/doc/9562/la-maniere-de-bien-traduire-dune-langue-en-aulture>.
- Expert network EMT (2009). *Competences for professional translators, experts in multilingual and multimedia communication*. Brussels. Retrieved from [http://ec.europa.eu/dgs/translation/programmes/emt/key\\_documents/emt\\_competences\\_translators\\_en.pdf](http://ec.europa.eu/dgs/translation/programmes/emt/key_documents/emt_competences_translators_en.pdf)
- European Master in Translation. (2022). Available at <https://www.germantranslationtips.com/European-Masters-in-Translation.html>
- European Commission (2008). *The European Qualifications Framework for Lifelong Learning (EQF)*. Luxembourg: Office for Official Publications of the European Communities. Retrieved from <https://europa.eu/europass/system/files/2020-05/EQF-Archives-EN.pdf>
- European Commission (2011). *Transferability of Skills across Economic Sectors.*, elaborated by RPIC-ViP in cooperation with experts. Luxembourg: Publications Office of the European Union. Retrieved from [file:///C:/Users/Bilovesky/Downloads/transferability of skills across economic sectors-gp\\_eudor\\_WEB\\_KE3211836ENC\\_002.pdf](file:///C:/Users/Bilovesky/Downloads/transferability%20of%20skills%20across%20economic%20sectors-gp_eudor_WEB_KE3211836ENC_002.pdf)
- Gromová, E. (2003). *Teória a didaktika prekladu* [Theory and didactics of translation]. Nitra: Filozofická fakulta UKF.

- Hartenstein, M., & Arnscheid, R. (2007). *Testy u přijímacího pohovoru: tak ukážete, co umíte* [Interview tests]. Prague: Grada Publishing.
- Homolová, E. (2004). *Učitel'ské a žiacke roly na hodine cudzieho jazyka* [Teacher and pupil roles in the foreign language classroom]. Banská Bystrica: Fakulta humanitných vied UMB.
- Hanesová, D. & Teodoulides, L. (2022). *Mastering Transversal Competences in a Higher Education Environment: Through Processes of Critical Thinking and Reflection*. Banská Bystrica: Belianum.
- Horyna, B. (2017). *In unum vertere? Univerzita dnes* [In unum vertere? Univesrity Today]. Aluze.cz. Projev nositele Ceny rektora Masarykovy univerzity za rok 2007 přednesený na Dies Academicus MU 14. května 2008. Available at: [http://aluze.cz/2008\\_02/11\\_glosa\\_horyna.php](http://aluze.cz/2008_02/11_glosa_horyna.php)
- Huťková, A. (2003). *Vybrané kapitoly z teórie prekladu literárno-umeleckých textov* [Selected chapters from the theory of translation of literary texts]. Banská Bystrica: Univerzita Mateja Bela.
- Huťková, A. (2019). The issue of expression hybridity in the translation process. In *Acta Universitatis Carolinae Philologica*, 1, 21–37.
- Janková, Z. (2015). *Zamestnávateľ'ský prieskum* [Employers' survey]. Bratislava, CVTI SR 2015. Key Competences for Lifelong Learning, European Union (2019). Available at <https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en>.
- Koželová, A. (2018). *Prekladateľ'ské kompetencie v kontexte domácej translatológie* [Translation competencies in the context of Slovak translation studies]. Prešov: Prešovská univerzita.
- Klieme, E. , Maag-Merki, K., & Harting, J. (2010). *Pojem kompetence a význam kompetenci ve vzdělávání* [The concept of competence and its meaning in education]. *Pedagogická orientace*, 20(4), 104–119.
- Kraviarová, Z. (2014a). Integrovaná výučba odborného prekladu [The Integrated form of specialized translation teaching]. *Prekladateľ'ské listy* 3.66–81.
- Kraviarová, Z. (2014b). Prax v integrovanej výučbe odborného prekladu [Internship in the integrated form of specialized translation teaching]. *Preklad a tlmočenie 11: Má translatológia dnes ešte čo ponúknuť?* V. Biloveský (ed.), *Reciprocity a tenzie v translatologickom výskume* (pp. 3-41) Banská Bystrica: Belianum, Filozofická fakulta Univerzity Mateja Bela.
- Lavieri, A. (2019). Homo translator. Notes pour une anthropologie comparative de la traduction. *Translation in Fabula*, 117–127.
- Národná sústava povolání [National System of Occupations ] Ministry of Labour, Social Affairs and Family of the Slovak Republic, Available at [https://www.sustavapovolani.sk/o\\_portali](https://www.sustavapovolani.sk/o_portali)
- Murti, A. (2014). Why Soft Skills Matter? *IUP Journal of Soft Skills*, 8(3), 32–36. Available at <http://ezproxy.muni.cz/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,cookie,uid&db=bth&AN=99267882&lang=cs&site=eds-live&scope=site>
- Mühleisen, S., & Oberhuber, N. (2008), *Komunikační a jiné měkké dovednosti: soft skills v praxi* [Communication and other soft skills: soft skills in practice]. Prague: Grada Publishing.

- Nida, E. A. (1964). *Towards a Science of Translating: With Special Reference to Principles and Procedures Involved in Bible Translating*. Leiden: Brill.
- Kolář, J. & Nehyba, J. (2010) *Soft skills jako součást osobnostně sociálního rozvoje v informační a knihovnické profesi*. [Soft skills as part of personal and social development in the information and library profession]. Available at <http://www.ikaros.cz/soft-skills-jako-soucast-osobnostne-socialniho-rozvoje-v-informacni-a-knihovnicke-profesi>
- Nord, Ch. (1991). *Text analysis in translation: theory, methodology, and didactic applications of a model for translation-oriented text analysis*. Amsterdam/New York: Rodopi.
- Peters-Kühlinger, G. (2007). *Komunikační a jiné "měkké" dovednosti: využijte svůj potenciál, rozvíňte své soft skills a staňte se úspěšnějšími* [Communication and other soft skills: tap your potential, develop your soft skills and become more successful]. Prague: Grada Publishing.
- Popovič, A. (1971). *Poetika umeleckého prekladu* [The poetics of literary translation]. Bratislava: Tatran.
- Popovič, A. (1975). *Teória umeleckého prekladu* [The theory of literary translation]. Bratislava: Tatran.
- Popovič, A. (1983). *Originál/Preklad* [Source text/Translation]. Bratislava: Tatran.
- Pym, A. (2003). Redefining Translation Competence in an Electronic Age. *Meta*, 48(4), 481–497. available at <https://doi.org/10.7202/008533a>
- Rakšanyiová, J. (2002). Homo translator. *Rak*, 7 (9), 37–44.
- Rakšanyiová, J. (2005). *Preklad ako interkultúrna komunikácia* [Translation as intercultural communication]. Bratislava: AnaPress.
- Rakšanyiová, J. (2012). 3 D v preklade i translatológii alebo ostáva miesto pre prekladateľskú etiku? [3 D in translation and translation studies or is there still a place for translation ethics?]. In *Preklad a tlmočenie 10. Nové výzvy, prístupy, priority a perspektívy*. Banská Bystrica: FHV UMB.
- Robles, M. (2012). Executive Perceptions of the Top 10 Soft Skills Needed in Today's Workplace. *Business Communication Quarterly*, 75 (4), 453-465.
- Rozvíjame potenciál ľudí a firiem [Developing the potential of people and companies]. Available at: <https://www.anteaconsulting.sk/>
- Sá, M. Ch. & Serpa, S. (2018). Transversal Competences: Their Importance and Learning Processes by Higher Education Students. *Education Sciences*. Available at <https://www.mdpi.com/2227-7102/8/3/126MDPI>
- Theodoulides, L. (2020). *Rozvoj kritického myslenia koučovacím prístupom vo vysokoškolskom prostredí* [Developing critical thinking through a coaching approach in university]. Banská Bystrica: Belianum – vydavateľstvo Univerzity Mateja Bela.
- Vare, P. & Scott, W. (2007). Learning for a Change: Exploring the Relationship Between Education and Sustainable Development. *Journal of Education for Sustainable Development*, 1(2), 191–198. <https://doi.org/10.1177/097340820700100209>
- Vinceová, B. (2019). *Nástroje CAT na Slovensku* [CAT tools in Slovakia]. Banská Bystrica: Belianum – vydavateľstvo Univerzity Mateja Bela.
- Zvalová, M. (2008). *Uplatnenie absolventov vysokých škôl v praxi* [Placing university graduates in practice]. Bratislava: ÚIPŠ.
- World Economic Forum (2018). *The Future of Jobs Report*. Available at from: <http://www3>.

weforum.org/docs/WEF\_Future\_of\_Jobs\_2018.pdf.  
World Economic Forum. (2016). *The Future of Jobs, Employment, Skills and Workforce. Strategy for the Fourth Industrial Revolution*. Available at [http://www3.weforum.org/docs/WEF\\_Future\\_of\\_Jobs.pdf](http://www3.weforum.org/docs/WEF_Future_of_Jobs.pdf)