

PEG Mentoring Scheme

Guide for mentors

This guide sets out the aims of the PEG Mentoring Scheme and what is expected of mentors and mentees. It gives an overview of the mentoring process and explains how we handle issues that may arise during a mentorship.

To apply to be a mentor, please complete the online application form:

[PEG mentor application](#)

For queries, comments or suggestions, contact:

mentoring@editors.org.za

Contents

The role of a PEG mentor	2
Being a mentor is rewarding.....	2
Rates and CPD hours	2
Desired outcomes of a PEG mentorship.....	3
Skill sets that must be covered in a mentorship.....	3
Support for PEG mentors	4
How we deal with issues that may arise	4
The mentoring process in 5 steps	5
Extended mentoring.....	6
Mentorship assignments	6
Apply to be a PEG mentor	7

The role of a PEG mentor

PEG mentors must be PEG members

To be a PEG mentor, you must be a Full Member of PEG.

You must know how to edit in both Word and PDFs. Knowledge of PerfectIt and/or macros is a plus.

The PEG Mentoring Scheme matches mentees with an experienced and knowledgeable editor who can guide them in developing both their technical (language) and professional (business) skills.

The role of the mentor

As a mentor, you should set high expectations for performance, address mentees' queries and concerns respectfully, provide thoughtful advice and give constructive feedback to mentees, based on your own experiences.

Mentees must assume responsibility for their own learning, including doing their own research on topics that arise during the mentorship.

As a mentor, you are **not responsible** for:

- Teaching basic English-language competency
- Completing your mentee's work for them
- Attending to ongoing professional skills development, especially concerning aspects covered by PEG's continuing education programmes and seminars, or by external programmes and online resources
- Assisting a mentee with running their freelance business
- Finding jobs for mentees or guaranteeing work for them.

Being a mentor is rewarding

Each mentee's requirements are unique, and it's this variety that makes each mentorship unique and interesting for the mentor!

The criteria for entering a PEG mentorship are minimal:

- An applicant to be a mentee must be a member of PEG
- They must have completed formal training in copy-editing and proofreading.

As a mentor, you may work with someone who is fresh out of university and exploring their career options, someone who is an experienced editor looking to branch out into a new area of editing, or someone seeking to make a career change.

You will be paid for completing a mentorship. You also earn continuing professional development (CPD) hours.

We expect our mentors to uphold the high standards of integrity and professionalism set by PEG.

Rates and CPD hours

For the latest rates and information on CPD hours allocated to a mentorship, please visit our website: [PEG | Mentoring](#).

Desired outcomes of a PEG mentorship

Mentorships focus on the mentee

Unlike a training course or formal qualification, mentoring focuses on what the mentee wants to gain from the mentorship. The mentee must be an active participant in the process.

This starts with negotiating the focus and scope of the mentorship. You must be clear about the mentee's goals and expectations.

By the end of a PEG mentorship, the mentee should:

- show a marked improvement in their proofreading and text-editing skills
- feel more confident about their editing and proofreading abilities
- know how to conduct research and use editorial resources such as dictionaries, grammar guides, texts on editing techniques and the Internet
- understand ethical and professional behaviour in the editing profession
- demonstrate an ability to understand clients' expectations and query briefs that are not clear
- acknowledge that skills development is ongoing and that mentoring is only one step in becoming an accomplished language practitioner.

The successful completion of a PEG mentorship fulfils one of the criteria for Full Membership status.

Skill sets that must be covered in a mentorship

1. Editing and proofreading

- **Levels of editing:** This is often a good place to start. The article, [Levels of editing: Light, medium, heavy and excessive](#), gives excellent guidance. Always stress the importance of maintaining the author's voice and adhering to the house style.
- **Language use:** word choice, terminology, sentence structure, standard and colloquial usage, plain language and jargon, tone and register.
- **Consistency:** spelling, terminology, punctuation, acronyms and abbreviations
- **Formatting and layout:** title case/sentence case, headers, page numbers, captions and layouts of tables and graphs. Note: Professional document design is not part of the mentorship.
- **Structure:** table of contents, heading levels, usefulness of headings, logical flow, paragraph and sentence length, use of appendices.
- **Content:** fact-checking (within reason, particularly for academic editing – guide the mentee on where to draw the line); querying suspected errors; highlighting contradiction and repetition; assessing the complexity of the text, considering the target readership.
- **References and citations:** ensuring all sources cited and data given are referenced, understanding the various reference systems in use and what to check for (incomplete citations, inconsistent punctuation, order of information).

2. Client management

- **Taking the brief:** Understanding the client's requirements, querying anything that isn't clear, estimating time and costs, negotiating deadlines and meeting deadlines.
- **Editing for different clients:** How to work with publishers, students, fiction writers, business clients and so on.
- **Giving feedback:** When to edit and when to query; how to query politely; how to use the tools in Word and Adobe to make edits and queries.

Support for PEG mentors

The role of the coordinator

The mentoring coordinator manages the administration of the PEG Mentoring Scheme and supports both mentors and mentees, where required.

The coordinator:

- receives and assesses applications from potential mentees
- assigns successful applicants to mentors
- manages payments from mentees (this is not part of the mentor's role)
- manages the evaluation of the mentor
- facilitates payment to the mentor once the mentorship is complete.

The coordinator will step in if either you or your mentee, or both, encounter any problems during the mentorship.

The coordinator also manages the repository of assignments shared by and with mentors.

How we deal with issues that may arise

The mentor is not a good fit for the mentee

If either you or your mentee is not happy with the 'match', the coordinator will appoint another mentor.

The mentee is not coping

If you find that the mentee is not ready for mentoring, notify the coordinator. The coordinator will then contact the mentee to end the mentorship and explain the mentee's options.

You are not satisfied with the mentee's performance

If you cannot justify providing the mentee with a letter of completion, raise your concerns with the coordinator. If the coordinator agrees with your assessment, they will advise the mentee and guide them on how to proceed. The mentee may query your assessment with the coordinator.

You need more time

As the mentor you may extend the mentorship beyond the usual five months to accommodate your workload.

Your mentee needs more time

If your mentee can't dedicate enough time to the mentorship, the mentorship will be paused, and you will be paid a pro rata amount for the work completed up to the pause date. The coordinator will assign you or a new mentor when the mentee can resume the mentorship. If they cannot resume the mentorship within 12 months, they must apply for a new mentorship.

The mentoring process in 5 steps

1. Assigning the mentee to a mentor

If the coordinator thinks you would be a suitable mentor for a mentee, they will approach you first. The coordinator will send you the mentee's application form and supporting documents.

If you agree to taking on the mentee, you inform the coordinator, who will then introduce you to your mentee by email. You then agree on a start date with your mentee.

The mentorship should be completed within five months but can be extended in exceptional circumstances.

2. The first meeting

Following the introduction, it is up to you to contact your mentee to set up your first meeting, by phone or video (preferable). In the first meeting, you will discuss:

- the mentee's editing experience and what the mentee hopes to gain from the mentorship
- **your availability** to answer questions and respond to work submitted
- the editing resources **available** to the mentee (online and printed), including resources available through PEG (log in to see our [editing guides and editorial aids](#), access to Oxford Dictionaries online, and the [Resources - Professional Editors' Guild](#) page)
- how the mentorship will run, including how and how often you will meet, how assignments will be sent, the timelines for completing assignments, and how you will give the mentee feedback on their work.

3. Mentoring assignments

The first editing assignment helps you assess your mentee's abilities and development areas.

You then continue to set suitable text-editing and proofreading assignments to hone the mentee's technical and professional language skills. These assignments should be needs-based, addressing specialised areas of work in line with the agreed goals for the mentorship.

The mentee must treat each assignment as a brief from a client. They must meet the agreed deadline. If they cannot meet the deadline, they must tell you in good time.

See: [Mentorship assignments](#) for more information.

4. Final assessment and final meeting

The final exercise should mimic a 'real-life' situation. The mentee must send a quote for the work and submit an invoice with the completed assignment

Once the mentee has completed the required number of assignments to your satisfaction, you assess their overall development in the areas of editing, proofreading, language use and professional interaction.

In the final meeting, you can address any issues still requiring clarification and discuss growth opportunities for the mentee.

You then send the following documents to the coordinator:

- The **mentee's final exercise**, with your feedback to the mentee.
- A **letter of completion** that sets out what the mentorship covered (number and type of exercises) and your recommendations for further development. If you are satisfied that the mentee is able to take on work independently, please state this in the letter.

- A **report** that evaluates the mentee's overall development at the end of the mentorship and provides guidance on competencies that require further attention or refinement.

Templates for the letter and report are available from the coordinator.

5. Conclusion of the mentorship

The coordinator will ask the mentee to complete an evaluation form on the mentorship. Once this has been received, the coordinator will forward the letter and report to the mentee and ask you to submit your invoice to PEG.

Extended mentoring

After completing a mentorship, your mentee may ask for support in their first paid job. They may also request additional mentoring. In such cases, you and your mentee will agree on the terms of engagement and the fee, bearing in mind that:

- you will act as a consultant for addressing editorial issues, not as a supervisor overseeing job progress
- your mentee will be responsible for the quality of the work and meeting deadlines.

Your mentee must inform their employer or client that a PEG mentor will be consulted during editing.

The mentee will pay the fee for an extended mentorship directly to you.

You do not need to notify PEG about such arrangements; however, you are welcome to ask the coordinator for advice about how to proceed.

Mentorship assignments

Your mentee should complete at least 5 assignments of varying length.

These assignments should cover, among other things:

- how to develop a style sheet to record stylistic and grammatical decisions in order to ensure editing consistency
- professional skills such as quoting, invoicing and client relationships
- file naming and version control
- addressing the mentee's questions, fears and doubts as far as possible
- editorial practices, language conventions and the use of plain language.

At least one exercise should require your mentee to edit in hard copy or PDF. The other exercises should be in familiar formats, such as Microsoft Word. For MS Word texts, the mentee must use the Review function to track changes and raise queries.

Texts that mentors can use for assignments

- You can choose from the range of assignments made available to you when you become a mentor.
- You can use a text you have edited in the past if it is in the public domain. If it is not, you must get the permission of the author and/or publisher to use the text as a mentoring exercise, to avoid breach of copyright and confidentiality.
- You may also give the mentee a portion of an editing job you are working on at the time, as long as you have the author's and/or publisher's approval to do so.
- You may use assignments that a mentee is currently working on and for which they need guidance.

Tips for giving assignments

- Email the text to be edited together with instructions and notes to your mentee. (It is not acceptable to ask them to retrieve the material from the PEG mentoring toolkit.)
- Draw their attention to possible pitfalls in the text.
- If they must use a style sheet, indicate the format to be applied.
- Ask your mentee to confirm that they understand the brief.
- Give a fair deadline for completing the assignment (two weeks at the most). Follow up immediately if deadlines are not met.

Choose editing assignments that will challenge your mentee just enough to develop their skills and build their confidence in the areas they've chosen to focus on.

Even if a mentorship has a specific focus, keep in mind that the overall aim of a PEG mentorship is to produce text editors and proofreaders with all-round skills who can handle a range of work.

Mentors are encouraged to share the assignments that they use, so that we have a comprehensive and up-to-date 'bank' of documents.

Giving feedback

Give detailed feedback on all aspects of an assignment and on the mentee's progress during the mentorship.

There are several ways to give your mentee written feedback:

- In a separate document or email, give feedback on how your mentee met the requirements of the brief, their approach to the text and the way they raised queries with the author. Observe how they come across when communicating verbally and electronically and, where necessary, give advice on how to improve interaction with clients.
- Make comments on their edited text, pointing out language use and conventions in the South African context and directing them to resources they can consult in relation to any issues identified in their work.
- Provide an edited version of the text, for comparison (each document in the toolkit has a 'sample edit' version that can be used for this purpose).

Give your mentee your feedback before sending them the next exercise. This will enable them to implement the lessons learnt in subsequent exercises.

It's a good idea to discuss your feedback verbally, too, as this gives the mentee a chance to clarify your comments and ask any questions.

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