

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.

For queries, comments or suggestions, contact:

mentoring@editors.org.za.

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

[PEG mentor application](#)

Contents

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

Mentors 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.

What the mentor does not do:

- Teach basic English-language competency.
- Complete the mentee's work for them.
- Attend to ongoing professional skills development, especially concerning aspects covered by PEG's continuing education programmes and seminars, or by external programmes and online resources.
- Assist a mentee with running their freelance business.
- Find jobs for mentees or guarantee 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:

- The applicant must be a Full or Associate 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.

What you gain as a mentor

1. Continuing professional development (CPD) hours

The following CPD hours are assigned for a completed PEG mentorship:

Mentoring one mentee: 10 CPD hours

Completing a mentorship as a mentee: 6 CPD hours

If the mentee does not complete the mentorship but has completed at least half the required exercises, then the mentor may claim 5 CPD hours and the mentee may claim 3 CPD hours.

2. R2 500 for completing a mentorship

Mentors are paid **R2 500** for a completed mentorship.

3. Knowledge and skills!

Many PEG mentors learn from their mentees and develop their own skills even further during a mentorship.

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. The mentor 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

4. 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 on 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 quote and data given is referenced; the various reference systems in use; what to check for (incomplete citations, **inconsistent** punctuation, order of information).

5. Client management

- **Taking the brief:** Understand 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.

The mentoring process in 5 steps

6. Assign the mentee to a mentor

The applicant approaches the mentoring coordinator. If the applicant is accepted as a mentee, the coordinator finds a suitable mentor and sends them the mentee's application form and supporting documents.

If the mentor agrees to the mentorship, they tell the coordinator when they can start.

The coordinator then introduces the mentor and mentee by email. All three parties should agree to the desired start and end dates for the mentorship.

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

7. The first meeting

The mentor contacts the mentee to set up their first meeting. This meeting must be done by phone or video (preferable). In the first meeting, the mentor will discuss:

- The mentee's editing experience and what the mentee hopes to gain from the mentorship.
- How the mentorship will run, including how and how often the mentor and mentee will meet, how assignments will be sent, the timelines for completing assignments, and how feedback on the mentee's work will be given.
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 the mentor in good time.
- The mentor's availability: mentors may also not always be available to answer questions or respond to work submitted immediately.
- The editing resources available to the mentee (online and printed), including resources available specifically through PEG (log in to see our [editing guides and editorial aids](#), access to Oxford online, and the [Resources - Professional Editors' Guild](#) page).

8. Mentoring assignments

The first editing assignment helps the mentor assess the mentee's abilities and development areas.

The mentor then continues 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 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.

9. Final assessment and final meeting

Once the mentee has completed the required number of assignments to the satisfaction of the mentor, the mentor assesses the mentee's overall development in the areas of editing, proofreading, language use and professional interaction. In the final meeting, the mentor can address any issues still requiring clarification and discuss growth opportunities for the mentee.

The mentor then sends the following documents to the coordinator:

- The **mentee's final exercise**, with the mentor's feedback to the mentee.
- A **certificate** confirming the successful completion of the mentorship, what the mentorship covered and the mentor's recommendations for further development. If the mentor is satisfied that the mentee is able to take on work independently, this will also be stated in the certificate.
- 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 certificate and report are provided to mentors.

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

10. 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 certificate and report to the mentee and ask the mentor to submit their invoice to PEG.

Extended mentoring

After completing a mentorship, mentees wanting support in their first paid job can request additional mentoring directly with their mentor, not through PEG.

In such cases, the mentor and mentee will agree on the terms of engagement and the fee, bearing in mind that:

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

The 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 the mentor.

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 the mentee or mentor, or both, encounter any problems during the mentorship (see: **How we deal with issues that may arise**).

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

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

Mentorship assignments

The 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.
- Address 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 the 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.

Tips for giving assignments

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

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.

Giving feedback

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

There are several ways to give the mentee written feedback:

- In a separate document or email, give feedback on how the mentee met the requirements of the brief, their approach to the text and the way they raised queries with the author. Mentors should observe how mentees 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 within the South African context and directing the mentee 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 the mentee your feedback before sending them the next exercise. This will enable the mentee 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.**

How we deal with issues that may arise

The mentor is not a good fit for the mentee

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

The mentee is not coping

If the mentor finds that the mentee is not ready for mentoring after all, the mentor will notify the coordinator. The coordinator or mentor will then contact the mentee to end the mentorship, giving reasons for the decision and guidance on the mentee's options for preparing for a future mentorship.

The mentor is not satisfied with the mentee's performance

If the mentor is not satisfied with the mentee's performance and cannot justify providing the mentee with a certificate of completion, they will raise their concerns with the coordinator.

If the coordinator agrees with the mentor's assessment, the mentor will discuss the reasons for withholding the certificate with the mentee and offer advice on how the mentee could proceed. The mentee may query the mentor's assessment with the coordinator.

The mentor needs more time

In special cases, mentors may extend the mentorship beyond the usual five months. However, mentees cannot use their workload as an excuse for delaying the mentorship.

The mentee needs more time

If a mentee can't dedicate enough time to the mentorship, the mentorship pauses for no more than a year. The coordinator will assign the same mentor or a new mentor when the mentee can resume the mentorship. If the mentee cannot resume the mentorship within 12 months of the "pause date", they need to reapply for a mentorship. Their first mentor will be paid a pro rata amount for the work completed up to the pause date.

Apply to be a PEG mentor

If you are interested in being a mentor, please complete our online application form on the [PEG website mentoring page](#).

For more information on the PEG Mentoring Scheme, email mentoring@editors.org.za.

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