IPEd.

To advance the
profession of editing

IPEd Mentoring Program for editors

Guidance Notes

These notes apply to all mentorships arranged
in Australia or New Zealand under the oversight of IPEd.

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For further information, email: mentorship@iped-editors.org

General guidelines

Overview

The IPEd Mentoring Program for editors, originally piloted by Canberra Society of Editors (CSE), offers members of IPEd and CSE the opportunity to improve their editing skills with professional oversight and feedback from experienced editors.

Mentoring is where one individual provides support, encouragement and advice to another, based on their knowledge and life experience relative to the mentoring theme. It provides a 2-way learning experience for both mentor and mentee, which can encourage deep satisfaction and numerous benefits in many personal, career, organisational and developmental areas.

The IPEd Mentoring Program is aimed at editors at all levels, including those:

- entering the profession
- preparing for accreditation
- returning to the profession after time off
- with any level of experience who want to brush up their skills or move into a new area of editing
- who have accepted a job outside their usual area of expertise.

There are many topics that can be the subject of a mentorship. Some suggestions are on page 8.

The program brings benefits to the editing profession by increasing members' skills, which helps safeguard the reputation of the profession as a whole.

Mentoring, coaching, and teaching

Mentoring is a form of professional development. A *mentor* is in a 2-way mutually beneficial relationship with a *mentee*. A mentor aims to help the mentee to develop personally, provides advice, shares experiences and wisdom, guides the mentee to make his or her own decisions, but never does work for the mentee. A *coach* is engaged to provide strategies and to help the coachee to learn and develop skills for a very specific goal. A *teacher* imparts knowledge and skills to a student and sees that the student does the practice to develop those skills and assesses the results.

In this program, we use the words mentor and mentee. There may be some specific goals set by the mentee and there may be a need for the mentor to teach the mentee some new skills. Mentoring is often long-term, but can be arranged for short, very specific needs. There are some aspects of teaching, coaching and counselling in mentoring. However, the relationship is more that of a trusted friend and driven by the personal needs of the mentee—not imposed on the mentee.

At the end of a mentorship, the mentor may assess the mentee's progress and make recommendations for further mentoring, training, or anything else that may be of benefit.

If you would like to read more about mentoring in general, please email us or see page 10 of Elizabeth Manning Murphy's book, *Working words* (2019).

Cost

The fee for a standard mentorship (averaging approximately 8 hours) is $275. The fee for a shorter mini-mentorship of 4 to 5 hours is $143. The fees cover IPEd's administration costs and an honorarium for the mentor. The mentee will be invoiced by IPEd and must pay the fee before the mentorship begins.

The mentor's honorarium is not a payment, rather it is in recognition of the commitment the mentor makes to the mentorship. Mentoring is seen as a way of giving something back to the profession.

Any travelling to meet each other is at the discretion of the mentor and mentee, and travel costs are covered by the mentee and mentor.

How it works

Experienced editors who are members of IPEd or CSE can act as mentors by providing:

1. informal ad hoc advice, support and encouragement without it being based on a specific document or kind of document—perhaps advice on the business aspects of freelance editing.

2. document(s) for the mentee to copyedit or proofread (preferably real examples the mentor has worked on). The mentor reviews the mentee's work and provides feedback and advice.

3. a combination of the support described in points 1 and 2.

Note that documents may also be provided by the mentee. In all cases, the mentor/mentee should obtain any necessary permissions to use a document in the mentorship, and guarantee confidentiality.

Under the program, certain rules and conditions apply to mentors and mentees, while others govern the mentoring relationship. These are set out in the following pages.

Program structure

The structure of the program is:

Chair
IPEd Mentoring Program standing committee
|
branch coordinators
|
mentors and mentees
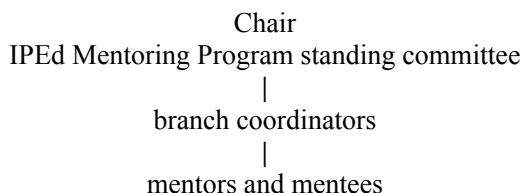
Most of the administration is done by the Chair who liaises with the coordinators.

The role of area coordinators is to:
- help form mentoring partnerships
- obtain feedback during and at the end of mentorships
- report to the Chair
- report regularly to their respective IPEd branch committees or CSE.

Length of mentorship

A **standard mentorship** involves about 8 hours of a mentor's time. It is recommended that this be spread out over several months (2 to 3 months). If a mentee's goals are achieved in fewer than 8 hours, the mentorship can end at that point, but if it exceeds the average 8 hours, then the mentor and mentee may need to renegotiate the scope of the mentorship.

Mini-mentorships are designed to be shorter and more focussed than a standard mentorship. They may be particularly useful for students or other mentees who do not need a full mentorship but would benefit from a mentor's advice about a specific topic or area of editing. Mini-mentorships run for a maximum of 4 to 5 hours.

If you are unsure whether you are better to choose a standard or mini-mentorship, please contact your branch coordinator or the Chair.

Guidelines for mentees

Eligibility	You must be a financial member of IPEd or CSE at any level of membership.
Prior training	Before becoming a mentee, you must have had some exposure to editing—the program is not designed to teach you the basics of editing. You are normally expected to have done some work (either voluntary or paid) and have completed at least 1 training course or workshop that covered the basics of copyediting and proofreading. This may be a workshop, on-the-job training, or any other means of learning the basics, including private study.
Application form	Complete an application form, which asks you to list your specific goals, experience and training to help your coordinator make a suitable match with a mentor.
Assigning a mentor	Your branch coordinator may contact you to discuss your needs. They will then locate a suitable mentor and put you in touch with each other. It may take some time for a mentor to become available, but now that mentorships can be conducted over Zoom, we can draw from all branches and can usually find a match within a reasonable time.
Payment	Once you are matched with a mentor and you have had a brief "getting to know you" session with them, contact your coordinator, who will arrange for IPEd to invoice you.
Communicating with your mentor	Upon receiving your mentor's contact details, make contact with them as soon as possible to set up an initial meeting to negotiate the process for your mentorship. As noted above, you do not pay the fee until after you have had this first meeting and both agreed to go ahead.
	Although face-to-face sessions are the most effective means of knowledge and skills transfer, they are not necessarily the most efficient, so mentoring may comprise face-to-face meetings, phone calls, emails, or Zoom sessions.
Confidentiality	By submitting the application form you are agreeing to treat any text you work on as confidential, as well as any aspect of the relationship between you and your mentor.
Mentor's role	Mentors are working editors and often have several projects on the go. Allow for this if they do always get back to you in good time. Your mentor is your guide and adviser, but not your teacher. They will give you feedback on your copyediting and other tasks you agree to undertake, but will not do work for you or train you in basic copyediting and proofreading. Your mentor will listen and help you work out a pathway to achieving your goals. As the mentee, you drive the mentorship. It's important to remember that your mentor is not there to find work for you, but will help you build your editing and related skills so that you are more confident about presenting yourself in the editing marketplace.
Honouring deadlines	You will agree on a deadline for any work to be submitted to your mentor. Please treat your mentor respectfully—be considerate, and return the job on time.
Extended mentoring	If during the mentorship you feel that you would like more time than planned, or you would like to extend the scope of the mentorship, you should discuss this with your mentor and your branch coordinator. You may be asked to pay an additional fee.

If the relationship is not working	If a relationship does not work out, you or your mentor should contact your branch coordinator to discuss a possible re-matching.
Evaluation	At the end of the mentorship, your mentor may provide you with an evaluation, highlighting strengths and weaknesses and indicating possible areas for further professional development.
Continuing training	If you wish, you and your mentor can make private arrangements to enter into a training or coaching relationship at the end of the mentoring project.
Feedback forms	Your branch coordinator will ask you and your mentor to submit an online feedback form at the end of the mentorship. All responses will be kept confidential and will only be used anonymously to assess and improve the effectiveness of the program.
Paid work	Completing a mentorship will improve your editing and related skills, but is not a guarantee of receiving paid assignments. Your marketing skills and, eventually, reputation will determine how successful you will be in contracting for work.
Further study	We recommend continuing with workshops, mentorship programs, private study or courses as far as possible as part of your professional development.

FAQs for mentees

Do I have to be a full member of IPEd or CSE?	You must be a financial member of IPEd or CSE, but you can be at any level of membership.
Why do I have to pay a fee?	Yes. Research has shown that charging a small fee is more likely to produce a commitment to the mentorship.
Can I use a real editing job as the basis of my mentorship?	It depends on the nature of your mentorship. One thing to be aware of with using a real job is that you may be subject to deadlines or security arrangements that make it impractical to get the most out of your mentor. It is preferable to treat your mentorship as a professional development exercise, and it is likely that your mentor will select a text for you to work on that covers a wider range of issues than a real job.
Will I be eligible for full membership after being a mentee?	You will only be eligible if you can show that you satisfy the requirements for full membership.
Will being a mentee count towards accreditation?	Not directly—you will still have to pass the IPEd accreditation exam to become accredited. However, being a mentee could be part of your preparation for the exam.

Guidelines for mentors

Who can be a mentor?	Editors who are members of IPEd or CSE, at any level of membership, who are prepared to share their knowledge and skills. Mentors do not have to be AEs or DEs—just editors who feel passionate about helping other editors achieve their full potential.
Mentoring workshops	Our program is based on the classic meaning of mentor, and prospective mentors are asked to attend at least 1 mentoring workshop before beginning their first matching with a mentee, or as soon as possible after they start their first mentorship. The workshop clarifies the difference between mentoring and other forms of professional development. It helps to build communication strategies for guiding and encouraging mentees so that they are helped to achieve their goals. It includes open discussion of aspects of mentoring, and a variety of illustrative case studies. Mentoring workshops are open to prospective mentors, mentees and anyone else interested in participating in the program.
How to register	Complete an application form, which asks you to list your specific skills, experience and training, to help the area coordinator make a suitable match with a mentee. You will also be asked to say what areas of editing expertise you are prepared to mentor in and what areas you don't wish to mentor in.
Honorariums	The IPEd Finance Officer will pay your honorarium for each mentorship.
Register of mentors	Once you have registered, your name will go on our database of mentors. This database is only accessible by IPEd and branch coordinators, who use it to find appropriate mentors to match with prospective mentees.
	You will be listed as an active mentor unless you ask to have a break from mentoring. You may ask to be removed from the database at any time.
Selecting texts for mentoring	One of the key ways in which mentees can have their knowledge and skills assessed is by working on a document you have already edited. We suggest that you retain a selection of manuscripts and unedited originals you have worked on as model exercises. You should provide a detailed brief for your mentee and indicate whether they should use an existing style sheet or other style guide.
	Note that you should get permission from your original client to use the text in this way. Please remind mentees to treat the text(s) they will be working on as confidential.
	Not every mentoring project will involve working on a document—some mentorships may be more about general advice, encouragement and support, or about making the move to freelancing. Some mentorships may involve working on a document(s) provided by the mentee. In this case, the mentee should obtain any necessary permissions to use the document in this way, and guarantee confidentiality.
Evaluation	At the end of a mentorship, we encourage you to provide your mentee with an evaluation of their performance, highlighting strengths and weaknesses, and indicating possible areas for further development.

From mentorship to training	If you wish, you and your mentee can make private arrangements to enter into a training or coaching relationship at the end of the mentorship.
Feedback forms	Your branch coordinator will ask you and your mentor to submit an online feedback form at the end of the mentorship. All responses will be kept confidential and will only be used anonymously to assess and improve the effectiveness of the program.
Are there any limits to what the mentor and mentee can discuss?	No, so long as topics are related to editing. Often the mentee just wants encouragement, so a prime qualification for being a mentor would be the ability to listen. And just as the mentee should meet any deadlines for work such as copyediting practice, as a mentor you should discuss timeframes for such practice and be prepared to allocate sufficient time to be a reliable guide to your mentee.
If the relationship is not working	If a relationship does not work out, you or your mentee should contact your branch coordinator to discuss a possible re-matching.

FAQs for mentors

Do I have to be a senior member to be a mentor?	Not necessarily. The better your qualifications and experience, the more you will probably be able to give to the program and your mentees. Most mentors will probably be more experienced than their mentees, but younger and newer members may have skills they are willing to share in areas that older members may not have, such as relevant computer technology.
Can I mentor more than one mentee at the same time	Yes, if you can manage the workload on top of your other commitments. However, our aim is to have a large enough pool of mentors available so that this should not be necessary.
What do I do if I have a conflict of interest?	There shouldn't be any conflict of interest situations in an editing mentorship, and if one existed, it would only be for the mentor. If, for example, you find yourself in the middle of mentoring a mentee in preparation for the IPEd accreditation exam, and you are asked to be a marker, you would be wise to withdraw from the mentorship because you may have access to the exam questions. We don't see any problem with mentoring in other aspects of editing or related business matters. Nor do we see any problem with any mentor (other than an exam marker or question setter) mentoring someone in preparation for the next exam. Please consult your coordinator or the Chair if you would like to discuss this further.

Possible topics for mentoring

As indicated earlier, no topic is out of bounds so long as it is related to editing—it is a matter for agreement between the mentee and the mentor. The branch coordinator needs to know what topic(s) a mentee wishes to be mentored in simply so they can find a suitable mentor. However, below is a non-exhaustive list of topics, mentees are free to seek mentoring in any area of practical editing or related topics.

- Advancing copyediting skills using track changes
- Reviewing proofreading skills using manually inserted standard proofreading marks
- Substantive editing
- Fiction or non-fiction editing
- Specialist editing, for example: academic (theses and journal articles), scientific, legal, music, non-native English, children's literature, material for websites
- Guidance in aspects of English grammar
- Developing an entry for an editing association's freelance register
- Aspects of running a freelance editing business: reference library; office equipment; documentation—quoting for jobs, invoicing; client relations; ethical considerations; insurance including professional indemnity
- Returning to editing after a long break
- Guidance in editing in an area new to you
- Guidance in preparation for an upcoming accreditation examination
- Help with preparation of style sheets
- Referencing and citation styles in various environments; use of EndNote and other aids
- Guidance in responses to publishing houses' questionnaires and other documentation
- Using other editing aids such as PerfectIt
- Guidance in use of style manuals including the government's *Style Manual*, *Chicago manual of style*, *APA publication manual* and others
- Guidance in all aspects of relevant technology, including tools for layout of documents
- Making use of social media for editors.