Mentoring Guidelines for Translators and Interpreters

Version 2 – 2019

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Foreword

Translation Commons is a non-profit online community of language professionals: linguists, translators, interpreters, terminologists, localization engineers, students, language service managers, and academics. Its mission is to offer access to open-source tools and resources, to facilitate community-driven initiatives, to empower linguists and to share educational and language assets powered by translators.

Translation Commons is a responsive nonparent organization encompassing a self-managed community and it aims to correct imbalances in the supply chain of language provision from individuals to large organizations. Its mission is to ensure translators, interpreters and other localization professionals are given the respect they deserve. It fosters collaboration to promote the technical tools of the trade and overcome the stagnation caused by restrictive licensing. Translation Commons provides an ideal conduit for copyright and other legal issues to be resolved in favor of those who do the actual work. It responds to the needs of people using endangered and minority languages all over the globe, giving them the chance to participate in the opportunities created by technologies enabling scientific, cultural and economic pursuits. Translation Commons is targeted to the needs of language service professionals and students, translators and interpreters in particular. However, a diverse range of other professionals and students will find membership beneficial as will anyone on the client-side involved in localization and internationalization projects.

Translation Commons’ vision is to help the language industry by building an online infrastructure to:

- Improve its technological capabilities across all languages
- Empower current and future professionals (students)
- Facilitate collaboration and mentoring
- Organize the world’s language resources and initiatives
- Help create a roadmap for the industry

Through its various programs and working groups, Translation Commons (TC) aims to unite the diverse sectors within the language community and to encourage cross-functional collaboration.
Introduction

These general Mentoring Guidelines for Translators and Interpreters have been inspired by the Professional Charter of Mentoring by ICF EMCC and rely on the PDCA (Plan-Do-Check-Act) principle as introduced by ISO 9001. These guidelines have adopted the clear structure of Environmental Policy ISO14001-2004.

Previously implemented mentoring programs have also been a source of inspiration, as have some academic mentoring programs provided by a few universities and translation schools. Independent mentoring programs accessible via the Internet on some websites have also been taken into consideration.

In line with the rest of TC’s Educational and Advocacy Programs for the Language Community, these guidelines were conceived in a true collaborative spirit and their purpose is to help our industry’s professionals prosper. Therefore, they outline as many aspects as possible to consider when setting up a mentoring relationship, especially one that might not be controlled by a third party, e.g., a translator and interpreter (T&I) association. The aim is for T&I professionals and students to become familiar with the issues involved in mentoring and lay the groundwork for individualized mentoring charters and programs.

This is of utmost importance given that results of the survey conducted by TC in 2015 point at a lack of mentoring in our industry and the need to raise awareness about its benefits: an appallingly high number of survey respondents stated they have never acted as a mentor but would if asked to do so. On the other hand, a significant number of mentees stated they have never previously thought about being a mentee. Yet mentoring and knowledge transfer are crucial to uphold the profession, enhance its self-regulation capacity, serve the market and clients and offer value-added services.

**Note:** The analysis and conclusions of this survey are available online:


With the aim of attracting more T&I professionals to mentoring, these guidelines provide a reference system and the building blocks for a successful mentor/mentee relationship. They are to be used to help T&I freelancers draw up agreements and manage expectations when providing or receiving T&I mentoring.

A great deal of effort has gone into providing an extensive list of all areas, aspects and subareas of mentoring in the T&I industry. Nevertheless, the professionals involved in the mentoring are
ultimately responsible for defining approaches and an appropriate program based on specific language/market/specialization/mentoring requirements.

New technologies have a crucial impact on all aspects of human life and provide T&I freelancers with major challenges and advantages. For example, freelancers in different geolocations can now work simultaneously on a comprehensive multilingual project. Today, thanks to the Internet and the availability and access to mobile communications, translators and interpreters have a much wider range of resources available to them. They can take a close look at companies in a certain market segment to consider prospecting them. They can reach out to them in an email campaign. In other words, you can now lay your hands on resources that translators could not have dreamed of only fifteen years ago. However, the Internet also poses risks because not all the material posted is dependable, and so the amount of research translators have to do has not actually lessened because they have to double and triple check content and sources. These new opportunities and challenges make appropriate mentoring more relevant than ever. They also provide highly valuable, low-cost solutions for a mentor/mentee relationship.

These guidelines hint at possible new concepts and solutions to tackle common barriers to becoming a mentor or a mentee: time and financial restraints, lack of recognition and/or compensation as well as concerns and unclear expectations. Answers from participants in the survey conducted in 2015 revealed an interest in the following aspects of a mentoring relationship:

- Some benefits, even in a non-monetary form
- Recognition and visibility
- Choose from a pool of mentors and mentees
- Change the mentor during the relationship
- Add a third party acting as a communication facilitator and support
- Plan a probation period
- Work on a global basis, avoiding direct market competition with regional mentors
- Be mentored in the business field
- Easily define the mentor’s and mentee’s roles
- Easily produce a customized mentoring program
- Develop a trusting relationship
- Etc.

The goal of this document is, therefore, to help establish a structured mentoring relationship with the help of broad guidelines allowing the mentoring partners to define a clear way of collaborating, sharing and learning, and respecting mutual values.
1. Scope

These General Mentoring Guidelines for Translators and Interpreters provide a reference system and the building blocks for a successful mentor/mentee experience. They are intended to help our community’s freelancers and companies build their own customized program, since translation markets, languages and industries vary greatly.

Flexible standardized and customized mentoring models that can be adapted to the needs of specific mentors and mentees are of the utmost importance for all professionals within our global community of translators and interpreters. Conclusions drawn from the practical implementation and experience of these guidelines will be assessed, and necessary modifications made. Please refer to section 4.1.1. Reasons to build a mentoring program/plan/relationship, where the value of mentoring, especially in our industry’s freelance community, is fully explained.

These guidelines apply to any current or future professional of the T&I community who wishes to:

- Establish, implement, maintain and/or improve a top-quality customized mentoring program
- Demonstrate adherence to mentor/mentee values, possibly (written) agreements and the spirit of mentoring expressed in section 3.3 of these General Mentoring Guidelines for Translators and Interpreters.
2. Terms and Definitions

This section aims to provide definitions for some specific terms employed in these guidelines to make them easier to use, especially for newcomers to our T&I industry. Most were created for this document and some were reused from other sources, which are mentioned between brackets.

**Academic mentoring**: Exchange program that supports the professional development of academics in their careers and to promote excellence in teaching and learning, research and academic leadership (UCD Academic Mentoring website).

**Computer-Assisted Translation (CAT) tool**: Computer software that aids the translation or interpretation process and may include translation memories, spelling and grammar checkers, terminology tools, and corpus tools that increase accuracy and speed.

**Corpus** [pl. corpora]: A large collection of texts including written and oral material to make a linguistic analysis using specialized software. These are accessible via online search tools, and can be created by linguists for specific terminology, for example.

**E-content localization**: The process of adapting electronic and/or digital material and products to local language and culture in the target market.

**Freelancer**: A self-employed person who usually sells their work by the hour, day, or job completed rather than working on a regular salary basis for an employer (adapted from dictionary.com).

**Glossary**: Alphabetical list of terms in a domain of knowledge with the definitions for those terms. These may be monolingual or multilingual.

**Interpreting, interpretation**: Oral communication process by which a spoken or signaled message is translated from one language to another. See separate entries for consecutive interpretation, simultaneous interpretation and whispered interpretation.

**Language Service Provider (LSP)**: Company or individual providing linguistic services, such as translation, interpretation, and localization.

**Linguist**: A person specialized in the systematic study of language.

**Localization**: Adaptation of a product or content to adjust it to the cultural, legal, and linguistic characteristics of a locale or market. See separate entries for e-content localization, multimedia localization, software localization and website localization.

**Machine translation**: Computer software that translates texts automatically using rules and statistics related to language structure.

**Mentee**: Person who is advised, trained, or counseled by a mentor. (Oxford dictionary)
Mentor: Person who advises, trains, or counsels a mentee, usually with more experience and knowledge in a specialized field.

Mentoring program: Program that brings together mentors and mentees to carry out a previously defined action plan.

Mentor/Mentee Relationship (MMR): A partnership established between mentors and mentees to work on achieving personal or professional goals.

Multimedia localization: Localization of content that integrates different types of media such as graphics, audio, and video.

Non-Disclosure Agreement (NDA): A legal contract between two or more persons who want to share information while keeping it confidential from third parties.

Peer-to-peer mentoring: Learning relationship established between two persons who have the same level of knowledge and expertise to exchange information and experience.

Professional interpreter: A person who converts any spoken material from one language into another. They are qualified or certified to perform interpretation services in specialized situations.

Professional mentoring: The process of developing and maintaining a trusting partnership between the mentee and the mentor, such that the mentee can self-develop over the medium to long term. (The Empowering Wall, Australia)

Professional translator: A person who converts any written material from one language into another. They are qualified or certified to perform translation services in specialized situations.

Software localization: The process of translating the text and adjusting the functional elements of a software application so it can be used by consumers internationally. (Lionbridge.com)

Style guide: A document establishing grammar, tone, punctuation, spelling and format rules that are specific to an organization.

Terminology tool: Searchable database containing validated term entries that include information about the usage of each term. These are sometimes included/connected to CAT software.

Translation industry: Business activity in the translation field.

Translation memory: A bilingual or multilingual database, separated into segments, that helps the translator retrieve previously translated segments of text. These are sometimes included/connected to CAT software.

Translation portal: Website that offers linguistic services, information or resources, usually requiring a username and password.

Translation project management: Supervision of all the administrative aspects of a translation project from beginning to end and coordination between the parties involved during the process.
Website localization: The process of adapting an existing website to local language and culture in the target market. (Wikipedia)

ACRONYMS USED IN THIS DOCUMENT

CAT: Computer-Assisted Translation
LSP: Language Service Provider
MMR: Mentor/Mentee Relationship
NDA: Non-Disclosure Agreement
T&I: Translation and Interpreting
3. Aspects of These Guidelines

3.1. How to use these guidelines

These guidelines are intended to help our community’s freelancers and companies build their own customized program and provide an alternative for those who, for one reason or another, are not members of any association and/or have no access to an entity/body offering mentoring programs and/or prefer to build their own customized mentoring program. Above all, they aim to raise awareness about mentoring in the T&I industry and the related issues that are involved.

T&I professionals acting as mentors and their mentees should use the recommendations in these guidelines as a means to:

- Find an appropriate mentor/mentee for their needs,
- Plan and establish a customized mentoring relationship,
- Define and document the scope of their customized mentoring program, and
- Measure its progress and take corrective action if necessary.

It is extremely important for mentors and mentees to understand and consider the relevance to themselves of all or most of the key development areas when defining the scope of their mentoring relationship. They should complete this analysis before initiating any mentoring partnership. The building blocks offered in these guidelines can be used to establish a customized mentor/mentee relationship with the best chances of success for both mentors and mentees.

Although these guidelines have not been written for and by a regional/country T&I association, they are an attempt by the T&I industry to offer a roadmap and recommendations for potential mentors and mentees to plan, run and measure a customized mentoring program. They aim to help participants invent and implement new coaching models to facilitate customized, “out-of-the-box”, peer-to-peer mentoring across the globe.

In keeping with our integrated, community-based, grass-root spirit, we would be grateful for your feedback and/or comments on these guidelines. Readers’ contributions will allow us to draw conclusions from practical implementation and experience, so that we can make any necessary modifications. Please refer to section 8. Feedback.

3.2. Purpose of these guidelines

These guidelines specifically recommend that mentors and mentees fully explore existing mentoring programs (we realize they are sometimes difficult to find and of varying quality) and any supporting associations in their specific country or countries. Mentoring programs are
often offered by institutions, associations, universities and/or other stakeholders in the language industry.

All recommendations contained in these guidelines are given to help mentors and mentees establish, implement, maintain and document a customized relationship based on their specific needs, market conditions, availabilities, professional circumstances, goals and outlooks, including where no mentoring authority (such as a program and its manager) are available.

All recommendations given to mentors and mentees are based on Translation Commons Group Research on existing mentoring practices (including, but not limited to, the T&I industry), regional and association mentoring programs already in place, the professional experience of TC (MTT) members and the results of the T&I Mentoring Practices Survey. This survey, carried out by TC in 2015 with 547 participants from all five continents, highlighted a significant shortage in the availability of mentoring in the T&I industry and, worse, a lack of awareness of its benefits.

### 3.3. Spirit of the mentor/mentee relationship

From the very beginning, mentors and mentees should be aware of the spirit of their relationship during the mentoring. There is no partnership, internship or any other employment relationship of any kind between the mentor and mentee during this time. Mentors offer their professional guidance to mentees in the best way possible and make every effort to instill a professional attitude in them as they become established in the translation/interpreting industry. Mentees, in turn, should not consider the relationship with the mentor as a guarantee of future internship, partnership or recommendation to clients. Both mentors and mentees should consider the mentoring opportunity as a chance to learn from each other by exchanging ideas on the translation/interpreting industry.

Mentoring offers mentees the opportunity to understand the profession of translation/interpreting as a business career, and to decide what works best for them in a non-threatening environment.

Likewise, mentors are given the opportunity to contribute to the training of future professional translators and interpreters. Mentoring a newcomer also allows professional translators and interpreters to self-evaluate their own career and attitudes towards the industry. Helping senior professionals who want to enhance their skills or abilities to work in other sectors or on new tasks is also extremely rewarding. Overall, mentoring contributes to the future of the profession and the industry as a whole.
3.4. Quality assurance considerations

In following the PDCA principle (Plan-Do-Check-Act), these guidelines aim to break down and structure the mentoring relationship into reasonable, plannable and supervisable aspects that should and can be taken into account even without a third party with authority to control them (a function T&I associations seem to fulfill for their members forming mentor/mentee pairs).

The goal of these guidelines is not to establish a quality assurance system. Instead, they aim to serve as a tool even when a translator or interpreter wishes to act as a mentor or mentee outside established mentoring programs with an association acting as a third controlling party, for example, but still supported by solid research on best existing mentoring practices and new ideas on how mentoring should and/or could be done in the T&I industry.

Nevertheless, in a true inclusive, self-learning and awareness-raising effort, these guidelines provide readers with clear suggestions, references and templates on how evaluation should and/or could be done in several of the listed eligible mentoring fields.

As these guidelines are intended to form the basis of an independent mentoring relationship and its independent management, it is important to consider how the quality of the partnership and its outcomes are overseen.

As with any work agreement, documenting the intended outcomes of the mentoring relationship is crucial. These may be as simple as developing the mentee’s awareness of the T&I industry or as complex as improving the mentee’s handling of difficult translation/interpreting tasks. Identifying these kinds of outcomes before embarking on the relationship is a good way to establish achievable results within set timescales.

Quality is also inherent in the type of relationship between the mentor and mentee. Each should approach the relationship as positively as possible and invest as much effort and dedication to it as they wish to gain from its outcomes. In short, much of the value of a mentoring relationship is the positive affirmation and confidence building that comes from learning skills that are not easy to pick up in a classroom environment or from a training course.
4. Planning the Mentor/Mentee Relationship

4.1. Reasons to build a mentoring program/plan/relationship

Universities offering language and/or translation courses seldom cover the practical aspects of the profession, such as how to establish a translation/interpreting business, where to find clients, how to determine rates and how to manage a project, to name a few.

Some newcomers to the profession are barely aware of the subtleties of the market and may be misled into unethical practices. This could harm the profession as a whole and might lead the market to demand high quality at a low cost with a short turnaround time. Someone with little or no experience in the market may falsely believe that it is possible to provide all three aspects together and that “every translator/interpreter has to offer the best service, at the lowest price in the shortest time”. As some newcomers have no parameters to compare and are not always taught how to negotiate with clients, they might believe this is common practice. Lower rates could result in poor quality translation and unhappy clients.

Having a professional translator as a mentor is a great way to ensure students and translators entering the market understand and curb the practices that are adversely affecting the translation market. The result is a fairer market, with enhanced working conditions for all professionals.

Equally, those who are already experienced in the industry may want to diversify into a different specialism and want to gain some insight into subtitling, for example. Mentoring relationships are a good way to learn from other professionals. Other industries use mentoring to enhance careers and development paths regardless of the individual’s experience.

4.1.1. Reasons to become a mentor

Some of the reasons to become a mentor are to:

- Develop own skills while giving another freelancer insight into how to improve their career
- Compare perceptions as a creative source for new business ideas, knowledge of new translation tools/technologies, including between people from different generations
- Create opportunities for future partnerships, joint ventures, etc.
- Transfer general/specific knowledge of the profession and practical experience, thereby contributing to the self-assessment, self-regulation and self-determination capacity of the T&I Community
- Build a “networks of peers” who adhere to the best quality and ethical principles of the profession

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• Contribute to a fairer market, with more qualified translators, charging acceptable rates
• Know that the mentee will soon become a “multiplier” of good practices for the industry
• Etc.

### 4.1.2. Reasons to become a mentee

The following are some of the reasons why someone may want to be a mentee:

- Learn from experienced professionals about business/market/linguistic skills
- Find out how to get past the “no experience-no work” situation and how that connects with rates and agencies
- Avoid typical mistakes in client communication, marketing, project assessment, pricing, etc., when starting out as a freelancer
- Aware of their own presence in the market (not a possible victim of bad business practices, or even its inventor) to then reach a certain level of income sooner
- 100% quality service from the first engagement
- Specialize in a certain area (as a newcomer or at any stage of their professional career)
- Enjoy personalized development and guidance in a professional subject matter
- Receive and give professional feedback
- Be seen and respected as part of the translation community by their colleagues
- Be aware of their own responsibility towards building a better market for their generation and the generations of translators yet to come
- Develop the potential for future mentors
- Etc.

### 4.2. Participant status

#### 4.2.1. Mentor status

A **mentor** is a professional working in a translation and/or interpreting context (for example, a professional can be a freelancer or an employee in a translation agency or a company where there is a translation department). Their purpose is to help translators and interpreters who are new to the industry develop their skills and/or knowledge or help experienced translators and interpreters who want to improve their proficiency in new market niches or become active in some aspect of the profession. This may include using CAT tools, familiarity with a specific terminology group or perhaps learning about marketing techniques, communication, branding, blogging and any other aspect that contributes to a linguist’s continuous development.

A mentor could be a teacher, an academic or any expert qualified in translation, interpreting or any other field related to the subject their mentoring concerns (such as law, medicine, IT, finance, etc.). A mentor can be a working professional translator or interpreter whose language pairs do not necessarily have to be the same as the mentee’s.
In offering their services, mentors might specify their professional experience (years in the business, past mentoring experience, mentoring areas, communication skills, availability) and possible requirements, tools and devices requested from the mentee to carry out the mentoring program.

4.2.2. Mentee status

A mentee is a person who asks for mentoring to start a career as a translator, e.g., a fresh graduate or a student in translation or interpreting, or a graduate from another field or any other person willing to work in the translation or interpreting market looking for an expert who can provide mentoring, professional advice and training. The mentee may also be a professional translator or interpreter wishing to:

- Specialize in a different field (such as medicine, subtitling, localization)
- Gain experience with new tools
- Become proficient in different languages or position themselves in or enter the market of a specific country/region
- Acquire any technical knowledge that can be useful to perform translation activities

4.3. Setting up a mentoring relationship

An individual wishing to enter into an MMR (Mentor/Mentee Relationship) can choose from a number of options. This section of the guidelines describes some of them. Of course, this document does not claim to be exhaustive. Other possibilities may be currently available or available in future.

4.3.1. Who can be a mentor?

Various people can become mentors:

- Teachers of translation and interpreting
- Professionals working in translation agencies
- Professionals working in companies requiring translation
- Professionals working in company translation departments
- Freelance translators and interpreters
- Etc.

Experience in the mentoring sector is obviously important. However, the number of working years is not always linked to the ability to mentor or to the skills that need to be passed on to the mentee. Some people who are new to the market might be able to train senior professionals in new technologies, while senior professionals might be able to train newcomers in specific translation domains.
4.3.2. Who can be a mentee?

Various people can become mentees:

- Students of translation and interpreting
- Newcomers (junior or senior) in translation agencies
- Newcomers (junior or senior) in companies requiring translation
- Newcomers (junior or senior) in company translation departments
- Junior or senior freelance translators and interpreters
- Etc.

Mentees may or may not have experience in the T&I industry. Newcomers in the industry might come from a translation/interpreting school or could have worked for a while in another sector and desire a change of career. Senior mentees could have worked for a long time in our industry and now want to specialize in another field or learn a new task and receive training in several project types.

4.3.3. How to find a mentor/promote mentoring services

A mentorship program can be provided by education institutions, such as universities, translation schools and other kinds of education and language centers. Many schools offering a translation or interpreting program have an internship program in place for mentoring. In this context, some teachers act officially or unofficially as mentors. They might guide some students or groups of students through specific academic programs or even organize a formal mentoring program through which they coach former students during the initial phases of their career.

Translation agencies can collaborate with the academic sector and welcome interns from universities to mentor them in translation, interpreting, project management or technical tasks. Sometimes they also have their own internship program and publish announcements to attract interns.

Individual freelance translators and interpreters can also welcome trainees coming from school or set up a formal or informal independent mentoring program. They may have a specialization in the field of interest, the desired language combination or any other assets that can be grounds for mentoring.

Members of professional associations can also apply to be part of their association’s mentoring programs, if any are in place.

Most information on how and where to find a mentoring program is available on the Internet. Mentees can search the websites of universities or language schools and the blogs of freelancers, agencies or professional associations. They can also get information by contacting them directly via email or telephone. They can attend trade shows or workshops, conferences,
seminars, CPD events, roundtables or any kind of events set up for freelancers, linguists, teachers or the experts that might offer the required mentoring.

Translators and interpreters can also offer or find mentoring services via industry platforms (such as ProZ.com) or social media in general (LinkedIn, Twitter, Facebook, etc.) or even guest blogging on colleagues’ or associations’ sites.

Alternatively, mentees can post their request for mentoring in freelancers’ forums, professional networks (such as LinkedIn and LinkedIn groups) or other widespread social networks (Facebook or Twitter, for example).

Formal organizations, such as the European Commission, Parliament or Council, the Council of Europe, NATO, etc., might also offer internship programs for mentoring or provide information to put mentors and mentees in contact.

4.4. Eligible T&I mentoring areas

4.4.1. Translation

This section aims to list and describe, to the best of the authors’ knowledge, all possible mentoring fields and aspects of translation. Reference is also made to specific skills, equipment and tools mentees require, along with clients and training.

The need to get a text translated might arise wherever the content of written language has to be transferred to speakers and readers of different languages. Knowing about translation sectors and clients seems important so mentees can choose a certain specialization or successfully offer their services on the market. This section also aims to provide a rough categorization of existing translation sectors and clients.

4.4.1.1. Clients

For a mentee, knowing who and where (in which industry) their clients are is of great importance. That is why it is included in an MMR. Here we offer a non-exhaustive list of where clients can come from.

- **Institutional sector**: National and transnational institutions/organizations, such as governments and national public entities, trade shows and exhibitions institutions, European institutions (which include a Directorate-General for Translation, DGT, based in Brussels and Luxembourg), the United Nations.

- **Private company sector**: Local and global companies and corporate organizations and their professional and business communication needs into one or many languages. Also, academic and educational bodies, healthcare institutions, law firms and courts, financial and insurance companies, banks, media companies, publishing houses.
● **NGOs and non-profit companies**: These clients (for example The Red Cross, WWF, Greenpeace, Translators without Borders) can provide paid or volunteer projects.

● **Private individuals**: People wishing to have a document (e.g., a certificate, a CV, a letter, a diploma or similar documents) translated in another language for job purposes, healthcare, inheritance, travel, studies, private relationships, to name just a few.

### 4.4.1.2. Translation work

#### 4.4.1.2.1. Fields of expertise

For a mentee, knowing the fields of translation is important so they can specialize in one or more of them and carve out their own niche in marketing. Their choice should be based on their interest, passion, background and market requirements. Even professional translators might need some mentoring when they want to increase their business and/or gain practice in translating new fields. Here is a non-exhaustive list of the main fields.

- **General**: Conversations, correspondence, personal and formal documents, etc.
- **Literary Translation**: Works of literature such as romances, short stories, novels, poems; dramatic works such as plays, scripts, synopses, screenplays; journalism such as critical reviews, memoirs, articles, biographies of famous political figures, businesspeople and artists; television proposals, scripts, clips, TV series, etc.
- **Technical and Technology**: Product descriptions, user manuals, instruction booklets, and specifications for all kinds of machines and tools, software programs and hardware, medical equipment, audio and visual devices, automotive, engineering and construction, advanced machinery and agricultural equipment, electronics, energetics, safety instructions for equipment, etc.
- **Science**: Scientific papers, theses, dissertations, articles, reports, research papers and works, etc., written for highly specialized researchers, but also to publicize news and discoveries to a general audience.
- **Medicine and Pharmacy**: Medical records, study and examination reports, doctor’s and clinic reports, medical histories, research papers, publications, lectures and speeches, instruction leaflets and product information, operating instructions for medical equipment, etc.
- **Law**: Contracts and letters of authorization, laws and regulations, court judgments, applications and certificates, European Union documents, notarial deeds, agreements, statutory acts, last wills and testaments, legal proceedings, collection documents, legal correspondence, general terms and conditions, meeting minutes, commissioner reports, patents, passports, etc.
- **Business/Economy**: This refers to the relationship between the seller and the buyer and all the institutions and regulations/laws involved in that relationship. Accounting and customs documents, insurance documents, overviews of economic surveys, correspondence with clients and/or suppliers and agents, product catalogs, goods and services, minutes of meetings, letters of intent, résumés, etc.
- **Finance and Banking**: Fund commentaries, annual and semiannual reports, financial statements, communication to shareholders, general meeting notices and proxies, real
estate documents, procurement documents, articles in given fields, accounting, bookkeeping, investments, taxes, etc.

- **Marketing and Advertising**: Presentations, description of products, goods and services, brochures, newsletters, press releases, reviews and articles, company profiles, website content, etc.
- **Tourism**: Description of places, hotels, tourist information (leisure activities and adventures, museums and galleries, landmarks, food and wine, folklore, etc.)
- **Sports**: Sportswear, leisure, physical activity, athletic training and exercise science in general.
- **Religion**: Holy texts, sermons and other religious texts addressed to believers and scholars.

### 4.4.1.2.2. Project categories

Due to market developments, pressure from clients or their own desire to expand their expertise, professional translators might look for a mentor to help them expand their knowhow in handling new project categories. Freshly graduated translators could also decide to directly specialize in some areas, basing their choices on what they learnt during a specialized master program or starting from scratch with a mentor. Project types vary and might require specific coaching.

- **Documentation**: Text in documents.
- **Software Localization**: Localization means providing a product or service that is created specifically for the target audience. It involves cultural adaptation and, in the case of software, technical adaptation is also sometimes required.
- **Website Localization**: As for software localization, website localization often requires cultural and technical adaptation. It could also involve the setup of the entire multilingual aspect.
- **Multimedia Localization**: This project category includes the localization of components based on audio and/or video. These projects can take various forms, such as:
  - **Games**: This is a widespread sector that mainly targets young people and usually involves stories, historical facts and jargon. This field requires creativity and research.
  - **eLearning platforms**: Adapting training and eLearning programs to generate relevant and targeted instructions for employees and clients through multilingual training solutions.
  - **Televisual**: Adaptation of movies/series/cartoons, including dubbing.
  - **Interviews, podcasts**: Translation of any speech.
  - **Etc.**

### 4.4.1.2.3. Linguistic tasks

Other than pure translation, translators are sometimes required to vary their tasks and endorse other roles in a translation project. Having been in a career as a translator, they might want to vary their work and receive some guidance on other linguistic tasks. As few universities and
translation schools offer courses on revision and similar tasks, young translators could also seek a mentor’s help to train them in these areas.

- **Revision**: To revise means to check a translation against the source text, make sure it is suitable, uses the right terminology, does not contain any spelling or grammatical mistakes and follows instructions. Revisers can directly correct the document, leave notes or use track changes so translators know what has been changed so they can accept or discuss these changes. Revisers can also recommend corrective measures for the future.

- **Review**: During this step, reviewers only read the target text to make sure it is fluent, suitable for the domain and adapted to the audience. This review is usually performed using only the target text, but reviewers could check the source text to clarify any doubts they may have. Reviewers can directly correct the document, leave notes or use track changes so translators and/or revisers know what has been changed so they can accept or discuss these changes.

- **Proofreading**: Proofreading is involved when layout work is required on the translated documents. Proofreaders will read the document to make sure no more or new mistakes appear in the final file before release.

- **Subtitling**: This refers to on-screen translated text aligned to the original audio of the video, in the form of animated text, titles or text that appears as part of a graphic. Sentence structure and length should be considered because they could vary according to the language.

- **Voice-over**: This refers to translated text aligned to the original audio of the video, which needs to be recorded afterwards by actors or other talent equipped with the appropriate material. Sentence structure and length should be considered because they could vary according to the language and often need to follow specific time codes.

- **Transcreation**: A variety of translation that requires new content to be developed and adapted for a given target audience.

### 4.4.1.3. Skills

A successful translator is required to have perfect command of both source and target languages, proficiency in the target culture, excellent writing skills and knowledge of different styles, registers and tones based on the kind of text to translate. On establishing the MMR, the mentor will discuss the mentee’s weak and strong points with them to set up a tailored program.

- **Translation techniques**: To name just a few, equivalence, omission, paraphrase, loan words with or without explanation, illustration, etc., and in which cases they can be used.

- **Wide background knowledge covering the source and target culture**: Some things cannot be found in the words written in the text to be translated, but need exophoric references, that is to say, ones found directly in culture. A translator needs to know the relevant references to translate properly.
● **Creativity**: Mandatory skill in literary translation, localization and transcreation, as rhetorical devices differ from language to language as well as culture. If the text must be adapted to the target culture, the original text must be modified or completely rewritten.

● **Research**: This skill refers to terminology in particular, but not only. Translators should always choose the right term; if there is no perfect match for a term in the source text in the target language, then contexts should be analyzed, and the most appropriate term should be chosen. Technical or scientific terms usually require extensive research (e.g., the names of plants: Latin term vs. common name). Research is also needed when translators haven’t got a perfect command of a specific subject, or when they have to verify or analyze a particular item or situation in the translation. Researching large volumes of reference corpora also means mastering advanced textual search techniques such as regular expressions. The use of regular expressions is also suggested and intended in the quality assessment tasks of many CAT tools.

4.4.1.4. Translator’s tools

In recent decades, more and more tools have appeared on the translation market. Senior professionals might have started working without any or only with a few and might not be aware of some brand-new technologies. Collaborating with young translators highly trained in translation technologies might be very beneficial for them. Similarly, recently graduated translators could benefit from mentoring on the use of these tools in real life, which might differ slightly from what they learnt at school.

4.4.1.4.1. CAT tools

CAT stands for “Computer Aided Translation”. Translators might want to master CAT tools and their operating principles to enhance productivity but also because some clients could request their use. CAT tools help translators keep a record of the translation work they have done, count words, insert repetitions automatically, and much more. They also provide several features for terminology management, database export and import, and so on. Some require translators to purchase a license, others are free of charge, and some are cloud-based. Concerning the negative criticism made about CAT tools and their consequences for translators, Translation Commons advocates good conditions for all working parties at all times. The use of well-known proprietary tools may be necessary to prosper as a translator, but translators are not always aware that there are open-source alternatives available, such as those featured on the TC website.

Depending on the mentee’s knowledge and background, the mentor could focus on specific aspects linked to such tools.
A. CAT tool basics for translators

A CAT tool is a program that can be used to efficiently translate text documents through the following functions and principles:

- **Segmentation:** The text to be translated is divided into segments (paragraphs or sentences) displaying the segments (translation units) in a convenient and friendly way, to make translating simpler and quicker.
- **Translation:** The translation of each segment is stored together with the source text in a database. Source text and translation will always be processed and presented as a translation unit (TU) that could be accessible at any time for checking purposes. The text that has been stored can always be searched and reused for other translations. CAT tools are normally equipped with advanced and efficient search functions and features, which enable translators to find exact (100% matches) or similar (fuzzy matches) units.

Mentees are supposed to know and be aware of these principles to become acquainted with these tools and progress to more effective and advanced use of their functions.

B. Basics of CAT tool management aspects

A translator is normally supposed to be able to set up a translation project and connect the project to proper reference corpora, such as translation memories, glossaries, online term bases and style guides. Translation using CAT tools is also submitted to specific phases and tasks, such as analysis, translation, review, editing and final verification (QA) of the files forming a project that must be completed by an agreed deadline.

C. Advanced knowledge of CAT tools and their management aspects

Each stage has its own characteristics; the more the process advances to a more complex workflow where multiple files and formats are involved and team work has been set up, the more the translator is required to progress to detailed knowledge of all the aspects and potential of using CAT tools.

This involves the following knowledge and abilities:

- Understanding analyzes, category matches (new, fuzzy, repetitions, exact, context, perfect, etc.) and fundamental concepts, such as word, source word, target word, adjusted or equivalent words, segments, translation units, tokens, etc.
- Connection, use and sharing of TM and glossaries.
- Understanding and following internal workflow and processes, awareness of current tasks (statuses, commenting, revisions).
- Understanding and ability to manage verification settings, such as termbase verification, word, length and number verifications, etc. Knowing the advantages and mastering the power of regular expressions will be highly beneficial for the optimal accomplishment of this type of task.
- Understanding and implementing TM maintenance (batch editing of terms and statuses, QA checks, exporting, importing, live sharing, etc.).
Interchanging between different TM tools: Since tools started to diversify around the mid and late 2000s and the translation environment has been populated by dozens of different online and offline CAT tools, interoperability between them has become a key factor for translators and LSPs. To facilitate the exchange process, many interchange formats have been developed for TMs, glossaries and bilingual translation files. The most important standards are TMX for TMs, TBX for glossaries and XLIFF for retaining metadata throughout the different stages of the translation process. Commercial and proprietary CAT tools are commonly supposed to deal with these formats and translators must be able to acquire a full understanding of the interchange features and metadata so they can share resources and collaborate with colleagues, partners and clients that are using different commercial or proprietary tools, thus broadening and expanding their potential client base.

D. Limits of TM tools
Understanding the limits of TM tools is also extremely important. These are the areas we would normally identify as critical:

- Management of source formats: Authoring environment is changing and evolving day by day, new formats and authoring tools emerge and set their own standards, traditional and standard formats constantly upgrade to more complex, flexible and multi-platform solutions. This poses a significant and ongoing challenge to the translation industry and CAT tools are required to keep up with demand.
- Filtering configurations: Data interchange and exchange presentation formats such XML and HTML or scripting applets are also evolving and can be highly customized. This means that some translatable data might not be detected by the CAT tools’ standard filtering configurations, leading to defects in translation and loss of functionality of the target content. Offline CAT tools are normally provided with highly customizable filters, powered by regular expressions and xpath-based rules; however, these are meant to be changed and adapted manually, while online tools are less flexible on this matter and issues and exceptions need to be discussed and reported to tech support. This is one of the reasons why translators should always be provided with and be able to check the content they are working on with reference published data so they can identify potential issues.
- Segmentation: As described above, proper segmentation helps translation unit retrieval and reuse. Correct segmentation is also the base for correct translation. It follows from this that incorrect segmentation might affect translation quality (impossible to manage language elements correctly) and term retrieval (poor reuse of problematic stored translations such as mismatched alignments, etc.).
- Pros and cons of the consistency paradigm: Consistency throughout publishing media and contents is a keystone of quality assessment. However, terminology changes, product naming and decisions over marketing content are constantly evolving. When using and consulting corpora comprising thousands of translation units, some of which can be quite old, unthinking reuse of legacy content might create issues in newly localized materials. Any term changes might render the previously translated and
published material meaningless for users and even prevent the improvements clients require from being implemented. This could result in additional efforts (costs) to align or update TMs and glossaries with the recently approved terminology, and sometimes even in republishing the previously translated material.

4.4.1.4.2. Terminology tools

A. Online dictionaries

Beside traditional paper dictionaries, many resources are now available online. These should be used with care, which the mentor might also explain.

B. Terminology databases

Specific coaching might be provided on the usefulness of bilingual or multilingual glossaries. Training might be needed on the information to be inserted in such glossaries (source term, target term, context, source material, entry date, status, comments, etc.).

Since very good tools now exist on the market, the mentor could also train the mentee on the creation of electronic databases that could in some cases be coupled with other tools, such as CAT tools or corpora.

C. Corpora

Whether translators possess adequate knowledge of a given subject matter field or not, their work cannot be separated from the use of search and lookup tools and corpora. Institutional and industry multilingual corpora can be found and accessed online. CAT tools also offer plugins and toolbars enabling web-based searches that are integrated in the translation environment. Integrated toolbars providing simultaneous searches of many websites can be installed and used as a translator’s preferred search environment or tool (Google, ProZ.com toolbar, IntelliWebSearch, etc.).

A growing number of integration opportunities are also being implemented in the domain of the offline glossaries and corpora as CAT tools are provided with features that allow users to connect not only standard glossary formats, but also lists of file-based materials such as offline spreadsheets, or that allow easier conversion from spreadsheets to local glossaries. This development also positively influences online CAT tools, whose ability to upload and connect personal glossaries and corpora is significantly improving.

As a result of the above opportunities, the ability to create and develop own reference corpora through alignments is an opportunity that should be explored and become part of a translator’s fundamental knowledge. On top of this expertise, translators might want to explore the possibility of offering direct clients that need to build and share their own industry term bases added-value services based on terminology creation and maintenance.
4.4.1.4.3. Other software

Beside CAT tools, a translator might need software for file conversion, desktop publishing (DTP), illustration formatting, testing tools, website management systems, etc.

Depending on the goal of the mentoring and the mentor’s skills, some time can also be spent on presenting and/or training on such tools.

4.4.2. Interpreting

The need for an interpreter might arise wherever language is spoken. Knowing which interpreting sectors and clients exist is important to choose a certain specialization or successfully offer interpreting services on the market.

This section aims to provide a list of interpreting aspects and mentoring guidance in fields related to interpreting. It will present the modes of interpreting and refer to specific skills and techniques required for each of them, settings where interpreting services are used and interpreting skills. A mentoring advice section has been added when appropriate to point out how mentoring can be carried out in practice, and to present techniques and strategies that have proved useful in the academic teaching and mentoring of interpreting. Other relevant aspects are preparation and equipment. Both of these sections seek to present existing and new methodologies and tools for interpreters. Whenever relevant, references to open-source resources that can be useful for training or information when building a customized MMR have been mentioned.

4.4.2.1. Modes of interpreting

Interpreting services can be provided in three different modes: Simultaneous/Whispered, Consecutive and Sight Translation. The following sections provide a general overview of how these modes are performed by interpreters and the main considerations to apply them successfully.

4.4.2.1.1. Simultaneous and whispered mode

Simultaneous interpreting requires the interpreter to deliver into one language, preferably the interpreter’s mother tongue, at the same time as the interpreter is listening to the incoming message. This is the preferred mode when the speaker addresses an entire audience using specific audio equipment and sound-insulated booths where interpreters work if required and it is suitable for the setting.

This type of interpreting allows information to be delivered simultaneously to engage the audience and it also allows the speech to be interpreted into more than one language at the same time. Interpreters work in pairs, switching every 30 minutes to avoid cognitive overload generated by this demanding task.
Simultaneous interpreting is offered at international summits, professional seminars, and bilateral or multilateral meetings of heads of State and Government, but also at meetings between chief executives, social and union representatives, at congresses, and even simpler settings such as training sessions, presentations, speeches, and conferences.

The main difference between simultaneous and whispered modes is the lack of use of equipment (see 4.4.2.5. for “Equipment”) because the interpreter actually whispers the delivery into the listener’s ears. This allows for more physical proximity between the interpreter and the listener, as well as a more direct relationship with the client.

Contexts for the whispering mode will be of a more private and personal nature such as small meetings in the business sector, escort settings or one-on-one interactions when only one party needs to listen to the interpreter’s delivery. It is often common to combine whispering and consecutive mode in these contexts. As in the simultaneous mode, two interpreters working as a team is recommended for long stretches of time.

It is important to point out that the whispered mode is very demanding, since the interpreter is not insulated by a booth from other audio sources, as when performing simultaneous interpreting. Other options to perform simultaneous interpreting will be discussed in the section on interpreting settings.

4.4.2.1.2. Consecutive interpreting

Consecutive interpreting requires the interpreter to deliver from one language into another and back. The key characteristic of consecutive interpreting is switching between two working languages, in a manner that keeps the conversation flowing. Turn-taking, note-taking, retention and multitasking are the basic skills required for this mode. In consecutive interpreting, speakers need to wait for the interpreter to finish before they can speak, and at no time should two participants be speaking at the same time. Specific note-taking skills allow interpreters to record information to supplement their recollection when they deliver, and it also helps interpreters follow the speaker’s train of thought.

This is the preferred mode for interviews, conversations, and formal questioning and allows for a complete, detailed interpreting even without the use of equipment other than a notepad and pen.

In this context, interpreters are physically present with the speakers. A rapport and good flow must be established between the interpreters and the speakers for a successful interpreting session.

In specific settings, such as technical training sessions, interviews, conversations with a patient, this physical presence allows interpreters to ask for repetitions and/or clarifications. To perform accurate consecutive interpreting and also allow the speaker to speak freely, good note-taking skills and memory techniques are needed with interpreters being able to deliver an almost flawless speech of up to 10 minutes. Most of the time, the setting where this mode is
performed will determine whether interpreters ask for clarifications or repetitions, for example, an interpreter in a courtroom may and should ask for repetitions and clarifications for the sake of a clean record, whereas in a TV interview, a press conference or in political settings/speeches, interpreters refrain from interrupting as much as possible.

4.4.2.1.3. Sight translation

In sight translation, interpreters have a written document and must deliver the content of the document orally. Typically, interpreters may have a few minutes to prepare before delivery. Documents can be sight translated into the interpreter’s mother tongue or a foreign language. This is a very useful mode when small pieces of written information are exchanged between speakers.

Mostly disregarded in many interpreting settings, at an academic level, sight-translation skills are the basis for the other two modes. In fact, this will be the first mode taught in a curriculum for interpreters. As more and more institutions require written documents to be translated before they are submitted to events requiring interpreting services, the need to sight translate has fallen into disuse. However, in recent years with interpreters working more frequently with community institutions such as schools and hospitals, sight translation has become a mode used to obtain information from written documents in a foreign language in situ. In addition, user guidelines have been produced so that interpreters do not suffer from mental overload or fatigue.

4.4.2.1.4. Mentoring advice

Mentoring in modes of interpreting should focus on developing skills in the different modes. One way to assess and provide feedback is to use recordings. Mentees should get into the habit of recording themselves and listening critically to their renditions. Mentors should provide constructive criticism of their skills and the linguistic aspects of their rendition. Interpreting material to practice can be found on interpreting tapes or audio found on the Internet.

Mentors and mentees should commonly assess the mentee’s skillsets and could agree on a training program for the mentee to follow independently of the mentoring hours. This program could include training on discourse analysis, reformulation, generalization, omission and memory exercises.

Mentees can also be encouraged to carry a log of their recordings to keep track of the topic, mode of interpreting, and delivery difficulties. This will help mentors provide more targeted feedback and help mentees develop self-monitoring.

Another very useful mentoring method in this area is shadowing. Mentees can learn a lot from following an experienced interpreter and observing how professional interpreters deal with problems as they arise in actual interpreting work. In many cases due to institutional regulations, novice interpreters will not be allowed to interpret in situ, but still learn a lot through shadowing the lead interpreter. In particular, when mentees are not ready to work yet
as the mentor’s second interpreter because they have not yet acquired the required skills, shadowing is an optimum way for mentees to participate without the stress and demands of performing.

It is important that skills for each mode are discussed, and that mentors can provide advice on best practices for each mode during the time the mentoring lasts.

4.4.2.1.5. Open-source resources

https://theinterpreterdiaries.com/tag/interpreter-training-resources/
http://www.speechpool.net/en/
https://webgate.ec.europa.eu/sr/ (Conveniently classified and searchable speeches for consecutive or simultaneous use in 27 languages)
http://www.americanrhetoric.com/
http://ec.europa.eu/avservices/ebs/schedule.cfm?sitelang=en&page=2&institution=0&date=09/12/2012
https://theinterpreterdiaries.com/tag/interpreter-training-resources/

4.4.2.2. Interpreting settings

Most of the time when people think of interpreting services they think of the UN with its booths and numerous interpreters working in different languages, while a representative gives a speech to a big group of representatives from many countries. Interpreting services have transcended the walls of the UN in recent decades and they are widely used in other settings where communication is required.

4.4.2.2.1. Conference interpreting

Conference interpreting is conveying a message spoken in one language into another. It is offered at international summits, professional seminars, and bilateral or multilateral meetings of heads of State and Government, but also at meetings between chief executives, social and union representatives, at congresses, training sessions [B3] and all kinds of events. It occurs mainly in the simultaneous mode as mentioned before. Equipment is used and interpreters work in sound-insulated booths and in teams.

Conference interpreting also includes the consecutive interpreting mode, where the interpreter listens to the speaker, takes notes and renders the speech in the target language once the speaker has finished. In addition to taking a simultaneous interpreting exam, interpreters seeking certification, e.g., by European institutions, need to deliver almost flawless and detailed speeches of up to 10 minutes asking one or two questions maximum after audition. Typical clients for conference interpreting will be found both in the institutional sector (national and transnational institutions and organizations, NGOs, etc.) and in the private sector (local and global companies and organizations and their professionals).
4.4.2.2.2. Community interpreting

According to Hale, community interpreting is a broad label to cover all interpreting that takes place “within one country’s own community”. Community interpreting covers settings such as hospitals, courtrooms, immigration office, social services organizations, schools, and others where members of a community need to interact. There are two main specializations in community interpreting: medical and legal interpreting.

Community interpreters need mostly to apply all modes of interpreting including the whisper mode. It is the client and the context that has the final say on whether simultaneous or consecutive interpreting is required. Relying on interpreters working in teams switching every 30–50 minutes is recommended to cover long stretches of time.

In this setting, simultaneous interpreting may be delivered in whispered mode without the aid of equipment. More details on equipment will be provided in section 4.4.2.5.

Furthermore, in community interpreting settings, interpreters can often make use of strategies such as asking for clarification and repetition to support their delivery and ease the interpreting process.

4.4.2.2.3. Mentoring advice

To experience different interpreting settings, mentees can shadow professional interpreters working in different contexts. When mentees are not allowed to interpret or they are still not ready to do so, shadowing is a suitable alternative to learn by observation. Again, carrying a log of their observations should be encouraged. Writing down in a log or having a diary are good methods to encourage reflection, to develop an inquisitive mind, and to learn the terminology of the profession.

Depending on the context, some restrictions may apply. For example, permission may be needed from the court coordinator to shadow in courts. When shadowing in a hospital, certain health requirements may be needed such as vaccinations, or going through a hospital’s specific clearing procedures. In some cases, waivers and confidentiality agreements must be signed for mentees to shadow in certain institutions.

By shadowing in several types of contexts, mentees can explore in which settings they feel more comfortable and to which standards and protocols they are more likely to adapt better. For example, many interpreters decide that interpreting in court is not for them, because they find court protocol too stiff or stressful. Others may find that conference interpreting is too challenging due to the extended periods spent in the booth, or because it lacks the human contact you have in public services and/or community settings.

Thus, exploring settings as part of the mentoring program can be decisive in the mentees’ process of understanding the demands, the protocol, and the skills needed from them, and may serve as guidance to decide which setting is a better fit for them.
4.4.2.2.4. Open-source resources

https://theinterpreterdiaries.com/tag/interpreter-training-resources/
http://www.speechpool.net/en/
http://www.americanrhetoric.com/
https://webgate.ec.europa.eu/sr/ (Conveniently classified and searchable speeches for consecutive or simultaneous use in 27 languages!)
http://ec.europa.eu/avservices/ebs/schedule.cfm?sitelang=en&page=2&institution=0&date=09/12/2012
https://aiic.net/page/628/practical-guide-for-professional-conference-interpreters/lang/1

4.4.2.3. Interpreting skills

Three main skill sets can be identified in successful professional interpreters: linguistic and cognitive skills, interpreting skills, and interpersonal skills.

Linguistic and cognitive skills, such as bilingual proficiency, high concentration, retention and multitasking, stress management, research skills to prepare for the assignment or subject, and efficient listening and reading comprehension skills, are vital to interpret well.

Each mode of interpreting also requires specific skills. For consecutive interpreting, note-taking while listening and note-reading while delivering are essential. The techniques needed for professional simultaneous interpreting include: understanding, organizing and delivering messages simultaneously, décalsage, anticipation, omission, generalization, and summarization. As mentioned above, sight translation focuses on many of the skills detailed here and, therefore, it is the preferred mode to start interpreting training.

Besides these technical skills, interpreters also need interpersonal skills, such as flexibility to constantly learn and unlearn, to adapt to different speakers, modes, settings and situations. They also need to develop good interpersonal skills that allow them to interact with people of different ranks, backgrounds, and cultures. This last skill set focusing on adaptability and flexibility should complement the previously mentioned skills; however, a lack of them may lead to difficulties in developing as a professional interpreter. A lot has been said about the special character traits of interpreters and translators, and it has been observed in practice that saying interpreters possess a high level of adaptability and flexibility allowing them to perform successfully in professional life is a valid argument. Since interpreters move into more diverse settings when interpreting in the community, it is also an advantage for them to develop empathy and cultural awareness.

4.4.2.3.1. Mentoring advice

Mentors should be ready to advise on academic and training courses to help develop linguistic, interpreting, and interpersonal skills, but most importantly, they should help mentees discover whether they are quick to adapt and possess the flexibility needed to work in the demanding field of interpreting, and in the settings where interpreting is required. An analysis of the
mentee’s personality under these terms is critical in deciding whether they will be “happy” interpreters and able to fully develop in this profession.

There are currently established certification exams to measure linguistic, cognitive and interpreting skills. A wide variety of workshops, conferences, and academic courses are also available for continuing education. Mentors should help mentees explore all these options and guide them into those that will best suit the setting the mentee chooses.

Networking is also a great medium to develop interpreting skills and good business practices. Interpreters will often obtain business leads and practical professional tips from colleagues far more efficiently from networking than sitting at home reading and studying by themselves.

4.4.2.4. Preparing for the assignment

Unlike translators who can do research and read as they translate, interpreters must deliver in real time, hence the need for preparation. Interpreters need to know who the participants are, where the interpreting session will take place, the issue at stake, and documents they need to review to prepare.

Interpreters need to do thorough, skilled and quick research to prepare for assignments and usually they come to the interpreting sessions with an already drafted glossary, a laptop or smart device for support.

During the interpreting session, interpreters often use strategies such as asking for clarification, repetition, and visual aids to support their delivery and ease the interpreting process. When interpreters are not interpreting, they are continually finding ways to immerse themselves in the languages they work with and to stay on top of news in any field resulting in the creation and addition of new concepts and terminology.

Preparation is key for successful interpreting sessions, and as mentees obtain a better understanding of the skills they need and the settings in which they will be interpreting, they should also narrow down the number of subjects. Mentors can provide guidance in choosing subjects based on mentees’ previous knowledge or by providing information on resources that help interpreters specialize in certain subjects. Mentors should also provide best practice options before, during and after the interpreting session, either by highlighting them during shadowing, demonstrating them in practice, or pointing out suitable literature.

4.4.2.5. Equipment

In conference interpreting, interpreters are removed from the setting, and are heard by the audience by means of audio equipment. The setting will often require a sound-insulated booth where interpreters will sit and have at hand notes and other aids to help them interpret. Recently, alternative technologies making use of Wi-Fi and smartphones as end receivers and/or specific apps or tools have begun to surface.
However, simultaneous interpreting is not limited to conference interpreting in a booth as it also occurs in other environments and settings as mentioned under community interpreting.

Interpreters working in community settings use wireless equipment consisting of a main unit for the interpreters, and as many receivers and headphones as needed. Certain settings, such as courtrooms, have already integrated the use of equipment to facilitate interpreting and this is part of the protocol when working with interpreters. In cases when equipment is used, interpreters will explain the purpose of the equipment to the participants and seek their consent to use it during the interpreting session. Recording or videotaping interpreters in legal settings is also an acceptable practice.

When interpreters perform in the consecutive mode, no equipment other than a notepad and pencil is needed. In some community scenarios, wireless equipment will be used if there are many participants listening to the consecutive interpreting to aid hearing, especially if the room is large.

In recent years, the position of the interpreter when working in community scenarios has been widely discussed in the literature for legal and medical interpreters as well. The position of the interpreter during the interpreting assignment may influence the dynamics of the encounter. There are scenarios in which interpreters will be purposefully removed from the setting to provide speakers with privacy, such as when interpreters go behind a curtain during physical examination. Likewise, interpreters need to learn how to navigate around equipment already in the environment where they are working. For example, court interpreters rely on the court reporter’s technology to back track their rendition when there is need for clarification of the record. In medical settings, the use of telephone and/or video interpreting has opened a whole new world of technology and equipment that interpreters should be acquainted with.

**4.4.2.5.1. Mentoring advice**

Using equipment for interpreting allows for a more comfortable session for all participants and the interpreter, and it should be encouraged by mentors. Furthermore, researching prices, market supply and demand, and the settings and quality of equipment is useful for mentees. It is important to teach mentees that when equipment is used, they should explain the purpose of the equipment to the participants and seek their consent to use it during the interpreting session. As mentioned before, certain settings, such as the courtroom, have already integrated the use of equipment to facilitate interpreting, and this is part of the protocol when working with interpreters.

The best way to learn and to become familiar with equipment is in actual practice, and by consulting with colleagues and learning from their experiences. The latter is best done through networking or by participating in interpreting forums. As with any other type of shopping, the best advice always comes from users.
4.4.2.5.2. Open-source resources

https://theinterpreterdiaries.com/tag/interpreter-training-resources/
http://www.speechpool.net/en/
https://webgate.ec.europa.eu/sr/ (Conveniently classified and searchable speeches for consecutive or simultaneous use in 27 languages!)
http://www.americanrhetoric.com/
http://ec.europa.eu/avservices/ebs/schedule.cfm?sitelang=en&page=2&institution=0&date=09/12/2012

4.4.3. Client and agency communication

Mentors should make sure their mentees understand the types of clients they may have to deal with and give specific real-life examples. Many factors influence how people behave towards their subcontractors, such as their background, experience, professional sector, education and even their personality. Mentees must learn to adapt how they communicate based on these differences.

Working directly for end clients can also differ from working with translation project managers in agencies. For example, agency project managers are expected to know about translation issues, technologies, production steps involved in project types and requirements for achieving quality and on-time delivery. End clients, however, cannot be expected to have in-depth knowledge of these aspects. Communicating efficiently with them and clearly explaining the requirements for a successful language project are essential for a good relationship with the end client. Depending on the level of their involvement in the project, one may need to explain the clients which material is needed (source files, translation memories, glossaries, style guides, etc.), which steps should be planned (preparation, translation, revision, DTP, testing, recording, etc.), which deliverables are possible (e.g., file formats) and many other things that will improve the relationship.

4.4.4. Business

As professionals, freelance translators and interpreters run their own businesses as real “entrepreneurs”. This means they are subject to the economic, financial and legal laws of the country where they live. Mentees should, therefore, be trained in these aspects of the profession too, as far as they concern them.

The following areas could be covered by the MMR:

4.4.4.1. Legal aspects

Translators and interpreters should know the legal framework of their business to comply with their legal obligations and possible consequences of them, e.g., paying taxes. This is one of the first issues that should be explained when starting up: which tax regime should be chosen, how to get a VAT number, etc. Laws vary from country to country, so mentees should also be
informed about how to contact the income revenue authority of the country where they reside, or an accountant who can help explain any questions mentees may have about invoices, tax revenue, etc.

4.4.4.2. Insurance

A mistranslation or even a typo, for example, could cause damage to clients. That is why a good insurance policy covering any incident that might occur is important.

4.4.4.3. Marketing

Mentees could be recommended to participate in events such as book exhibitions, where they could present themselves to publishers, or translation conferences, where they could meet LSPs and other translators or interpreters who they could collaborate with. Mentees could be trained in client recruitment and in marketing their services. They could be introduced to the use of social networks, for example, as a way to show their abilities by putting examples of their translations online, or to participate in forums. Registration with online platforms should be recommended so that possible clients can contact them. Newsletters and blogs could also prove a good way to promote themselves, along with contributions to specialized glossaries. Mentees should also be shown how to use mailing lists to get more jobs and to keep in touch with clients they have already acquired. Another way to be easily found by clients is to create their own website.

Common means of marketing, such as business cards and worth-of-the-mouth, should also not be forgotten, as it is not always possible to know where a client may come from. That is why it is important for them to write all contact information clearly, depending on how they choose to promote themselves.

4.4.4.4. Dealing with clients

Clients come in all shapes and sizes, from private individuals to companies, institutions, translation agencies, publishers, etc. Mentees should be trained in how to deal with all of them, from receiving and processing an order to its delivery and payment and issuing the correct documents. People working for the client will have different backgrounds, requirements, ways of explaining their needs, etc. For successful and easy client communication, a translator/interpreter should develop soft skills: there are many ways to express the same thing, yet not all of them will be clear and resonate positively at the same time. As any other professional selling their work/skill/product, translators/interpreters need to be very clear and make a good impression with clients. Explaining what work needs to done in an understandable (not too specialized) way often helps.
4.4.4.5. Project management

Many aspects linked to how to manage projects could be explained to mentees.

- Mentees could be advised on how to define their rates: Based on their level of experience, but also the document format (Word, PDF, etc.), document type (legal, medical, literary, technical, etc.), the degree of complexity, and the client type. As rates can depend on unit types (character, word, line, page, hour, etc.), mentees should be advised when to use which type, paying attention to the fact that they should provide an acceptable income that includes (estimated) costs per year, including cost of living, rent, professional and private insurance policies, retirement schemes, holidays and any additional needs.

- After defining rates, a price grid could also be prepared. Mentors and mentees could discuss several subjects, such as minimum and maximum price for each kind of service (translation, revision, proofreading, subtitling, etc.), which should be clearly indicated. Discounts (for regular clients or for projects over a certain amount, for example) and extra charges (for rush jobs, for example) could be added too.

- Analyzing the client’s request is essential. Besides requesting translation or interpreting, clients could ask for other services, such as revising, reviewing, proofreading, and so on. They may require more than one service and they could specify the place and/or time where the service should be delivered (e.g., in the client’s company in the case of interpreting), the use of specific CAT tools and how urgent the job is. Everything should be considered to prepare a quotation.

- Mentees should be trained in the right processing of the order: How to prepare quotations, specifying not only the price for the service calculated on the basis of the document to be translated or the interpreting service, but also the delivery date, how it should be delivered (a file by email, on a CD/DVD, as a typed copy, etc.) and method of payment.

- Mentees should assess POs: Their first task could be to check details so they can understand how they are structured and why they should be submitted (e.g., a client’s signature means that they have accepted the quotations and the translator/interpreter has obtained the job. Mentees should remember that when they have their own subcontractors, they have to prepare POs themselves.

- After delivering the translation or completing the interpreting service, invoices should be issued. Mentees should learn to write them, paying attention to the laws of the country where they live and work and the country where the translation has to be delivered (applying the correct rate of VAT, for example).

- Every project needs to be delivered at a particular time. Mentees should be trained to calculate the time they need to work on it so that they do not deliver late, especially when they are working on more than one project at the same time. Scheduling them correctly avoids conflicts with clients and avoids late payments or no payment at all.

- Another task mentees should be trained in is project tracking: This means that the type of text, its size in characters/words/standard lines, the agreed rate and the actual time taken have to be tracked; translating time, revision and proofreading time and project
administration time have to be added. This is related to efficiency and the enhancement of quality.

- Once the project has been tracked, feedback is needed: Some adjustments might be necessary in terms of time (to deliver the project on time), technique, terminology or whatever could be improved.
- Mentees should know the different means of payments: Wire, PayPal, check, cash or Bitcoin. Mentees should know what kind of payment should be adopted based on their clients’ country. This means that mentees should be made aware of the taxes paid on payments received, but also who must pay for them (the client or the translator/interpreter).
- Some clients may not pay for the work the translator/interpreter has provided. Mentees should be trained in how to face this possibility and get their credits paid (last, but not least, by calling a lawyer). First, mentees could be shown how to call clients and what to say to them to make them pay. Emails could also be sent, remembering that the written form is always preferred (it could represent evidence of what has been done). Only as a last resort should a lawyer be consulted. Mentees should know what this means: Long payment terms, more expenses without being sure of getting what is due and loss of good faith.

Mentees might also be interested in an introduction to and training in the use of other tools, not specifically aimed at translators, but at professionals in general who need to have more control of their work time and boost their productivity. For example, bookkeeping software and applications to issue order confirmations and create invoices to be sent to the client might also be useful.

4.4.5. Other mentoring areas

To broaden their portfolio, vary their daily tasks or meet some clients’ expectations, professional translators might seek to be mentored in other tasks closely linked to translation.

4.4.5.1. Linguistic tasks

- **Glossary creation**: Building bilingual or multilingual glossaries following a template or starting from scratch.
- **Style guide creation**: Building guides mainly describing a client’s preferences, but also covering areas where inconsistencies might arise when several translators/revisers are involved.
- **Post-editing**: Process of editing and improving an automated translation requiring thorough knowledge of the system that has been trained to produce the MT output.
- **Linguistic Quality Assessment (LQA)**: Assessing and evaluating the quality of a translation by using a model based on pre-designed values allocated to several parameters used to determine scores and assess performances.
- **Linguistic Sign-Off (LSO)**: Final check of conformity of the delivered translation to agreed standards to receive feedback and comments until the process has been completed. This step usually occurs when technical tasks have been performed (DTP, animation rebuilding, compilation/testing/debugging, etc.) that might have created issues in the target text or when CAT tools were used for translation without letting the linguistic teams have the opportunity to visualize the target content in its final format.

### 4.4.5.2. Technical tasks

- **Desktop Publishing (DTP)**: In the domain of translation, DTP mainly stands for the process of adapting and rearranging the content of the translated documents duplicating and reproducing the layout of the source documentation (catalogs, newsletters, leaflets, brochures, manuals, presentations, books, etc.).

- **Compilation**: Process of assembling translated assets and topics into a product, such as software, online help, multimedia objects, etc. The process might include translating texts that have not been extracted during the main translation workflow.

- **Testing**: This step is about checking the quality of software, websites or multimedia component localization for a particular target language. It needs to be performed on the localized version of a product to ensure that particular language is fully supported (linguistic accuracy, consistency between resources (e.g., different Internet browsers), usability, polichecks, etc.).

- **Debugging**: Ensuring that the localized product looks right by trying to identify and resolve all the cosmetic and functional issues that impact usability of the translated version. Linguistic support may sometimes also be needed in this phase.

- **Technical QA** (associated with testing): Assessing and evaluating a final localized product after having gone through all the linguistic and technical production tasks.

There are many areas and tasks linked to translation that could be integrated in a mentoring program. New tasks involving translation, such as SEO (Search Engine Optimization), require more and more involvement from translators. As technologies evolve, there will always be new fields for translators to work in and more areas to be mentored in.

### 4.5. Expectation management and motivation

The goals of the mentoring program must be clearly defined but most importantly, they must be realistic. For mentors, it is paramount that the time they invest is reasonable and that they master the required skills. For mentees, expectations should match their level of aptitude and their professional objectives. Ensuring successful program completion requires both parties to analyze the mentoring logistics carefully and, if necessary, to adapt them during the mentorship period.

Ambitiously high expectations may jeopardize participants’ motivation, although weak or easily achieved objectives may also demotivate either of the two parties.
Several factors can keep both parties’ motivation levels high:

- Well-defined sessions
- Interesting program
- Appropriate material
- Flexible timing
- Constructive feedback
- Potential rewards
- Future opportunities
- Etc.

Obviously it’s crucial for both parties to feel motivated for a mentoring program to be successful. The mentoring relationship must be valuable to both parties. Any sign of demotivation should be examined to understand the roots of the problem and overcome any further issues this could generate. Actions that could be taken include:

- Reviewing the mentoring goals
- Reviewing communication methods
- Reviewing the entire logistics of the program
- Reviewing achievements
- Reviewing feedback provided as well as actions taken

In extreme situations, a third party (a second mentor or the mentor’s supervisor) might have to intervene to try to unlock the situation and help re-motivate the team.

### 4.6. Logistics

When setting up an MMR, it is important to agree on some logistical aspects that will govern the entire relationship. Compliance with these logistical aspects should be jointly assessed by mentors and mentees in chapter 6 “Constant assessment of the Mentor/Mentee Relationship and its Results”.

#### 4.6.1. Timing (MMR period)

An MMR should be limited in time. Various factors will determine the length of the relationship, including the availability of both participants. If possible, the start and the end dates should be defined from the beginning and the length could be calculated in weeks, months or even years.

#### 4.6.2. Frequency of “meetings” and exchanges

Irrespective of the ways put in place to communicate and meet, the frequency of the interaction between the mentee and the mentor should clearly be defined, agreed upon,
followed by both participants and be part of the joint mentor and mentee assessment of the progress of the MMR /the mentee's performance.

A minimum of two hours per month is advisable to exchange information on a regular basis. Nevertheless, depending on the mentoring program set up and the availability of both participants, many different scenarios can be applied. These could be fixed or variable. For instance, mentors and mentees could meet once a month and communicate by other means every week or even more frequently. It should also be possible to start with sustained communication and reduce exchanges after a certain period. A potential scenario would be to exchange information every day during the first week, twice a week for the following three weeks, once a week for a month and finally, once a month. In all cases the goal is to clearly define the frequency at the beginning of the relationship.

Interns could be permanently working on site and need constant supervision at the beginning of their internship, after which they could become progressively more independent.

4.6.3. Ways to meet

When both participants’ locations allow for it or if they agree to travel, face-to-face meetings might be scheduled. On specific programs, a constant or a limited onsite presence could also be defined.

For people working remotely from one another, a web meeting might be organized using one of the software options currently available on the market. Some tools even include a recording feature, which could be useful to keep access to some information in the long run.

Obviously, both ways can be mixed and, for instance, after having met in person once, people could afterwards decide to only meet online.

4.6.4. Ways to communicate

Apart from the meetings, one or several ways to communicate can also be put in place. Phone calls can help participants exchange information easily, but this way of communicating should be carefully defined from the beginning of the MMR as neither the mentor nor the mentee should be distracted during their own work. For instance, a phone call could be scheduled every Friday at 4:00 p.m. to sum up what was dealt with during the week. But in any case, mentees should refrain from calling their mentor whenever issues arise.

Email allows both parties to communicate when they are available. However, to avoid a massive exchange of messages which might overload one or both parties, whenever possible, information and/or questions should be grouped together and exchanged according to the defined frequency. Always using the same email subject structure do both parties can immediately grasp the content and the potential urgency of the email will also be helpful.
Question files could also be exchanged between the mentee and the mentor. A template could even be created so all questions are structured the same way.

Some mentors manage a forum where they can exchange information with their mentees who, in turn, can ask questions or share their experience with the other mentees.

4.6.5. Possible solutions for time restraints

A mentoring program can be time-consuming and one or both of the participants could occasionally feel they are wasting their time, or even realize after a while that they need to spend more time on the program than they had planned. At times, one participant might also be completely unavailable, for professional or personal reasons.

If possible, these cases should be discussed at the beginning of the MMR to explore potential solutions should the case arise. For instance, both mentor and mentee could agree on a debrief after two months of collaboration and decide if any aspect of their program should be adapted. This debrief could coincide with the joint mentor and mentee assessment of the MMR. If time constraint issues suddenly arise in the middle of the relationship, the mentee and the mentor should consult each other to find alternatives without jeopardizing the MMR’s goals. For instance, a second or backup mentor could come on board, the mentee could be put in touch with other mentees (potentially with some more experience), the mentor could advise specific training or material to be used by the mentee, etc.

4.6.6. Possible solutions for financial compensation

The financial aspect of the MMR should be clearly set out when preparing the mentoring program. Mentoring people and being a mentee takes time. Both should, therefore, decide if one or both participants will get any financial compensation out of it.

Some mentors might consider this unnecessary since the time they spend mentoring is rewarding for them or the relationship is worth the effort. Some mentees will see this as an investment for their future or as a type of specific training.

Nevertheless, it is essential to discuss this subject to remove any potential frustration from the relationship and exchange ideas on the ideal financial agreement. Ways to compensate one or both should therefore be analyzed.

Multiple possibilities exist but here are a few examples:

- Mentor is paid to revise the mentee’s translation ordered by the mentee’s clients
- Mentor is paid for the time spent answering the mentee’s questions
- Mentor is paid for the time spent training the mentee on the use of a tool
- Mentor is paid to check the mentee’s administration
• Mentee is paid for translating texts the mentor will revise and deliver to the mentor’s clients
• Mentee is paid to revise texts the mentor will translate and deliver to the mentor’s clients
• Mentee is paid to deal with the administration of the mentor’s jobs
• Onsite mentee (intern) receives a paid salary
• Onsite mentee (intern) receives money covering a daily allowance
• Onsite mentee (intern) receives money covering travel and accommodation
• Mentee and/or mentor are paid by a third-party sponsor

When appropriate, a budget might be agreed upon at the beginning of the relationship and reviewed on a regular basis with a view to potential adaptation.

Some discounts might also be defined, such as on translation, revision, training or other rates. The financial situation could also evolve throughout the MMR. For instance, during the first month of the relationship, everything would be done on a free basis, but after a month some means of compensation for one or both could be implemented.

4.7. (Self and cross)-assessment of abilities and skills

Some mentoring programs provide short biographies of the mentors involved and ask for the CV of the future mentees and often a small translation sample. If the program you take part in does not include such information or if you are not part of an official mentoring program, you might find it useful to obtain some information on your possible future mentor or mentee.

4.7.1. Mentor

Before the beginning of a mentoring program, it might be useful for mentors to list their skills and abilities. By providing a complete presentation of their abilities, mentors give mentee candidates a more precise idea of how they could help them and make it easier for mentees to select the right person to work with.

Professional abilities and references worth mentioning:

• **Work**: What is your current job (freelancer, teacher, employee, etc.)? What have you done previously and where did you acquire knowledge of your languages/field of work?
• **Expertise**: Which is your area of expertise (literary, technical, automotive, financial, software, etc.)? Do you teach or train professionally in translation or another field?
• **Technical skills**: Can you subtitle? What do you know about file conversion?
• **Tools**: Which CAT tool do you use?
• **Publications**: Have you published an essay/article about your area of expertise?
• **References**: Are you a member of a T&I organization/association?
• **Expertise as a mentor**: Have you already been a mentor/mentee? Did it go well?
Personal skills worth mentioning:

- **Mood**: Are you patient? Are you good at explaining/teaching?
- **Work**: Are you a perfectionist? Demanding?
- **Availability**: Do you have a lot of time to offer to your mentee(s)?
- **Coaching**: Do you prefer to give detailed instructions for mentees to follow or let them work in their own way?

### 4.7.2. Mentee

Mentees should also provide their future mentors with a resume so mentors can see what stage they are at. It is useful for future mentors to know what mentees can already do and where they are coming from to determine more accurately where they want to go and how the mentor can help them.

Professional skills and references worth mentioning:

- **Studies**: Are you a student? If yes, does this mentorship count for an internship? Does your university provide a guideline/program for your internship? (If yes, give it to your mentor as they might have to adapt the program to fulfill the required conditions.)
- **Work**: What is your current job (freelance, teacher, employee, etc.)? What have you done previously? Have you already worked as a translator/subtitler/project manager/etc.?
- **Experience**: Which is your area of expertise (literary, technical, automotive, financial, software, etc.)? How long have you been working in this area?
- **Technical skills**: Can you subtitle?
- **Tools**: Which CAT tool do you use?
- **References**: Where are you studying? Are you a member of a T&I organization/association?
- **Experience as a mentee**: Have you already taken part in a mentoring program as a mentee? Have you already done an internship? What kind of program/internship?

Personal skills worth mentioning:

- **Mood**: Are you patient? Are you good/fast at learning/understanding?
- **Work**: Are you a perfectionist?
- **Availability**: Do you have a lot of time to spend on this mentoring program?
- **Coaching**: Do you prefer receiving detailed instructions from your mentor or being free to decide yourself which tasks to work on and then have your work checked by your mentor?

If the mentee is a student and the mentorship is meant to be part of an internship, the university might have some requirements and the mentor might have to adapt to fulfill the conditions.
4.7.3. Mentor assesses mentee

At the beginning of the program mentors might want to assess the ability of their new mentee and spot the skills to develop and improve based on their experience and the mentee’s goals. This evaluation of the mentee could take the form of a discussion/exchange between them, a short test the mentor would provide, a checklist to fill in, or the mentor might examine the mentee’s previous work, etc.

This initial evaluation will help determine whether the mentor is the right person to work with the mentee, if the mentee is able to work with the mentor or if they both should find someone else.

Mentees have to determine what kind of help they need and why, what their expectations of their mentor are, what they want to learn and, generally, what they expect from this mentorship.

Mentors must determine if they can actually help the mentee achieve their goals, if they have the right skills, and enough experience to do so, what the mentee is expecting from them, and why the mentee approached them.

When the aim of the program has been determined, both participants (mentor and mentee) should determine whether they feel they can work together and can continue with the exchange.

4.8. Mentoring team

The mentoring relationship should not necessarily be based on only two people, a mentor and a mentee.

4.8.1. One mentor or more?

When the mentoring program involves one or several subjects that the mentor has fully mastered and the mentor has enough time to supervise the mentee during the entire relationship, the mentor can be the only one in charge of the coaching, provided both participants agree.

However, the mentor might not be available the whole time or for a certain period. While the mentor is unavailable, a substitute could replace the main mentor so that the program is not put on hold.

The mentor might request some support from a colleague. This additional person could assist the mentor in case of doubt when checking the mentee’s work and corroborate the mentor’s decisions and comments, or not. When faced with unknown situations, the mentor could call
on this third person. The mentor might even ask the latter for advice in case of conflict with the mentee. And if the mentor deems it necessary, this helper could even take on some of the mentoring, for instance, revising some parts of a specific text, providing some material or even giving their opinion on a business plan, marketing brochures or a price list prepared by the mentee.

When several mentors are involved in an MMR, the most important aspect is to clearly define their roles. The tasks they undertake have to be clearly stated from the beginning, as sometimes, the mentor might not be skilled enough to supervise the mentee’s work in all disciplines. For instance, a mentor active in legal translation could help a mentee to improve in this sector, but might not be the right person to show the mentee how to revise translated texts or how to work on complex page layouts and illustration localization. A second mentor could help supplement the program. The mentee should be fully aware of the involvement of any other mentor. Depending on how the whole relationship evolves, each mentor’s role could develop or be fine-tuned. Regardless, a written description of the various roles would represent a highly valuable support for the entire team. This is important and only possible if there is a functioning, open, and honest communication.

The timing should also be clearly determined. The mentors’ work could run in parallel with a schedule specified for each of the tasks they do or supervise. Alternatively, one mentor could start the program and, from a certain date, another one would take over. In some situations, a timetable could be created to define the exact periods of time handled by the mentors.

Organizing a program with more than one mentor could ease the process or on the contrary, make it more difficult. The initiators of the program should, therefore, carefully examine this possibility and decide together if other mentors are really required or if, alternatively, several programs should be put in place, with one specific mentor each time. The advice in any case is not to flood any mentoring relationship with an unmanageable number of mentors.

4.8.2. One mentee or more?

Some mentors supervise several mentees at the same time. The mentoring programs could be totally different or, on the contrary, be exactly the same or at least contain some similarities. After an in-depth analysis of several programs, mentors could identify synergies allowing them to group some aspects of their mentoring. This could help them gain time and/or make the mentees collaborate.

Some material could be shared, either through the mentor or directly among the mentees. For instance, style guides or glossaries developed for certain types of project could be passed on to the other mentees, within the framework of a parallel or future program. Or mentees could build this type of material together when supervised over the same period of time. Any interesting resources could be stored in a specific place or recorded in a resource database.
Teamwork could also be put in place. For instance, some mentees could translate a project together and collaborate during the translation process to deliver a uniform target text to the mentor for revision. The mentor could also ask a translation mentee to translate, a revision mentee to check this translation and a desktop publishing mentee to work on the project layout.

To optimize organization and allow mentees to exchange with each other and take advantage of comments, work, findings, etc., from previous or parallel mentoring programs, the mentor could set up a private forum. The mentor could maintain these references or even delegate this task to one of the mentees in the group.

4.9. Joint compatibility, interests and values assessment

4.9.1. Synergies between mentor and mentee

Differences in talent, strengths and weaknesses can sometimes lead to disagreements. As mentors and mentees work together, they need to create a healthy environment to reach the goals they defined together. They need to create synergy.

Synergy means more than the simple ability to work together because it encompasses more value and efficiency than achieved working alone. It is important for both participants to have a clear idea of the goal of the mentorship so they can collaborate in the best way possible. Having a common objective helps them overcome their differences. At this point, they might want to combine not only their knowledge, but also their insights and ideas, and ensure they communicate optimally.

Both roles should be clearly defined since even if their relationship is based on interdependence, good leadership has to be associated with good followership. In other words, mentors have to lead mentees, while mentees must be able to follow directions and shoulder their share of the load. In this case, humility and honesty are needed on both sides. Otherwise, if both intend to lead or to follow, the relationship might fail.

If appropriate, some type of reward may help create synergies in the relationship. Please refer to section 4.6.6. Possible solutions for financial compensation.

4.9.2. Possible conflicts and how to avoid them

Conflicts could arise in a mentor/mentee relationship for several reasons. Therefore, it is important to be aware of the types of conflicts that might arise and how to avoid them.
The most common conflicts that may arise are:

- **Roles** of mentor and mentee are not well defined: It is not clear who is the reviewer, who provides materials, etc. Each of them should clarify what they expect from this kind of relationship and have an initial discussion with each other to avoid potential for disagreements due to different expectations. Every decision should be written and agreed.

- **Miscommunication and/or lack of communication**: Mentees should be proactive in their relationship with their mentors as the mentors can’t help them if they don’t know the mentees questions and concerns. They should let the mentor know when things don’t go the right way or if they have specific issues. Mentors should ask for details, especially at the beginning. Of course, this kind of activity should be maintained throughout the entire relationship.

- **Questions**: Mentees could be hesitant about asking their mentor “silly questions”, while mentors who are not being asked don’t want to interfere in their mentees’ lives lest they seem pushy. Mentors and mentees could set a definite time for when all questions could be answered, and how questions and answers could be delivered (for example, by email or in person). Otherwise, templates with specific fields can be prepared and used. These templates could be divided into sections based on what the question refers to: e.g., grammar, marketing, business, software, etc.

- **Expectations**: Sometimes expectations are unrealistic. Mentees should be fully honest about what they can already do. If this was not clear at the beginning of the program, it could still be discussed in the course of the program. Mentors should also admit when they have no expertise in a particular area. In this case, mentors should help mentees find other people who might be appropriate resources for that topic.

- **Realities**: The mentoring relationship should begin with a frank and honest discussion about what the mentee wants and needs, while the mentor should frankly express how they see the role of mentor. Parameters and responsibilities should be discussed and agreed.

### 4.9.3. Competition

According to the Collins Dictionary, competition is “rivalry in business, as for customers or markets” [https://www.collinsdictionary.com/dictionary/english/competition]. In an MMR, competition refers to the possibility that mentees will use the knowledge they gain to compete against their mentors in the future, especially after their relationship ends. Competition could also take place when mentors use mentees’ information or work to expand their own business. The information at stake refers to client lists, confidential business or sensitive information, trade secrets and any other data that could be used to steal market share from their mentoring partner. Basically, in an MMR, mentees and mentors should refrain from seeking similar employment or directly competing with each other.

To protect their business, both mentors and mentees might decide to sign a non-compete agreement. A non-compete agreement is “an agreement or contract not to interfere or
compete with a former employer (as by working with a competitor)’” [https://www.merriam-webster.com/dictionary/noncompete]. Signing the non-compete agreement could be a condition for the relationship.

To be enforceable, a non-compete agreement can contain reasonable terms, such as:

- A time limitation
- A geographical limitation

On the one hand, this agreement helps mentors protect information they have obtained by working hard to grow their business and which they provide mentees with access to during the MMR. Using this business information to improve their mentees’ skills will be highly advantageous to the latter, who should remember that it remains the sole property of the mentors.

On the other hand, mentees should know that an overly aggressive non-compete agreement might hinder their ability to work. Consequently, they should carefully consider the duration of the agreement, the area of work covered, the geography covered, under which circumstances it applies and any other terms that could affect them negatively and, in some cases, imply the payment of lawyer’s fees.

When a non-compete agreement is not appropriate for their relationship, mentors and mentees could simply sign a confidentiality agreement, such as a non-disclosure agreement or “NDA”. This would protect any data shared between the mentors and mentees, for example, texts to be translated and any reference material, such as glossaries, style guides, translation memories, etc. Signing an NDA could also guarantee that their respective clients’ confidential information would not be disclosed during or after their collaboration.

4.9.4. Common professional values

As the profession of translators and interpreters has developed, so have the associations and regulations for working in the professional field. This section will cover some important professional values pertaining both to translators and interpreters.

Codes of ethics and professional standards for translators and interpreters focus on accuracy in delivery and impartiality in demeanor. The International Association for Conference Interpreters provides a code of ethics as well as professional standards for conference interpreters. This code of ethics further mentions integrity, professionalism, and confidentiality whereas the professional standards point to more day-to-day matters, such as contracts and conditions, payment, and a very detailed format for team interpreting.

In public services and/or community interpreting, a wider offer of codes of ethics may be found. Historically, public services and/or community interpreting are born from the need of an
institution in the community. To make services accessible to foreign language speakers, these public or community institutions seek interpreting and translating services. Hence, the branching of public services and/or community interpreting into medical interpreting (for hospitals) and court interpreting (for the judiciary). These institutions have taken upon themselves to develop professional standards and codes of ethics for interpreters working in the fields of medical or court interpreting. Again, the focus here is also on accuracy and impartiality.

Other values mentioned are confidentiality, representation of qualifications, and continuing education. A review of the codes of ethics available for translators and interpreters is a must for mentees entering the profession. Mentors should explore similarities, such as the emphasis on confidentiality, impartiality, accuracy and completeness in delivery, professional skills and development common to all codes of ethics.

There are two key issues provoking ongoing discussion in the area of interpreting: the issue of advocacy and the need for certification. Mentees should research literature, talk to colleagues, and develop an opinion to contribute to this ongoing discussion. Regarding translation, issues such as certification and payment are also continuously discussed.

Mentors can approach these issues by encouraging mentees to participate in online interpreting forums, blogs, and chats provided by professional associations in their geographic area. They are a source of information to know what is happening in the profession, to discuss ethical issues as they occur in real life, and to understand the different scenarios and challenges the profession is encountering. Mentees should also be encouraged to join a professional association for guidance and networking.
5. Implementation and Operation

5.1. Resources (the material to be worked on)

The mentor and the mentee should agree on the material to be used and make a list.

According to the goal of the MMR, the material to be used could vary a lot. It is important for both parties to agree from the beginning on the type of material to be used during the project. Nevertheless, changes in the material could be adopted if necessary as the MMR evolves. In any case, the mentor and the mentee should agree on the material to be used and make a list.

5.1.1. Translation

Translation is a skilled discipline requiring a unique combination of skills, specialized knowledge and experience.

If the goal is to assess translation skills, while working on the translation of texts, the mentee should be able to identify the type of text, the context, the grammar, the lexicon of the source text and translate it into the target text, conveying the same meaning, register and style of the source text.

The texts to be used could be fake (tests) or real texts, provided by the mentor or the mentee. Texts could be found using links to translation resources, portals, practice texts, etc. Fake texts could have been created for the program, selected from any existing source or be grouped pieces of texts, to assess specific skills or items, i.e., whenever the assessment should focus on one or more points (e.g., evaluate the mentee’s ability to identify idioms).

Real texts could be linked to real-life projects, based on what mentees might have to deal with during their professional life. It would be good for mentees to work on any kind of documents (certificates, datasheets, literary texts, letters, articles from newspapers, etc., or more specific texts related to the field or fields the mentees intend to specialize in).

The texts to be worked on, either fake or real, could be provided by the mentor or the mentee. They could come from projects the mentor or the mentee are working on.

Depending on the mentee’s needs, general or field-related texts could be used.

General texts could be worked on at the beginning of the MMR to assess the mentee’s level of expertise, or whenever the mentee wants to be introduced to the translation industry, and receive an overview of the profession.
Field-related texts could be used whenever the mentee wants to specialize in one or more fields or after an introductory phase. One thing to be considered is that this clear distinction is not always possible in real-life mentoring environments, as different fields could overlap in texts. A typical example of this kind of approach can be found when marketing content meets very specific and technical fields and a complex mix of specialized terminology might be used in a context of a marketing type of text.

5.1.2. Interpreting

Interpreting is a skilled discipline requiring a unique combination of skills and experience. If the goal is to assess interpreting skills, speeches need to be worked on, taking into account the different techniques used: whispered, consecutive and simultaneous interpreting.

Speeches could be chosen by both mentor and mentee. They could be taken from movies, radio, TV, and the Internet. The European Commission website makes real texts available gathered in the Speech Repository (a sort of bank of speeches) to train interpreters. Specific websites also make texts available for the same goal. Another possibility is represented by dummy booths: future conference interpreters could sit there, listen to professional conference interpreters and be trained.

5.1.3. Business

Professionals are real entrepreneurs who run a company. They must, therefore, undergo the same legal obligations. Mentees should be made familiar with this aspect of the profession.

Bookkeeping manuals and templates, both paper-based and online, could be used, as well as real documents issued by the mentor.

Mentees should also be made familiar with contracts and agreements to be used with agencies, private clients and publishing houses, which could also be governed by other considerations such as contractual limitations, government or institutional policies, and legislation.

Real documents signed by the mentor and/or templates to be found on the Internet could be used for this purpose. Courses could be useful too.

Trade associations represent another aspect of the profession. Translators and interpreters can contact them if they have questions about their job. Mentees should know that this kind of association exists and how to address them.

To find clients, professionals need to know how to promote themselves. The mentor’s expertise and advice on marketing could be relevant, as could courses.
5.1.4. Software

Translation and interpreting do not rely only on techniques used in translation and/or interpreting. They can often be accompanied by knowledge of technology.

Besides the use of computers and the most common software, translators and interpreters should know which linked applications they need in their professional life.

Software used by a translator or an interpreter could be very different: for example, translators usually need CAT tools. Some have to be bought, while others are open source. Some have to be installed on their computer, while others work in the cloud.

Interpreters mostly need software to manage terminology to prepare for the service, or, if they are conference interpreters a special software designed for the booth. Their software should be able to handle online and offline research, manage documents, extract, analyze and manage terminology, and help with systematic memorization.

Finally, translators might be aware of translation management system software, which helps them complete and keep track of all the necessary admin and business tasks.

Mentees could also be trained in creating and managing glossaries, as they represent the basic side of the profession. Glossaries should be easily available when needed, so it is important to organize them properly, maybe with the use of particular software and terminology portals. Another aspect that cannot be disregarded is style guides. A variety of style manuals can be found on the Internet, depending on the client who is going to use the translation or the interpreting and their scope. One example is the style guide made available by the European Commission. The latter must ensure the many interpreters and translators working together all use the same style. Another example is the style guides prepared by companies specialized in subtitling, since they must adapt the text to the speed of reading and follow specific rules.

5.1.5. Internet

The Internet is an abundant resource for all purposes.

Research is the foundation of professionals in the language industry. The nuances of every word should be checked to choose the right meaning in the proper context. The Internet offers access to corpora, but also shows the use of a word by listing a great variety of more or less specialized texts.

It also enables users to contact specialized professionals in all fields so that specific items could be discussed with the most suitable person, in case the language professional does not know the subject properly.
All kinds of glossaries can be found on the Internet, too. Sometimes they are free, sometimes they must be bought. They are often incomplete, but they represent a valuable starting point to acquire lexicons. It is up to the translator and/or interpreter to add the missing parts, depending on their own needs.

Platforms should not be forgotten either, because they are a good way to gain clients. Mentees could be shown how to register for some of them and be shown how to use them.

5.2. Evaluation

5.2.1. Traceable system

A traceable system (e.g., side comments for corrections) should be agreed upon at the beginning of the mentor/mentee relationship for comments and evaluation of progress.

The mentor should explain at the beginning how the mentee’s work and/or progress will be evaluated and the mentee should understand and agree to it.

5.2.2. Error categorization

Determining an error categorization for every area at the beginning of the program might be useful so that both mentors and mentees know how to work, what to correct and how to judge the work done in the most unbiased way possible.

In translation and interpreting for instance, you could have this type of grading from the most serious error to the least important one:

- Lack of accuracy, source text not translated, instructions not followed: the translation doesn’t convey the same meaning as the source text
- Spelling, grammar or syntax mistake: Often due to lack of attention but must be avoided in future work
- Register and spontaneity in the target language: The translation is not wrong but could be more meticulous
- Style: Often subjective, but the source style should be followed, and it especially shouldn’t be inappropriate or heavy and literal
- Punctuation (translation)
- Physical appearance and manners (interpreting)
- Research: Does the mentee know the subject, names, etc.

By mentioning the error type in the comments of the translated document, or while commenting on an interpreted discourse, the mentor can give the mentee precise feedback. And the mentee immediately knows what to correct first.
5.2.3. Between and during meetings

This error categorization can be used for quick yet precise feedback between meetings, for instance when mentees send translations they have done by themselves to their mentors and need a quick review. By just naming the error type, without much more explanation, mentors can already give their mentees a guideline for their next jobs or to correct the current one. Mentors could also list how many errors of each type the mentees make, for instance, in a small chart at the end of each reviewed translation. This would be a way of keeping track of the errors mentees make in every translation and easily seeing how their work has progressed during the mentoring program or where the problem lies.

A marking system could also be created based on detailed templates or specific tools. In this kind of system, the mentor could take away a mark for every error type from a total of 100, for instance, which would represent the “perfect” translation, or there could be an agreed “pass/fail” threshold, as there is in specific industry standard QA systems. However, this kind of academic system might not be necessary or even efficient for every mentee.

During the meetings, mentors could also use this feedback based on error categorization to give more details on the mistakes mentees make and how to correct and avoid them in future translations/interpreting assignments.

Although this system might require a lot of investment and time at the beginning of the program—identifying errors and their “importance”, mentors and mentees agreeing on how to keep track of errors and getting used to the system—once it has become a habit, it is quick and easy to use. Mentors can also reuse the system in future mentoring programs. It also gives mentees a good overview of their work and how their quality is developing. With this kind of simple classification, mentors can already give a lot of feedback. Mentors might also be able to improve the classification system by assigning adjusted values or amending category items, depending on the “real process” experience. Mentors and mentees can then analyze explanations and corrections in more depth during their meetings.

5.3. Roles and responsibility

Being a mentor involves many roles: coach, teacher, protector, counsellor and role model. All these roles require specific responsibilities. As coaches, mentors have to advise. As teachers, they have to provide learning opportunities. As protectors, they should ensure the environment in which mentees can make mistakes does not deprive them of credibility. As counsellors, they have to support their mentees. And as role models, they have to demonstrate behavior that leads to success.

Mentoring also requires further responsibilities from mentors, such as ensuring each mentoring session goes smoothly. Mentors should be fully available for any scheduled session and make sure they will not be interrupted by their phone, emails, etc., or have their attention distracted by other concerns. Punctuality is another critical point, as is being prepared for the planned
session. This means they should check and use all the correspondence and notes from previous sessions and, when applicable, review the mentee’s work before starting new tasks. They should also ensure they have collated any resources that may be useful to their mentees, not only for the rest of the mentoring program but also for their future profession. They should keep mentees motivated, provide feedback, and, when applicable, talk to them about their own working experience.

The role of mentees is to involve themselves in learning, be serious about their work and comply with the mentoring program. Depending on the program logistics, they might be responsible for initiating the contact with their mentors and for establishing the agenda for the sessions. They should be punctual and be prepared for each online or on-site meeting. That means they should review the outcome of the previous session, prepare new topics to discuss and make sure they have done the work the mentor requested, followed the guidelines and taken into account any feedback previously provided. They are responsible for the way and the speed of their own development as future professionals, so it is their role to ask questions about whatever they want to learn and even about their mentors’ working experience. It is their responsibility to ensure that each mentoring session meets their need, to take notes to follow up on sessions, and act on commitments.

5.4. Documentation

Creating documents during the mentoring relationship can prove helpful.

- Documentation linked to the program logistics, such as:
  - Timesheets (for the mentee, for the mentor or both)
  - Schedules (including mentoring sessions, task deadlines, evaluation dates, etc.)
  - Reports on meetings, and even short notes when sessions are cancelled
  - Templates (for questions, glossaries, rates, clients’ data, etc.)
  - Legal documents (non-compete agreement, non-disclosure agreement, legal contract, financial compensation policy, etc.)

- Documentation linked to the actual work, such as:
  - Glossaries
  - Style guides
  - Translation memories
  - Source files
  - Target files
  - Fonts
  - Quotations
  - Schedules
  - Instruction files
  - Reference files
From the beginning of the program, both mentor and mentee should agree how and where to store all documents. Either of them could be responsible for the entire task or for specific documents.

The storage solution could be local, but this may not be accessible to both parties or could pose potential security risks. A shared server may be considered, but this may not be easily available. Therefore, secure cloud solutions should be considered.

Whatever the storage method chosen, defining how the material will be stored is crucial. For instance, at the very beginning of the program, an empty directory structure could be created, with all necessary subfolders to ensure quick storage once new documents are produced or material is saved.

It might also be a good idea to agree on a storage time length and the potential reusability of any document used or produced during the mentorship, either for another mentoring program or for either of the parties’ future use.
6. Constant Assessment of the Mentor/Mentee Relationship and its Results

Before the beginning of the mentoring program, the mentoring partners should establish a list of goals, a timetable and a communication scheme: emails, online meetings, real meetings, phone calls, scheduled every week, every two weeks, etc. (cf. 4.6. Logistics). As there should normally be a system to evaluate the mentee’s work and progress, there should also be a way to evaluate the relationship and track activity. Tools are, therefore, needed to quickly and easily evaluate if the MMR is going well or not.

6.1. List of goals to achieve

A list of goals to achieve may be established. In translation, this could include steps to acquire a certain style or to specialize in a specific area. In interpreting, this might include eliminating verbal tics or mastering a new area of vocabulary. In subtitling, it could be learning to deal with scene breaks.

This list could take the form of an online document that both can access and share. Alternatively, they could send it to each other so they can check it together every time they meet/talk.

As time goes by and mentees are working, mentors can validate the goals their mentee has achieved. For convenience and efficiency, they can tick them green on the list. Both mentors and mentees can then easily see what has been done and what remains to be done. This process should allow mentors to make sure that mentees are achieving the goals set at the beginning, and/or to guide them towards these. If mentors consider that their mentee is not progressing much, or not quickly enough, mentors could try to determine if the timetable they produced suits their needs, if the mentee has enough time, receives enough feedback, whether it is understandable or not, etc.

This list of goals to achieve is a powerful tool to evaluate the relationship, to judge its usefulness for the mentee, and to prevent the relationship from turning sour and/or the mentee getting bored of not progressing. It can also help detect when some adjustments are needed in the way the relationship works before it collapses.

6.2. Timetable and communication scheme

A communication scheme agreed upon by both parties, as well as a clear timetable, should define when mentors and mentees are supposed to talk/meet and how (face-to-face, phone or Skype, etc.), when mentees are supposed to deliver their work, when feedback can be discussed, etc.
A chart can easily be created to check whether the agreement is being followed or not. It can contain the dates of planned meetings and, for translation, the number of translated words between two meetings, for subtitling, the number of minutes transcripted and subtitled, for interpreting, the number of minutes interpreted, etc. Green can represent compliance with the schedule and red deviations from it.

Example:

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Logistically, this tool can be useful to assess quickly and easily if things are going well or not. For instance, if, thanks to the chart, one of the mentoring partners notices that most of the meeting dates are not followed, this might reveal a problem. This might also result in mentees not feeling supported by their mentor or mentors feeling that their mentee is not taking them seriously. In this case, the relationship is not going the right way, the program is endangered and both mentoring partners might want to drop out.

Before reaching this point, partners should discuss why the original plan hasn’t been respected. It might be time to change the initial timetable, to add or reduce meetings, to change the way of communicating (Skype calls instead of emails for instance), etc.

If mentors or mentees experience time or financial constraints, sections 4.6.5 and 4.6.6 could help them find some solutions.

6.3. Question management

Mentees should actively seek their mentor’s advice whenever they feel it is necessary. Mentors, in turn, are also advised to take an active role as possible in their mentees’ “skills building”. Mentors should, for instance, pay attention to the number of messages received from their mentees. Unless the plan is for everything to wait until the meetings, this can indeed indicate whether mentees feel free to contact their mentor for help/ questions, or doubts about the program, the workload, the relationship, etc.

Mentees should be able to express whether they think their mentor answers their questions, or if their emails are left unanswered. If this happens, mentees could become stuck at some point, waiting for the next meeting for their questions to be finally answered.
If there are no answers or questions between meetings, mentors and mentees could review their communication plan. Is the mentee allowed to contact the mentor at any time? Does the mentee feel free to do so? Does the mentor have enough time to answer? Are the answers clear and precise enough?

If they planned to list all the questions and discuss them during their meetings, does this work well? Were cues and indications clear enough to let the work continue smoothly? Does the mentee feel stuck at some point between two meetings? Does this prevent the mentee from reaching the amount of work initially planned, or not? If so, are the meetings close enough to each other?

In some cases, the amount of emails exchanged between the scheduled meetings can also be a good indicator to evaluate the communication between the mentoring partners. For instance, positive communication, reinforced by many fruitful exchanges, might mean that the relationship is healthy and both mentee and mentor feel free to contact each other when needed. On the contrary, a total lack of exchange between meetings could reveal important issues in the mentoring partnership. However, in some MMRs, this could also mean that everything was well established at the beginning and that no email simply shows that the mentoring partners have no questions, suggestions, doubts or that they are happy to wait for the next meeting to discuss them.

It could be useful for both mentors and mentees to talk about how the relationship is evolving, every two meetings, for instance, every month, or at any other scheduled moment. This could be valuable to see if some things are not going as planned, if there has been, or one of the mentoring partners has perceived, a slowing down of progress or a drop in scores resulting from the evaluation system, why this has happened, and what they can do about it. They could then adapt their timetable to the most suitable roadmap for both of them. They could also discuss the accuracy of the chosen working material or the given tasks, as well as the need for mentees to work more on certain aspects on their own. Mentees might then need to go through personal training sessions, practicing skills by themselves, potentially with feedback, information and referencing from their mentor.

By communicating on the tasks, performed alone or together, by email, phone, in meetings, through staggered deliveries, etc., both will know how the other is working and how they can help each other. This communication helps create mutual trust and facilitates knowledge transfer.

Since talking about which aspects to correct might not be enough, both might decide to write reports. These could be written only for themselves or sent to an association/organization. Written reports listing the difficulties experienced and the solutions put in place might be useful for any potential future mentoring relationship. Even if mentors and/or mentees do not report to any association or organization, keeping track of their relationship progress is useful for both so they can take corrective actions before the relationship runs into problems.
7. Disclaimer

The information contained in this document is intended to provide helpful information on mentoring in the translation and interpreting freelance industry. None of the guidelines provided in this document are mandatory in establishing a mentoring relationship. All of them are provided in good faith by several contributors with the goal of helping people who wish to establish a customized mentoring relationship.

The publishers, authors and contributors assume no responsibility for errors or omissions in the contents of this document.

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8. Feedback

Some sections of this document are not yet finished. Translation Commons relies on its members to help complete these sections. Check back often as changes may be made without prior notification.

Moreover, Translation Commons encourages its members and anyone involved in the translation and interpreting community to provide feedback on the content of this document. This is an open-source document which will be regularly updated. Suggestions will, therefore, be taken into consideration to improve these guidelines and any constructive feedback will be more than welcome.

Any feedback can be sent to the following email address: mtt@translationcommons.com
# 9. Project History and Contributors

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| SURVEY CONCLUSIONS: Mentoring for Translators and Interpreters | May 2016 | Conclusions: Barbara Werderitsch, Nancy Matis  
Contributions: Catalina Natalini, Silvia Giancola  
Language review: Sian Cooper  
<p>| <strong>Mentoring Guidelines for Translators and Interpreters – Draft Version 1</strong> | <strong>June 2017</strong> | <strong>Writing:</strong> Barbara Werderitsch, Barbara Pozzi, Nolwenn Peron, Silvia Giancola, Monica Reis, Patricia Brenes, Catalina Natalini, Nancy Matis |
| | | <strong>Content Review 1:</strong> Monica Reis |
| | | <strong>Content Review 2:</strong> Catalina Natalini, Gillian Shaw, Matteo Rozzarin, Valentina Mendez, Jeannette Stewart, Nancy Matis |
| | | <strong>Language review:</strong> Alan Stewart |
| | | <strong>Layout:</strong> Nancy Matis |
| | | <strong>Publishing:</strong> Jeannette Stewart |
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10. APPENDICES

APPENDIX A - Template for your customized mentoring program

Open the Microsoft Excel template called AppendixA_MTT.xlsx (you can download it from the website).

This template covers all areas explored in these guidelines in the form of editable fields, checkboxes and radio buttons. You can reduce or expand it as needed. You can simply skip the non-relevant sections or delete them from the file.

Column E, “Extra comments”, is for any comments mentors or mentees want to add.

Column F, “Reference section in the guidelines”, indicates which sections to check in the Mentoring Guidelines for Translators and Interpreters document for more information.

The document has been formatted for printing in a landscape layout, without column F included. You can reformat it if you want this section to be included in the printed area.