Mentoring Guidelines for Translators and Interpreters

TRANSLATION COMMONS

Note on this first draft version:

The first draft version of the Mentoring Guidelines for Translators and Interpreters does not fully cover all sections listed in the Table of Contents. Some sections still need to be written. However, it was decided to leave the title of the non-completed sections and sub-sections in the Table of Contents and in the body of the document for readers to know what should be included in the future and let the latter, if they are interested, participate in the writing of those sections.

It might be helpful to think of this as a beta release; analogous to the tried and tested practice in software development of allowing users to identify what works and what doesn't in an application. In this case, experienced readers have the opportunity to absorb a great amount of detailed text and appraise how appropriate it is in their opinion in describing working practices in a very diverse community such as ours. Feedback will be gathered, assessed and acted upon if necessary, pending a full release at a later date to be determined by the Mentoring Think Tank.

Please address all comments to mtt@translationcommons.org.

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Foreword

Translation Commons is a nonprofit 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 that embraces a self-managed community and aims to correct imbalances in the supply chain of language provision from individuals to large organizations. Its mission is to endow translators, interpreters and other localization professionals with the respect that they deserve. It fosters collaboration which imbues the technical tools of the trade with dynamism instead of the stasis created 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 who is 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
- Enable 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. It has adopted the clear structure of Environmental Policy ISO14001-2004.

Furthermore, previously implemented Mentoring programs have been a source of inspiration, as well as 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, it was conceived in true collaborative spirit and means to serve as a tool to help our industry's professionals to prosper. It hopes to do so by outlining as many aspects as possible to be taken into account 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. By doing so, it aims at familiarizing T&I professionals and students with the issues involved in Mentoring and lays 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 thought about being a Mentee so far. Yet Mentoring and knowledge-transfer are crucial to uphold the profession, enhance its self-regulation capacity, serve the market and people and offer value-adding services.

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

_https://translationcommons.org/wp-content/uploads/thinktanksdocs/mtt/TC_MENTORING-SURVEY-RESULTS_Answers-Analysis.pdf_

_https://translationcommons.org/wp-content/uploads/thinktanksdocs/mtt/TC_MENTORING_Survey_Conclusions.pdf_

With the aim of getting more T&I-professionals into Mentoring, the present guidelines provide a reference system and the building blocks for a successful Mentor/Mentee relationship. It is to be used as a guideline to facilitate T&I freelancers in formulating agreements and managing expectations when providing or receiving T&I Mentoring.

Great efforts have been made to provide a most extensive list on all areas, aspects and sub areas of Mentoring in the T&I industry. Nevertheless, the ultimate responsibility of defining any

possible Mentoring approach and an appropriate program according to specific language/market/specialization/Mentoring needs rests with the actors involved.

Moreover, new technologies are crucially changing all aspects of human life and pose big challenges and advantages for freelancers of the T&I Community. It is, for example, possible now, for freelancers with different geolocations, to 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. It is possible to take a close look at companies in a certain market segment to consider prospecting them. It is possible to reach out to them by an e-mail campaign. In other words: as a freelance translator, you can now lay your hands on resources a translator could not have dreamed of only fifteen years ago. At the same time, the internet poses risks because not all the material posted is dependable, and so the amount of research that must be done has not actually lessened because one has to double and triple check content and sources. These new opportunities and challenges make more adequate Mentoring more relevant than ever. They also provide highly valuable, low-cost solutions for a Mentor/Mentee relationship.

As an added value, these guidelines hint at possible new concepts and solutions to tackle common deterrents of 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 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 elaborate a customized Mentoring program
- Develop a trusting relationship
- Etc.

The goal of this document is therefore to help establishing a Mentoring relationship in a structured way, 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 up their own customized program, given the great variations among translation markets, languages and industries.

Standardized and customized Mentoring models that allow flexible adaptations according to the varying 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 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 among our industry's Freelance Community, is fully explained.

The present Standard is applicable to any current or future professional of the T&I Community who wishes to:
- Establish, implement, maintain and/or improve a customized Mentoring program of best quality
- Demonstrate adherence to the Mentor's/Mentee's values, possibly (written) agreements and the spirit of Mentoring expressed under 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 the present guidelines to make their use easier, even 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 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 his or her 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 mono- or multi-lingual.

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 that provides linguistic services, such as translation, interpretation, 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 text 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 the achievement of 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 a different language. He or she is 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 a different language.

He or she is 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 to 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 Interpretation

3. Aspects of the present Guidelines

3.1. How to use these Guidelines

The present Guidelines are intended to help our Community's Freelancers and Companies build up 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 up 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.

The T&I professional acting as a Mentor and their Mentee shall use the recommendations of these Guidelines as a means to
- Find an adequate 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.

The understanding of and self-reflection on all or most of the key development areas is of the utmost importance in defining the scope of the Mentoring relationship. This analysis should be completed before initiating any Mentoring partnership. The building blocks offered in this Guide can be used to establish a customized Mentor/Mentee relationship with best chances of success for both the Mentor and the Mentee.

These Guidelines have not been written for and by a regional/country T&I association, but are an attempt by the T&I industry to offer a roadmap and recommendations for potential Mentors and Mentees to plan, implement and measure a customized Mentoring program. They aim to facilitate the invention and implementation of new coaching models to facilitate customized, "out of the box", peer-to-peer Mentoring across the globe.

In order to fulfill our integrated, community-based, grass-root spirit, we specifically ask any reader of these Guidelines to provide us with their feedback and/or comments. Contributions from its readers will allow us to draw conclusions from practical implementation and experience, so that necessary modifications can be made. Please refer to section 9. Feedback.

3.2. Purpose of the Guidelines

These Guidelines specifically recommend that Mentor and Mentee fully explore existing – sometimes difficult to find and highly heterogeneous Mentoring programs – as well as any supporting associations in their specific country or countries. They are often offered by institutions, associations, universities and/or other actors/stakeholders in the language industry.

All recommendations contained in these Guidelines are given to help the Mentor and the Mentee establish, implement, maintain and document a customized relationship in accordance with their specific needs, market conditions, availabilities, professional circumstances, goals and outlooks, including where there is no Mentoring authority (such as a program and its manager) available.

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

3.3. Spirit of the Mentor/Mentee Relationship

Since the very beginning, Mentors and Mentees shall be made aware of the spirit of their relationship during Mentoring. There shall not be any kind of partnership, internship or any other employment relationship between the Mentor and Mentee during this time. Mentors shall offer their professional guidance to Mentees in the best way possible and make every effort to guide them towards a professional attitude as they become established in the translation/interpretation industry. Mentees, in turn, shall not consider the relationship with the Mentor as a guarantee of future internship, partnership or recommendation to clients. Both Mentor and Mentee shall consider the Mentoring opportunity as a chance to learn from each other by exchanging ideas about 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 formation 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. Moreover, assisting 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 is a contribution 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), the present Guidelines aim to break down and structure the Mentoring-relationship into (conceivable), plannable and overseeable 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 the present Guidelines is not to establish a quality assurance system. Indeed, they aim to serve as a tool including when a translator or interpreter wishes to act as a Mentor or Mentee outside established Mentoring programs with e.g. an association acting as a third controlling party, but leaning on 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, auto-capacitation and awareness-raising effort, the present Guidelines provide its readers with clear suggestions, references and templates as to how evaluation should and/or could be done in several of the listed eligible Mentoring fields.

As these Guidelines are intended for the development 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, it is important to document the intended outcomes of the Mentoring relationship. These may be as simple as developing industry awareness to improvements in the Mentee's handling of difficult translation/interpreting commissions. Identification of these kinds of outcomes, before embarking on the relationship, are a good way to set achievable results within the timescales set.

Quality is also inherent in the type of relationship fostered 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 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.

Likewise, some newcomers to the profession are little 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 that all the aspects of the trinomial "price – time – quality" are fulfilled. A person who has little or no experience in the market may be falsely led to believe that it is possible to have these three items together and that "every translator/interpreter has to offer the best service, at the smallest 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.

Therefore, having a professional translator as a Mentor is a great way to have 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 get some insight into sub-titling, for example. Mentoring relationships are a good way to learn from other professionals. Other industries use Mentoring as a way to enhance careers and development paths whatever the experience of the individual.

4.1.1. Reasons to become a Mentor

Here are some of the reasons for becoming a Mentor:

- Develop own skills while giving insight into improvements for another freelancer's career
- Compare different perceptions between people as a creative source for new business ideas, knowledge of new translation tools/technologies, including between people of 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 Translator's and Interpreter's 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 your professional career)
- Enjoy personalized development and guidance in professional subject matter
- Receive and give professional feedback
- Be seen and respected as part of the translation community by their colleagues
- Be conscious 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. Status of the players

4.2.1. Status of the Mentor

A **Mentor** is a professional who may belong to different working areas (NOTE: professional can be either a freelancer or an employee in a translation agency or a company where there is a translation department, for example). Their purpose is to help translators and interpreters who are new to the industry, to develop their skills and/or knowledge or to help experienced translators and interpreters who want to improve their proficiency in new market niches or become agile in some aspect of the profession. This may include the use of CAT tools, familiarity with a specific terminology group or, perhaps to learn about marketing techniques, communication, branding, blogging, etc. and other aspects that contribute to a linguist's continuous development.

So, a Mentor can be a teacher, an academic or any expert person qualified in translation, or in any other field, related to the subject in which she/he offers her/his Mentoring (such as law,

medicine, IT, finance, etc.). A Mentor can be a working professional translator or interpreter working as well, but not necessarily, in the same language pairs of the Mentee.

In offering her/his services, the Mentor might specify her/his professional experience (years in the business, past Mentoring experience, areas of Mentoring, communication skills, availability) and possible requirements, tools and devices requested from the Mentee to carry on the Mentoring program.

4.2.2. Status of the Mentee

A **Mentee** is a person who asks for Mentoring, in order 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),
- To gain experience with new tools,
- To become proficient in different languages or to position her/himself in or enter the market of a specific country/region, or
- To 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 a 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 in translation and interpretation
- Professionals working in translation agencies
- Professional workers in companies requiring translation
- Professional workers working in company translation departments
- Freelance translators and interpreters
- Etc.

Experience in the Mentored 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 new on the market could be able to train senior professionals in new technologies, as 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 in translation and interpretation
- 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 might have experience or not in the translation and interpretation industry. Newcomers in the industry might come from a translation/interpretation school or could have worked for a while in another sector and desire a change of career. Senior Mentees could have worked for long in our industry and have the will to specialize in another field or learn new task and get training on various 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. Indeed, many schools offering a translation or interpreting program have an internship program in place aimed at Mentoring.
In this context, some teachers act as Mentors, officially or unofficially. 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. On some occasions, they also have their own internship program and publish announcements for getting 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 indeed have a specialization in the field of interest or the desired language combination, or any other assets that can be ground for Mentoring.
As a matter of fact, members of professional associations can also apply to be part of their Mentoring programs, if any.

Much information on how and where to find a Mentoring program are available on the internet. Mentees can search universities or language schools' websites, freelancers or agencies' blogs, or professional associations' ones. They can also get information by contacting one of 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 Mentoring required.

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 other colleagues' or associations' pages.

Alternatively, a Mentee can post her/his request for Mentoring in Freelancers' forums, professional networks (such as LinkedIn and LinkedIn groups) or other widespread social networks (Facebook or Twitter, for example).

Also, formal organizations, such as the European Commission, Parliament or Council, the Council of Europe, the NATO, etc., might offer internship programs aimed at Mentoring or can 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, referring also to specific skills, equipment and tools required, along with clients and training.

The need for getting a text translated might arise wherever the content of written language needs to be transferred to speakers and readers of different languages. It seems important to know which translation sectors and clients exist to choose a certain specialization or successfully offer one's services on the market. This section aims also at providing 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. Therefore, it is in a MMR. Here we offer a non-exhaustive list clients where can come from.

- **Institutional sector**: national and transnational institutions/organizations, such as Governments and national public entities, trade shows and exhibitions institutions, the European Institutions (which includes 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.
- **Single 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, just to name a few.

4.4.1.2. Translation Work

4.4.1.2.1. Fields of expertise

For a Mentee it is important to know the fields of translation, in order to specialize in one or more of them and carve out their own niche in marketing. Their choice should be made according to their interest, passion, background and the needs of the market. Even professional translators might need some Mentoring when they want to increase their business and/or get practice translating new fields. Here is a non-exhaustive list of the main fields.

- **General**: conversations, correspondance, personal, 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 critics, 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 regarding machines and tools of every kind, software programs and hardware, medical equipment, audio and visual devices, automotive, engineering & 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., addressed to highly specialized researchers but also for the divulgation of news and discoveries to 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 among them. Accounting and customs documents, insurance documents, overviews of economic surveys, correspondence with clients and/or suppliers and agents, catalogues of products, 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.

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- **Marketing and Advertising Texts**: Presentations, description of products, goods and services, brochures, newsletters, press releases, reviews and articles, company profiles, website content, etc.
- **Tourism**: Description of places, hotels, touristic information at large (leisure activities and adventures, museums and galleries, landmarks, gastronomy and oenology, 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 evolution, clients' pressure or their own will to expand their expertise, professional translators might look for a Mentor helping them develop their know-how in handling new project categories. Freshly graduated translators could also decide to directly specialize in some, basing themselves on what they learnt during some specialized master program or starting from scratch with a Mentor. Indeed, project supports 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 whole multilingual aspect.
- **Multimedia localization**: this project category includes the localization of components based on audio and/or video. Those projects can take various forms such as:
    - ❑ **Games**: this is a sector that is widespread and mainly addressed to young people, usually involving stories, historical facts and jargon. This field requires creativity and research.
    - ❑ **eLearning platforms**: adapting training and eLearning programs to generate relevant and targeted instructions to employees and customers 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, one might want to vary one's work and get some guidance on other linguistic tasks. As few universities and translation schools offer courses in revision and similar tasks, young translators could also seek for Mentor's help to train them in those.

- **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. The reviser could directly correct the document, leave notes or track changes for the translator to know what has been changed and accept or discuss those changes. He or she can also recommend corrective measures for the future.
- **Review**: during this step, the reviewer only reads a target text to make sure it is fluent, suitable for the domain and adapted to the audience. Usually, this review is done only using the target text but in case of doubt, the reviewer could check against the source text. The reviewer could directly correct the document, leave notes or track changes for the translator and/or reviser to know what has been changed and accept or discuss those changes.
- **Proofreading**: proofreading is involved when layout work is required on the translated documents. The proofreader will read the document to make sure no more or new mistakes appear in the final file before release.
- **Subtitling**: 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**: 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 which requires that new content is 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 with the Mentee their weak and strong points, in order to set up a tailored program.

- **Techniques of translation**: such as, just to name 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 reference, that is to say, they are to be found directly in the culture. A translator needs to know the relevant references in order to translate properly.
- **Creativity**: a 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 skills**: this skill refers to terminology in particular, but not only. The translator should always choose the right term; if the perfect match of a term in the source text and in the target text does not exist, then contexts should be analyzed and the most appropriate term should be chosen. Technical or scientific terms usually undergo extensive research (e.g., the names of plants: Latin term vs. common name). Research is also needed when the translator hasn'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 which is also suggested and intended for the implementation of quality assessment tasks of a large part of CAT tools.

4.4.1.4. Translator's tools

During the last 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 those tools in real life, which might slightly differ 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 in order to enhance productivity but also because some clients could request their use. CAT tools help translators to keep record of the translation work done, count words, insert automatically repetitions, and much more. They also provide various features for terminology management, database export and import and so on. Some of them require a purchased license, some others are free of charge, such as OmegaT, and some of them are cloud-based. As for negative criticism being made about CAT-Tools and their consequences for the translator, Translation Commons advocates at all times good conditions for all working parties. The use of well-known proprietary tools may be necessary to prosper as a translator but what is not always known is that there are open-source alternatives available, such as those featured on the TC website.

According to the knowledge and background of the Mentee, the Mentor could focus on specific aspects linked to such tools.

A. Basics of CAT tools 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
- The translation of each segment is stored together with the source text in a database. Source text and translation will always be treated 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 re-used 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 those principles in order to become acquainted with those tools and progress to more effective and advanced use of their functions.

B. Basics of CAT tools managing 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 composing a project that must be completed by an agreed deadline.

C. Advanced for translators and managing 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 a team work has been set-up, the more the translator is required to progress to a detailed knowledge of all the aspects and potentials concerning the use of CAT tools.
This involves the following knowledge and abilities:

- Understanding analyses, 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 of high benefit for the optimal accomplishment of this type of tasks.

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- Understanding and implementing TM maintenance (batch editing of terms and statuses, QA checks, exporting, importing, live sharing, etc.)
- Interchanging between different TM tools: As the tools by mid and late 2000s started to diversify and translation environment has been populated by tens of different online and offline CAT tools, interoperability between them became a key factor for translators and LSPs. In order to facilitate the exchange process, a number of interchange formats have been developed for TMs, glossaries and bilingual translation files. 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 in order to be able to share resources and collaborate with colleagues, partners and clients that are using different commercial or proprietary tools, this way broadening and expanding their potential customer base.

D. Limits of TM tools

It is really important to understand the limits of TM tools as well. 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 is posing 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, still, 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 in order to be able to identify potential issues.
- Segmentation: as described above, a proper segmentation helps translation units retrieval and re-use. At the same time, a correct segmentation is the base for a correct translation. It follows from this that an incorrect segmentation might affect quality from both translation (impossibility of managing the language elements in a correct way) and term retrieval point of view (poor re-use of problematic stored translations such as mismatched alignments etc.).
- Pros and cons of the consistency paradigm: as a matter of fact, consistency throughout publishing media and contents is a keystone of quality assessment, still, terminology changes while product naming and decisions over marketing content are marked by a constant evolution. When it's about using and consulting corpora made of thousands of

translation units, the influence of legacy content might represent a risk for the comprehensibility of reference materials and an objective brake for the implementation of the improvements required by customers, hence leading to addition efforts (costs) in order to align TMs and glossaries with the recently approved terminology.

4.4.1.4.2. Terminology tools

A. Online Dictionaries

Beside traditional paper dictionaries, many resources are nowadays available online. Those should be used with care, which might also be explained by the Mentor.

B. Terminology databases

Specific coaching might be dedicated to the usefulness of bilingual or multilingual glossaries. Training might be needed regarding the information to be inserted in such glossaries (source term, target term, context, source material, entry date, status, comments, etc.).
Since very good tools exist nowadays 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 they possess adequate knowledge in a given subject matter field or not, translators' 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, at the same time CAT tools are offering plugins and toolbars enabling web-based searches which are integrated with the translation environment. Still, integrated toolbars provided with search at the same time in many web-sites can be installed and used as translator's preferred search environments or tools (Google, ProZ.com toolbar, IntelliWebSearch, etc.).

A growing number of opportunities are being implemented also in the domain of the offline glossaries and corpora in term of integration as the 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 allowing easier conversion from spreadsheets to local glossaries. This development is also positively influencing 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 of creating and developing their own reference corpora through alignments is a chance that should be explored and become part of the translator's fundamental knowledge. On top of this expertise, translators might want to explore the possibility of offering to direct customers 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 converting, desktop publishing (DTP), illustration formatting, testing tools, website management systems, etc.
Depending on the goal of the Mentoring and the skills of the Mentor, some time can also be dedicated to the presentation and/or training of such tools.

4.4.2. Interpretation

The need for an interpreter might arise wherever language is spoken. It seems important to know which interpretation sectors and clients exist to choose a certain specialization or successfully offer interpreting services on the market.
This section aims to provide a list of aspects of interpretation and Mentoring guidance in fields related to interpretation. It will present the modes of interpretation referring to specific skills and techniques required for each of them, settings where interpretation services are used, and interpretation skills. A "Mentoring Advice" section has been added when appropriate to point to ways in which Mentoring can be carried out in practice, and to present techniques and strategies that have proved useful in the academic teaching and Mentoring of interpretation. 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 Interpretation

Interpreting services can be provided in three different modes: Simultaneous/Whispered, Consecutive and Sight Translation. The following sections provide a general view of how these modes are performed by interpreters and the main considerations for their successful application.

4.4.2.1.1. Simultaneous and Whispered Mode

Simultaneous interpretation requires the interpreter to deliver into one language, preferably into the mother language of the interpreter, at the same time that the interpreter is listening to the incoming message. This is the preferred mode when the speaker directs to a whole audience by means of specific audio equipment and sound insulated booths where interpreters work if required and suitable to the setting.
This type of interpretation allows for information to be delivered simultaneously engaging the audience and it also allows for 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 interpretation 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 more simple settings such as training sessions, presentations, speeches, and conferences.

In regard to the whispered mode, the main difference between simultaneous and whispered modes is the lack of use of equipment (see 4.4.2.5. for "Equipment"), hence, the fact that 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 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 a very demanding one, since the interpreter is not insulated by a booth from other audio sources, as when performing simultaneous interpretation. Other options to perform simultaneous will be discussed in the section of settings for interpretation.

4.4.2.1.2. Consecutive Interpretation

Consecutive interpretation requires the interpreter to deliver from one language into another and back. The key characteristic of consecutive interpretation is the switching between the two working languages, in a manner that conversation will still flow. Turn-taking, note-taking, retention and multitasking capacity are the foundation skills to perform in this mode. In consecutive interpretation, speakers need to wait for the interpreter to finish rendering before they can speak, and at no time should two participants be speaking at the same time. Specific note-taking skills allow the interpreter to record information to complement the interpreter's recollection at delivery time, and it also guides the interpreter in following the train of thoughts of the speaker.

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

In this context, the interpreter is physically present among the speakers. A rapport and good flow must be established between the interpreter and the speakers for a successful interpretation session.

In specific settings as technical training sessions, interviews, conversations with a patient, this physical presence allows the interpreter to ask for repetitions and/or clarifications. In order to perform accurate consecutive and the same time to 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 up to 10 minutes. Most of the time, it will be the setting in which this mode is performed what determines if the interpreter may ask for clarification or repetitions, for example, an interpreter in the 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 will refrain from interrupting as much as possible.

4.4.2.1.3. Sight Translation

In sight-translation, the interpreter has a written document and must deliver orally the content of the document. Typically, the interpreter may have a few minutes to prepare before delivery. Documents can be sight-translated into the mother or the 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 the academic level, sight translation skills are the base for the other two modes. In fact, this will be the first mode to be taught in a curriculum for interpreters. As more and more, institutions require that written documents be translated before being submitted in events requiring interpreting services, the need to sight-translate falls in disuse. However, in recent years with interpreters working more frequently with community institutions such as schools and hospitals, sight-translation has become a used mode to obtain information from written documents in a foreign language in situ. Along with this, the development of guidelines for use have been set up so that interpreters do not run into mental overload or fatigue.

4.4.2.1.4. Mentoring Advice

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

Mentor and Mentee should commonly assess the Mentee's skillsets and could agree on a training program for Mentee to follow independently of the Mentoring hours. This program could include training in 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 interpretation, and the difficulties in delivery. This will help Mentors to provide a more targeted feedback, and will help Mentees to develop self-monitoring.

Another very useful method for Mentoring 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 interpretation 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 the Mentee is not ready to work yet as the Mentor's second interpreter because the required skills have not been developed yet, shadowing is an optimum medium for the Mentee to participate without the stress and demand of performing.

It is important that skills for each mode be 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/
http://interpreter-training.com/2017/03/02/1320/
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. Settings of Interpretation

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

4.4.2.2.1. Conference Interpreting

Conference interpretation 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 interpretation 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 up to 10 minutes asking one or two questions maximum after audition. Typical customers/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 interpretation including the whisper mode. It is the client and the context that has the final say whether simultaneous or

consecutive interpretation is required. It is recommended to rely on interpreters working in teams switching every 30-50 minutes, to cover long stretches of time.

It is to be noted that in this setting, simultaneous interpreting may be delivered in whispered mode with without the aid of equipment. More detail on equipment will be provided in section 4.4.2.5.

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

4.4.2.2.3. Mentoring Advice

To experience the different settings of interpretation, 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, for shadowing in the courts permission may be needed from the Court Coordinator. When shadowing in a hospital, certain health requirements may be needed such as vaccinations, or carrying out a hospital's specific clearing procedures. In some cases, waivers will be signed for Mentees to shadow in certain institutions as well as confidentiality agreements.

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

http://interpreter-training.com/2017/03/02/1320/
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
http://video.consilium.europa.eu/en/webcast/bfd9503b-1161-428c-a738-9b4d6fab335a

4.4.2.3. Interpretation Skills

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

Linguistics and cognitive skills such as bilingual proficiency, high concentration, retention and multitasking capacity, stress management, and research skills for preparation of the assignment or subject, and efficient listening and reading comprehension skills are vital to perform in interpretation.

In regard to interpreting skills corresponding to each mode of interpretation, specific consecutive interpreting techniques, such as note-taking while listening and note-reading while delivering are also essential. Specific simultaneous interpreting techniques such as comprehension, organizing and outputting messages simultaneously, *décalage*, anticipation, omission, generalization, and summarization are needed to be able to perform in professional life. As it was mentioned before, sight-translation focus on many of the skills mentioned and therefore it is the preferred mode to start in training.

Besides these technical skills, interpreters also need interpersonal skills such as a 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 set of skills that focus of adaptability and flexibility should complement the skills previously mentioned, however the 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 it is a valid argument to say that interpreters possess a high level of adaptability and flexibility which allows them to perform successfully in professional life. Moving into more diverse settings when interpreting in the community, it is also an advantage for interpreters 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 be able to fully develop in this profession.

At the present time, there are established certification exams to measure linguistic and cognitive skills as well as interpreting skills. There are also a wide variety of workshops, conferences, and academic courses for continuing education. Mentors should help Mentees explore all these options and guide them into which will be the more suitable to the setting chosen by the Mentee.

Networking is also a great medium to develop interpretation skills and good business practices. Often, interpreters will find business leads and practical professional tips from colleagues in a much more efficient way than sitting at home reading and studying by themselves.

4.4.2.4. Preparation 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 interpretation session will take place, the issue at stake, and documents to be reviewed to prepare for the interpreting session.

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

During the interpretation session, interpreters often recur to strategies such as asking for clarification, repetition, and visual aids to support their delivery and ease the process of interpretation.

When interpreters are not interpreting, they are continually finding ways to submerge themselves into the languages they are working 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 a 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 be narrowing subject matter. Mentors can provide guidance in narrowing this subject matter based on the Mentees' previous knowledge or pointing to resources that specialize in certain subject matter. Mentors should also provide options in terms of best practices before, during and after the interpreting session, either by pointing them in shadowing, demonstrating them in practice, or pointing out suitable literature.

4.4.2.5. Equipment

In conference interpreting, the interpreter is removed from the setting, and by means of audio equipment is heard by the audience. Often, the setting will require a sound-insulated booth where the interpreters will seat and have at hand notes and other aids to help them in interpretation. In recent times, alternative technologies making use of Wi-Fi and smartphones as end receivers and/or specific apps or tools are beginning to surface.

However, simultaneous interpretation is not limited to conference interpretation in a booth, it is also employed 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 as the courtroom have already integrated the use of equipment to facilitate interpretation 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. The practice of recording or videotaping interpreters in legal settings is also an acceptable practice.

When interpreters perform in the consecutive mode, no equipment other than a note-pad and pencil is needed. In some community scenarios, wireless equipment will be used if there are many participants listening to the consecutive interpretation so as to aid hearing, especially if in a big room.

In recent years, the position of the interpreter when working in community scenarios has been widely discussed in literature for legal and medical interpreters as well. Position of the interpreter during the interpreting assignment may influence the dynamic of the encounter. There are scenarios in which the interpreter will be purposefully removed from the setting in order to provide privacy to the speakers, 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 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

The use of equipment for interpretation allows for a more comfortable session for all participants and the interpreter, and it should be encouraged by Mentors. Furthermore, to carry out research in terms of pricing, market supply and demand, setting and quality of equipment is useful for the Mentee.
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 as the courtroom have already integrated the use of equipment to facilitate interpretation, 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/
http://interpreter-training.com/2017/03/02/1320/
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

This sub-section still needs to be written.

4.4.4. Business

As professionals, freelance translators and interpreters run their own businesses as real "entrepreneurs". This means that they are subject to the economic, financial and legal laws of the country where they live in. Mentees should therefore be trained in these aspects of the profession too, as far as they are concerned.
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, in order to comply with the legal obligations and their possible consequences, e.g. the payment of taxes. This is one of the first issues which should be explained when starting up: what tax regime should be chosen, how to get a VAT number, etc. Laws vary from country to country, so Mentees should also be informed how to contact the income revenue authority of the country where they reside, or an accountant to help them going for any issue from any doubt about the invoice to the tax revenue.

4.4.4.2. Insurance

It could happen that a mistranslation or even a typo, for example, could cause damage to the clients. That is why a good insurance policy which covers all incidents that might occur is important.

4.4.4.3. Marketing

Mentees could be recommended to participate to events such as book exhibitions, where they could present themselves to publishers, or in Translation Conferences, where they could meet LSPs and other translators or interpreters whom to collaborate with. Mentees could be trained in client recruitment and in marketing their demanding 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, or participating in **Forums**. The registration to **Online Platforms** should be recommended as a way to be contacted by possible clients. **Newsletters** and **blogs** could also offer a good way to promote themselves, along with the contribution to the development of specialized glossaries. Mentees should also be shown how to use **mailing lists** in order to get more jobs and to keep in touch with the ones already acquired. Another way to be easily found by clients is to create their own **Website**.
Also common means of marketing such as **business cards** and **worth-of-the-mouth** should not be forgotten, as it is not always possible to know where a client is coming from. That is why it is important for them to write **all contact information clearly,** depending on whatever way they choose to promote themselves.

4.4.4.4. Dealing with clients

Clients could be of very different kinds, from the private ones, 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 up to its delivery and payment, issuing the correct documents. It must also be pointed out that different people on the client's side have different backgrounds, requirements, ways of explaining their needs, etc. For successful and easy client communication, a translator/interpreter is very well advised to develop "soft skills": there are many ways to express one same thing, yet not all of them will be clear and positively resonating at the same time. Yet, as any other professional selling its work/skill/product, a translator/interpreter needs BOTH to be very clear AND to make a good impression with clients. Many times, explaining what work needs to done, in an understandable (not too specialized) way, might help.

4.4.4.5. Project Management

Many aspects linked to the way of managing projects could be explained to Mentees.

- Mentees could be advised how to **define their rates**: according to their level of experience, but also according to the format of document (Word, PDF, etc.), to the type of document (legal, medical, literary, technical, etc.), the degree of complexity, and to the type of clients. As rates can be defined according to various types of units (character, word, line, page, hour, etc.), Mentees should be advised when to use one or the other, paying attention to the fact that they should provide an acceptable income which includes (estimated) costs per year, including cost of living, rent, professional and private insurances, retirement schemes, holidays and any additional needs.
- Once rates are defined, a **price grid** could also be prepared. Various subjects could be discussed between the Mentor and the Mentee such as minimum and maximum price for each kind of service (translation, proofreading, subtitling, etc.) which should be clearly indicated. Discounts (for regular clients or for project over a certain amount, for example) and extra charges (for urgency, for example) could be added, too.
- The **analysis of the client's request** is essential. Beside the pure request of translation or interpretation, other services could be requested, such as revising, proofreading, editing, and so on. Besides, more than one service could be required; the place and/or time where the service should be delivered (e.g. in the client's society in case of interpretation), the use of specific CAT tools, the urgency could be specified. All things that should be considered while preparing a quotation.
- Mentees should be trained in the right processing of the order: how to prepare **quotations**, specifying not only the price for 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 way of payment (wire, PayPal, cash, Bitcoin, etc.).

- Mentees should assess **POs**: Their first task with them could be to check details, so that 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, then they have to prepare POs.
- After delivering the translation or completed the interpreting service, **invoices** should be issued. Mentees should learn to write them up, paying attention to the laws of the country where they live and work and the country where translation has to be delivered (applying the correct rate of VAT, for example).
- Each project requires a particular time to be delivered. Mentees should be trained to calculate the time they need to work on it, in order not be late delivering it, especially when they are working on more than one project at the same time. **Scheduling** them correctly avoids conflicts with the clients and avoids late payments or no payment at all.
- Another task in which 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 has to be tracked; time translating, time proofreading and time project administration has to be added. This is related to efficiency and enhancement of quality.
- Once the project has been tracked, a **feedback implementation** is needed: maybe some adjustments will be needed, in terms of time (to deliver the project in time), of technique, of terminology or of whatever could be ameliorated.
- Mentees should know the different way of **payments**: by wire, by PayPal, by check, cash or Bitcoin. Mentees should know what kind of payment should be adopted according to the country of the clients. This means that Mentees should be made aware of the taxes paid on payments received, but also who must pay for them (the clients or the translator/interpreter).
- It could also happen that the clients do not pay for the work delivered. Mentees should be trained in how to face this possibility and get their **credits** paid (last but not least, calling a lawyer). First of all, Mentees could be shown how to call clients, what to say them to make them pay. In addition, emails could be sent, remembering that the written form is always to be preferred (it could represent the evidence of what has been done). Only as last resort, a lawyer should be consulted. Mentees should know what this means: long terms of payments, more expenses without being sure to get what is due and loss of good faith.

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

4.4.5. Other Mentoring areas

In order to broaden their offer 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 the preferences of a client, but also covering areas where inconsistencies might arise when several translators/revisers are involved.
- **Post-edition**: process of editing and improvement of an automated translation requiring a thorough knowledge of the system that has been trained to produce the AT output.
- **Linguistic Quality Assessment (LQA)**: assessing and evaluating the quality of a translation by using a model based on pre-designed values allocated to a number of parameters used to determine scores and assess performances.
- **Linguistic Sign-Off (LSO)**: final verification of conformity of the delivered translation to agreed standards in order to expect feedbacks and comments until the process has been set as finished. 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 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 adaptation and rearranging content of the translated documents duplicating and reproducing the layout of the source documentation (catalogues, newsletters, leaflets, brochures, manuals, presentations, books, etc.).
- **Compilation**: process of assembling translated assets and topics to a product such as software, online help, multimedia objects, etc. The process might include translation of texts that have not been extracted during the main translation workflow.
- **Testing**: this step is about checking the quality of a software, website or multimedia component localization for a particular target language. It needs to be executed on the localized version of a product in order to verify the full support for that particular language (linguistic accuracy, consistency between different resources (e.g. different internet browsers), usability, polichecks, etc.).
- **Debugging**: ensuring that the localized product is looking right 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): assessment and evaluation of 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 local adaptation such as SEO (Search Engine Optimization) for instance 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.

4.5. Expectation Management and Motivation

This sub-section still needs to be written.

4.6. Logistics

When setting up a MMR, it is important to agree on some logistical aspects that will govern the whole relationship. The compliance with these logistical aspects should be jointly assessed by M&M in chapter 6 "**Constant assessment of the Mentor/Mentee relationship and its results.**"

4.6.1. Timing (period of the MMR)

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 since the beginning and the whole length could be calculated in weeks, months or even years.

4.6.2. Frequency of the "meetings" and exchanges

Whatever ways are 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 assessment of M&M on the progress of the MMR /the Mentee's performance.
A minimum of two hours per month is advisable in order 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, Mentor and Mentee 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 after a certain period of time, restrain exchanges. A potential scenario would be exchanging 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. The goal is in any case to clearly define the frequency at the beginning of the relationship.
In the case of interns, they could be permanently working on site, with a need of constant supervision at the beginning of their internship, and becoming 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 through various software options currently available on the market. Some tools even include a recording feature which could be useful to keep access 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 exchange information easily but such a way to communicate should be carefully defined since the beginning of the MMR as both participants should not be distracted during their own work. For instance, a phone call could be scheduled every Friday at 4PM 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 according to their own availability. However, in order to avoid a massive exchange of messages which might overload one or both parts, whenever possible, information and/or questions should be regrouped and exchanged according to the defined frequency. Always using the same email subject structure for both parts to immediately grasp the content and the potential emergency of the email will also be helpful.

Question files could also be exchanged between the Mentee and the Mentor. For those, a template could even be created for all questions to be structured the same way.

Some Mentors manage a forum on which 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 of the participants, or both can either miss time once in a while, or even realize after a certain time that they need to dedicate more to the program time than they had planned. At times, one participant might also be completely unavailable, for professional or personal reasons.

If possible, those cases should be discussed at the beginning of the MMR in order to explore potential solutions should the case arise. For instance, both Mentor and Mentee could agree to make 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 M&M assessment of MMR". If time restraint issues suddenly arise in the middle of the relationship, the Mentee and the Mentor should consult each other in order 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 advice specific training or material to be used by the Mentee, etc.

4.6.6. Possible solutions for financial compensations

The financial aspect of the MMR should be clearly set 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 efforts. 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 in order 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 as examples, here are a few:
- Mentor is paid to revise the Mentee's translation ordered by the Mentee's clients
- Mentor is paid for the time spent answering 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 his own clients
- Mentee is paid to revise texts the Mentor will revise and deliver to his own clients
- Mentee is paid to deal with the administration of the Mentor's jobs
- Onsite Mentee (intern) receives a paid a salary
- Onsite Mentee (intern) receives money covering a daily allowance
- Onsite Mentee (intern) received money covering the journeys and rentals
- 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 for potential adaptation.
Some reductions might also be planned, for instance on translation, revision, training or on
some specific rates.
The financial situation could also evolve during 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 competences, 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 a Mentor to list his skills and competences. By providing a complete presentation of his abilities, the Mentor gives the Mentee candidates a more precise idea of what the Mentor could bring them and help them select the right person to work with.

Professional competences and references worth mentioning:
- **Work**: What is your current job (freelancer, teacher, employee…)? What have you done previously and where did you get the knowledge of your languages/field of work?
- **Expertise**: Which is your area of expertise (literary, technical, automotive, financial, software…)? 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**: Did you publish an essay/article about your area of expertise?
- **References**: Are you a member of an organization/association of T&I?
- **Expertise as a Mentor**: Have you already been a Mentor/a Mentee previously? Did it go well?

Personal competences 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 the Mentee to follow or let the Mentee free to work his own way?

4.7.2. Mentee

On his side, the Mentee should also be able to provide a resume for his future Mentor to see what he can already do. It is useful for a future Mentor to know what the Mentee can already do and where he comes from to determine more accurately where he wants to go and how the Mentor can help him.

Professional competences and references worth mentioning:
- **Studies**: Are you a student? If yes, is this Mentorship counting for an **internship**? Does your university provide a guideline/program for your internship? (If yes, provide it to your Mentor as he might have to adapt to fulfill the required conditions.)
- **Work**: What is your current job (freelance, teacher, employee…)? What have you done previously? Have you already worked as a translator/subtitler/project manager…?
- **Experience**: Which is your area of expertise (literary, technical, automotive, financial, software…)? How long have you been working in this area?
- **Technical skills**: Can you subtitle? …
- **Tools**: Which CAT tool (Computer-assisted translation tool) do you use?

- **References**: Where are you studying? Are you a member of an organization/association of T&I?
- **Experience as a Mentee**: Have you already taken part of a Mentoring program as a Mentee? Have you already done an internship? What kind of program/internship? ...

Personal competences 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 on the tasks to work on and have your work checked by your Mentor get checked?

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 about Mentee

At the beginning of the program the Mentor might want to see by himself the actual competences of his new Mentee and spot the skills to develop and improve according to his experience as well as the Mentee goals. This evaluation of the Mentee by the Mentor could take the form of a discussion/exchange between them, a short test the Mentor would provide to his Mentee, a checklist to fill in, or by examining previous works of the Mentee, etc.
This previous evaluation will help determine whether the Mentor is competent to work with the Mentee, if the Mentee is able to work with the Mentor or if they both should turn to someone else.

The Mentee has to determine where he wants to be helped and why, what are his expectations towards his Mentor, what he wants to learn and, generally, what he expects from this Mentorship.
On his side, the Mentor must determine if he can really help the Mentee to achieve his goals, if he has the right competences, and enough experience to do so, what the Mentee is expecting from him, and why the Mentee approached.
When the aim of the program is determined, each of the participants (Mentor and Mentee) should determine whether they feel relevant to work together and are capable of going through the exchange.

4.8. Mentoring Team

The Mentoring relationship should not necessarily be based on two persons only, a Mentor and a Mentee.

4.8.1. One Mentor or more?

When the Mentoring program involves one or several subjects fully mastered by the Mentor and the latter has enough time to supervise the Mentee during the whole relationship, the Mentor can be the only one in charge of the coaching, provided both participants agree.

It could also happen that the Mentor would not be available the whole time or during a certain period of time. During those times of unavailability, a substitute Mentor could replace the main Mentor in order not to put the program on hold.
The Mentor himself might request some support from a colleague. In case of doubt when checking the Mentee's work, this supplementary person could assist the Mentor and corroborate his decisions and comments, or not. When faced with unknown situations, the Mentor could call on this third person. He might also ask the latter for advice in case of conflict with the Mentee. And if the Mentor judges it's 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 his opinion on a business plan, marketing brochures or a price list prepared by the Mentee.

When several Mentors are involved in a MMR, the most important aspect is to clearly define their roles. The tasks undertaken by one or the other have to be clearly stated since the beginning, as on some occasions, the Mentor might not be skilled enough to follow 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 layout and illustration localization. A second Mentor could therefore help complement the program. The Mentee should be fully aware of the involvement of this or those other persons. According to the evolution of the whole relationship, each Mentor's role could evolve or be fine-tuned. Whatever the case, a written description of the various roles would represent a highly valuable support for the whole team. This is important and only possible if there is functioning, open, and honest communication.

The timing should also be clearly determined. The various Mentors' work could run in parallel with a certain timing 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 up the torch. In some situations, a timetable could be created to define the exact periods of time handled by one Mentor or the other.

The organization of 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 a deep analysis of the various programs, a Mentor could identify synergies allowing him to group some aspects of his Mentoring. This could help him 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, in the frame of a parallel or future program. Or Mentees could build such 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.

Team work could also be put in place. For instance, some Mentees could translate a project together and collaborate during the translation process in order 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.

In order to optimize his own organization and allow Mentees to exchange together and take advantage of comments, work, findings, etc. coming from previous or parallel Mentoring programs, a private forum could be set up by the Mentor. Maintenance work of those references could be done by the Mentor or even delegated to one Mentee of the group.

4.9. Joint Compatibility, Interests and Values Assessment

4.9.1. Synergies between Mentor and Mentee

This sub-section still needs to be written.

4.9.2. Possible conflicts and how to avoid them

In a Mentor/Mentee Relationship, conflicts could arise for various reasons. Therefore, it is important to be aware of the various types of conflicts that might rise and how to avoid them. The most common conflicts that may arise are:
- **Roles** of Mentor and of the 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 discomfort 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 do not know the Mentees questions and concerns. They should dare letting the Mentor know when things don't go the right way or if they have specific issues. Mentors, on their part, should ask for details, especially at the beginning. Of course, this kind of activity should be maintained during the whole relationship.
- **Questions**: Mentee could be hesitant to ask 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 where all the questions could be answered, and the way 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 section according to 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. On the other hand, Mentors should admit when they have no expertise in a particular area. In this case, Mentors should help Mentees to find other people who might be appropriate resources on 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

This sub-section still needs to be written.

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.

Code 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 professional standards point to more day-to-day matters such as contracts and conditions, remuneration, and a very detailed format for team interpreting.
In public services and/or community interpreting, a wider offer of code 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 interpretation (for hospitals) and court interpretation (for the judiciary). These institutions have taken upon themselves to develop professional standards and code of ethics for interpreters working in the field of medical or court interpretation. Again here, the focus 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 the 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 interpretation: the issue of advocacy and the need of 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 remuneration 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 present in real life, 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. Commitment to compliance of Mentor and Mentee

This sub-section still needs to be written.

5.2. Assessment of (General) Requirements

This sub-section still needs to be written.

5.3. Resources (the material to be worked on)

The Mentor and the Mentee should agree upon 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 upon the material to be used and make a list.

5.3.1. Translation

Translation is a skilled discipline which requires 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 (test) or real texts, provided both by the Mentor or the Mentee. Texts could be found using links to translation resources, portals, practicing texts. **Fake texts** could have been created for the program, selected from any existing source or be grouped pieces of texts, in order to assess specific <u>skills or items</u>, that is to say, whenever the assessment should be focused on one or more points (e.g., evaluate the Mentee's ability to identify idioms).
Real texts could be linked to real-life projects, corresponding to what Mentees might have to deal during their professional life. It would be good for Mentees to work of any kind of documents (certificates, data sheets, literary texts, letters, articles from newspapers, etc., or more specific texts related to the field or fields Mentees intend to specialize in).
The texts to be worked on, either fake or real, could be provided by the Mentor or the Mentee, either. They could come from projects the Mentor or the Mentee are working on.
According to the Mentee's needs, general or field related texts could be used.

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General texts could be worked on at the beginning of the MMR, to assess the level of expertise of the Mentee, or whenever the Mentee wants to be introduced in the translation industry, and have 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 oriented type of text.

5.3.2. Interpretation

Interpretation is a skilled discipline which requires a unique combination of skills and experience.

If the goal is to assess interpretation skills, it would be needed to work on speeches, taking in account the different techniques used: **whispered**, **consecutive** and **simultaneous interpretation**.

Speeches could be chosen by both Mentor and the Mentee. They could be taken from movies, radio, TV, and Internet. Moreover, the site of European Commission makes real texts available gathered in the Speech Repository (a sort of bank of speeches) to train the interpreters. Also specific websites 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.

5.3.3. Business

Professionals are real entrepreneurs who run a company. They must therefore undergo the same legal obligations. The Mentee 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 himself/herself.

The Mentee 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 consideration such as contractual limitations, government or institutional policies, and legislation.

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

Another aspect of the profession is represented by the trade associations to which the professional could need to ask. The expertise and advice of the Mentor could be of vital importance in this case.

In order to find clients, the professional need to know how to promote himself/herself. The expertise and advice of the Mentor in marketing could be relevant, besides courses.

5.3.4. Software

Translation and interpretation do not rely only on the pure techniques used in translation and/or interpretation. They could often be accompanied by the knowledge of technology. Besides the use of the computer and the most common software, linked applications, translators and interpreters should know linked applications needed in their professional life. Software used by a translator or an interpreter could be very different: for example, a translator usually needs CAT tools. Some of them have to be bought, while others are open source. Some have to be installed on the computer, while others work in the cloud.
An interpreter mostly needs software to manage terminology in order to prepare for the service, or, if he/she is a conference interpreter a special software designed for the booth. Its software should be able to handle online and offline research, manage documents, extract, analyze and manage terminology, and help its systematic memorization.

Finally, translators might be aware of the translation management system software, helping them to 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 Guide**. In the Internet different Style Guides can be found, according to the client who is going to use the translation or the interpretation and the scope of them. Examples could be the Style Guide made available by the European Commission, and subtitling. The European Commission must balance a great number of Interpreters and translators working together and make sure that they all use the same style; subtitling must adapt the text to the speed of reading.

5.3.5. Internet

The internet is an abundant resource for all purposes.
Research is, as a matter of fact, the foundation of professionals in the language industry. Each word should be checked in all its nuances in order to choose the right meaning in the proper context. Internet offers access to corpora, but also shows the use of a word by listing a great variety of texts, more or less specialized.

It also enables users to **contact specialized professionals** in all the fields, so that specific items could be discussed with the most suitable person, in case the language professional does not properly know the subject.

On the Internet all kinds of **glossaries** can be found, 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, according to their own needs.

Platforms should not be forgotten either, because they are a good way to win clients. Mentees could be helped in registering in one or more of them, and be shown how to use them.

5.4. Objectives, Customized Program and Training

This sub-section still needs to be written.

5.5. Process-oriented approach

This sub-section still needs to be written.

5.6. Evaluation

5.6.1. 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.

5.6.2. Mistake categorization

For every area, it might be useful to determine, at the beginning of the program, a mistake categorization so that both M&M know how to work, what to correct and judge the work done in a most possible unbiased way.
In translation and interpretation for instance, you could have this type of graduation from the most serious mistake to the "less" important one:
- Lack of accuracy, source text not translated, instructions not followed: the translation is not conveying the same meaning of the source text
- Spelling, grammar or syntax mistake: often due to lack of attention but must be avoided in future works
- Register and spontaneity in the target language: the translation is not wrong but can be more meticulous
- Style: often subjective, but to be kept under surveillance to stay in the source style, especially when it's deemed to be inappropriate or heavy and literal

- Punctuation (translation)
- Physical appearance and manners (interpretation)
- Research: does the Mentee know the subject, the names…

By mentioning the type of mistake in the comments of the translated document, or while commenting an interpreted discourse, the Mentor already gives a precise feedback to the Mentee. And the Mentee immediately knows what he has to correct first.

5.6.3. Between and during meetings

This mistake categorization can be used for quick but already precise feedback between meetings, for instance when the Mentee sends a translation he has done by himself to his Mentor and needs a quick review. This way, by just naming the kind of mistake, without much more explanation, the Mentor can already give his Mentee a guideline for the next jobs or for the correction of the current one.
The Mentor could also list the number of every type of mistake, in a small chart for instance, and the end of each reviewed translation. It would be a means to keep tracks of the mistakes the Mentee did in every translation and to easily see how his work progressed during the Mentoring program or where the problem lies.

A marking system could be created too based on detailed templates or specific tools. In this kind of system, each type of mistake could represent a negative mark the Mentor would take away from the total of 100 for instance, which would represent the "perfect" translation, or exceeding/not trespassing an agreed 'pass/no pass' threshold, similarly to what happens for specific industry standard QA systems. However, this kind of academic system might not be necessary or even efficient for every Mentee.
During the meetings, the Mentor could also use the feedback he gave on the Mentee's work with the mistake categorization to give more details on the mistakes and how to correct them, avoid them in future translations/interpretations…
This system might require a lot of investment and time at the beginning of the program, to identify the errors and their "importance", for the Mentor and Mentee to agree on how to keep tracks and to get used to this system. But once the habit is taken, it can be used quickly and easily (it can also be re-used by the Mentor on future Mentoring programs). It also gives the Mentee a good overview of his work and the evolution of the quality. With this kind of simple classification, the Mentor already gives a lot of feedback. This way the Mentor might also be able to improve the classification system itself by assigning adjusted values or amend category items, depending on the "real process" experience. M&M can then go deeper into explanation and correction during the meetings.

5.7. Roles and responsibility

This sub-section still needs to be written.

5.8. Communication

This sub-section still needs to be written.

5.9. Documentation

This sub-section still needs to be written.

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: e-mails, online meetings, real meetings, phone calls, scheduled every week, every two weeks… (cf. [4.6. Logistics](#)) As there should normally be a system to evaluate the work and progress of the Mentee, 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, it could be different steps to acquire a certain style for instance, specializing in one area. In interpretation, it might be 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, it could be distributed to each other so they check it together every time they meet/talk.

As time goes by and the Mentee is working, the Mentor can validate the goals achieved by the Mentee. For convenience and efficiency, they can tick them green on the list. This way both Mentor and Mentee can easily see what has been done and what remains to be done. Such process should allow the Mentor to make sure that the Mentee is achieving the goals set at the beginning, and/or to guide him towards these. If he considers that the Mentee is not progressing much, or not quickly enough, the Mentor could try to determine if the timetable they built is adapted to suit their needs, if the Mentee has enough time, if he receives enough feedback, whether it is understandable or not…

This list of goals to achieve is a powerful tool to evaluate the relationship, to judge of its usefulness for the Mentee, and to avoid the relationship decay and/or the Mentee getting bored of not progressing. It can also help detect when some adjustments on the way of working are needed, before the relationship goes amiss.

6.2. Timetable and communication scheme

A communication scheme agreed upon by both parts, as well as a clear timetable, should define when M&M are supposed to talk/meet and how (live or phone or Skype…), when the Mentee is supposed to deliver his work, when feedback can be discussed, etc.
A chart can easily be created to check whether the agreement is 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

interpretation, the number of minutes interpreted... What is properly followed can be turned into green and what is not into red.

Example:

	March 1st	March 15th	April 1st	April 15th	May 1st	May 15th
Skype call	YES: 1h	1h	/	1h30	30min	
Total number of translated words	5000	10 000	15 000	20 000	20 000	

On the logistical aspect, this tool can be handy 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 lead to the Mentee not feeling supported by his Mentor or the Mentor not feeling taken seriously by his Mentee. 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 together, to understand why the original plan is not 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 e-mails for instance), etc. If the Mentor or the Mentee experience time or financial restraints, sections 4.6.5 and 4.6.6 could help find solutions to deal with it.

6.3. Question management

It is highly recommended to the Mentee to actively seek the Mentor's advice whenever he feels it is necessary. The Mentor, in turn, is also advised to take a role as active as possible in his Mentees´ "skills-building".
The Mentor should for instance, pay attention to the number of messages received from the Mentee. Unless it has been planned to compile everything for the meetings, this can indeed indicate whether the Mentee feels free to contact him for help/questions, or doubts about the program, the workload, the relationship, etc.

The Mentee, on his side, should be able to express whether he thinks his Mentor does answer his questions, or if his e-mails are left unanswered. In such a case, the Mentee could be stuck at some point, waiting for the next meeting for his questions to be finally solved.
In case of a lack of answers or questions between meetings, the Mentor and the Mentee could review their communication plan. Is the Mentee allowed to contact the Mentor at any time?

Does he feel free to do so? Does the Mentor have enough time to answer? Are the answers clear and precise enough?

In case they planned to list all the questions and discuss them during the meetings, does this work well? Were cues and indications clear enough to let the work go on smoothly? Does the Mentee feel stuck at some point between two meetings? Does it prevent him from reaching the amount of work initially planned, or not? If so, are the meetings close enough one from the other?

In some cases, the amount of emails exchanged between the scheduled meetings can also be a good indicator for evaluating the communication between the Mentoring partners. For instance, positive communication, reinforced by many fruitful exchanges, might mean that the relationship is healthy and both the Mentee and the Mentor feel free to contact each other when needed. On the contrary, a total lack of exchange between the meetings could reveal important issues in the Mentoring partnership. However, in some MMR, one could also consider that everything was well established since the beginning and that no email simply reveals that none of the Mentoring partners have questions, suggestions, doubts or that they are happy to wait for the next meeting to discuss them.

It could be useful for both the Mentor and the Mentee 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 there are things not going as planned, if there has been or could have been perceived a drop in scores concerning the evaluation system and progression, why, and what they can do about it. This way, they could 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 the Mentee to work more on certain aspects on his own. The Mentee might then need to go through personal training sessions, practicing skills by himself, potentially with feedback, information and referencing from the Mentor.

Communicating on the different tasks, performed alone or together, by e-mail, phone calls, meetings, through staggered deliveries, etc., both know how the other is working and where they can help each other. This communication helps create mutual trust and facilitates knowledge transfer.

Since talking about the aspects to correct might not be enough, both might decide to write reports. Those could be done for them only or sent to an association/organism. Moreover, written reports listing the difficulties experienced and the solutions put in place might be useful for any potential future Mentoring relationship. As a matter of fact, even if the Mentor and/or the Mentee do not report to any association or organism, keeping track of the relationship progress is useful for both of them to take corrective actions before the relationship turns too difficult.

7. Constant corrective actions

This sub-section still needs to be written.

8. 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 various contributors with the goal of helping people who wish to establish a customized Mentoring relationship.

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10. Project History and Contributors

Achievement	Date	Contributors	Location	Comments
MTT Group Creation	2015	Jeannette Stewart, Barbara Werderitsch, Birgit Bottner, Diana Nisterenkova-Chester, Nancy Matis	https://www.linkedin.com/groups/6941602	Discussions and posts
SURVEY: Mentoring for Translators and Interpreters	July 2015 to October 2015	Jeannette Stewart, Barbara Werderitsch, Birgit Bottner, Diana Nisterenkova-Chester, Nancy Matis	http://www.translation-project-management.com/blog/survey-Mentoring-translators-and-interpreters	Not accessible anymore on the original survey platform

SURVEY RESULTS: Mentoring for Translators and Interpreters	January 2016	Answers analysis: Barbara Werderitsch, Nancy Matis Language review: Jeannette Stewart Translation of German answers: Catalina Natalini Final check: Katalina Sere, Valérie Etienne, Birgit Böttner	https://translationcommons.org/wp-content/uploads/thinktanksdocs/mtt/TC_MENTORING-SURVEY-RESULTS_Answers-Analysis.pdf	

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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 Final check: Jeannette Stewart	https://translationcommons.org/wp-content/uploads/thinktanksdocs/mtt/TC_MENTORING_Survey_Conclusions.pdf	

Mentoring Guidelines for Translators and Interpreters – Draft Version 1	June 2017	Writing: Barbara Werderitsch, Barbara Pozzi, Nolwenn Peron, Silvia Giancola, Monica Reis, Patricia Brenes, Catalina Natalini, Nancy Matis Content Review 1: Monica Reis Content Review 2: Catalina Natalini, Gillian Shaw, Matteo Rozzarin, Valentina Mendez, Jeannette Stewart, Nancy Matis Language review: Alan Stewart Layout: Nancy Matis Publishing: Jeannette Stewart		This document

11. APPENDICES

The appendices will be written once all sub-sections have been completed.