



THE UNITED REPUBLIC OF TANZANIA
JUDICIARY OF TANZANIA



MENTORING GUIDELINES FOR
JUDICIAL OFFICERS, 2025





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ABBREVIATIONS

JoT	Judiciary of Tanzania
JK	Jaji Kiongozi
BSAAT	Building Sustainable Anti-Corruption Action in Tanzania
IJA-Lushoto	Institute of Judicial Administration-Lushoto
CAP	Chapter

PREFACE

These guidelines are designed to assist judicial officers in navigating their relationship as mentors and mentees in view of enhancing the judiciary core values of competence and diligence, impartiality, integrity to enhance public confidence and trust, soundness of moral character, honest and trustfulness.

It is on the backdrop of the above that the Judiciary of Tanzania (JoT) engaged the Institute of Judicial Administration Lushoto (IJA) in its capacity as a training and research arm of the Judiciary, to come up with these guidelines for judicial officers who will be engaged as mentors and mentees in a mentoring relationship in the performance of their day-to-day judicial function. I commend all those who were involved in one way or the other in the preparation of these guidelines and the Building Sustainable Anti-Corruption Action in Tanzania (BSAAT) for their technical and financial support.

I am optimistic that these guidelines will be a recipe for the already ongoing reforms within the JoT which among other things is geared at enhancing the competence and professionalism of judicial officers. Besides, the guidelines will address the existing gap in staff development and succession plan.

It is no doubt that the mentoring guidelines are inevitably a tool for the JoT which has to be used in Mentorship Programme between the mentor and mentee engaged in a mentoring relationship.



Prof. Ibrahim Hamis Juma
CHIEF JUSTICE

CHAPTER

1

1.0 INTRODUCTION

Justice delivery in the Judiciary of Tanzania (JoT) involves various processes. The processes include case management, hearing and recording of proceedings and evidence, judgment writing, judgment pronouncement and execution of court orders and decrees. Being a complicated process, mentorship comes in to compliment the exercise in transforming the career and profession trajectory. The mentor under this Programme comes in to support, cheer, advise and guide the mentee on how to handle such hectic exercise in justice delivery.

In recognition of the roles and responsibilities to be played by the mentor and mentee in mentoring relationship, the JoT through the JKs' Circular No. 2 of 2019 directed the mentorship to be established to enable senior judicial officers to mentor judicial officers with extended jurisdiction. However, the said mentorship had no guidelines and was only meant to mentor judicial officers with extended jurisdiction and not meant to cater for each and every judicial officer. There was thus a need to develop the mentoring guidelines to overcome the challenges encountered during the execution of the mentorship Programme among judicial officers.

The mentoring guidelines for judicial officers are divided into four chapters. Chapter one deals with introduction, scope in which the mentorship guidelines are to apply, Mandate and

Rationale of the guidelines, definition of terms and objectives of the guidelines. Chapter 2 deals with characteristics (qualities and skills) of a mentor, types and methods, principles of mentorship and benefits of mentorship. Chapter 3 deals with implementation of mentoring Programme in which step 1 to 4 are fully discussed and timeframe in which the mentoring is conducted is set out. Chapter 4 deals with risk analysis and mentorship Committee.

1.2 SCOPE

The mentoring guidelines for judicial officers are meant to regulate the mentoring relationship in which mentor and mentee are engaged within Tanzania Mainland. The guide will apply to newly recruited judicial officers, newly appointed judicial officers, including judicial officers experiencing challenges in professional conduct, ethics and/or performance in the judicial service. It shall also apply to experienced judicial officers who will serve as potential mentors. These guidelines will focus on structured or formal type of mentorship.

1.3 MANDATE

The mentoring guidelines for judicial officers derive its mandate from the Judiciary Administration Act of 2011 [Cap 237] particularly section 66(2) (c) of the Act which requires the establishment of the Code of Conduct for Judicial Officers to regulate the conducts of judicial officers, which conducts the mentoring guidelines seek to engage itself in. Therefore, the Code of Conduct for Judicial Officers Regulation of 2020 is an enabling tool for developing the mentoring guidelines for judicial officers.

In compliance with the said Act, the Jaji Kiongozi issued Circular No.2 of 2019 which directed the commencement of the implementation of mentoring Programme whereby senior judicial officers were required to nurture and mentor junior judicial officers with extended jurisdiction. However, the said mentorship covered under the circular had no guidelines and was only meant to mentor judicial officers with extended jurisdiction and not meant to cater for each and every judicial officer. There was thus a need to develop the mentoring guidelines to overcome the challenges encountered during the execution of the mentorship Programme among the judicial officers. The JoT Training Policy of 2019 paragraph 1.2.2 advocates for senior and experienced officer to assume the role of mentoring junior officers. In particular, the JoT Training Policy statement at paragraph 3.2.2 (ii) requires the Judiciary to develop mentoring guidelines to enhance mentoring Programme to correspond with different court levels and cadres within the Judiciary service. It is therefore on account of the JoT policy statement and JK's Circular No. 2 of 2019, these Mentoring Guidelines are being developed.

1.4 RATIONALE

The rationale behind these guidelines is to enable the transfer of skills and knowledge through mentorship in which mentor and mentee judicial officers are involved. The guidelines will enable the judicial officers to share issues inhibiting their career and professional development, advice, support, encourage each other and provide hands- on training and coaching for efficiency. The guidelines will also enable judicial officers to identify areas where further improvement, development and experience is required. The guidelines can as well increase the performance of the Judiciary.

1.5 OBJECTIVES OF THE GUIDELINES

The main objective of these guidelines is to regulate the relationship between the mentor and mentee during the mentorship Programme.

The specific objectives of these guidelines are: -

- a) To assist and enhance growth of judicial officers and supporting roles by matching mentees with mentors who will empower and maximize skills and performance.
- b) To ensure integrity of judicial officers is promoted and made sustainable;
- c) To improve access to justice by empowering and supporting judicial officers in their roles to increase public trust.
- d) To create extensive networks and relationships to grow the influence of the mentoring Programme.
- e) To provide a programme that incorporates, sustain and responds to Judicial cultures in Tanzania.
- f) To strengthen judicial officers' skills and knowledge in helping others to grow;
- g) To expand the internal network and inculcate collegiality;
- h) To retain judicial staff;
- i) To rebrand judicial officers.
- j) To Enhance the independence of judiciary.

1.6 DEFINITION OF KEY TERMS

Appointing Authority: Means “the Chief Justice”.

Mentee: A judicial officer who is guided and supported by a more experienced judicial officer in the field of interest and area of competency building in order to promote continuous personal development and realization of his/her full potentials.

Mentor: Is an experienced judicial officer who seeks to pass skills, expertise and knowledge to a less experienced judicial officer with a view to fostering the latter ‘s career and personal development.

Mentoring: Is a concept that is understood and interpreted in multiple ways in various sectors of education. These differences manifest mostly in the quality of the relationship between the mentor and mentee(s), the methodology used and the general expected outcome of the learning process. However, it is commonly agreed that mentoring is essentially about supporting people to learn and develop more effectively than they would be alone.

Mentorship: Mentorship is a structured, sustained process of enabling an individual to gain more knowledge and skills. It is meant to assist him/her in advancing professional and personal skills and/or leadership capabilities for more effective service delivery, job performance and career management. It also means a reciprocal learning relationship in which a mentor and mentee agree to a partnership where they work together towards achievement of mutually defined goals that will develop a mentee’s skills, abilities, knowledge and/or thinking.

CHAPTER

2

2.0 QUALITIES, SKILLS AND PRINCIPLES OF MENTORSHIP

2.1 QUALITIES, AND SKILLS OF A MENTOR

A mentor needs certain qualities and skills in the mentoring process. They include the following:

- i Experience (sectoral know how);
- ii Good interpersonal and communication skills;
- iii Self-awareness (Ability to understand his strengths and weaknesses);
- iv Accessible and approachable;
- v Able to give and receive constructive and honest feedback;
- vi Honesty;
- vii Able to network and find resources;
- viii Openness and empathy (emotional intelligence);
- ix Ability to listen, question and gather information from the mentee about their current competence;
- x Ethical and with no moral turpitude.

2.2 PRINCIPLES OF MENTORING.

There are several mentoring principles to be considered and adhered to during mentoring Programme. The following principles underpin the successful mentoring Programme/relationship:

- i. Trust;
- ii. Responsibility to maintain privacy and Confidentiality;
- iii. Honest, fairness, and mutual respect and mentee-centered support for sustainable career growth and continuous professional development;
- iv. Sensitivity throughout the process;
- v. Identification of goals;
- vi. Obligation to uphold professionalism;
- vii. Non-discrimination;
- viii. Mutual participation;
- ix. Continuous learning.
- x. Obligation to uphold judicial values and independence of judicial officer in carrying judicial function;
- xi. Dedication, commitment and punctuality; and
- xii. Information and knowledge sharing.

2.3 BENEFITS OF MENTORSHIP

Mentorship Programme in the work place leverage existing resources and key personnel to help employees to grow and thrive. Mentorship Programme is a key for career development and satisfaction. Below are a few benefits of the mentorship Programme for mentor, mentee and organization.

BENEFITS

NO.	MENTEE	MENTOR	JoT
1.	Receives guidance and support from experienced Senior Judicial officer	Opportunity to demonstrate experience, skills and commitment to mentee	Availability of highly qualified judicial officers
2.	Professional development opportunities.	Personal satisfaction of guiding and sharing with another Judicial officer.	Demonstrates visible commitment to staff development and continuous learning.
3.	Increased institutional knowledge and understanding of how the Judiciary of Tanzania works, how things get done	Opportunity to share and disseminate knowledge and understand how the Judiciary of Tanzania works.	Increase efficiency in judicial performance
4.	Builds a network of colleagues and expanded knowledge of different areas of the Judiciary.	Opportunity to use and develop leadership skills	Fostered an inclusive, diverse and collaborative environment.
5.	Greater awareness of other approaches to work	Enhanced and strengthened interpersonal and coaching skills	Increased commitment, trust and collaboration.

6	Develops skills of problem solving	Vehicle to keep “in touch” with issues and concerns in the Judiciary of Tanzania.	Strengthen leadership, institutional management and succession plan
7	Opportunity to test out ideas	High chances of being trusted	Attracts and recruits new talents
8	Increases self confidence	Expand generational and cultural perspectives	Bridges the gap between Senior and Junior Judicial officers to foster performance

2.4 TYPES OF MENTORSHIP

Generally, mentorship falls into two types, namely: -

a) FORMAL OR STRUCTURED

This is a type of mentorship which is conducted under an organized structure with a defined eligibility and well-established parameters for carrying out mentoring activities. In this type, there are clearly articulated expectations, goals and outcomes.

b) INFORMAL

Under this type, the mentorship is unstructured, casual and needs based. It is often seen between individuals in day-to-day practice as they seek to benefit from another’s experience through opportunistic discussions.

2.5 METHODS OF MENTORING

The art of mentoring involves eight methods for efficient and effective mentoring. In judicial context, the methods involve knowledge sharing and supporting relationship between people within the same role and using the same skill sets. An experienced person assists another in developing special skills and knowledge that will enhance the less-experienced personnel's profession and personal growth.

These methods include: -

a) Traditional one-on-one Mentoring;

A mentee and mentor are matched through a Programme. Mentee and mentor participate in a mentoring relationship with structure and timeframe. Mentee and mentor seat together face to face in the course of mentoring.

b) Distance mentoring

A mentoring relationship in which the two parties (or group) are in different locations. Sometimes called “virtual” mentoring.

c) Group mentoring

A single mentor is matched with a cohort of mentees. Initial Programme structure is provided while allowing the mentor to direct progress, pace and activities.

d) Reverse mentoring

This is a type of mentoring whereby the mentor gains skills, knowledge and understanding from the mentee under the principal of reciprocity. It encourages Judicial officers to form professional friendship and uphold professionalism regardless of seniority to exchange skills, knowledge and understanding.

e) Peer Mentoring

This happens when two Judicial officers come together in a mentorship but both parties are from a similar job level or age range. It involves knowledge sharing and supportive relationships between Judicial officers of the same level and rank.

f) Flash Mentoring

As the name suggests, flash mentoring refers to quick one-off mentoring sessions aimed at learning a key piece of information or skill.

Flash mentoring is useful for creating space for impactful knowledge sharing, without the pressure to develop a long-term relationship. It can be used in conjunction with other mentoring methods, such as group mentoring to really make the most of the session and reach a larger number of Judicial officers.

It can also be a helpful way to introduce new mentors and mentees. A flash mentoring session can act as a trial for a new mentoring relationship and help Judicial officers to broaden their networks before committing to a longer-term mentorship.

g) Team Mentoring

Team mentoring involves a group of mentors and a group of mentees who carry out mentoring sessions as a team. The key difference between group mentoring and team mentoring is that team mentoring often involves multiple mentors working with the group instead of just one.

This may use team mentoring for a group of mentees working on a shared goal or project. Mentees will have developmental goals that they can work on together with the guidance of a number of mentors.

This type of mentoring can help to promote diversity and inclusion as it creates a space for a number of different Judicial officers with different opinions and perspectives to come together and learn from one another.

h) Mentored sitting

Mentored sitting is a method designed to cater for newly recruited and appointed judicial officers. This method is fundamental to the effective carrying out of Judicial function. It is meant for the incoming judicial officers to receive sitting mentoring with a view to receive guidance for undertaking judicial roles and duties. It may involve going to court to see how Judicial functions are carried out, holding a pre-court session to set objectives for the mentored sitting review, and holding a mentored sitting review after a mentored sitting session. The major purposes are to:

- i. Allow reflection on what was learnt during the induction and development skills and competence following a mentored sitting;
- ii. Give them the required knowledge to sit in court;
- iii. Put into practice what has been learnt during the core training;
- iv. Assist in the identification of training and development needs;

- v. Inform the mentor of any issues that need to be addressed before the next mentored sitting;
- vi. Provide an opportunity for the new judicial officers to seek clarification on issues that have arisen during the court sitting; and
- vii. Demonstrate to new Judicial officers how post-sitting reviews should be conducted.

CHAPTER

3

3.0 TIMEFRAME

Timeframe required in mentoring programme for Judicial officers shall be not be less than six months and not exceeding one year. On specific mentoring the appointing authority may prescribe a shorter time as the case may be.

3.1 IMPLEMENTATION OF MENTORING PROGRAMME

The benefits to be gained from an effective mentoring programme are clear. The implementation of a programme that is to be effective must also be critical, so that benefits may be obtained through the process. Such benefits can be attained if the programme is well designed and administered effectively. This means having a well-developed plan ahead of time. Mentorship programme is a connected series of activities. It is a process that requires both the Mentee and Mentor to prepare and plan, clearly state objectives and expectations, and actively collaborate in making the relationship work.

Mentoring process involves the principles of confidentiality in all four phases. It is a critical component of a successful mentor-mentee relationship because of the following reasons:

- i. It helps to build trust between the mentor and mentee.

- ii. Allows the mentor and mentee to communicate with each other freely without fear that the information discussed might somehow become common knowledge.
- iii. It allows open discussions towards progressing the mentee to achieve success.

If confidentiality is not highly considered during the mentoring process, it can cause the following:

- i. Considerable damage to the trust established between the mentor and mentee.
- ii. The breach of confidentiality may cause termination of the mentoring relationship.

3.2 PHASES IN THE IMPLIMENTATION OF MENTORING PROGRAMME

Mentoring programme is a connected series of activities. It requires both the Mentee and Mentor to prepare and plan, clearly state objectives and expectations, and actively collaborate in making the relationship work. The process involves the following phases:

3.2.1 PHASE 1

3.2.1.1 Preparation of Mentorship and Building the Relationship

During this phase, mentor and mentee should get to know each other and begin to establish trust. During first meetings (ideally face-to-face), they should discuss their backgrounds, experiences, interests, and expectations. It is an opportunity to make agreements about confidentiality and the frequency

of contact. During this phase, it is important to establish a schedule for communicating regularly, whether in-person, by phone, or e-mail.

This phase also requires growth of mindset because its purpose is focused on learning to develop skills to enable judicial officers to conduct and manage judicial functions, strengthen integrity and alleviate misconducts. Both the mentor and mentee have distinct roles and duties.

a) Mentor's Roles and Duties

- i. To provide mentee with support required to develop his/her competence.
- ii. To encourage supportive relationships and assists structured learning and development for the mentee.
- iii. To listen, question and gather information from the mentee about their current competence.
- iv. To support the process of learning and personal development.
- v. To encourage the mentee to take responsibility for own development.
- vi. To observe the new mentee's performance.
- vii. To guide and help to shape the professional growth and learning of the mentee and to serve them as a positive role model
- viii. To encourage and assist the mentee to assess his/her own performance against the competence framework;

- ix. To encourage and support the mentee to identify his/her training and development needs and, where these can be met simply, helping the mentee identify ways of meeting these learning needs.

b) Mentee's Roles and Duties;

- i. To be prepared to start the programme with a general vision of what he/she expects to get out of it;
- ii. To attend each meeting with a prepared agenda and a list of topics he/she wants to discuss;
- iii. To take the leading role in his/her life and career development and making the most of the mentorship programme and the time and effort the mentor is investing in the mentee;
- iv. To be flexible and learn to take advantage of the relationship and learn as much as he/she can;
- v. Willing to be mentored, humble and pro-active;
- vi. Take charge of his/her learning by asking questions and actively participating in the conversation;
- vii. To respect the rules of confidentiality of the programme;
- viii. To demonstrate initiative and interest and be willing to exercise self-reflection and receive and seek feedback;
- ix. Liaise and request a particular date for the mentored sitting;
- x. Hold a mentored sitting review meeting following the mentored sitting.

3.2.1.2 Mentor & Mentee - Initial Steps

Prior to starting the mentoring programme, mentor and mentee should do the following steps:

- i. Take time to get to know one another;
- ii. Share mentoring stories, assumptions, goals, hopes, dreams and learning styles;
- iii. Be clear about one another's wants and needs;
- iv. Clarify assumptions about roles as a mentee and mentor;
- v. Be willing to accept mentoring responsibilities outside of one another's comfort zone;
- vi. Set time to do the work;
- vii. Plan for next meeting dates on the calendar and deliberate on how this is going to occur;
- viii. Keep focused on achieving goals;
- ix. Check in frequently to stay on track;
- x. Commitment towards achievement.

3.2.1.3 Bridging the Differences

During the mentoring process when thinking over bridging the differences mentor and mentee should:

- i. Identify the gap or differences between the two;
- ii. Share attributes whether visible or hidden which are important in personality;
- iii. Cultivate an authentic relationship through exploring similarities and differences.

3.2.2 PHASE 2

3.2.2.1 Negotiating: Establish Agreements and Setting the Structure

During phase II, mentor and mentee will exchange more information and set goals. Their relationship and trust will deepen. As the mentoring relationship unfolds, they should be attentive to practicing active listening and consistently expressing encouragement and upholding principle of confidentiality.

Mentor-mentee establishing agreements together is essential for creating parameters and identifying mutually beneficial mentoring relationship. In this phase, the mentor and the mentee together put structures in place and set ground rules. This may include:

- a) Setting boundaries/limitations such as physical contact, intellectual, emotional, sexual, financial, time, material and spiritual or religious;
- b) Decisions about how often and where to meet,
- c) How to handle interruptions such as phone calls, lateness and the need to cancel the meeting during mentoring sessions;
- d) How to communicate.

To have a smooth process, take the following issues into consideration:

- a) Do we want an agenda and who sets it?
- b) Does every meeting have the same structure?

- c) Who takes the notes, are they shared?
- d) What meeting preparation is required?
- e) Is feedback sought and discussed as you go or will feedback discussions be scheduled?

Generally, meetings must be more frequent in the initial phase. Face to face is always better, but where not possible other means can be used such as phones, emails and virtual ways. It is advisable to have a set agenda and share this ahead of time and to take notes. Always have the next meeting date and time planned, and above all, write down agreed ground rules ahead of meeting.

3.2.2.2 Goal Setting

This is the most important activity to inspire action and enable the growth of the mentee. It is important to set goals as they can be a powerful motivator in keeping focused on the big picture. The clearer the mentee's goals are, the stronger their desire to achieve them.

The mentees should come to mentoring with a reason and purpose. As part of their induction, they begin to shape their thoughts around what they want to achieve and how a mentor can assist. Mentor helps the mentee to identify and refine his goals and things he/she would like to achieve. The goals should be stretch, motivational, realistic, and within the mentee's own sphere of influence. Mentor should encourage the mentee to record their goals and document any variations or changes. One of the measures of success for the mentoring programme will be the mentee's development through achieving their goals so it is important to us that their journey is captured.

It is useful to have some guidance on goal setting and what is achievable, using SMART (Specific; Measurable; Action-Oriented; Realistic; Time bound) goals approach. Initially it is best to work on only a few goals at a time, and over time create new goals or remove goals that are no longer important. By defining goals and writing these down, it will be possible to set benchmarks and criteria for knowing when and how these can be achieved.

3.2.3 PHASE 3

3.2.3.1 Enabling Growth: Deepening Engagement and Facilitating Learning

During phase III, the mentor will help his or her mentee work towards achieving his / her goals through conversations, sharing materials, trying various learning activities and introducing him or her to other colleagues. This is a rich phase marked by openness and trust, meaningful discussion, and application of new insights and approaches. Your mentor needs your ongoing encouragement at this stage. You may also feel comfortable enough to challenge him / her to think in new ways or approach a problem differently.

In order to enable growth and facilitate learning, mentor should ensure that;

- a) Mentee projects his/her own path and choose goals. In this regard, he/she should not direct or project his/her own path or prescribe what the mentee should do.
- b) He/she understands the mentee's questions;
- c) Mentee is facilitated by being offered perspective and wisdom,

In enhancing the above, the mentor should be able to offer trust (this has to be built), listen carefully, provide structure, expressing positive expectations, challenge perspectives and visions, act as an advocate, share experience, and wisdom with a view to make the mentoring relationship process special.

3.2.3.2 Giving Feedback

Giving feedback is a valuable means of supporting learning and improving performance. In mentoring, feedback is very important because it:

- a) Allows a mentor to acknowledge the mentee's strengths and motivate him to work on areas of weakness;
- b) It helps the mentee to move forward in his/her career and is a vehicle for growth;
- c) It facilitates learning;
- d) Drives mutual accountability;
- e) Provides mentees with support;
- f) Offers guidance in creating and articulating a vision;
- g) Nurtures the relationship to the extent that it is not focusing on right or wrong and does not create guilt or shame. In short, it is not judgmental;
- h) Enables mentees to improve their aspirations in relation to their own goals;
- i) Encourages and guides the mentee to give or find his own feedback.

In a nutshell, mentor and mentee should understand why, when and how to give feedback.

3.2.3.3 Feedback Do's and Don'ts

No.	Do's	Don'ts
1	Prior to the establishment of mentoring relationship, mentor and mentee should get familiar to each other.	Treat mentee as free labour
2	Make sure there is adequate time with no interruptions.	Make personal request of the mentee
3	Ensure privacy and confidentiality	Gossip about the mentee or mentor negative or personal matters
4	Provide feedback frequently. This ensures your feedback is timely and closely related to the events it refers to. Stay balanced.	Micromanage the mentee
5	Be sincere. If positive feedback is forced, it loses value and undermines your credibility.	Direct the mentee to take specific action
6	Provide positive comments that reinforce behavior and constructive comments that help recipient of the feedback learn how to improve.	Sandwich negative feedback between positive messages
7	Keep it two-way. Feedback should be a two way traffic. It should be a conversation not a lecture	Exaggerate

8	<p>Provide adequate time for your mentoring partner to reflect on what they heard before determining what actions they will take.</p> <p>Some people are more introspective and need more time to process.</p>	<p>End it there. After feedback make close follow up.</p>
9	<p>Talk about the value of feedback</p>	
10	<p>Be culturally sensitive – ask in advance how they want to be given feedback. Ask what their level of comfort is in receiving feedback, how do you prefer to give feedback? How do you like to receive feedback, what works for you and what doesn't?</p>	<p>Wait for a periodic review</p>
11	<p>Set specific goals and expectations for mentoring relationship. Clearly communicate what you want from the relationship. Maintain distinct boundaries and understand what the mentor expects and vice versa.</p>	<p>Expect the mentor to make decision for you. Learn to resolve problems and issues independently.</p>
12	<p>Respect your mentee's/mentor's time as much as your own.</p>	<p>Assume that your schedule is always a priority.</p>

3.2.3.4 Feedback skills for mentors

There are number of times where the mentee may require the opinion and inputs of the mentor. These include the following tips: -

- i. Find out what specific feedback the mentee wants; For instance, 'What exactly would you like me to comment on? Use feedback to inform not advise; For instance, 'What exactly would you like my comments on?'
- ii. Aiding the mentee to reflect and help manage his feelings, check how the feedback matches his/her own thoughts, feelings, or perceptions. For instance; 'Are any of the points I raised useful to you?' and/or Does that fit your own experience? How?'
- iii. If the mentee asks: 'Do you think I'm right?' or 'Do you think I am good at managing?'

For instance; Ask yourself; What might be the possible reasons for seeking feedback? (Self-esteem, uncertainty, lack of feedback in the workplace) and/or Have I got enough information to provide a useful response?

- iv. Participatory feedback: Encourage the mentee to assess themselves. This promotes and enhances self-awareness; For instance: 'How do you think you are progressing with mentoring programme?' and/or What are your feelings with regards to mentoring programme?

3.2.3.5 Types of Feedback

Positive Feedback - Reinforces the positives and encourages desirable continuous behaviour that we want to see continue. The mentor/mentee should always give positive feedback to have desirable behaviour reinforced.

Hard Feedback – Directly address the uncomfortable emotional or behavioural issues that impede progress in mentoring process. Think about ways you can offer support. Be mindful of your tone and body language, words matter so choose wisely. In such a situation, mentor/mentee should remain calm, contented and flexible to accommodate the mentoring process.

Shielded Feedback - Often done to shield the person from hard truths but it is ultimately ineffective and confusing.

Tampered Feedback - Feedback is filtered, and sugar coated, incomplete and ineffective. It creates misunderstanding, erodes trust and discourages authenticity. Mentor and mentee should not prefer this type of feedback because it erodes trust and causes misunderstanding.

3.2.3.6 Asking for and receiving feedback

In general, it is the mentee's duty to ask for and receive feedback from the mentor. It is one of the most effective ways to feel 'in control' of his/her professional as well as personal development. Mentor/mentee can ask for feedback from his/her own mentor/mentee anytime he/she needs it.

Receiving feedback is another skill the mentee needs to acquire. Upon receiving feedback, there are usually three stages to go through, which are; **how to** react, **how to** reflect and **how to** respond. Therefore, the mentee should take time to analyse and reflect on the feedback before responding.

3.2.3.7 Staying on track

To keep the mentoring process on track, it is useful to schedule the modality of conversations in mentorship process once a month. Remember, some checks in, are better than none at all. The checks on the conversation scheduling modality enables the mentee to stay on track. Therefore, the mentee should always have consideration on the conversation scheduling modality. Conversations scheduling modality can be captured by using the following ways:

1. Note taking;
2. Keeping a diary or notebook;
3. Identifying take away messages;
4. Writing down deliberations.

These scheduling modalities help to capture what has been talked about and things to come back to. The mentee should analyse what has been documented with the view to reflect, stimulate thinking, remember specific information and review progress made including sharing of the notes with the mentor in order to stay on the mentoring track throughout the journey.

3.2.4 PHASE 4

3.2.4.1 Ending the formal mentoring relationship and planning for the future

Most mentoring relationships are time-bound. Even when mentoring is time bound, the mentoring cycle can be undertaken more than once and each time addressing different growth needs. For the purpose of these guidelines, the mentoring relationship for the Judicial Officers shall not be less than six months and shall not exceed one year or such other time as may be determined by the appointing authority.

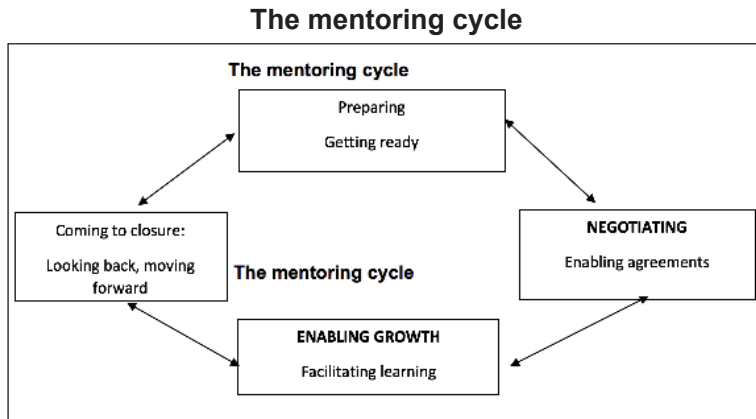
This phase marks the end of a structured mentoring relationship. It is a significant milestone and creates a new boundary where the relationship is redefined (What will your future relationship be?). It offers a learning conclusion, a celebration of success. Make it special! Mentor or mentee, could for example, offer a note of thanks, a small memento, and an expression of appreciation.

3.2.4.2 Learning conclusion

A learning conclusion is a planned, highly focused, no-fault conversation about the specific learning derived from the mentoring experience. This is when you take a look at what worked well in the relationship, what you learnt about yourself, about mentoring and what you would do differently.

In this regard the mentee should apply the knowledge and skills acquired, contribute to the growth and development of the judiciary, sustain learning to keep the momentum moving forward, reflect the most valuable thing learned and promote the mentoring culture with fellow judicial officers.

The following diagram summarizes the mentoring relationship cycle.



3.3 BEST PRACTICES


3.3.1 Best practices for mentors

- i. Take time to get to know your mentee and develop an authentic relationship;
- ii. Create a level of comfort to encourage openness and trust;
- iii. Draw on and share your past experiences, including the challenges you have faced;
- iv. Expand your mentee's thinking and help them think differently;
- v. Openly address issues that are getting in the way of your mentee's success;
- vi. Ask more questions instead of just giving answers and advice;
- vii. Tap into resources and tools that can help your mentee grow;

- viii. Focus on maximizing strengths rather than just addressing weaknesses;
- ix. Provide “gentle tension” that pushes your mentee out of their comfort zone;
- x. Help your mentee become more visible, vocal and influential in their leadership;
- xi. Share what you are learning from the experience;
- xii. Hold your mentee accountable for results.

3.3.2 Best practice for mentees

- i. Get to know your mentor and develop an authentic relationship;
- ii. Create a level of comfort so you can be open and build trust;
- iii. Share your past experiences and ask your mentor to do the same;
- iv. Identify issues that you think are getting in the way of your success;
- v. Draw on mentoring best practices to keep your relationship on track;
- vi. Ask questions but don’t expect your mentor to give you answers and advice;
- vii. Tap into resources and tools that will help you grow;
- viii. Focus on maximising your strengths rather than just addressing your weaknesses;

- 
- ix. Be prepared to get out of your comfort zone. This will require you to expand your thinking and be willing to see things differently;
 - x. Focus on ways to be visible, vocal and influential in your leadership;
 - xi. Share what you are learning from the experience;
 - xii. Hold yourself accountable for results.

CHAPTER

4

4.0 RISK ANALYSIS

Possible risks will continuously be analyzed and mitigation strategies put in place. The possible risks and mitigation strategies are indicated in the Risk Matrix below and they include: -

SN	NATURE OF RISK	CAUSE	MITIGATION STRATEGIES
1	Mentor and mentee conflict during the mentoring process.	Misunderstanding between mentor and mentee during mentoring process	Mentorship committee can intervene to resolve the misunderstanding
2	Few mentors available during the time of implementation	Lack of knowledge and skills in mentorship	Training more mentors and capacity building to Senior Judicial officers
3	Inadequate funding for training of mentors.	Inadequate budget provision for funding training on mentoring programme	JoT to have proper budget to implement training on mentoring programme

4	Sustainability of the mentorship programme	Inadequate information on linkage with Mentorship programme and career progression	Capacity building
5	Tight schedule and lack of commitment	Improper planning	Capacity building on time management
6	Lack of buy-in from the Judicial officers	Lack of information and incentives	Comprehensive capacity building and developing incentive scheme
7	Abuse of relationship	Non-compliance with mentoring principles	<ul style="list-style-type: none"> - Adherence to Principles and Regular reminder to Judicial officers to stay on track throughout the mentoring programme. - Proper matching and pairing of mentor and mentee

8	Compromising independence of mentee in his/her Judicial function	Failure to uphold professionalism and Non-compliance with Code of Conduct	- Adherence to Principles and Regular reminders to Judicial officers to stay on track throughout the mentoring programme. - Proper matching and pairing of mentor and mentee
9	Mentor/mentee assuming the role of teacher/student relationship	Misconception of mentoring relationship	Capacity building

4.2 MENTORING COMMITTEE

There shall be a committee responsible for the mentoring programme which shall be formed by the Chief Justice. The committee shall have such a number of members as appointed by appointing authority. Members of the Committee shall hold office for three years but shall be eligible for re-appointment for one further term.

4.2.1 Functions of the Committee

- (i) To monitor and evaluate the mentoring programme;
- (ii) To advise the appointing authority of the fit judicial officers qualified to be appointed as mentors;
- (iii) To receive the reports from mentor/mentee on the

- mentoring sittings;
- (iv) Establish sub-committee at the High Court centres and Divisions to perform any of its functions on its behalf as the Committee shall be from time to time determine. In this regard, the judge in-charge of the High Court Zone or Division shall be the chairman of the established sub-Committee to monitor the mentoring programme in their area of jurisdiction.

4.2.2 Responsibilities of the Committee

The responsibilities of the committee shall include the following:

- i. Advice the Chief Justice on the appointment and Selection of suitable mentors;
- ii. Develop Mentoring programmes;
- iii. Consider issues of gender sensitivity;
- iv. Oversee implementation of the Mentoring Guidelines;
- v. Identify training needs for purpose of building internal capacity for Mentorship;
- vi. Monitor and evaluate report on the implementation of the programme;
- vii. Any other relevant duty that the Chief Justice may assign from time to time;
- viii. Receive and resolve complaints from mentor/mentee.

Appendix

MENTORING AGREEMENT FORM

We, _____ (mentor) and _____ (mentee),
do accept to enter in a mentoring relationship with a view of sharing
experience and enhancing the mentee's carrier and goals (see the
mentor and mentee objectives in the guidelines).

_____ we commit to abide by
the following:

1. To limit the relationship to discussing issues related to the judicial
profession and career development.
2. -----
3. -----
4. -----
5. -----
6. -----

MENTORING SESSION LOGO

Mentor's name: _____

Mentee's name: _____

Session 1

Objectives

- 1.
- 2.

Date:.....Venue:

Mentor Signature://.....Mentee: Signature.....

MENTORING NOTEBOOK/DIARY/JOURNAL

Name of Mentee: _____

Name of Mentor: _____

Mentoring Venue: _____

Date: _____

1. Areas Covered during the Mentoring Session:

(i) _____

(ii) _____

(iii) _____

2. Action Plan on the Areas:

(i) _____

(ii) _____

(iii) _____

3. Review of Action Plan:

(i) _____

(ii) _____

(iii) _____

MENTORING PROGRAMME EVALUATION FORM

Part 1: Completed by the Mentee

Please provide information and insight regarding the mentoring Programme you have participated in by indicating a rating value for the following questions related to the year's activities and the nature of the mentoring process following questions related to the mentoring period's activities.

Mentee's Name: _____

Mentor's Name: _____

Year: _____

Questions	Strongly Disagree	Disagree	Agree	Strongly Agree
My mentor was accessible and available				
My mentor communicated regularly with me.				
My mentor was able to lead me to the correct campus resource to resolve a particular matter.				

My mentor demonstrated a reasonable interest/ concern towards me.				
Overall, my mentor was an asset and a benefit to me.				
I feel more certain of my career path as a result of having a mentor.				

Qualitative Questions:

a. What did you gain from your involvement in the Programme?

b. What activities/ goals did your mentor assist you with? _____

c. How often did you meet with your mentor? _____

d. What (if anything) are you doing differently as a result of your mentoring experience? _____

e. How could the Programme be improved? _____

Part 2: To be filled by the Mentor

Name of Mentor: _____

Name of Mentee: _____

1. Number of mentoring sessions scheduled to date _____

2. Number of sessions covered to date _____

If the two above are not consistent, please give an explanation;

3. Main areas covered:

4. Did the mentee keep time? If not, please provide more details;

5. Is the time allocated for mentorship adequate to address the targeted areas? Please explain;

6. Is the venue for mentorship appropriate? Please elaborate;

7. Please share with us any key challenges faced during the Induction and Mentorship Programme;

8. Suggest how these challenges should be addressed;

9. In your opinion, what would you say are the key successes so far of the Induction and Mentorship Programme in relation to the set objectives?

10. What would you recommend to make the Induction and Mentorship Programme more successful?

11. Any other feedback?



