

## San Antonio Sessions Applauded Annual Conference Concludes 1991

San Antonio, Texas, the ninth largest city in the United States, was the site for the 1991 NASJE annual conference, October 13-16. Conference host Scott Smith handled the logistical details while the education methods committee developed and put on the education program. Scott promised a little bit of Texas for all, and he delivered. The annual NASJE banquet, held in the Mexican Marketplace, was a particularly fine culinary treat.

President-elect Larry Stone facilitated the opening session *What's Bugging Me, A Systematic Approach to Problem Solving*. Stone's session was designed to assist each judicial educator in attendance to resolve a practical problem of personal concern.

To begin the exercise, participants were divided into small groups and asked to describe their particular "bug." Each person in the group described a problem in one minute. Following the problem description, group members devoted five minutes to resolving the problem.

Examples of the problems discussed were managing time, cutting back programs, bolstering staff morale and improving products in the face of diminished time and resources, obtaining written materials from faculty in a timely fashion, resolving political problems/competing interests, and assessing needs.

Each group was asked to pick two problems that could not be resolved within the time limit. The two "unresolvable" problems from each group were then posted on the conference bulletin board for further input from judicial educators in other groups.

The groups met again to discuss their two unresolvable problems further. Finally, on Wednesday morning, the problems were described to the entire assembly, and they provided additional input.

People attending the session had the benefit of immediate participation in a problem-solving process. They also had the advantage of discussing a real problem of concern to each person present. The exercise was practical in that solutions and suggestions were sought and, in most instances, at least partially obtained. Finally, the session had the advantage of serving as a problem-solving model, which could be implemented in other states.

*Leadership, Image, and Innovation* was the subject of a presentation by Dr. Norma J. Barr during Monday's session. Dr. Barr addressed power and its role in leader-

ship. She defined power as "the ability to influence." In the legal community, power is in logic and in factual evidence. Power may be defined in other ways by differing professional communities.

According to Dr. Barr, power players and leaders are often at odds. Power playing is a game of perception she says. A leader is "pushed to excellence in thinking, responding, and action," while power players require others to appease them. A leader invites participation and collaboration. A power player, on the other hand, is interested in control and domination.

Dr. Barr was eager to provide helpful hints. She viewed the judicial educator's role as one of having to "lead from behind," requiring the judicial educator to distinguish clearly between leadership and

*continued on page 8*

### Needs Assessment Tools for the Judiciary Wanted

The Board for Trial Court Education of the state of Washington would appreciate descriptions, samples, or other information on your needs assessment instruments or methods for the judiciary.

Of particular interest are any unconventional methods for determining needs. In addition to

substantive law and procedure, the board wishes to develop methods to approach "what we don't know we don't know" (and should know to be highly effective judges). We will happily share the ideas gathered. Please send your reply to Judge Faith Enyeart, King County Superior Court, Seattle, WA 98104. ■

## PRESIDENT'S COLUMN

*Jerry Beatty*



On behalf of NASJE, I want to thank Maureen Conner (JERU) and the education committee for designing a superb educational program for our annual conference in San Antonio, Texas, October 13-16, 1991. The program included topics of interest to both new and seasoned educators. Although parts of the conference were plenary, judicial educators also had the opportunity to select small group sessions most compatible with their interests, needs, and professional development. The attendance of over 70 judicial educators at the conference, despite severe budget woes, indicates the quality of the program, the commitment of state judicial educators, and the recognized importance of judicial education in the United States.

I also want to thank Scott Smith (TX) and his staff for coordinating the site selection, announcements, printing, hotel accommodations, social activities, and other logistics for the conference. Our Texas hosts were most hospitable. In recognition of their invaluable contributions to the success of the 1991 annual conference, the NASJE board awarded certificates of appreciation to Scott and Maureen.

We are pleased to report that 7 new members joined NASJE from November 1990 to October 1991 and that 7 membership transfers also were recorded dur-

*continued on page 4*

# Trends in the State Courts

Each year the National Center for State Court's Information Service, which is supported by assessments from all 50 states and a grant from the State Justice Institute, releases its "Report on Trends in the State Courts." The report, divided by general subject matter, describes new activities or initiatives undertaken by states in the past year. The subjects range from Alternative Dispute Resolution (ADR) to Video Court Reporting.

**Alternative Dispute Resolution.** Courts throughout the nation have experimented with various forms of ADR, as economic constraints upon court resources increase the importance of sound and innovative court management strategies. The Conference of State Court Administrator's Committee on Alternative Dispute Resolution reported that "[n]o single alternative dispute resolution process or program model is . . . suitable for all cases and all jurisdictions." In some states concern is being raised as to whether ADR is leading to a two-tiered system of justice and whether such development is acceptable.

**Case Management.** California and Virginia recently required all their courts to implement case-processing goals, and many states are instituting differentiated case management techniques.

**Jail Population Growth.** The nation's jail population recently passed the one million mark and is rising at an annual rate of 13 percent. To maintain that rate of growth would cost at least \$100 million per week just for constructing new facilities. States have experimented with a number of methods for handling cost and space problems, including privatization of corrections. By 1991, 40 privately operated adult facilities were holding 14,000 inmates. Another technique, electronically monitored home arrest, is being used by

the District of Columbia, Puerto Rico and at least 37 other jurisdictions.

Part of the influx of prisoners has, of course, been a result of the nation's war on drugs. For example, in Cook County, Illinois, almost one half of the pending felony cases are drug cases. States have addressed the rise in felony drug cases in a variety of novel ways. Drug courts or courts with special drug sessions have been established in New York City, Jersey City, Dade County, Florida, and Cook County, Illinois. Proponents of this approach claim drug courts enhance prosecution, use personnel efficiently, and ensure consistency in sentencing. In Seattle, prosecutors deputize volunteer, private-firm lawyers to act as pro bono prosecutors in drug cases.

**Judicial Futures Commissions.** State judicial systems are beginning to assess their future needs through futures commissions. The Virginia and Arizona commissions have delivered their reports and recommendations, while work is under way in Colorado, Maine, Michigan, Utah, and most recently California. The Virginia commission recommended reorganizing the court system, abolishing the elected clerk position and instituting a court administrator track. Arizona's proposals also include reorganizing the judicial system, as well as instituting merit selection of judges and a judicial evaluation commission.

**Future Court Roles.** Many believe that in the future, courts will need to expand their role beyond adjudication and disposition—indeed, that courts will be asked to resolve "societal problems" related to poverty, health care, social services, drug abuse, and family matters. For example, legislators have sought greater use of involuntary civil commitment to outpatient facilities instead of inpatient hospitals. An ominous aspect of such future develop-

*continued on page 6*

# Team Building

*Dr. Bethel "Bo" Thomas and Kay S. Boothman*

American businesses are beginning to face up to challenges in the international marketplace by renewing their focus on excellence in quality, service, responsiveness to customers, and work satisfaction. At the heart of this focus is the growing realization that most work environments require collaborative effort from a variety of people and that a commitment to teamwork is essential in getting collective "best efforts" toward excellence. The "gem" for the judicial system: identify existing or desired judicial teams and partnerships, focus on team concepts to enhance the judicial response, and deliberately adopt teamwork principles as standard operating procedures for judicial teams.

The consultant-author and a colleague have worked directly with over 150 teams. We have interviewed great team leaders like John Wooden, former coach of UCLA teams that won 10 national basketball championships in a 12-year period; Lou Holtz, football coach of a Notre Dame national championship team; Dr. Gertrude Elion, the Nobel prize winning co-leader of a cancer research team; and Lou Whitaker, leader of the first American climbing team to reach the summit of Mt. Everest. The qualities that generate peak performances outside the workplace are the same qualities necessary for excellent results in an interdependent work team.

Increasingly, training programs involve the selection of people within a jurisdiction in hopes that they develop into a problem-solving team for that jurisdiction. A team is two or more people who share a common purpose and who get better results working together than alone.

*Dr. Thomas is a private consultant in Arkansas who worked extensively in team building and is a faculty member for many judicial programs. Kay S. Boothman is the Arkansas judicial educator.—ED*

There are several logical judicial teams: judges, prosecuting attorneys, and defense attorneys; judges and court managers; court managers and those who report to them and work within the court manager's supervision; committees and boards; and judicial educators working with each other and judges from their jurisdiction.

---

■ ■ ■

At the heart of  
this focus is the  
growing realization  
that most work  
environments require  
collaborative effort  
from a variety of  
people and that a  
commitment to  
teamwork is essential  
in getting collective  
"best efforts" toward  
excellence.

---

■ ■ ■

The characteristics of great teams and the benefits that come from building these characteristics into judicial teams.

**1. Shared Vision.** Great teams share a common vision, mission, or purpose. Lou Whitaker's team did not start out for a walk one day and end up at the top of Mt. Everest. Obviously, there was a shared vision that directed their activities and preparation. Any team that accomplishes great things is clear about its mission. The clear shared mission

makes it apparent why the team is together and identifies the key values and common commitments of the team.

**SUGGESTION.** Judges and court managers should consider working together to write a statement of purpose/vision that clarifies why they do what they do. Consider who you serve, what you are dedicated to doing, and what values are important to the bench.

**BENEFIT.** The judge-court manager team solidifies, in writing, its purpose for existence. This purpose provides direction for prioritizing activities, clarifies who they serve, and identifies the level of service they plan to give.

**2. Clear Roles and Expectations.** Great teams clearly understand and convey "who does what around here." Often expectations and roles on judicial teams remain vague or hazy. Those working with a judge may have to guess about priorities or what needs to be done when. Even major values and critical items of importance may be assumed by one person but completely unknown to other team members.

**SUGGESTION.** Leaders of judicial teams should have members list the 10 most important things they do. The members also list the 10 most important things they think the others do. Share expectations. Surprise! Then the members should write what they would like from each other in order for them to do their jobs well.

**BENEFITS.** Each role on the team is important, and each person makes a difference. Role clarification allows a team to identify and then work in ways that realize the full potential of every member.

**3. Empowered Team Members.** Great teams are empowered to do their best work. Roadblocks to the success of the team are routinely identified and viewed as opportunities. Great teams focus on the roadblock or problem, not the person.

*continued on page 6*

## President's Column, continued

ing this period. The 14 new members are Louise Blair (UT), Patricia Garcia (NM), Judge Richard Mehan (MO), Marilyn Nejelski (Women Judges' Fund for Justice), C.K. Rowland (KS), Connie J. Vilelli (OH), Sandra Ureta Valdez (Guatemala), Livingston Armytage (Australia), Carla Kolling (ND), Hope Lockridge (TX), Donald J. Mello (NV), Rick D. Patt (MS), Mary Lou Plummer (TN), and James Vesper (CA). Welcome! Thanks to Diane Clemons (KY) and the membership committee for handling the applications and to Rita Stratton (KY) for conducting an orientation program for new members preceding the conference. As of October 21, 1991, NASJE had 96 paid memberships.

We are very proud of Tony Fisser (CT) and the standards committee for what they have accomplished in the last few years. In September a revised draft of a 23-page document entitled *Principles and Standards of Continuing Judicial Education* was sent to NASJE members for comment. The NASJE board expects to review a final draft of the *Principles* in December. If adopted, the *Principles* will take effect January 1, 1992, or shortly thereafter.

In addition to serving on NASJE committees, several members have represented the judicial education profession on various projects, such as Child Maltreatment-related Cases, Felony Drug Dispositions, Bioethics, Implementing Court-related Needs of the Elderly and Persons with Disabilities, Lawyers Conference Task Force on Reduction of Litigation Cost and Delay, Domestic Violence, Gender Fairness Faculty Development, Faculty Database, Toxic Torts, Courtroom Technology, Judicial Education Curriculum Evaluation, Administrative Law Curriculum Development, and the Model Code of Judicial Conduct. Many of these projects are funded by the State Justice Institute (SJI).

During the last three years, NASJE has sponsored or been affiliated with several grants to improve judicial education in the United States. This year SJI funded the following NASJE-related projects:

Project	Award
Judicial Education Reference, Information, & Technical Transfer (JERITT)	*\$445,768
Judicial Education Adult Education Project (JEAEP)	*\$413,390
Leadership Institute for Judicial Education (LIJE)	*\$324,337
NASJE News	*\$158,662
Judicial Education Management System (JEMS)	\$110,107
<b>TOTAL</b>	<b>\$1,452,264</b>
*Two-year funding	

For the current funding cycle, SJI awarded \$550,370 to state judicial education programs, including \$128,96 in grants for in-state implementation of model curricula. Several state judicial educators have taken advantage of the technical assistance offered by JERITT and JEAEP; others have been successful in getting "state initiatives" funds to design innovative in-state education programs or implement model curricula and training previously developed with SJI support. We hope SJI will continue to find ways to maximize cost benefits by funding projects sponsored by state judicial education organizations.

We are pleased that Bill Capers (VA) has accepted appointment to the education committee. He will join Maureen Conner, Larry Stone (OH), Karen Waldrop (AZ), Dee Beranek (FL), and Virginia Leavitt (CO) as they plan the 1992 annual conference in Charleston, South Carolina, October 11-14. We are looking forward to another excellent educational program next year.

Congratulations to Larry Stone, who was voted president-elect at the annual conference. Larry has served the association in many capacities. He will begin a two-year term as president next October.

Finally, it is with deep regret that we accept the resignation of Kay Boothman (AR) as chair of the editorial committee of *NASJE News*—a position she held with distinction for four years and 16 issues of this newsletter. Kay has been a tireless worker and a true inspiration to all

who contributed to *NASJE News*. She constantly strived for a quality product of which judicial educators could be proud. Under Kay's leadership, the newsletter has evolved as a critical forum in the distribution and exchange of information and ideas related to judicial education. On behalf of NASJE, I wish to express our thanks and appreciation to Kay Boothman for a job well done.

I am pleased to announce that Michael Runner (CA), who has served on the *NASJE News* editorial committee for the past three years, has agreed to serve as chair. Mike's experience, organizational abilities, and writing skills will serve him well as he assumes the leadership of *NASJE News*. Thanks for accepting this important responsibility. ■

## Membership Information

To receive membership information, write Diana Clemons, chair, NASJE Membership Committee, Education Services, Administrative Office of the Courts, 100 Millcreek Park, Frankfort, KY 40601-9230; (502/564-2350). ■

Third National  
Court Technology  
Conference

CTC III

# Third National Conference on Court Technology

**NASJE** is one of nearly 50 cosponsoring organizations of the Third National Conference on Court Technology (CTC III), which will be held March 11-15, 1992, at the Loews Anatole Hotel, Dallas.

The conference will feature a five-track educational program, and there will be sessions for professional networking and exchange of ideas with international participation expected from representatives from Canada, Europe, Asia, and Australia.

Conference planners have made space available for 110 vendor booths. Companies that have already committed to the conference range from Apple to Xerox.

Briefly, the five educational tracks are as follows:

- **Emerging Technologies** will include electronic data exchange, artificial intelligence, executive information systems, optical character recognition, handwriting recognition, voice, smart-card, and other technologies.
- **Court Applications of Technology** will include sessions on how to use hardware and software most effectively; how to automate traffic, criminal, noncriminal juvenile, appellate, and jury operations; and specialized topics on financial operations, records management, and library automation. There will also be a demonstration on how judges can and do use computers.
- **Existing Technologies** will include sessions dealing with voice, imaging, bar-coding, video, touch-screen, court security, scientific evidence, hand-held data entry, court-reporting, and facsimile technology.
- **Management Tools, Management Issues, and Human Factors** will include those for rural courts, administrative operations support, project management, public access and the right to privacy, facilities design, technology acquisition, and many others.
- **Advanced Technical Sessions** will include artificial intelligence, downsizing, modernizing aging systems, court database structure and issues, and judicial electronic interchange.

Conference organizers hope to attract anywhere from 2,000 to 2,500 attendees. The registration fee is \$495 until March 1, and after that the fee is \$550. All NASJE members are being sent the registration catalog. If you have not yet received your catalog, contact the CTC Registration Coordinator, National Center for State Courts, by calling (804) 253-2000, ext. 343, or fax (804) 220-0449. ■

## JEMS Project

**T**he National Association of State Judicial Educators was recently awarded a grant by the State Justice Institute to develop a model Judicial Education Management System (JEMS).

The ultimate goal of the 14-month JEMS project, according to Anthony Fisser, chair of the development committee and director of continuing education for the Connecticut Judicial Branch, is to design a hardware-independent software model that will help manage and administer all aspects of education and training. The detailed system design will include all the inputs, operation processes, and outputs for an exemplary model.

The creation of the design will be guided by experienced judicial educators and others who normally seek various outputs or reports from an education office, and the results will be expressed in pseudo-code. This will permit each state to first select the components that are applicable to its education function and then to immediately proceed to actual programming with the hardware and database software that already exists in a state education office.

It is analogous to developing detailed specifications for construction of a house—once designed, various contractors can undertake specific tasks, making

changes necessitated by a specific site and customer," said Larry Webster, director of technical services for the National Center for State Courts, which will provide technical assistance and project administration.

The development committee will actively contribute to the system analysis and design. It will include several state and national judicial educators as well as a state court administrator and chief justice.

Other activities will include a national survey of hardware and software currently in use in state education offices and a workshop at NASJE's 1992 annual meeting. ■

# Transitions



Louise Blair

**S**even new NASJE memberships have been awarded since last year's annual conference. Admitted as general members are Marilyn Nejelski, executive director, Women Judges Fund for Justice; C. K. Rowland, associate pro-

fessor of political science at Kansas University; Connie J. Villelli, court management assistant at the Montgomery County (Dayton) Common Pleas Court; and Sandra Ureta Valdez, director, Organismo Judicial, Direccion de Formacion y Capacitacion, Guatemala.

Three full memberships have been awarded. Louise Blair is director of education in the Utah Administrative Office of the Courts. Patricia Garcia is management analyst in the New Mexico Administrative Office of the Courts. Judge Richard J. Mehan is chair of the Supreme Court of Missouri's Judicial Education Committee.

In addition to the seven new memberships, 1991 saw seven

membership transfers. New full members are Hope Lockridge, executive director, Texas Municipal Courts Training Center; Mary Lou Plummer, education planner, Executive Secretary's Office, Tennessee Supreme Court; Carla Kolling, director of personnel and training, North Dakota Supreme Court; and Donald J. Mello, director, Nevada Administrative Office of the Courts.

New associate members are Rick D. Paff, staff attorney, Mississippi Judicial College; and James Vesper, assistant director, California Center for Judicial Education and Research. Livingston Armytage, education director, Judicial Commission, New South Wales, joins NASJE as a general member. ■

## Trends in the State Courts, continued

ments would be the courts' rationing of scarce public resources. "Every day the nation's courts enable thousands . . . to receive mental health services that otherwise would be financially inaccessible to them." In other words, the courts ration who receives and who is denied mental health care at state expense.

**Gender Bias Task Forces.** By 1991, 31 states and the District of Columbia had created gender bias in the courts task forces. California, Florida, Hawaii, Maryland, Massachusetts, Michigan, Minnesota, New Jersey, New Mexico, Rhode Island, Utah, and Washington have begun implementing the task forces' work.

The Information Service, of the National Center for State Courts, is supported by a grant from the State Justice Institute. For a copy of "Report on Trends in the State Courts," write Information Service, National Center for State Courts, 300 Newport Avenue, Williamsburg, VA 23187-8798. ■

## Team building, continued

Blaming or defensiveness is out. Seeing problems as opportunities is in and necessary to better serve the overall purpose. Great teams empower themselves through:

- clear communication and shared information,
- win-win cooperation,
- mutual support and trust, and
- winning attitudes.

**SUGGESTIONS.** Devote time to identification of roadblocks that hinder the team vision or purpose. This must be done in an accepting

and nondefensive manner. Finding roadblocks is good news. Specifically, talk about ways team members communicate with each other. What would help to do it better? Does the judge need to be more specific about expectations or deadlines? Do teams need to meet for 15 minutes at the start of each day to clarify priorities or share information? Use the same process with cooperation, support, and public service issues.

**BENEFITS.** When communication, support, and cooperation are identified as standard operating procedures with judicial teams, they open

the door to dramatic improvements in work output, job satisfaction, and stress reduction.

Teamwork significantly enhances the process underlying the judicial delivery system. It enhances case management, relationships with attorneys, public image, smooth work flow, and the overall alignment of activities with values and purpose. A significant step toward excellence will come as judicial teams devote time to developing a shared purpose, clear roles and expectations, and people who are empowered to do their best work. ■



# CONTINUING PROFESSIONAL EDUCATION ADVISORY BULLETIN

A service of the  
**JUDICIAL  
EDUCATION  
ADULT  
EDUCATION  
PROJECT**

Sponsored by  
**The National  
Association of  
State Judicial  
Educators**  
and

**The University  
of Georgia**

**Diane E. Tallman**  
Project Manager, JEAEP  
Department of Human  
Resource Development  
Georgia Center for  
Continuing Education  
The University of Georgia  
Athens, GA 30602  
404-542-2275

**Richard D. Reaves**  
Project Advisor, JEAEP  
Executive Director  
Institute of Continuing  
Judicial Education  
School of Law  
The University of Georgia  
Athens, GA 30602  
404-542-7491

## Editor's Column

In this issue of the *Continuing Professional Education Advisory Bulletin*, we take a look at organizational development, and how it ideally should be an integral part of every organization. A well-functioning organization must attend to both professional development and organizational development.

This issue also takes a look at "teams" within an organization, and the roles of team leaders and followers. Interestingly, the qualities that effective leaders and followers should have are essentially the same. An organization cannot thrive in these ever-changing times if either group sits back, expecting the drive, motivation, and momentum to come from somewhere else. Each member of an organization is needed to contribute to its growth, renewal, and effectiveness.

*Diane E. Tallman*  
Editor

---

## Creating a Team Environment

As part of an organizational development strategy, an organization may embark upon "team-building." This strategy is aimed at making work teams more cohesive, more productive, and usually more personally satisfied in their work environment. The article in this issue of *NASJE News* discusses some ideas relating to team-building. In this article, however, we will examine some other aspects of teams within an organization, and consider the bigger context of creating teams within an organization. In particular, the roles of team leaders and "followers" will be examined.

### Leaders as Followers

In organizations, attention is typically directed toward leaders within the group—leadership training, self-assessments, style inventories, and the like. We all believe that sound leadership is the key to an effective work team. There is no doubt that the abilities of the leader can affect the team as a

whole. But some of our traditional notions of leadership include outdated modes of behavior or unrealistic expectations. Even if we have moved from thinking of leaders in the "John Wayne" stereotype, we may still expect leaders to create an inspirational work setting for us by producing vision statements that motivate us and unify the organization. Recently, however, some authors have discussed the concept of leadership in different terms, moving the leader even further from the grandstand and closer to the "audience."

In a recent talk, Dr. Badi Foster, President of AETna Institute for Corporate Education, discussed how the mission of the organization must be connected to all members of the team, and how leaders are needed to develop this connection. Everyone needs to believe in something bigger than just "making a buck" at work; people need to feel that they are contributing to the big picture. Their gifts (talents brought to the work setting) should be connected to an organizational vision so that they feel an integral part of the team. He prefers the word "vision" over "mission," believing that the first term implies *impelling* people, while the second connotes *compelling* employees in their work environment.

How can organizations develop congruence between team members and a larger vision? Leaders must first encourage all employees to create their own personal vision, something that motivates and inspires them in their work setting. Secondly, leaders must uncover these personal visions, as well as the particular gifts that employees bring to work. Foster's belief is that leaders can help "bring forth that which is already there" within individuals. With this information, leaders can work with team members to help make the connection between their personal visions and goals and the vision of the organization. Empowering employees creates an environment where they can feel more connected and committed to the organization. If there is clearly no congruence between team member(s) and organization, then something must change; however, these changes will ultimately benefit both the individual and the organization.

(continued . . .)

Lee (1991) takes this idea even further and argues that often the best leaders are the best followers. He says:

[Leaders] can create an environment in which followers can develop their own goals (in other words, a culture of empowerment), as well as provide the training to develop competence. It then becomes the leader's task to sense where followers want to go, align their goals with the larger goals of the organization, and invite them to follow (p. 33).

In this conception of teams, the leader does not set himself or herself apart from the other members, but is intimately connected to them, helping them to align their goals with the organization, and providing motivation through empowerment.

#### Followers as Leaders

What, then, is the role of the follower within a work team? In this orientation, team members are not empty vessels waiting to be filled with inspiration and direction from their leaders, but are active participants in creating the vision and direction of an organization. They have "ownership" in their work setting, are involved in making it effective, and feel a connection between themselves and some larger organizational vision. They speak the truth, take responsibility for themselves, and have both personal integrity and organizational loyalty. In short, they behave in ways traditionally considered "leader" behavior.

Team members who strive for these characteristics within a supportive organization will find that their personal satisfaction in the work environment increases. Many organizations are now embracing the "self-directed work team" concept and truly dispersing leadership throughout the organization. In small groups, this concept may already be a reality without clearly labelling it as such. However, it takes some managers a considerable amount of time to rethink their role in the group and move from "boss" to "enabler" or "coach." And, at the same time, members of a team may not initially feel comfortable taking on more

responsibility and accountability. New ideas and behaviors take some adjusting on everyone's part. But it may be worth the effort—teams that are more effective and productive, and team members who have greater satisfaction with their work and feel more connected to the organization and other team members.

#### Team Learning

In considering some of these ideas on the roles of the team leader and team members, it is helpful to bring these ideas together into a "big picture" view of teams. For instance, how can teams work together as an integrated whole, rather than as a group of individuals? How can the capacities of each member work with other members to maximize the group's effort?

Peter Senge's book, *The fifth discipline: The art and practice of the learning organization* (1990) is an inspiring look at organizations. He argues that changes in our mindset are needed to truly develop a learning organization. One of the disciplines that characterize the learning organization is team learning. He discusses how unaligned teams produce a great amount of wasted energy. While individuals within the team may work diligently, the team effort is low.

By contrast, when a team becomes more aligned, a commonality of direction emerges, and individuals' energies harmonize. There is less wasted energy... There is commonality of purpose, a shared vision, and understanding of how to complement one another's efforts... Individuals do not sacrifice their personal interests to the larger team vision; rather the shared vision becomes an extension of their personal visions. (p. 235)

Again, this congruence of personal and organizational vision can only occur when visions have been developed by both the organization and the individual. Neither can shirk responsibility in this area.

Senge continues his discussion of team learning by noting three critical dimensions. First, he believes that teams

need to tap the minds of individual members in order to think insightfully about complex issues. Secondly, there is a need for coordinated action, where team members have high trust and can expect certain behaviors from one another. He likens this to jazz musicians playing together—in spontaneous yet coordinated action. And thirdly, team learning is spread throughout an organization through the actions of team members.

*Effective teams need not only an organizational vision, but each member must feel connected to it.*

#### Summary

In this brief discussion of the roles of team leaders and followers, it is clear that these new ideas can change the way we look at teams. Active participation is required of both, as well as commitment. It is obvious that effective teams need not only an organizational vision, but each member must feel connected to it, and perceive it as part of their own personal vision. This is the only way that organizations can expect commitment, diligence, and a passion for work from its members. And, both individuals and organizations that can find a passion for work will not only flourish and be productive, but will find an excitement in carrying out even the most mundane functions in their everyday work.

#### References

- Foster, B. (1991). "Creating a Vision that Employees can See." Presentation made at Georgia Center for Continuing Education, Athens, GA.
- Lee, C. (1991). Followership: The essence of leadership. *Training*, January 1991, p. 27-35.
- Senge, P.M. (1990). *The fifth discipline: The art and practice of the learning organization*. NY: Doubleday Currency.
- Diane E. Tallman, Ed.D. is project director of the JEAEP Project.

## Organizational Development: An Overlooked Need

Although we often consider "professionals" to be independently-based practitioners, the majority of professionals function within an organizational setting. Judicial personnel are no exception. While each member of a judicial office may make decisions in an independent fashion, they are still part of larger system (e.g., the state justice system) and a part of an organizational context (e.g., Administrative Office of the Courts). Judges in particular work in a highly independent fashion. Yet, they too are a part of an overarching system. This fact may seem obvious to those involved in judicial education; however, there are implications that can be overlooked.

*Organizational development must be an integral part of the professional development opportunities offered to professionals.*

Because professional development is offered to individual practitioners, the focus is primarily on improving the practice of individual professionals. But individuals can only improve as much as their organizations "allow" them to grow. Judicial educators are aware of this phenomenon, and may often feel the frustration of working with professionals whose practice setting may not encourage growth. There is, however, another implication for educators to bear in mind. If one's professional context affects individual practice, then it would seem appropriate to consider the ongoing maintenance, growth, and development of that organization in a systematic way. That is, organizational development must be an integral part of the professional development opportunities offered to professionals. The organization itself must be routinely monitored and diagnosed, and, when appropriate,

various types of interventions can be strategically utilized for overcoming current or potential problems within the organization.

### What is Organizational Development?

This article provides a brief overview of organizational development (OD) and a model that can be used in developing strategies to address OD needs. According to one textbook, the term has the following definition:

**Organizational Development:** a systematic means for planned change that involves the entire organization and is intended to increase organizational effectiveness (Middlemist & Hitt, 1988, p. 493).

Several parts of the above definition are particularly worth noting. The first is that organizational development is a systematic activity; an on-going process that can help organizations deal with current and projected problems, putting them in a proactive rather than reactive stance. This differs from the "putting-out-fires" approach that so many organizations rely upon.

The second noteworthy item is that OD involves planned change within an entire organization. The fact that change will occur that must be planned means that the proactive, systematic stance described above is absolutely necessary for the change to be effective. Otherwise, the planned change effort will lag too far behind the need that it is intended to address.

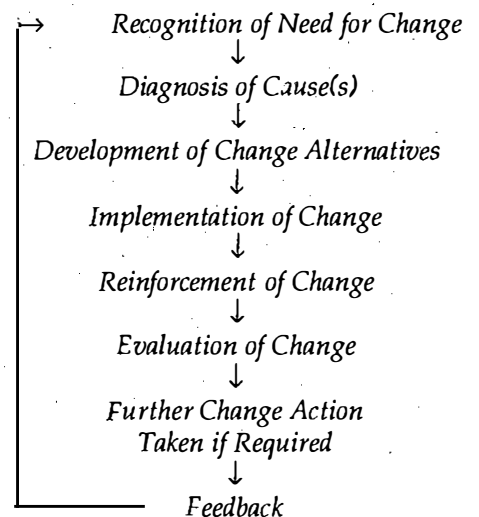
For example, a group of judicial employees who have recently come under the jurisdiction of the State Court Administrator's Office may find difficulty in adjusting to new procedures, new channels of communication and authority, and new roles. Concurrently, the existing staff within the Office experiences their own difficulties in assimilating the new group, sharing information, and performing roles that also may have changed. Is it then time for a team-building session? While it's often "better late than never," the real effort should have already occurred before the organizational changes took place. Staff from all areas should have ideally been

brought together and the job restructuring discussed, procedures and policies formulated, and team-building efforts begun. It's often too late after the changes have taken place to then begin organizational development efforts. Since individuals typically resist change (see *Advisory Bulletin*, Spring 1991 issue), it is no small matter to undertake planned change efforts.

The third part of the definition to keep in mind is the rationale for organizational development — to improve organizational effectiveness. While this might appear obvious to many educators, the improvement of organizational effectiveness can serve as a reminder to those who might not be initially supportive of such efforts. It also helps to bring together the continuing professional development efforts aimed at individual judicial personnel and the organization as a whole — the balance of specialization and integration. A systematic OD effort, in concert with professional development opportunities, is one way managers can assist in this balancing act and also keep a holistic perspective of their organizations.

### A Model for Organizational Development

While there can be variations on the steps of any model, the following model presents the major components of a planned OD effort.



(continued. . .)

The model is fairly self-explanatory. The first step is critical, and is connected to the second step, since on-going diagnosis and systematic examination of the environment can provide a rationale for planned OD efforts. An environmental scanning program (see *Advisory Bulletin*, Fall 1990 issue), strategic planning (see *Advisory Bulletin*, Summer 1990 issue), employee or "customer" feedback surveys, or similar methods can detect changes in the internal or external environment that will impact the organization. Organizations can examine the quality of their products and/or processes to determine whether organizational development efforts need to be directed toward specific areas within the organization.

It is often advised that an organizational development expert assist in the implementation of change efforts. For many organizations, this is not always an option. In any case, it is important to examine the various strategies that are available for use within an organization. Two major types of strategies can be used (with examples):

**Process Strategies:** team-building, quality circles, sensitivity training, survey feedback, career planning.

**Structural Strategies:** job redesign, job enrichment, management by objectives, organizational restructuring, flextime options.

It is important to keep in mind that the change strategy chosen should appropriately relate to the organizational need. Often political, technological or legal factors cause an organization to move in different directions, requiring OD efforts. All too frequently, however, interpersonal change efforts are chosen as the appropriate strategy. But, interpersonal or even process strategies cannot adequately equip an organization in dealing with these types of external pressures.

Judicial educators may be in the best position to sense the need for balance between individual professional development and organizational development. While they may not have the organizational power to ensure that appropriate OD efforts are put in place, they can certainly "raise the consciousness" of the organization to these unmet needs. Healthy organiza-

tions are willing to commit time and energy toward improving both employees and the organization as a whole. A vital synergy can be created when professional development and organizational development efforts are simultaneously put into place.

## References

Middlemist, R.D., & Hitt, M.A. (1988). *Organizational behavior: Managerial strategies for performance*. St. Paul, MN: West Publishing.

Nowlen, P.M. (1988). *A new approach to continuing education for business and the professions*. NY: NUCEA and Macmillan Publishing.

Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. NY: Doubleday Currency.

## Resources

Orsburn, J. D., Moran, L., Musselwhite, E., & Zenger, J. H. (1990). *Self-directed work teams: The new American challenge*. Homewood, IL: Business One Irwin.

This book is based on the premise that self-directed work teams that are properly developed and nurtured will almost always perform better than other work forms and get better results. The first part of the book describes how work teams develop and ways in which the organization can facilitate this development. The second section addresses issues with which work teams deal, such as guiding supervisors through the transition to teams. Finally, the book provides practical tools for implementing work teams and facilitating the organization's transition to teams. It is written for anyone involved or interested in self-directed teams — administrators, managers, educators, and team members themselves.

Senge, P.M. (1990). *The fifth discipline: The art and practice of the learning organization*. NY: Doubleday Currency.

Everyone is a learner and every organization is a learning community. In his book, Senge differentiates learning organizations from those of the traditional authoritarian control by five disciplines. Each one — systems thinking, personal mastery, mental models, building shared vision, and team learning — builds on the others to form an ensemble in an innovative learning organization. As suggested by the title, the book emphasizes the fifth discipline, systems thinking, because it brings the others together

into a coherent body of theory and practice. Senge claims team learning is a process of aligning and developing the capacity of a team to create desired results. This discipline is composed of three critical dimensions — insightful thinking about complex issues, innovative and coordinated action, and fostering other learning teams. Senge cautions that because there is not theory on what occurs when teams learn, group intelligence is indistinguishable from "groupthink," because there are no methods of building learning teams, their formation is happenstance. Senge's refreshing book is written for administrators, managers, and educators who help build learning organizations, and for anyone interested in group learning.

Gardner, J.W. (1981). *Self-renewal: The individual and the innovative society*. NY: W. W. Norton & Company.

In this provocative book, Gardner discusses the personal and organizational renewal that comes about after change. The author's primary subject is the dichotomous individual — resisting change while also welcoming it and often seeking it out. For successful renewal to occur, the individual must be toughminded and optimistic and able to accept life as a continuous struggle through a cycle of losing and gaining. According to Gardner, individuals are "fertile seedbeds" which have the capacity for ideas, the seedlings, to grow. This fertile seedbed is the soil from which enlightenment springs. This poetic, metaphorically-written book is an excellent resource for professional development for anyone during these times of economic hardship and societal change.

## Continuing Professional Education Advisory Bulletin

The *Continuing Professional Education Advisory Bulletin* is published as an insert to the *NASJE News* by The University of Georgia Center for Continuing Education. It is made possible by a grant from the State Justice Institute (R-91-044). Opinions expressed herein, however, do not necessarily reflect the views of the State Justice Institute.

Diane E. Tallman, Editor  
JEAEP Project  
Georgia Center for Continuing Education  
Dept. of Human Resource Development  
The University of Georgia  
Athens, Georgia 30602  
404/542-2275



# Issues and Trends in Judicial Education

In October the JERITT Project published the first edition of *Issues and Trends in Judicial Education*. This volume provides a comprehensive overview of the scope and condition of continuing judicial education organizations and programs in the United States.

Chapter 1 offers organizational profiles on state and national judicial education organizations. Chapter 2 provides an overview of and comparative information about state and national judicial education organizations and judicial educators. Chapter 3 provides an overview of the substance of judicial education programming throughout the nation.

Chapter 4 describes in general terms the evolution of continuing judicial education organizations to their present condition and offers a summary assessment of that condition.

Information for the volume came from the survey of judicial educators, which JERITT conducted between December 1990 and March 1991. The survey was sent to 9 national and 56 state-based judicial education organizations; completed surveys were returned from all the national organizations and from all but 7 of the state organizations. Information for the volume also comes from the various JERITT Project databases, especially the programs data-

base. JERITT began the monthly collection of judicial education program data and related information in March 1990. By the end of July 1991, information had been received from 1,006 education programs, encompassing nearly 11,500 topical offerings.

Additional copies of *Issues and Trends in Judicial Education* may be purchased at cost from JERITT for \$14.00 per copy, which includes postage for mailing within the United States. To place an order or to secure additional information, contact JERITT, Michigan State University, 560 Baker Hall, East Lansing, MI 48824-1118; (517) 353-8603. ■

## CHECKLIST: Effective Instruction Techniques

### Is the Content

- ☐ relevant for the target audience?
- ☐ practical for the responsibilities of the participants?
- ☐ important, urgent, new and/or critical to the participants?
- ☐ focused so it can be sufficiently developed within the time frame and structure of the seminar?

### Are the Objectives

- ☐ stated in terms of participant gains, e.g., "participants will be able to?"
- ☐ aimed at improving the performance of the audience?
- ☐ aimed at evaluating and applying content, rather than just knowing?
- ☐ achievable within the time frame and structure of the seminar?

### Do the Methods

- ☐ provide learners an opportunity to acquire information, process it, structure it, AND try it out?
- ☐ encourage learners to actively participate in the learning experience?
- ☐ keep learner interest and provide variety?

### Are the Visuals

- ☐ used appropriately to make major points?
- ☐ well prepared and readable? Do they add interest?
- ☐ feasible within the time and space available?

### Do the Materials

- ☐ provide support for the presentation?
- ☐ enable the participant to concentrate on the presentation without worrying about excessive note-taking?
- ☐ include critical case citations and/or bibliographic citations?
- ☐ look good? Are they clear and readable?
- ☐ provide a logical, practical format that enables participants to follow the presentation?

*The preceding checklist was developed and published by the American Bar Association as part of its Appellate Judges Seminar Series Faculty Handbook. NASJE News has edited the checklist and prints it here with permission.—ED*

## San Antonio Sessions, *continued*

power playing. She encouraged all members of the audience to identify what weaknesses or "hot buttons" might fog their perception or sound judgment. In her closing remarks, Dr. Barr challenged judicial educators to become visionary leaders, to unlock their intuitive knowledge, and to establish relationships involving values.

In concurrent sessions, *Sharing Your Innovations* participants could choose three sessions from a menu of nine options. Innovations included:

**1. Applications for a Cordless Response System.** Presenter Rita Stratton, from Kentucky, described the use of a cordless response system, which allows presenters to solicit responses from attendees to questions posed. Attendees responded on hand-held cordless response pads, which transmit the responses to a computer for instantaneous analysis.

**2. Pre-Bench Orientation Featuring Myers/Briggs Self-analysis and Mock Trials.** Presenter William T. Capers III, from Virginia, described the successful Virginia practice of having all new judges take a self-scoring Myers/Briggs instrument, to which much of their subsequent orientation is related, and participate in two mock trials, which are videotaped and critiqued as part of a pre-bench orientation program.

**3. Faculty Training in Gender Fairness.** Lansford W. Levitt, of the National Judicial College, presented the results of the SJI-sponsored Gender Fairness Faculty Development Workshops held at the NJC. Included in the discussion were the format of instruction and replication options for state programs.

**4. Performance Appraisal Curriculum.** Mary Brittain, of the Institute for Court Management of the National Center for State Courts, demonstrated the curriculum developed by ICM under a grant from SJI for training court administrators and other employees in performance appraisal techniques, using a videotape titled "Performance Appraisals in the Court." The videotape and

supporting materials will be distributed to all state judicial education programs.

**5. Judicial Ethics Curriculum.** Sandra A. Ratcliff, of the American Judicature Society, demonstrated the curriculum developed by AJS under a grant from SJI for assisting judges in the identification of potential ethical problems. A videotape, "Judicial Ethics and the Administration of Justice," is an integral part of the curriculum.

**6. Science Curriculum for State Court Judges Presiding in Toxic Exposure Cases.** Professor Franklin M. Zweig, of Georgetown University Medical and Law Center, discussed the development of a curriculum to familiarize judges with the scientific concepts encountered in toxic exposure cases. The curriculum featured an overview (short) course and a longer, more detailed course. The products of the SJI-funded project will be distributed to state judicial educators in 1992.

**7. Developing a Computer-assisted Training Program.** Presenter Jeffrey A. Kuhn, of the National Council of Juvenile and Family Court Judges, gave an overview of the process of developing a computer-assisted (a.k.a., multimedia), CD-ROM, training program, discussing successful techniques and pitfalls.

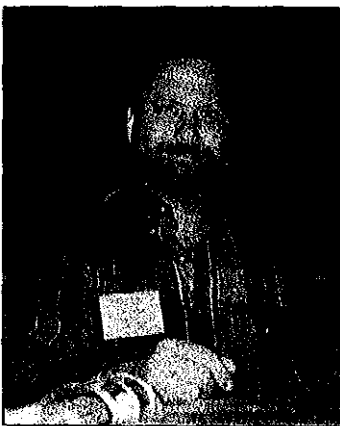
**8. Developing a Mentor Program for New Judges.** John Meeks presented Florida's successful approach to the development and management of a judicial mentor program

that emphasizes proper training of the mentors.

**9. Joint Training Sessions for Judges, Attorneys, and Caseworkers in Delinquency and Abuse/Neglect.** Dr. Marty Beyer, of the Youth Law Center, San Francisco, described the effective curriculum developed under an SJI grant that includes guidelines for identifying and preparing trainers, as well as presentation outlines for a wide variety of topics. The curriculum will be mailed to all state judicial educators.

Daylong professional development sessions took place on Tuesday, October 15. One track, *Jump Starting the New Judicial Educator*, facilitated by Dr. John K. Hudzik and a team of experienced educators, had newer judicial educators explore a variety of planning principles and models for resolving individual problems experienced in their states. Dr. Hudzik, JERITT project director and professor and associate dean of Michigan State University, began with an excellent overview of basic strategic planning concepts. He noted that strategic planning is not simply a detailed written plan, a risk eliminator, or a wish list. Rather, it is "a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does it." He cautioned that strategic planning focuses on long-term gain and requires long-term commitment.

The heart of this participatory session for new educators was the use



Left: Scott Smith, conference host, keeps a watchful eye on the conference. Right: 8:00 am and time to get started.

of worksheets to plan an individual project. Building on the planning concepts introduced by Dr. Hudzik, participants were divided into small work groups, with experienced educators as facilitators, to complete the worksheets individually and collectively. Participants drafted answers individually to each worksheet question and then worked together to refine each of their responses. The worksheets guided participants through the following questions:

- What work-related problem did they seek to address (defined as clearly as possible)?
- What was their goal, including a description of the practical outcomes they would like to achieve in terms of volume, timing, and quality indicators?
- What have been (or are) the principal impediments to achieving the desired outcome or goal?
- What did they propose doing to solve this problem or achieve this goal (general approach or strategy)?
- Who or what was likely to offer resistance to their general plan?
- Which organizations and people, both inside and outside their organizations, would be critical to the success of the strategy?
- What was needed or required of these individuals (what must each of the key individuals do)?
- What criteria would the educators use to decide (measure) whether the plan has been successful?

After working through each step, participants plugged their key tasks into a flowchart so they could be

scheduled for completion over a reasonable, specific period of time. The end result was a plan that each new educator could take home and implement according to his or her individual timetable. Thus, the session introduced some excellent planning tools, demonstrated a participatory learning process that could be used by any judicial educator, and gave participants tangible plans to implement when they returned home. Experienced educators expressed interest in expanding the audience for this topic at a future conference.

*Designing Learning Experiences to Promote Attitudinal Change* was the second track state judicial educators could attend. In this seven-hour session, Dr. Charles Claxton, of Appalachian State University, encouraged judicial educators to shift from teaching as talk to engage the mind to teaching as conversation to engage the person. It is through this type of teaching that attitudes can be changed.

The film *A Jury of Her Peers* was the subject of a discussion that led to a broader discussion on separate knowing and connected knowing with the goal being to embrace both for effective learning. *Separate learning* is simply defined as knowledge, while *connected knowing* focuses on understanding.

An explanation of the Kolb model (see NASJE News, summer 1990) was followed by small groups developing judicial education programs using the model. Dr. Claxton made the point that during the concrete experience phase of Kolb's model, learners need to share publicly their experiences.

Dr. Claxton stated that thinking is generally observed to be dualistic or contextually relativistic. Society needs to move from dualistic thinking, where there is only right and wrong, to contextual relativism, where whether something is right or wrong depends on the context.

Dr. Claxton's presentation included several memorable quotes, one of the most powerful being, "A way of knowing becomes a way of being."—Parker Palmer.

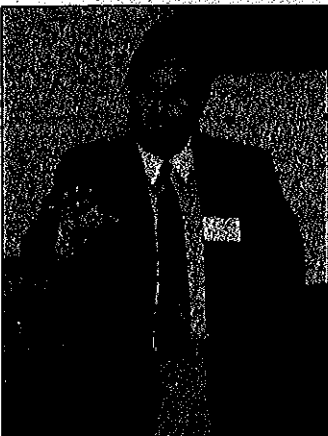
In closing, Dr. Claxton urged the audience to consider that vulnerability is a part of education requiring educators to adhere to Larry Doloz's statement that "teaching is the provision of care."

Dr. Paul Preston led experienced and veteran judicial educators in a series of high-energy exercises and discussions. This daylong course was entitled *Rejuvenating and Enriching the Seasoned Educator*. Dr. Preston, a management consultant and professor at the University of Texas at San Antonio, focused on concepts that can endanger or enrich the life of a seasoned educator—managing stress, encouraging creativity, understanding personality styles, and developing listening, conflict management, and negotiation skills.

Reminding participants that 50 percent of heart attacks are due to stress, Dr. Preston suggested that there is nonetheless a positive side to stress. He referred judicial educators to Peter Hanson's *The Joy of Stress*. "Fight" and "flight" are not the only responses to stressful situations. Sometimes "flow" and "grow" are appropriate.

Effective team building depends on leaders who have several key characteristics, not the least of which is emotional stamina. This stamina has been described as the "emotional baggage of team leadership." Other characteristics are full communications, an honest interest in other people, and a drive toward positive goals.

Although "trying to understand creativity" might be like "shoveling smoke" as futurist Paul Saffo states, creativity goes a long way



Left: Dr. Paul Preston led a session for veteran judicial educators. Right: Dennis Catlin and mariachi band. The annual banquet was, indeed, a festive occasion.

in keeping individuals and organizations vibrant. Judicial educators in attendance participated in small groups to develop creative responses to problems presented by Dr. Preston. Asking the question "What if?" is critical to creativity.

The group engaged in the "Ugli Orange" exercise. You may be wondering what is an ugly orange? It's a fascinating and devilish negotiation scenario in which the advantages of communication and the pitfalls of miscommunication are clearly revealed.

It was a lively session, fast paced and humor laden with ample supplies of brain teasers to test creativity, instruments to analyze one's listening skills, conflict management style, and personality preferences. Ultimately, the message is one that cannot be told too many times: self-examination is good for one's emotional and occupational health. In an informative and entertaining way, Dr. Preston's workshop provided the opportunity to engage in that self-examination.

**Planning for the Future.** At the close of the conference, education methods committee chair Maureen Conner, Karen Waldrop, and Larry Stone debriefed attendees by table about the 1991 conference and asked the attendees to design their "ideal" conference for 1992. Maureen asked each table (five to eight attendees) to reach a consensus of what they liked and did not like about the conference and to report their findings to the whole group.

All the tables reported that the tracks for this conference were excellent and provided a "good balance." One participant noted that she was fortunate that with three people from her office all the tracks were attended by a representative from her state. The small group activities again received acclaim not only for the substantive learning opportunity but also for the networking opportunity they afforded.

First-time conference attendees and newer NASJE members especially valued the "Orientation to NASJE Goals and Services," which was presented by past president Rita Stratton. Newer members also praised the small group and

breakout sessions as additional chances to learn from their more-veteran colleagues.

NASJE conference attendees seem never to tire of presentations by John Hudzik and Chuck Claxton; this year was no exception. Look to see more from them in the future.

The evaluation process also asked for comments on the teaching methods used in the sessions. All the groups noted the effective use of audiovisual equipment during the sessions, especially overhead projection. Some participants expressed satisfaction with the 30-minute breakout sessions for cutting right to the "meat" of the issue presented; interestingly, some thought these short sessions were too short.

All the tables liked Larry Stone's "What's Bugging Me" session, with several people remarking that they would try this problem-solving process when they returned home.

Naturally, with such a diverse group as NASJE, constructive criticism can be expected. Some felt that some of the time accorded for educational functions should have been used for more association business and/or unstructured time that could be used for networking and informal discussions. Others felt tracks present a problem for those who are not part of a multi-member delegation. Several groups felt that there should have been more empirical information presented at the conference. However, a criticism agreed upon by all was that 8:00 a.m. is too early to start.

After each table shared its positive and negative comments with the whole group, Maureen asked each table to choose a reporter and to idea map (using flip charts) the "ideal" NASJE annual conference. Each table was again asked to report back to the whole group.

One proposed that the theme "Strategic Planning for the Future" of 1) NASJE, 2) the membership, and 3) professional education would make for the ideal conference.

Another table felt that the next conference should expand orientation for new members and should focus particular attention on NASJE committees, committee work, and committee membership. The table noted that the important work of the

standards committee will be available for conference-wide discussion next year.

Other specific topics that the tables felt the education methods committee should consider for next year include "What Judicial Educators Want from National Providers and Vice Versa," "Doing More With Less," "Grantsmanship," "JEMS Update," "Hotel Negotiations," "Cross-disciplinary Education Methods," and "Relations with Policymaking Boards." Several groups felt that a program on effective time management would also be beneficial.

However, the greatest discussion during the debriefing could be referred to as "Hot Topics" vs. "Innovations and Ideas." At this conference, the "Hot Topics" session of past annual conferences was replaced with "Sharing Your Innovations and Ideas." A general agreement could be ascertained from the attendees: some form of program where short presentations on new programs/teaching methodologies are made by conference attendees is in demand. The procedure is the question.

The "Hot Topics" of the past were structured so a few innovative programs were briefly described, and, by the end of the session, people from the whole group were spontaneously describing programs of their own that they thought might be of interest to others. Many at the debriefing session favored the informality of this process.

This year, nine innovations were offered, and attendees had to select three. The rationale for the format change was that topics could be discussed in greater depth than had been possible in the previous format. Criticisms of this year's format included: one cannot attend all the sessions and that the formality of the presentations restricted the give-and-take of the "Hot Topics" format of previous years.

Maureen Conner and the rest of the education committee will have plenty to consider from this planning session. They will be mulling over these comments soon, too, for they will begin planning the next year's program by the time you finish reading this article. ■



## PROFILE

# Ed Borrelli

---

Every workday one can find him walking with purpose through Grand Central Station. It is part of his Yonkers to Manhattan commute, one and one-half hours each way. The commute includes railroad transportation, subway transfers, and the incomparable tidal wave of New York's labor force surging through the Big Apple to sundry places of employment.

Ed Borrelli has been doing this for a long time. A veteran judicial educator in New York's Education and Training Office, part of the state's Office of Court Administration. Ed functions in a unique setting, directly across from New York's City Hall and near Wall Street and the World Trade Center. Ed has the skills, ability, temperament and integrity that make him a role model for judicial educators.

Tall, mustachioed, endowed with an ample head of dark hair, an inviting presence and a friendly countenance, his heritage is Italian, both on the paternal and maternal sides. Ed's father, while only sixteen, left his family, his country, and the rural landscape outside of Naples to venture alone and in overcrowded ships to the United States. He

proved to be an Ellis Island success story, settling in Yonkers and founding an oil burner company.

By reason of both his heritage and natural inclination, Ed enjoys cooking and family-centered activities. The kitchen, not surprisingly, is the center for family life. He lives with his wife, Cheryl, and children Eddie (age eleven) and Christen (age seven), just two blocks from where he himself grew up. He first met Cheryl, a first-grade teacher and real estate agent, through a "summer romance" while in high school at his parents' summer cottage. To their amazement, Ed and Cheryl realized they not only had family summer cottages in proximity but also their family homes in Yonkers.

How did Ed Borrelli begin the venture into judicial education? Was there a grand design channeling him into this activity?

After graduation from Manhattan College with a philosophy major, Ed received his juris doctor degree from New York Law School. Shortly before being admitted to the New York Bar, Ed accepted a position in January 1977 with the education and training office. His first day on the job found him in the midst of a sentenc-

ing institute. After Ed worked until the early hours of the morning, his spouse of one month wondered about the future of this career. After almost fifteen years in judicial education, Cheryl no longer has this concern.

Some ten other staff persons, including Director Helen Johnson, contribute to the New York judicial education effort for a universe of approximately 15,000 persons, including 1,000 state judges, 2,300 town and village justices, and 12,000 nonjudicial employees. State judges do not have mandatory education requirements, but they are encouraged, urged, and expected to participate, and over 90 percent do so.

The town and village justices have mandatory training of two days annually. After each day of the training at any of the nearly sixty programs offered each year, each of the 1,800 nonlawyer justices must pass an examination administered by the Office of Education and Training.

Ed's responsibilities also include teaching judges, justices, court personnel, and faculty members on various types of substantive and procedural law. He writes legal reference materials and memoranda and advises

the Town and Village Justice Resource Center, which provides advice and guidance to judges and justices. He also develops and corrects examination questions, while overseeing the certification by examination of the non-lawyer justices.

When Ed has a moment, he also serves as guest lecturer at Fordham and Pace University law schools. As a volunteer with the Boy Scouts, as president of his neighborhood civic association, and membership on the board of his Big Brothers/ Big Sisters organization, Ed's days are full.

What has been Ed's experience with NASJE? His first NASJE meeting was in Clarksville, Indiana, in 1979. he found the spirit of cooperation there impressive, one where there was "selfless professional camaraderie."

Ed has been generous to NASJE, too. He is serving as NASJE secretary and he was elected to the NASJE board as northeast regional director in 1986. In 1986 in Cape Cod and 1990 in Burlington, Vermont, he served as program chair for the annual October meeting. When not chairing the annual program, he served on various NASJE committees and as

*continued on page 12*

## Profile, continued

NASJE's representative to various organizations and conferences, including the Arden House III Conference on Continuing Legal Education.

What are the activities that make Ed most proud? Ed cites his involvement with the first combined statewide judicial seminar in Buffalo in 1982. The program was unprecedented at that time because of its size (900 judges total, or 450 each week for two weeks), its convening various specialized courts together, its one location, its six-track curriculum approach, its 120 faculty members, and the massive demands of converting a vacant dormitory into a full-service judicial residence.

In later years in other locations, celebrity speakers such as Tom

Wolfe, Scott Turow, John Osborne, and Archibald Cox have graced the dais of this program, particularly to discuss literature and the law.

A second project in which Ed takes pride was the transition in 1984 to the specialized training, testing, and mandatory certification of the town and village justices described above.

Ed is modest about his recent involvement in videotaped exam preparation presentations for those taking a county clerk examination, even though it has brought him a certain celebrity recognition with the exam candidates.

How does Ed view the future of judicial education? "One certainly cannot overstate the importance of

judicial education; it is so significant," Ed affirms. Yet with the continuing fiscal crises faced by so many states including New York, Ed believes the future of judicial education may focus even more on "how to get the greatest impact at the least expense."

Not many years ago, Ed occupied the front car of a New York commuter train when it collided head-on with another train. Even this did not deter Ed, our New York "bon vivant," from continuing the commute to his beloved Manhattan. Fiscal restraints will also not hinder his dedication. ■



## National Association of State Judicial Educators

### NASJE Editorial Committee

<b>President</b> Jerry K. Beatty Des Moines, Iowa	<b>Kay Boothman, Chair</b> Little Rock, Arkansas	<b>Michael W. Runner</b> Emeryville, California
<b>President-elect</b> Larry Stone Columbus, Ohio	<b>James C. Drennan</b> Chapel Hill, North Carolina	<b>M. James Toner</b> Reno, Nevada
<b>Secretary</b> Ed Borrelli New York, New York	<b>Frank Gregory</b> Montgomery, Alabama	<b>Jerry K. Beatty</b> <i>ex officio</i> Des Moines, Iowa
<b>Treasurer</b> V.K. - Wetzel Madison, Wisconsin	<b>Carla Kolling</b> Bismarck, North Dakota	<b>Bill Fishback</b> <i>Managing Editor</i> National Center for State Courts
	<b>Maureen Lally</b> Olympia, Washington	

The editorial committee encourages contributions to NASJE News from judicial educators and other interested parties. Not every contribution will receive a byline. Articles will receive a byline under the following guidelines:

The writing is intended to reflect the opinion of the author; the editorial committee finds it appropriate to give a byline to make clear that the writing does not reflect the opinion of the editorial committee; or the writing reflects a substantial piece of work that occupies a prominent place in the newsletter and is at least one newsletter page in length.

In applying these guidelines the committee will resolve close issues against giving bylines to committee members and in favor of giving bylines to noncommittee members. When noncommittee members make contributions not otherwise credited, their names will be listed as contributing to that newsletter.

This newsletter, published quarterly by NASJE through the National Center for State Courts, is made possible by a grant from the State Justice Institute. Opinions expressed herein, however, do not necessarily reflect the views of the State Justice Institute. Address all correspondence and inquiries to NASJE News, National Center for State Courts, 300 Newport Avenue, Williamsburg, Virginia 23187-8798; (804) 253-2000.

NonProfit Org.  
U.S. Postage  
PAID  
RICHMOND, VA  
PERMIT NO. 750