NASJE CURRICULUM DESIGN

HUMAN RESOURCES MANAGEMENT: Entry-Level Content

NASJE

NATIONAL ASSOCIATION OF STATE JUDICIAL EDUCATORS

Human Resource Management:
The Evolving Role of Education in the Judicial Branch

This is a summary of the content included in this curriculum design.
Although content is divided into two parts, headings are continuous from A through F.

I. Basics for the Judicial Branch Educator

A. Foundations of Education in the Judicial Branch
  a. Developing individuals in the judicial role
  b. Developing individuals in court personnel roles
  c. Judicial branch education (currently)
B. Evolution of Judicial Branch Education Departments
  a. The new dimension
  b. Infrastructure for education in the courts

II. The Potential Impact of Judicial Branch Education

C. Fundamentals of Current Judicial Branch Education
  a. Goals and results of education in the courts
  b. Definitions and relationships that apply to education in the courts
D. Ongoing Development of the Intellectual Capital of the Courts
  a. Formal learning
  b. Informal learning
E. The Future of Judicial Branch Education
  a. Partnerships with colleges and universities
  b. Partnerships with national providers
  c. Partnerships between state and/or local court judicial branch education departments
  d. Expansion of delivery mechanisms
  e. Curriculum development
  f. Organizational development
  g. Partnerships with court human resources (including shared responsibility for professional development and succession management
F. The Local Judicial Branch Education Environment

NOTE: Although the competency area for this curriculum design is titled "Human Resource Management," this entry-level design does not address basic supervision and management. This design focuses on the role of judicial branch education in the development of people, the human resources or intellectual capital of the courts. For basic supervision content, reference the National Association for Court Management's (NACM's) Core Competencies, or the human resources course of the Institute for Court Management, at the National Center for State Courts.

NASJE Curriculum Designs
The Numbering System

NASJE Curriculum Designs follow a consistent numbering system to facilitate identifying information and navigating within and among various curriculum designs.

The first number refers to the NASJE Core Competency.

For example:
8 indicates the NASJE <u>competenc</u>y addressed in this curriculum design is human resources

The second number refers to entry or experienced-level content. (Entry indicates that the <u>content</u> is new to the target audience; it is not a reference to the experience level of the participants. Experienced level indicates learners already have some familiarity with the content.)

For example:
8.**1** is the <u>entry-level</u> human resources curriculum design
8.**2** is the <u>experienced level</u>

The third number refers to the section of the design.

For example:
8.1.**1** is the <u>content</u> section for entry-level human resources
8.1.**2** is the <u>faculty resources</u> section
8.1.**3** is the <u>participant activities</u> section
8.1.**4** is the <u>bibliography</u> and selected readings

The final number refers to the order of items in a section.

For example:
8.1.1.**1** is the overview in entry-level human resources content
8.1.2.**7** is the seventh faculty resource
8.1.3.**3** is the third participant activity

Instructional Design: The Backbone of Effective Education
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Use of NASJE Curriculum Designs

Taken together, the curriculum designs in this series provide an overarching plan for the education of judicial branch educators; this overarching plan constitutes a curriculum. Individually, each curriculum design and associated information provide faculty with resources and guidance for developing courses for judicial branch educators. Content from the curriculum will be used alongside other content, as determined by the NASJE Education Committee.

The designs are based on the NASJE Core Competencies. Two curriculum designs are provided for most competency areas, one for entry-level content and the other for experienced-level content. Content level relates to the participants' familiarity with the subject area and not their tenure in judicial branch education.

Each of the curriculum designs, based on the competency areas, may be used either in its entirety or in segments to meet the needs of the individual circumstance or situation, the particular audience, time constraints, etc.

Each curriculum design includes a series of learning objectives and an outline of content to support those learning objectives. Content is annotated with the bracketed number of the learning objective it supports. Learning objectives for each curriculum design are in priority order and faculty is encouraged to select content based on the order of the learning objectives. Content is provided in an abbreviated outline format. Faculty may expand on the content based on the needs of the learners.

Associated information for each curriculum design includes: (a) resources for faculty's use (as reference and/or as participant handouts), and (b) a series of recommended participant activities to measure achievement of objectives. Each resource and participant activity has a cover sheet explaining its use. Faculty notes near the beginning of each curriculum design provide important information to assist faculty in effectively preparing to design and deliver a course.

Developing any course from a curriculum design will require that faculty (a) utilize an instructional design model (in the appendix), (b) employ adult education principles (next page), and (c) have an in-depth knowledge of the content beyond what is included in the design. A bibliography accompanies each curriculum design and contains additional sources of information. Because there are many sources for each content area that are not in the bibliography, faculty is encouraged to fully explore a variety of available sources when designing a course from a curriculum design.

The NASJE Curriculum Committee welcomes feedback, updates, corrections, and enhancements to these designs so they will remain current and viable.

Adult Education Principles

As learners mature, they change in terms of:

1. **Self-concept**: *They evolve from being dependent to self-directed.*
2. **Experience**: *They accumulate a growing reservoir of experience that becomes an increasing resource for learning.*
3. **Readiness to learn:** *Their readiness to learn becomes oriented increasingly to the developmental tasks of their various roles.*
4. **Orientation to learning:** *Their time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly their orientation toward learning shifts from subject-centered to problem-centered.*
5. **Motivation to learn:** *Their motivation to learn is internal rather than externally generated.* (Knowles, 1984).

Effective learning for adults is dependent on faculty:

1. **Engaging learners actively in their learning:**
   Adult learners generally prefer to participate, test new learning, and engage in discussion about the relevant content. Faculty needs to actively engage them at least 50% of the time through questions, activities, etc. and enable learners to discover how their new learning will serve them.
2. **Creating and maintaining an effective, safe learning environment:**
   Adult learners will participate readily in an educational situation if the environment is physically and psychologically suitable. Physically suitable includes comfortable, well-lighted, and easily accessible space; psychologically suitable includes feeling welcome to offer opinions and differing views and to ask questions. Faculty needs to alter the physical environment to meet the needs of learners and to state and demonstrate that the learning situation is open and non-threatening.
3. **Demonstrating respect for differences:**
   Adult learners are independent and self-reliant; they are of varied races, ethnicities, religions, backgrounds, experiences, and education. In an educational situation, they need to be respected for their differences, even if their experience and knowledge is different from faculty. Faculty needs to state and demonstrate their willingness to engage different views.
4. **Providing learners with information on what to expect:**
   Adult learners prefer to understand what will happen in their learning and what will be expected of them in the learning environment. Faculty needs to provide an agenda, an overview, learning objectives, etc.
5. **Basing content on immediately applicable information and skills:**
   Adult learners generally prefer to engage in learning that will help them in their daily lives and work. Faculty needs to ensure that theoretical information serves only as a background for practical application of new knowledge and skills.

[Instructional Design: The Backbone of Effective Education](#) and [Developing Faculty](#) NASJE curriculum designs include additional information on adult education theory and practical application.

Title: Human Resource Management:
The Evolving Role of Education in the Judicial Branch

NOTES:

Part of the materials for NASJE curriculum designs is a glossary, which will be the basis for developing a shared or common professional language for judicial branch educators. The first time a word found in the NASJE Glossary is used in a curriculum design, it is identified with a word border. Subsequent uses of the word do not have a border. In the online format, the definition will pop up when you roll your cursor over the text inside the border. In the hard copy format, you can find the definition in the glossary at the end of the curriculum. Faculty members using the NASJE curriculum designs are encouraged to familiarize themselves with the definitions relevant to the content area by reviewing the glossary terminology.

Words or terms underlined and in blue indicate a link to parts of the curriculum design. In the electronic format, click on the text to view the identified item. In hard copy format, refer to the page number that follows the text.

Related to NASJE Competency:

Competency Area 8 – Human Resource Management (available on the NASJE website) Competency Summary: Judicial branch education is dedicated to the education and training of judges and court personnel to help them actively and effectively contribute to the courts' ability to meet their missions, mandates, and goals.

NOTE: Although the competency area for this curriculum design is titled "Human Resource Management," this entry-level design does not address basic supervision and management. This design focuses on the role of judicial branch education in the development of people, the human resources or intellectual capital of the courts. For basic supervision content, see the National Association for Court Management's (NACM's) Core Competencies, or the human resources course of the Institute for Court Management, at the National Center for State Courts.

Target Audience:
Judicial branch educators who are unfamiliar with the role education plays in developing the intellectual capital of the courts.

Content Level: __X____ Entry _____ Experienced
(This is not a reference to the general experience of the learner, but the experience the learner has with the specific content. For example, a learner with 20 years of experience in judicial branch education may be at the entry content level for a topic if he or she has not had an opportunity to work with the content or become proficient with it.)

Date Approved: June 18, 2013   Last Updated:

3.1.1.0 Curriculum Design

3.1.1.1 Curriculum Design Overview:
(This section provides an overview and states the purpose for this educational area. It does not include all the detail shown in the outline, but is intended to provide a synopsis of the content.)

The content in this design complements information in several other NASJE curriculum designs.

The topic of instructional design is included in the curriculum designs for Competency Area 4: Faculty Development [see Developing Faculty]; in that design, content related to instructional design is at a generalized level and is intended to inform faculty of basic processes and models for designing and delivering effective education. Faculty members are often judges and court personnel, thus instructional design is not their main focus. In this curriculum design, more detail and depth is provided for the judicial branch educator, whose main responsibilities include design and delivery of effective education as well as support and guidance for judges and court personnel who serve as faculty.

This curriculum design also complements entry level designs for needs assessment and evaluation, respectively [see Needs Assessment: The Basics of Processes and Models and Evaluation: The Basics of Five Approaches]. These documents explore two steps of instructional design in greater detail than does this curriculum design.

The content in this curriculum design begins with defining the term "instructional design" and then addresses use of instructional design processes and models in the court system. Content that follows this introductory section includes an exploration of several instructional design models, learning style theories, and related information. Part of the content addresses an instructional design model recommended by the NASJE Curriculum Committee for use by judicial branch educators. Content is designed to highlight the value of the instructional design process and to encourage judicial branch educators to use an instructional design model.

3.1.1.2 Special Notes for Faculty:

The content in this design complements content to the entry-level curriculum design for faculty development [see Developing Faculty] but differs in some significant ways. The content in this design is not intended to develop judicial branch educators into faculty. It is instead to equip judicial branch educators with the knowledge to guide faculty members in designing courses that are as effective as possible, answer faculty questions about instructional design, and

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A significant amount of the ongoing development of judges and court personnel is accomplished through a variety of educational approaches implemented by judicial branch education departments. These approaches range from orientation courses to guide judges and court personnel as they begin their work with the courts to continuing education courses that enhance performance during their careers. Understanding all of the relevant components needed to create a robust, career-long set of educational experiences for judges and court personnel leads to more effective design and delivery of education to meet the full range of judicial and administrative needs.

The focus of this curriculum design is to explore judicial branch education with regard to its role in developing the human resources (the people, the intellectual capital) of the courts. Content includes (a) the genesis, evolution, and development of judicial branch education, (b) the array of educational approaches a judicial branch education department may utilize, and (c) ideas for potential collaboration between judicial branch education departments and other groups or organizations, including human resources departments, to support the ongoing development of the human resources of the courts.

8.1.1.2 Special Notes for Faculty:

Because judicial branch education departments differ in many ways from state to state, this curriculum design offers some generalities that a faculty member may use in developing and delivering a course on development of the human resources of the courts. For a national or regional course developed from this curriculum design, faculty may find it useful to assess some of the differences represented by participants and incorporate notable effects those differences may make in the day-to-day work of participants. For a local course, faculty, in mentioning the possible variables, should gather and focus on the local environment, history, and structure.

This curriculum design begins with an overview of the development of the intellectual capital of the judicial branch and includes the role of education and its history. This content is not meant to provide judicial branch educators with a history lesson or to state the obvious, but is to provide an understanding of judicial branch education, outside what may exist locally, and to serve as a background for discussing what often began as informal peer-to-peer educational efforts that later evolved into formal judicial branch education departments. Due to the differences from state to state in how judicial branch education began and has changed over time, this history is generalized and is simply an overview.

Part of this curriculum design includes a small segment on working with human resources departments.   This segment may be relevant for some groups of participants and not others. The learning objectives and content for this

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segment occur after the more significant aspects of this design and may be shortened if faculty deems it appropriate. Due in part to the genesis of education in the courts, usually training of judges, responsibility for judicial branch education at the state level generally resides in a separate, discrete department or division in an administrative office of the courts, a university, an association, or other organization. In local courts, judicial branch education may be a separate department or it may be part of the human resources department. In the private sector and in some public sector environments, responsibility for education in the organization usually resides within a human resources department. Individuals new to the judicial branch education department or division will benefit from an understanding of how their roles are different from and often complementary to those in human resources departments. Judicial branch education and human resources departments generally share responsibility for education of court personnel.

Whether independent or part of a human resources department, judicial branch education has a close working relationship with human resources activities, planning, and processes, as they relate to the development of individuals and the organization. Two important interdependent responsibilities of the judicial branch education department and the human resources department are interest in and responsibility for both professional development and succession management. Given these shared areas of responsibility, there are some opportunities for partnerships between these two departments.

Some aspects of this curriculum design, such as knowledge management, learning organizations, and organizational development, are explored in greater detail in the NASJE curriculum designs for leadership [see Judicial Branch Education – Leadership Potential and Judicial Branch Education – Leadership in Action]. These topics are included in this design as an introduction and overview only.

The content outline is divided into two parts. The two parts are to assist faculty in first addressing how the history of judicial branch education affects current work [I – Basics for the Judicial Branch Educator] and then in addressing the specific content of how judicial branch education develops the human resources of the courts [II – The Potential Impact of Judicial Branch Education]. The headings from A through F are consecutive/continuous throughout to assist faculty in referencing specific areas of faculty resources and participant activities.

The Curriculum Committee believes that issues of diversity and fairness, ethics, and technology are viable and valuable considerations to be incorporated into courses developed from NASJE curriculum designs. After reviewing the entry-level curriculum design for human resource management, faculty should address these areas as appropriate for a specific course. In addition to how these issues

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are already incorporated into this curriculum design, additional content could include:

- o Diversity and Fairness: The importance of addressing diversity and fairness in courses (e.g., incorporating diversity and fairness into substantive courses, offering courses that deal specifically with diversity issues, dealing with implicit bias); ensuring cultural competency among judges and court personnel; relevance of diversity and cultural competency in establishing and maintaining public trust and confidence.
- o Ethics: The need for balancing fiscal and human resources to provide education for both judges and court personnel; objectivity in choosing individuals or groups to participate in educational opportunities.
- o Technology: Use of technology to support new and varied educational delivery mechanisms to ensure access for learners at all locations.

8.1.1.3 Participant Learning Objectives:

(These are statements of what participants can say and/or do to demonstrate learning while participating in a course designed from this content. Learning objectives are directly related to selection of content for this curriculum design. Learning objectives are listed in order of importance or in a logical progression in both the "in general" and "for the individual situation" sections. Faculty is encouraged to use learning objectives from both areas. Included with this curriculum design are participant activity suggestions for each learning objective.)

As a result of this education, participants will be able to:

In General:

1. Discuss the evolution, unique role, and organizational position of education in the judicial branch.*

2. Describe the key goals of judicial branch education.

3. List the benefits and limitations of various approaches to learning, both formal and informal.

4. Define professional development and succession management and explain their relationship to judicial branch education.

5. Compare and contrast professional development and succession management.

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* The basis of this learning objective is from Competency Area 1, Governance: Roles, Responsibilities, Structures, and Functions of Boards, Advisory and Planning Committees, and is addressed here only as it overlaps with Developing Human Resources.

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6. Identify strategies to establish supportive and complementary roles with human resources departments or divisions.

For the Individual Situation:

7. Assess the approaches to learning used by the judicial branch education department at the state or local level and identify potential areas for enhancement or improvement.

8. Identify local opportunities for collaboration between the judicial branch education department and other entities, including the human resources department.

8.1.1.4 Educational Content:

(This is an outline of content to be included in courses developed from this curriculum design. Each area of content is annotated with the bracketed number of the learning objective it supports. The information in parentheses after key headings of the outline provides faculty with the overarching question the heading is designed to address.)

I. Basics for the Judicial Branch Educator

A. Foundations of Education in the Judicial Branch **[1]** *(how do the role, origins and sources for education in the courts help explain the ongoing work of developing the intellectual capital of the judicial branch)* [see 8.1.2.1 Working with the Human Resources of an Organization, pg. 35]

    a. Developing individuals in the judicial role

        i. Pre-bench education and/or experience *(what is the basis for the professional development of judges)*

            1. Some states require that judges have a juris doctorate degree; in some states, limited jurisdiction judges are not required to have a law degree

                a. Law-trained judges

                    i. Education for becoming an attorney is post graduate and is focused on substantive law, core fields of the law, and how to think like an attorney

                    ii. Primary education concerns include being able to structure convincing, rational arguments, taking one side of a legal question or issue and advocating for it, as well as defending it from counter positions

                    iii. In the United States there is no university-based path to becoming a judge; although a masters degree is

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offered through the National Judicial College that is usually for experienced judges

    iv. Development for judges is focused on the role of being a neutral party, proper and timely court procedure, and possibly on unfamiliar areas of the law (e.g., e-discovery or intellectual property)

b. Non-law trained individuals who become limited jurisdiction judges in some states come from varied backgrounds; their development is focused on substantive areas of the law, the judicial role, and proper and timely court procedure

c. Depending on the state and the jurisdiction, judges may run for popular election or they may be appointed after undergoing a series of interviews with the appointing authority; differences in how an individual came to the position may impact his or her professional development needs

ii. Education as part of professional development for judges

    1. Reasons for judicial education – ensures ongoing competency, promotes consistency when appropriate, and ensures the public of fair, impartial, and just treatment

        a. New judges

            i. Are generally not familiar with the specifics and the nuances of the roles and responsibilities of being a judge

                1. Even if coming from the practice of law, not all have courtroom experience; for example some may have been law school faculty or an attorney for a business

                2. Even if practicing law in the courtroom, the role of a judge is considerably different from that of a trial lawyer

                3. Some judges may have come from other professions; more than half of the states allow non-lawyers to serve as judges in limited jurisdiction courts

      ii. Need to understand the concept of judicial independence

     iii. Need to be familiar with administrative issues, such as vision, mission, and strategic plan for the state court system

     iv. Primary educational concerns include transition to the bench, ethics, access to justice, public trust and confidence, substantive areas of the law, judicial demeanor, caseflow management, use of technology, etc.

  b. Experienced judges

      i. Judges changing assignment are not always familiar with the area of the law to which they are assigned; even if they are attorneys, they typically had an area of specialization (civil law, criminal law defense or prosecution, etc.) that may not have prepared them for the array of assignments they will have during their careers; in addition the isolation of judges in their work creates a need for education to develop and maintain uniform practices where appropriate

     ii. Laws and legal procedures change over time

     iii. Certain content areas continue to be relevant and contribute to a judge's professional development, such as ethics, judicial writing, communication skills, etc.

2. History of education for judges – an overview

  a. Education was often instituted by experienced judges who recognized the educational need and took responsibility for developing and delivering an orientation for new judges; courses were documented as early as the 1950s; some judges assumed mentoring roles for new judges

  b. In some instances experienced judges instituted orientation for judges changing assignment. This tradition of judges teaching judges began early out of necessity

3. Education for judges at the local court level

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  a. Education often began when experienced judges began to offer local courses and serve as informal mentors for new judges and for judges changing assignment; focus was often on local court practices

  b. Over time, education in some courts has grown to provide a full array of educational opportunities for judges

4. Education for judges at the state level

  a. Education for judges often originated when a few judges recognized the need for education for new judicial officers that included some statewide perspectives as well as a consistent introduction to substantive areas of the law

  b. In many states, education for judges grew to address the needs of experienced judges; expansion of courses often created the need for administrative support, which gave rise to judicial education departments in administrative offices of the courts or other oversight organizations

  c. Many state judges associations now offer judicial education and often have administrative support for those services

5. Education for judges at the national level

  a. Due to a lack of sources and resources for judicial education at the local and state levels, especially in the early years, some judges recognized the need for national programs to address transition to the bench and substantive areas of the law; two examples include the National Judicial College (NJC) and the National Council of Juvenile and Family Court Judges (NCJFCJ)

  b. In addition, the American Bar Association, several national judges associations, a few universities, and a few independent organizations now offer education for judges

b. Developing individuals in court personnel roles

 i. Former education and/or experience *(what is the basis for the professional development of court personnel)*

  1. Employees from outside the courts

   a. Some individuals who begin employment in the courts have formal education and/or

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experience in specialty areas, such as finance, human resources, information technology

      b. Some individuals have formal education and/or experience as managers or supervisors in other public or private sector organizations

      c. Primary educational concerns may be the unique environment of the courts

2. Employees already in the courts

      a. Some individuals have been working in the courts their entire careers, and may or may not have formal education; some may have been promoted into new positions and have learned on the job

      b. Primary educational concerns may be a new role and responsibilities

ii. Education as part of professional development for court personnel

1. Reasons for court personnel education

      a. New court personnel

          i. The courts represent a unique environment, which entails a high degree of public trust; therefore, the pre-court education or experience of new personnel must be supplemented with training in the ethics and responsibilities required of those performing the court's functions

          ii. Pre-employment education for some court positions or jobs, such as courtroom clerk, is limited and/or unavailable locally

          iii. Primary educational concerns include the court environment, public service and customer service, ethics, public trust and confidence, confidentiality, caseflow management, the ever-changing use of technology, as well as the specific duties and responsibilities of the job

      b. Experienced court personnel

          i. Transfers and promotions often require new, expanded competencies to meet the demands of the job

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ii. Technology, processes, and procedures, etc. change over time

iii. Education contributes to job satisfaction

iv. Certain content areas continue to be relevant and contribute to the professional development of court personnel, such as communication and interpersonal skills, teamwork and teambuilding, etc.

2. History of education for court personnel – an overview
   a. Education often grew from recognition that court personnel are the first point of contact for the public
   b. Education was often the result of court administrators, clerks, judges, etc. recognizing the need to educate those new to their role regarding the unique nature and environment of the courts
   c. Court personnel education became a formalized system in the mid-1980s, after judicial education was relatively well established
   d. The tradition of administrators teaching administrators was evident from the beginning

3. Education for court personnel at the local level
   a. Often originated as an orientation for new personnel
   b. Often included information on public service, customer service, as well as an explanation of the local court structure
   c. In some courts, education has grown into a full array of educational opportunities for court personnel

4. Education for court personnel at the state level
   a. Often the processes, procedures, and administrative support already in place for the education of judges were seen as a logical structure to support the education of court personnel; the result in some states was a change in name from judicial education to judicial branch education
   b. A few colleges and universities offer education for some court positions

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      c. Currently, many judicial branch education departments have formed partnerships with local community colleges and universities to offer education for court personnel, sometimes for credit, to expand educational opportunities

      d. In addition, many state-level associations offer education for court personnel

  5. Education for court personnel at the national level

      a. Several national providers began to offer education for court personnel; an example is the Institute for Court Management (ICM), which is part of the National Center for State Courts

      b. Later, some universities began to offer courses at the national level; an example is Michigan State University

      c. In addition, national court-related associations offer education for some court personnel positions; examples include the National Association for State Judicial Educators (NASJE) and the National Association for Court Management (NACM)

c. Judicial branch education *(what remains the same and what has changed from the early efforts)*

    i. Judges teaching judges and administrators teaching administrators are still the norm because the work is unique to those in the court system in both its nature and environment

    ii. As the work has become more complex, experts serving as faculty from fields outside the courts have become commonplace; examples include communications experts addressing working with the media, childhood development experts discussing how children change over time, etc.

    iii. As effectiveness became a greater concern, shared educational practices appeared among judicial branch education providers, such as use of the Kolb Learning Cycle, introduced nationally through the Leadership Institute in Judicial Education (LIJE) initiated in the late 1980s

    iv. Almost three-fourths of the states have some form of educational requirements for judges and court personnel

B. Evolution of Judicial Branch Education Departments *(what have formalized departments or divisions added and what organizational structures have developed to support judicial branch education)*

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a. The new dimension *(what have judicial branch education departments added to educational practices in the courts)*
   i. Administration for education in the courts to ensure ongoing support for increasing demand for educational activities
      1. Organization and support of programs and courses – need for administrative support for previously ad hoc activity
      2. Management of a budget – need for dedicated funding to ensure support for educational activity
      3. Ongoing process for education – need for a system to ensure course availability on an ongoing basis
   ii. Educational foundations or fundamentals to ensure learning is taking place
      1. Education principles – increased use of public funds highlighted the need to ensure that courses were educationally sound and effective in improving knowledge, skills, abilities, and attitudes
      2. Adult education principles – increased dedication of time and funding as well as the involvement of educators highlighted the need for assurance that courses were responsive to adult learners
      3. Instructional design processes – expanding systematic offerings highlighted the need for design processes that are accepted in the field of education, including assessing needs and evaluating the courses
   iii. Faculty development to ensure faculty effectiveness
      1. Teaching skills – ongoing educational activity called for assurance that faculty had the skills necessary to impart new knowledge, skills, and abilities to adult learners; in addition to the desire to teach, faculty needed to learn the processes and models of education
      2. Instructional design skills – faculty, who generally have other full-time responsibilities, need guidance with, assistance in, and models for designing effective courses
   iv. Varied delivery mechanisms to expand opportunities to access education
      1. Traditional conferences, seminars, workshops
      2. Distance delivery – videoconferences, broadcasts, computer and internet based courses, etc.
b. Infrastructure for education in the courts *(what supports the work)* [These structures are explored in more detail in the entry-level curriculum design for NASJE Core Competency Area 1, Governance:

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[Roles, Responsibilities, Structures, and Functions of Boards, and Advisory and Planning Committees]

    i. Administrative organizations to provide authority for and lend credibility to the work
- 1. Administrative offices of the courts
- 2. Universities
- 3. Associations
- 4. Local courts
- 5. Other

    ii. Oversight or policy committees to establish overarching educational practices
- 1. Governance committees – to set educational standards and make policy decisions
- 2. Advisory committees – to represent the needs of certain target audiences
- 3. Curriculum committees – to develop overarching education plans for specific audiences
- 4. Program committees – to assist in determining high-level content, locations, associated activities
- 5. Course specific committees – to assist in assessing needs, identifying content details, selecting faculty, etc.

    iii. A professional association (NASJE) to promote networking and provide support for judicial branch education
- 1. Established in 1975
  - a. Focus of the 14 founding members was on producing education for judges
  - b. Members' primary interest was in networking
- 2. Has grown into an international organization with more than 150 members
  - a. Focus of members is on education for judges and court personnel
  - b. Association fosters networking and professional education for judicial branch educators
  - c. Members include attorneys, educators, education technology specialists, etc.
  - d. Organizations represented include local courts, state judicial education departments, national providers, and providers from other countries

    iv. National support to foster continuing judicial branch education and professional development
- 1. State Justice Institute – grants that include support for judicial branch education efforts

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2. JERITT (Judicial Education Reference and Information Technical Transfer) – information sharing, databases, and publications about judicial branch education issues, topics, and practices
3. National Center for State Courts and its Institute for Court Management – model courses, faculty development, websites, and publications
4. National Judicial College – model courses, faculty development, websites, and publications
5. Former organizations contributing to the development of judicial branch education include: the Judicial Education Adult Education Project (JEAEP) at the University of Georgia, which facilitated the link between judicial education with adult education principles and professionals; the Leadership Institute in Judicial Education, originally based at Appalachian State University and subsequently at the University of Memphis, which facilitated the link between judicial branch education, the Kolb Learning Cycle, and various theorists and practices to support development of state efforts

II. The Potential Impact of Judicial Branch Education

C. Fundamentals of Current Judicial Branch Education **[2]**
    a. Goals and results of education in the courts *(why is it important and what does it achieve)*
        i. Goals [see 8.1.2.2 Goals for What We Do, pg. 37] – a synopsis:
            1. Goals of education – to create positive change
            2. Goals of adult education – to foster development
            3. Goals of judicial branch education – to enhance the performance of the judicial system as a whole by continuously improving the personal and professional competence of all persons performing judicial branch functions
            4. Goals for judicial branch educators – to create opportunities for professional growth of judges and court personnel
        ii. Outcomes of the work
            1. Enhances individual and collective competence
                a. Leads to effective procedures and practices
                b. Promotes ethics

       c. Provides court-specific content and perspectives

2. Supports public trust and confidence
   a. Contributes to ensuring access
   b. Reduces bias and prejudice
   c. Leads to consistent processes and procedures
3. Fosters court-wide development
   a. Encourages institutional identity
   b. Establishes shared values and goals
   c. Addresses accountability
   d. Promotes mission, vision, and strategic plans
   e. Improves administration
   f. Introduces and fosters effective change
   g. Fosters networking and sharing ideas
   h. Promotes the importance of a diverse workforce
4. Promotes fair administration of justice

b. Definitions and relationships that apply to education in the courts *(how are the following terms relevant and different; how are they interdependent)* [see 8.1.2.3 Definitions and Relationships, pg. 39]

    i. Education – activities or experiences that have a formative effect on the mind, character, and/or physical capability of an individual; includes training and is part of professional development

    ii. Training – instruction directed toward development of practical skills for specific tasks; a subset of education

    iii. Professional development – improvement of an individual's skills and expertise in order to succeed in a certain profession and to achieve career advancement; may include, but is not limited to, education

    iv. Succession management – a process to identify and develop individuals in an organization to fill key positions, and is achieved through structured education and professional development

    v. Intellectual capital **–** an organization's combined human capability for achieving an organization's goals and for solving problems; it is inherent in people and cannot be owned by an organization

D. Ongoing Development of the Intellectual Capital of the Courts **[3]** *(what are some approaches to learning)*

    a. Formal learning – intentional learning in a planned or structured educational activity; may include education in a group (such as plenary sessions, seminars, workshops, or participating with a group in viewing a broadcast) or in an individual situation (such as

listening to a podcast, or working with a coach or mentor); the approaches used by judicial branch education may include:

    i. Orientation – activities to familiarize individuals with their new environment and their new responsibilities; addresses the processes of assimilation and acculturation

        1. Orientation for judges may be a single event or a series of events; content may include:

            a. New role and expectations – a new adjudicator will need to interpret the law, assess evidence and/or testimony, oversee appropriate process and procedure, manage the courtroom (including courtroom safety), provide an independent and impartial assessment of the facts, and apply the law to those facts; a shift of focus toward serving the public

            b. Ethical issues – new considerations, e.g., issues under Codes of Judicial Conduct, such as ex parte communication, conflicts of interest, election campaign rules, etc.

            c. Local and state perspective – part of both the local and statewide judicial system; vision, mission, and strategic plan of the state court system or local court

            d. Access, fairness, and diversity – cultural competency, human rights, diverse populations (gender, age, religion, ethnicity, race, sexual orientation, language, etc.)

            e. Substantive areas of the law – criminal, civil, juvenile, family, etc.

            f. General judicial topics – judicial demeanor, decision-making strategies, courtroom management, caseflow management, settlement strategies, judicial writing, dealing with the media, use of interpreters, working with self-represented litigants, stress management, etc.

            g. Introduction to court technology systems and resources for support

            h. Resources for judges – opportunities for a mentor, access to publications and websites, educational opportunities and expectations, etc.

            i. Beyond judging – future opportunities to serve on committees and commissions, to become

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judicial faculty, to participate in court outreach, to serve as a mentor to other judges, etc.

2. Orientation for court personnel may be a single event or a series of events; it may be partially sponsored at both the state and local court level; content may include:
   a. Public sector or public service perspective
   b. Environment of the courts – focus on public service, fair and impartial treatment of court users, bifurcated roles of judges and administrators
   c. Generalized roles and responsibilities – ethics and code of conduct, confidentiality, legal information vs. legal advice, etc.
   d. Vision, mission, and strategic plan of state court system and/or local court
   e. Organizational structures – court system and court departments
   f. Specifics of the position or job
   g. Employee benefits
   h. Resources for personnel – websites, procedure manuals, opportunities for a mentor, educational opportunities and expectations, etc.

3. Benefits of comprehensive orientation
   a. Engages individuals very early in their tenure
   b. Informs individuals of their new role in the court environment
   c. Provides an opportunity for both a local and a larger statewide perspective
   d. Lays a foundation for role or job expectations
   e. Reduces the anxiety of being new; may make individuals feel connected and valued

4. Limitations of orientation
   a. Participants are often overwhelmed with new information
   b. Limited time for orientation may restrict full discussion of all areas of content
   c. Content is sometimes not connected to the realities of the work (e.g. overcrowded courts, limited resources, working with self-represented litigants, etc.)

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ii. Training – instruction directed toward development of practical skills for specific tasks (e.g., processes and procedures, use of technology); a subset of education

1. Benefits of training
   a. Focuses on the specifics of performing a certain task
   b. Helps the individual understand the level of work expected
2. Limitations of training
   a. Sometimes limits the perspective of the individual to the specific role or task without consideration of the environment and how the task relates to other functions, etc.
   b. Sometimes fails to address related and relevant attitudes, values, and abilities required to fulfill a role or perform a job well

iii. Continuing education – educational activities to continually enhance job performance and bring participants up to date, including content to address knowledge, skills, abilities, reasoning, and judgment (e.g., role or job-specific content, ethics, access and fairness, legislative updates, etc.)

1. Benefits of continuing education
   a. Provides ongoing opportunities for learners to remain up to date
   b. Offers opportunities to remain abreast of societal changes, public expectations, and the effects of change on the law and on courts
   c. Enhances job performance
   d. Keeps individuals engaged in learning as an activity
2. Limitations of continuing education
   a. Time and fiscal constraints may make it difficult to address all educational needs; often there is too little transfer of learning from course to court or courtroom
   b. Not everyone who needs the content participates or is able to participate

iv. Corrective education – activities directed at assisting an individual or group to develop skills and abilities found to be lacking in job performance; often identified as a result of complaints and/or observation

1. Benefits of corrective education
   a. Enables education to focus specifically on an identified educational need

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b. Provides an opportunity for learners to make specific, focused changes

2. Limitations of corrective education

a. Sometimes learners are directed to attend, thus their motivation to learn may be low

b. Design and content may fail to incorporate environmental or administrative issues that may negatively impact performance

v. Coaching – generally an informal, short-term relationship between a less experienced individual and a more experienced or knowledgeable individual to develop or improve a specific skill(s) of the less experienced individual

1. Benefits of coaching

a. Provides direct, one-to-one assistance to learners

b. Is narrowly focused so improvement is relatively easy to assess

2. Limitations of coaching

a. Is generally of short duration so it may not fully address performance issues

b. Often lacks follow-up to ensure positive results

c. Identifying an effective coach may be difficult

vi. Mentoring – generally a formalized relationship or partnership between a less experienced individual and a more experienced or knowledgeable individual, lasting for an extended time, to improve the overall performance of the less experienced individual; may include planned shadowing or observing the more experienced individual

1. Benefits of mentoring

a. Offers a long-lasting and supportive learning opportunity

b. Provides one-to-one support and specific, real-world education for the learner

c. Develops trust between the mentor and the less experienced individual, which often leads to acceptance of guidance or correction

2. Limitations of mentoring

a. Time limitations may inhibit the potential benefits

b. To be most effective, mentoring requires training and administrative support

vii. Directed reading – activity that informs individuals through a self-paced review of text (such as a bench book or a procedure manual)

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        1. Benefits of directed reading
           a. Provides learners a self-paced learning opportunity
           b. Text may be referenced as needed
        2. Limitations of directed reading
           a. Not all learners are suited for this type of learning
           b. No opportunity for learner to test use of new information and receive feedback before applying the learning

viii. Education for development – activities to broaden the perspective and capacities of individuals: to enhance their skills and abilities, to change their attitudes or feelings, to prepare them for more complex levels of work (e.g., faculty development, leadership, communication, and interpersonal skills, etc.)

        1. Benefits of education for development
           a. Provides learners with a greater understanding of a bigger picture and expanded knowledge and abilities
           b. Prepares learners to assume greater levels of responsibility
           c. Contributes to succession management by preparing court personnel for enhanced roles
        2. Limitations of education for development
           a. Due to limitations of time and money, it is sometimes difficult to sponsor education that is not directly related to current work
           b. Sometimes individuals do not see the benefit of education that is not role or job-specific

ix. Self-directed learning – learning based on a plan that is developed (sometimes collaboratively) and is executed by the individual

        1. Benefits of self-directed learning
           a. Can be pursued at the learner's own pace
           b. May include a variety of learning experiences
           c. Ensures ownership by the learner
        2. Limitations of self-directed learning
           a. Difficult to measure value or quality of the educational experiences
           b. Difficult to assess the impact on the learner
           c. Individual may not participate

b. Informal learning – learning that takes place outside the formal or planned educational structure; approaches used by learners

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themselves, without a provider such as judicial branch education, although a provider may have generated the interest and encouraged informal learning approaches

    i.   Social learning – watching or hearing an individual and emulating his or her activity if it is successful and/or avoiding the approach if it is unsuccessful

        1. Benefits – possibilities abound for all learners

        2. Limitations – what is learned may not be the best or only way

    ii. Self-directed reading – reading chosen by the individual without guidance or direction

        1. Benefits – content is chosen by the learner, who will be more motivated to learn

        2. Limitations – may not be the best or only resource for learning

    iii. Trial and error – trying new approaches and learning from both successes and failures

        1. Benefits – directly relevant to learner's performance and is likely to be remembered

        2. Limitations – often not documented or shared with others

E. The Future of Judicial Branch Education *(what are some possibilities)*

    a. Partnerships with colleges, universities, and law schools – to expand educational opportunities for judges and court personnel through both face-to-face education and electronic delivery; to access professional faculty, curriculum designers, print publishers, and education developers who have subject matter expertise in education and preferably in the judicial system

        i. Judges – universities and law schools can be partners in offering education on childhood development, adult development, genetic research, etc.

        ii. Court personnel – colleges and universities can be partners in offering education on the criminal justice system, management and supervision, court administration, etc.

    b. Partnerships with national providers – to bring a national perspective and new resources to the state or local court level

        i. National providers have access to a wide array of faculty on a wide range of content

        ii. National provider courses offered at the local and state level provide additional, nearby educational opportunities for judges and court personnel at a lower cost in time and money than would be required to attend out-of-state courses

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      iii. National providers often offer more comprehensive, in-depth focus on a specific topic than is offered at the state or local level

c. Partnerships between state and/or local court judicial branch education departments – to reap benefits of combined resources

      i. Partnerships generate new educational opportunities for a significant number of judges and court personnel

         1. Sharing the expertise of faculty

         2. Sharing the cost of program expenses

         3. Sharing education technology to deliver education

         4. Sharing staff expertise and resources

      ii. Partnership programs could create new networking possibilities for judges and court personnel in different locations

d. Expansion of delivery mechanisms – to provide additional access to education for judges and court personnel through electronic delivery

      i. Electronic delivery of education may initially incur costs in time and money; however, over time it often reduces the time and expense of participation for judges and court personnel, i.e., less travel time and cost for the individual, shorter time away from the court, and lower local court expenditures

      ii. Electronic delivery of education may open opportunities for: increased participation due to the time and money saved; partnerships with other states or localities to take advantage of cost savings by sharing electronic resources

e. Curriculum development – to ensure that judges and court personnel have an overarching education plan for their professions and work

      i. A curriculum for judges and court personnel will ensure ongoing education throughout their careers

      ii. Curriculum-based planning will complement existing event-based planning

f. Organizational development – to contribute to an organization-wide effort for systemic change to improve organizational performance and effectiveness; judicial branch education may have a leadership role in establishing:

      i. Knowledge management – strategies and processes used by an organization to identify, capture, and share intellectual capital (knowledge) [see 8.1.2.4 Knowledge Management, pg. 42]

         1. Technology-based approaches

         2. Human-based approaches

    ii. Learning organization – an organization that continually evolves and increases effectiveness through a series of five factors [see 8.1.2.5 Learning Organization, pg. 44] and involving the following:
        1. Learning from the community, from mistakes, and from innovations
        2. Creating a culture to foster continual learning throughout the organization
        3. Valuing individual contributions
        4. Disseminating new knowledge throughout the organization

g. Partnerships with court human resources departments **[6]** [see 8.1.2.1 Working with the Human Resources of an Organization, pg. 35 and 8.1.2.6 Roles and Goals of Human Resources Departments, pg. 46]
    i. Shared goals *(what are some common purposes of judicial branch education and human resources departments)*
        1. Goals for individuals
           a. Enabling individuals to perform effectively
           b. Retaining high-performing individuals
           c. Developing individuals to fulfill their roles and possibly to assume greater levels of responsibility
        2. Goals for both the individual and the organization – supporting the succession process
        3. Goals for the organization
           a. Developing and maintaining a highly qualified workforce
           b. Promoting organizational understanding of the value of a diverse workforce; developing a qualified diverse workforce
    ii. Partnership possibilities *(how can these two entities more effectively complement one another)*
        1. Professional development **[4] [5]** *(what role can education play)* [see 8.1.2.7 Professional Development, pg. 49]
           a. Definition – the improvement of the skills and expertise of an individual in order to succeed in a certain profession and to achieve career advancement through expanded work-related experiences, continuing education, etc.
           b. Partnership possibilities – judicial branch education departments and human resources departments can work together to:

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    i. Use job descriptions to develop curricula for court personnel

    ii. Establish career education tracks for court personnel

    iii. Identify current performance problems and issues and develop courses to specifically improve job performance of court personnel

    iv. Share expertise to develop content for court personnel and judges who oversee court staff, such as collecting information on key aspects of supervision and management, strategies for team-building, etc.

  2. Succession management **[4] [5]** *(what role can education play)* [see 8.1.2.8 Succession Management, pg. 52]

   a. Definition – a process to identify and develop people internal to an organization to fill key positions, achieved through a structured process of professional development

   b. Partnership possibilities – judicial branch education departments and human resources departments can work together to:

    i. Use job descriptions to develop curricula for court personnel

    ii. Identify and provide education regarding generalized skills and abilities to prepare individuals for assuming greater areas of responsibility

    iii. Identify and provide education for filling administrative positions vacated by experienced individuals

    iv. Develop knowledge profiles for various administrative positions [see 8.1.2.9 Knowledge Profile, pg. 55]

    v. Implement knowledge management processes

F. The Local Judicial Branch Education Environment **[7] [8]** *(what might be done locally to enhance the role of judicial branch education)*

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8.1.1.5 Resources for Faculty:

(This is a list of documents, reference materials, and other sources of information that faculty may find useful. In addition to the attached materials, links are provided to more detailed resources.)

NACM Core Competency on Human Resource Management
ICM Course on Human Resource Management, based on the NACM Core Competency

8.1.2.1 Working with the Human Resources of an Organization, pg. 35
8.1.2.2 Goals for What We Do, pg. 37
8.1.2.3 Definitions and Relationships, pg. 39
8.1.2.4 Knowledge Management, pg. 42
8.1.2.5 Learning Organization, pg. 44
8.1.2.6 Roles and Goals of Human Resources Departments, pg. 46
8.1.2.7 Professional Development, pg. 49
8.1.2.8 Succession Management, pg. 52
8.1.2.9 Knowledge Profile, pg. 55

8.1.1.6 Related Educational Areas:

(This is a list of content and/or contextual issues that are relevant to this educational area; faculty should be familiar with these areas and may wish to include or reference some of this material in courses developed from this curriculum design.)

Other relevant NASJE curriculum designs or curriculum-based courses:

Judicial Branch Education – Leadership Potential
Judicial Branch Education – Leadership in Action

Other relevant topics or educational areas:

Diversity/Fairness
Ethics
Technology

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8.1.1.7 Learning Objective, Resource, and Activity Chart

This chart is designed to show the relationship among learning objectives, certain faculty resources, and participant activities; faculty resources that are not directly linked to learning objectives are not referenced in this chart.

Learning Objective	Faculty Resource	Participant Activity
1. Discuss the evolution, unique role, and organizational position of education in the judicial branch.	8.1.2.1 Working with the Human Resources of an Organization, pg. 35	8.1.3.1 The Unique Position of Judicial Branch Education, pg. 59
2. Describe the role of judicial branch education in the development of human resources (judges and court personnel) in the justice system.	8.1.2.2 Goals for What We Do, pg. 37, and 8.1.2.6 Roles and Goals of Human Resources Departments, pg. 46	8.1.3.2 Judicial Branch Education Goals and Roles, pg. 61
3. List benefits and limitations of various approaches to learning, both formal and informal.	None	8.1.3.3 Benefits and Limitations of Approaches to Learning, pg. 63
4. Define professional development and succession management and their relationship to judicial branch education.	8.1.2.3 Definitions and Relationships, pg. 39; 8.1.2.7 Professional Development, pg. 49; and 8.1.2.8 Succession Management, 52	8.1.3.4 Professional Development, Succession Management, and Education, pg. 65
5. Compare and contrast professional	8.1.2.3 Definitions and Relationships, pg. 39;	8.1.3.5 Succession Management and

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development and succession management.	8.1.2.7 Professional Development, pg. 49; and 8.1.2.8 Succession Management, pg. 52	Professional Development, pg. 67
6. Identify strategies to establish supportive and complementary roles with human resources departments or divisions.	8.1.2.6 Roles and Goals of Human Resources Departments, pg. 46	8.1.3.6 Supportive and Complementary Roles, pg. 69
7. Assess the approaches to learning used by the judicial branch education department at the state or local level and identify potential areas for enhancement or improvement.	None	8.1.3.7 Local Educational Offerings, pg. 72
8. Identify local opportunities for collaboration between the judicial branch education department and other entities, including the human resources department.	8.1.2.2. Goals for What We Do, pg. 37; 8.1.2.3 Definitions and Relationships, pg. 39; 8.1.2.4 Knowledge Management, pg. 42; 8.1.2.6 Roles and Goals of Human Resources Departments, pg. 46; 8.1.2.7 Professional Development, pg. 49; and 8.1.2.8 Succession Management, pg. 52	8.1.3.8 Collaboration, pg. 75
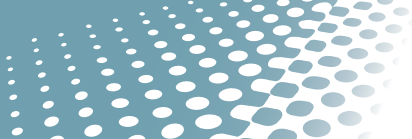
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Human Resource Management:
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Explanation of Faculty Resource

8.1.2.1 Working with the Human Resources of an Organization

Purpose of resource/document

The resource on the following page provides an abbreviated overview of two aspects of working with the human resources (the people) of an organization. The first aspect is Human Resource Management (HRM) – traditional, functional, transactional activities that focus on the individual and include education and training. The second aspect is Human Resource Development (HRD) – transformational activities that focus on the overall success of the organization, and include career development (which may include succession management), knowledge management, and a learning organization.

This resource provides (a) a basis for understanding how education and some education-related activities are generally considered a function of human resources departments, and (b) how education impacts both the development of individuals and the development of the organization. This curriculum design addresses education and training, which are parts of Human Resource Management (HRM), and career development (succession management), knowledge management, and a learning organization, which are parts of Human Resource Development (HRD).

Use of resource/document

This resource would be useful when introducing a course based on this curriculum design [see A, Foundations of Education in the Judicial Branch, pg. 10 in the curriculum design] and when discussing potential partnerships between human resources departments and judicial branch education departments [see E, The Future of Judicial Branch Education, subpart g, Partnerships with human resources departments, pg. 28 in the curriculum design].

This resource provides a snapshot of education as a traditional intervention in Human Resource Management (HRM), although the responsibility in the judicial branch may be outside a human resources department. When discussing potential partnerships between judicial branch education and human resources departments, this resource provides a framework for Human Resource Development (HRD) activities that are generally considered a function of human resources departments, but also involve and are affected by education.

Related documents or materials

None

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**Working with the
Human Resources of
an Organization**

**Human Resources Management
[HRM]**

Focus on Individuals

Administrative Function

**Traditional, Functional,
Transactional**

- Recruitment
- Job analysis
- Job classification
- Education & training
- Employee benefits
- Compensation
- Performance management

**Human Resources Development
[HRD]**

Focus on the Organization

Strategic Function

Transformational

- Career development
- Organizational performance
- Organizational development
- Organizational workforce
- Knowledge management
- Performance standards
- Structural realignment
- Learning organization

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Human Resource Management:
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Explanation of Faculty Resource

8.1.2.2 Goals for What We Do

Purpose of resource/document

This resource focuses judicial branch educators on their reason for being. It highlights the overall goals of education in general, of adult and judicial branch education, and some goals of judicial branch educators. This resource is the basis for the content in this curriculum design – to help judicial branch educators achieve these goals.

Use of resource/document

This resource would be useful when discussing the fundamentals of judicial branch education today [see C, Fundamentals of Current Judicial Branch Education Today, pg. 19 in the curriculum design].

Related documents or materials

Faculty resource
8.1.2.6 Roles and Goals of Human Resources Departments, pg. 46

Participant activities
8.1.3.2 Judicial Branch Education Goals and Roles, pg. 61
8.1.3.8 Collaboration, pg. 75

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Goals for What We Do

Goals of Education
1. Promote understanding, to enlighten, and to remove ignorance
2. Pass on knowledge from one generation to the next
3. Prepare learners for the future

Goals of Adult Education [based on Malcolm Knowles] for learners to:
1. Acquire a mature understanding of themselves
2. Develop an attitude of acceptance, love, and respect toward others
3. Develop a dynamic attitude toward life
4. React to the causes, not the symptoms, of behavior
5. Acquire the skills necessary to achieve the potentials of their personalities
6. Understand the essential values in the capital of human experience
7. Understand their society and be skillful in directing social change

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Goals of Judicial Branch Education [from the NASJE Principles and Standards, Preamble]
1. Help judicial branch personnel acquire the knowledge and skills required to perform their judicial branch responsibilities fairly, correctly, and efficiently
2. Help judicial branch personnel adhere to the highest standards of personal and official conduct
3. Help judicial branch personnel become leaders in service to their communities
4. Preserve the judicial system's fairness, integrity, and impartiality by eliminating bias and prejudice
5. Promote effective court practices and procedures
6. Improve the administration of justice
7. Ensure access to the justice system
8. Enhance public trust and confidence in the judicial branch

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Goals for Judicial Branch Educators
1. Create opportunities for individuals to become more proficient practitioners [Knowles]
2. Facilitate change in individuals, organizations, and society [Lewin]
3. Enhance the performance of the judicial system as a whole by continuously improving the personal and professional competence of all persons performing judicial branch functions [NASJE Principles and Standards]

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Human Resource Management:
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Explanation of Faculty Resource

8.1.2.3 Definitions and Relationships

Purpose of resource/document

This resource includes two documents: the first defines key terms and the second illustrates the relationship between the activities associated with each term. The resource highlights key aspects of the role judicial branch education plays in the courts and also illustrates its relationship to other organizational activities that impact the human resources of the courts.

NOTE: Professional development and succession management are further defined and illustrated in other faculty resources.

Use of resource/document

This resource would be effective when defining key terms for judicial branch educators [see C, Fundamentals of Current Judicial Branch Education, subpart b, Definitions and relationships that apply to education in the courts, pg. 20 in the curriculum design].

Related documents or materials

Faculty resources
8.1.2.7 Professional Development, pg. 49
8.1.2.8 Succession Management, pg. 52

Participant activity
8.1.3.4 Professional Development, Succession Management, and Education,
       pg. 65
8.1.3.5 Succession Management and Professional Development, pg. 67
8.1.3.8 Collaboration, pg. 75

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Definitions and Relationships

Intellectual Capital – an organization's combined human capability for achieving an organization's goals and for solving problems; it is inherent in people and cannot be owned by an organization

> *Intellectual capital is a term that involves everyone in an organization; all of the following activities take place within that framework*

Professional Development – improvement of an individual's skills and expertise to achieve professional success and career advancement; achieved through expanded work-related experiences, continuing education, internships or apprenticeships, working with a mentor or coach, sabbatical research, etc.

> *Professional development is focused on each individual and his or her needs; it can exist outside of succession management, but succession management cannot take place without professional development. Professional development includes education, but is not limited to it.*

Education – activities or experiences that have a formative effect on the mind, character, and/or physical ability of an individual; enhancing an individual's knowledge, judgment, reasoning, and wisdom; may be formal or informal.

> *Judicial branch education (orientation, continuing education, or corrective education, etc.) contributes to an individual's professional development.*

Training – instruction directed toward development of practical skills for specific tasks. Although sometimes used interchangeably with the word education, training is a subset of education.

> *Training is an important part of education, but is only a subset.*

Succession Management – a process to identify and develop people in an organization to fill key positions, achieved through a structured professional development process.

> *Succession management is an organizational activity that not everyone in the organization will experience. It will involve those selected or accepted for advancement through an organizational process.*

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Human Resource Management:
The Evolving Role of Education in the Judicial Branch
Definitions and Relationships

Intellectual Capital of the Courts

Professional Development

Education

Training

Succession Management
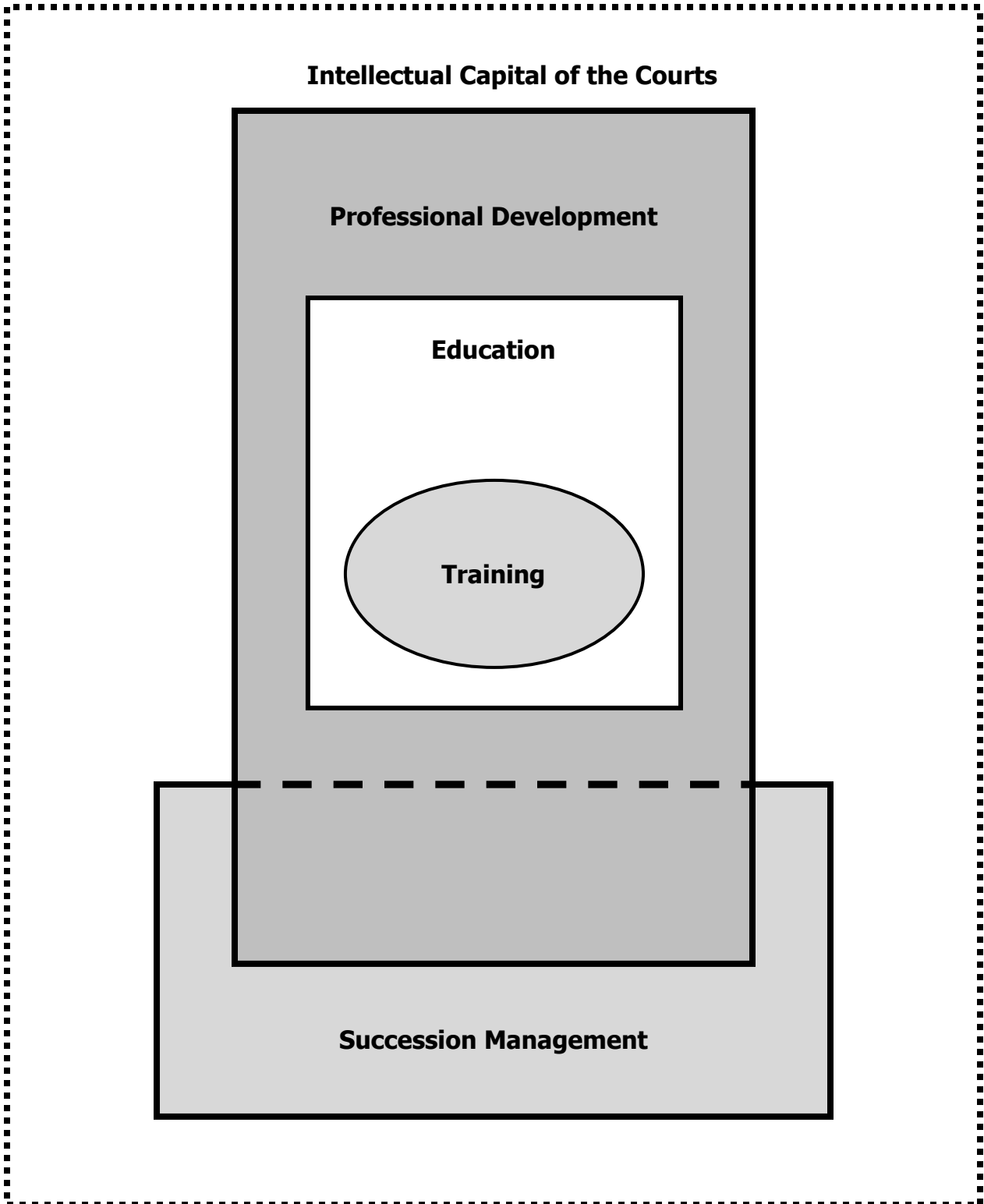
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Human Resource Management:
The Evolving Role of Education in the Judicial Branch

Explanation of Faculty Resource

8.1.2.4 Knowledge Management

Purpose of resource/document

This document illustrates for judicial educators how the potential loss of knowledge and wisdom in a court through retirement or attrition may be reduced by technology-based and human-based systems – a simplified approach to knowledge management. Knowledge management is more thoroughly explored in the NASJE experienced-level curriculum design for leadership [see Judicial Branch Education – Leadership in Action]. Knowledge management is an area in which judicial branch education can play a significant role.

Use of resource/document

This resource would be useful when discussing possibilities for the future of judicial branch education [see E, The Future of Judicial Branch Education, subpart f, Organizational development, pg. 27 in the curriculum design].

Related documents or materials

Faculty resource
8.1.2.5 Learning Organization, pg. 44

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Human Resource Management:
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Knowledge Management

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                    ┌─────────────────────┐
                    │   Individual and    │
                    │       Group         │
                    │   Knowledge and     │
                    │      Wisdom         │
                    └─────────────────────┘
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Technology-Based Systems Capturing Explicit Knowledge	Human-Based Systems Capturing Tacit Knowledge
Knowledge Collection and Documentation or Storage	Team Learning, Shared Work, Trial and Error, Discovery
Knowledge Sharing: Access and Use by Individuals and Groups in the Organization	Organization-Sponsored Knowledge Sharing Between Experienced and Less Experienced Individuals
New Knowledge Created by Individuals in the Organization and Added to Existing Collection	Individual Activity to Solicit Knowledge from Individuals and Sharing It Throughout the Organization

Loss of Individual and Group Knowledge and Wisdom Through Retirement and Attrition

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Human Resource Management:
The Evolving Role of Education in the Judicial Branch

Explanation of Faculty Resource

8.1.2.5 Learning Organization

Purpose of resource/document

This document provides judicial branch educators with a high-level overview of what constitutes a learning organization. Learning organizations are generally considered a desirable goal for the courts, and achieving that goal is more complex than the illustration provided. It can, however, begin with knowledge management [see 8.1.2.4 Knowledge Management, pg. 42] and with judicial branch educators understanding the relationship between knowledge management and a learning organization.

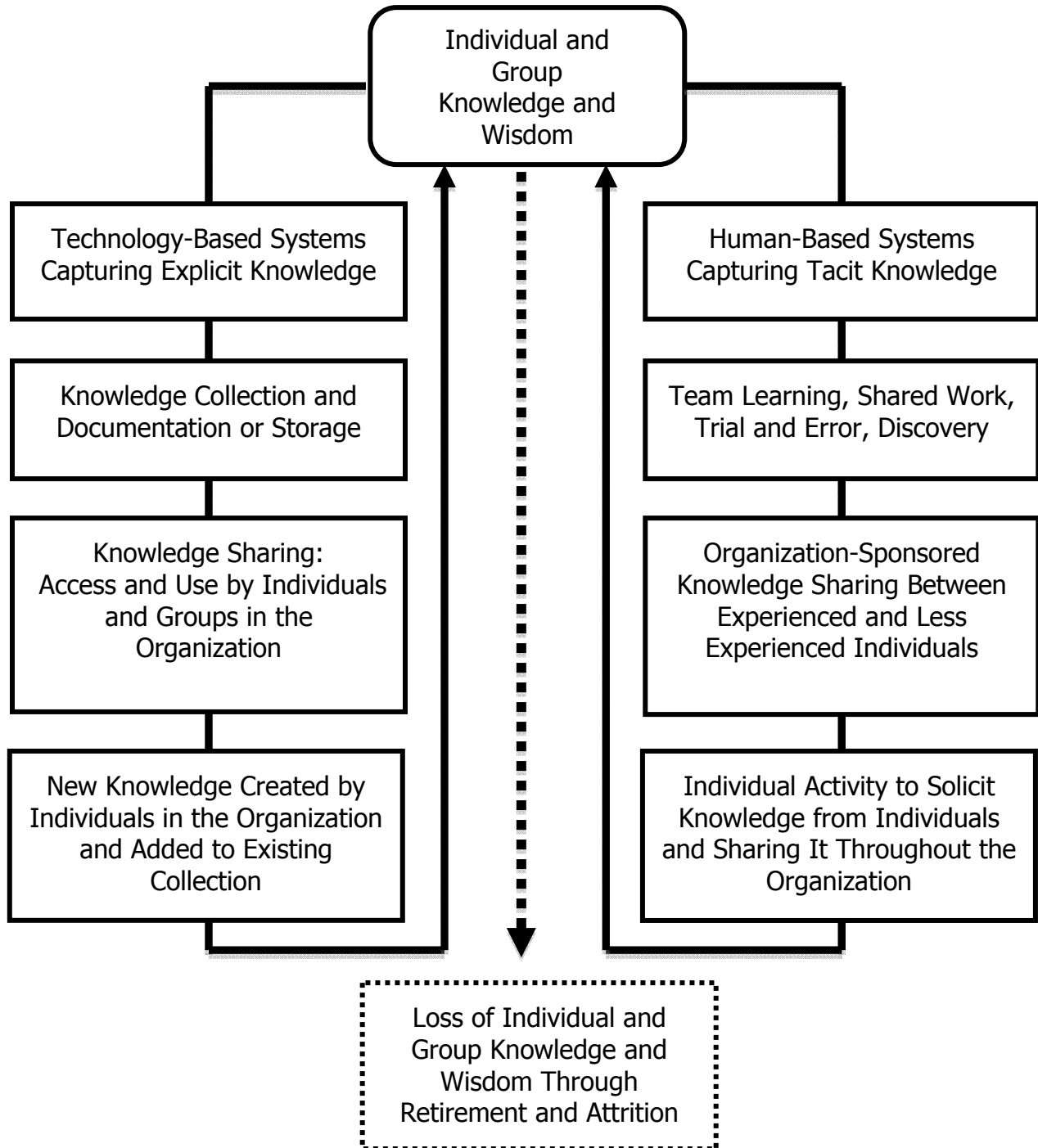**Use of resource/document**

This resource would be effective when discussing possibilities for the future of judicial branch education [see E, The Future of Judicial Branch Education, subpart f, ii, Learning organization, pg. 28 in the curriculum design].

Related documents or materials

Faculty resource
8.1.2.4 Knowledge Management, pg. 42

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Human Resource Management:
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Learning Organization

Systems Thinking
Ongoing assessment and measurement of the performance of the organization as a whole and of its various components; learning from the past and from the community; involving all parts of the organization in making changes and improvements

Team or Group Learning
An accumulation of individual learning shared among individuals, often using knowledge management strategies, which allow creation, acquisition, dissemination, and implementation of knowledge throughout the organization

Learning Organization

Personal Mastery
The commitment by individuals to the process of learning, not just for their benefit, but to improve the organization; requires the organization to develop a culture to foster and value learning; requires that the learning make a difference to the organization

Shared Vision
A holistic approach in the organization; a common identity that provides focus and energy for learning, generally built on individual visions of employees at all levels of the organization; individuals feel empowered to effect change, and understand the organization, where they fit, and how their work contributes

Mental Models/Open to Change
Ingrained assumptions held by individuals and organizations that have become "theories in use," are open to inquiry and change; requires an open dialog; requires valuing creativity and organizational "listening"

FACULTY RESOURCES

Human Resource Management:
The Evolving Role of Education in the Judicial Branch

Explanation of Faculty Resource

8.1.2.6 Roles and Goals of Human Resources Departments

Purpose of resource/document

This resource includes two documents. The first lists the most common responsibilities and goals of human resources departments; the second is a graphic representation of the scope of responsibility of some human resources departments. Although the responsibilities of these departments vary from organization to organization, those listed represent the core functions. The purpose of this resource is to highlight where roles, goals, and responsibilities of human resources departments may overlap with those of judicial branch education. These shared areas may lead to very productive relationships between these two functions in the courts.

NOTE: In some states and some courts, judicial branch education is handled within the human resources department. Developing partnerships and effectively engaging those with traditional HR roles is still a desirable goal.

Use of resource/document

This resource would be effectively used when discussing judicial branch education and human resources departments [see E, The Future of Judicial Branch Education, subpart g, Partnerships with court human resources departments, pg. 28 in the curriculum design].

Related documents or materials

Faculty Resource
8.1.2.2 Goals for What We Do, pg. 37

Participant activity
8.1.3.6 Supportive and Complementary Roles, pg. 69
8.1.3.8 Collaboration, pg. 75

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Roles and Goals of Human Resources Departments

These responsibilities are generally attributable to the HR department.

Because judges are not employees, HR departments may provide some services for judges, but not recruitment or employment, and often not education, training, development, or performance management.

HR departments may provide all of the services listed for court personnel.

HR departments are responsible for people management, but not direct management of people in the organization.

Roles:

• Recruitment and employment

• Education, training, and development

• Performance management

• Employee relations

• Employee assistance

• Employee and community relations

• Personnel records

• Health and safety

Key Goals:

• Increase and improve productivity

• Develop a diverse and superior workforce

• Enhance quality of work life

FACULTY RESOURCES

Human Resource Management:
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Roles and Goals of Human Resources Departments

This simplified chart represents the generalized scope of responsibility for human resources departments. Some of the work would be collaborative with other departments because human resources departments are charged with people management, but not management of all people in the organization.

(*Based on Bersin and Associates Talent Management Framework (r)*)

Human Resources Systems	Talent Management				Compensation
	Recruitment	Performance Management	Leadership Development	Succession Management	
	Competency Management Position or Knowledge Profiles and Competencies Organizational Values				
	Learning and Development Formal Education Opportunities Mentoring and Coaching Team Assignments Cross-Department Assignments Job Shadowing				

FACULTY RESOURCES

Human Resource Management:
The Evolving Role of Education in the Judicial Branch

Explanation of Faculty Resource

8.1.2.7 Professional Development

Purpose of resource/document

This resource includes two documents: The first is an explanation of some potential aspects of professional development; the second is a graphic representation of what the process might look like. These documents are intended to provide judicial branch educators with a simplified overview of professional development. There may be many other aspects to an individual's professional development processes than depicted in this resource. Professional development is one area in which judicial branch education may play a vital role, especially when collaborating with a human resources department.

NOTE: In some states and some courts, judicial branch education is handled within the human resources department. Developing partnerships and effectively engaging those with traditional HR roles is still desirable.

Use of resource/document

This resource would be useful when discussing possibilities for the future of judicial branch education, specifically partnerships with human resources departments [see E, The Future of Judicial Branch Education, subpart g, ii, Partnership possibilities, pg. 28 in the curriculum design].

Related documents or materials

Faculty resource
8.1.2.3 Definitions and Relationships, pg. 39

Participant activity
8.1.3.5 Succession Management and Professional Development, pg. 67
8.1.3.8 Collaboration, pg. 75

FACULTY RESOURCES

Human Resource Management:
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Professional Development

The following are some components of professional development. These may be in a different order for different individuals, and additional components may appear in an individual's professional development plan. Professional development is personalized for each individual and often includes the following.

Individual Capabilities – each individual begins at his or her starting point in terms of knowledge, skills, and abilities (KSAs); professional development begins with identifying those KSAs and deciding what needs to be added.

Clearly Stated Individual Career Goals – in order for an individual to develop professionally, he or she needs to identify where he or she wants to go.

Organizational Support – professional development is most effective when supported by the organization; this support can come in the form of assessment, guidance, and reassessment of the individual as he or she progresses.

Educational Opportunities – education can be offered in a wide variety of ways from which individuals can choose in order to enhance the capabilities originally identified and lead to career goals: e.g., formal courses, sabbaticals, and directed reading.

Coaches and Mentors – having an experienced person who devotes time and energy to assist an individual progress professionally provides a level of support that increases his or her chances of success.

Job-Focused Performance Options – opportunities to be on teams, and to observe those in the desired position support an individual's professional development.

Non-Job-Focused Performance Options – opportunities to serve as faculty, to mentor or coach someone else, to work outside the current position, and to perform research all strengthen confidence and enhance skills and abilities.

Organizational Advancement Opportunities – opportunities to advance within the organization encourage individuals to strive to perform at their best.

Outside Advancement Opportunities – if opportunities within the organization are not available, the individual may seek opportunities elsewhere.
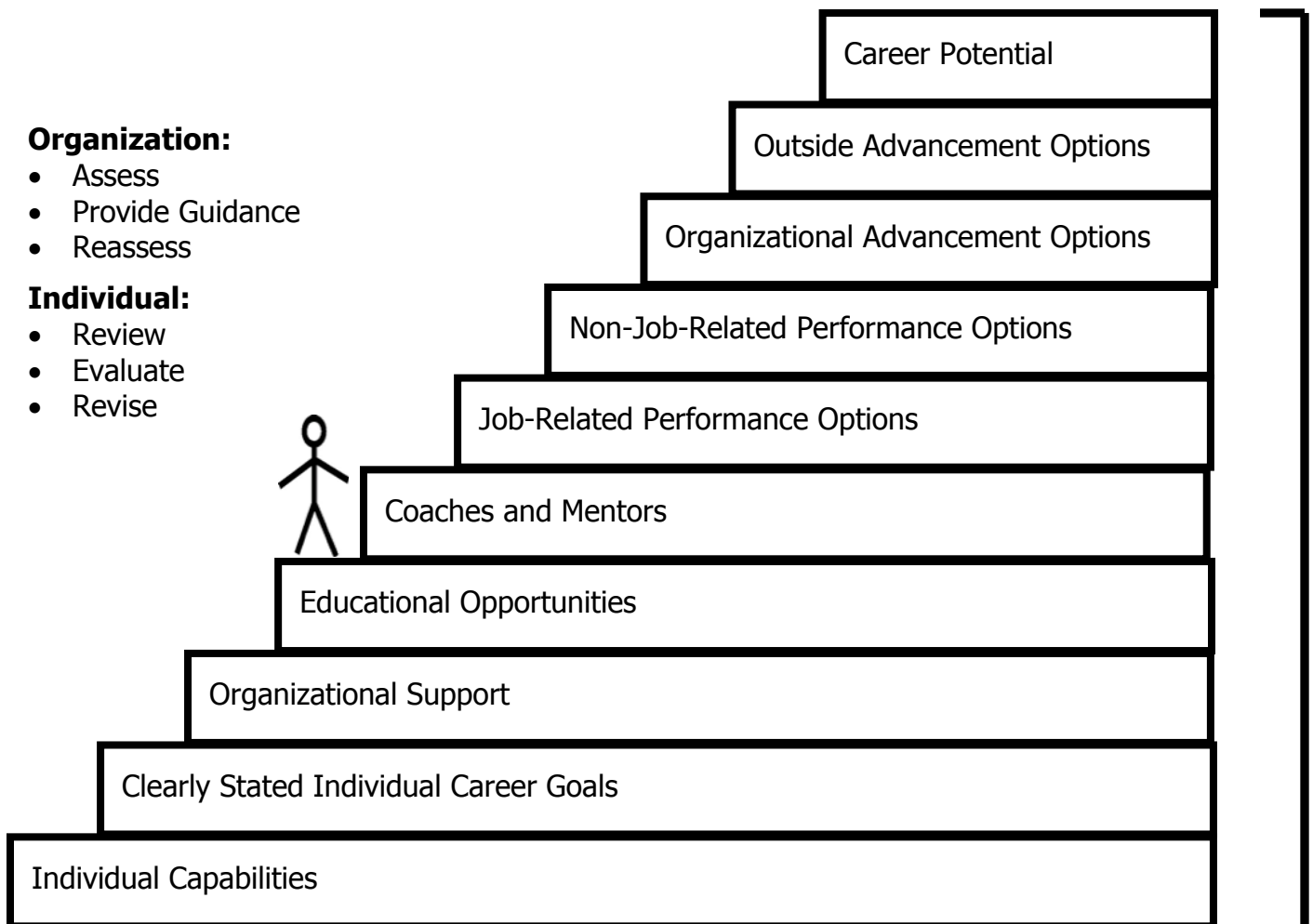
Career Potential – advancement opportunities within or outside the organization open the possibilities of reaching the individual's career potential.

FACULTY RESOURCES

Human Resource Management:
The Evolving Role of Education in the Judicial Branch

Professional Development

Professional Development: the improvement of the skills and abilities of an individual in order to succeed in a certain profession and for career advancement, achieved through expanded work-related experiences, continuing education, internships or apprenticeships, working with a mentor or coach, sabbatical research, etc.

Effective professional development is based on the needs of the individual and involves setting career goals, taking advantage of professional opportunities, getting evaluations and feedback from reliable sources, and making changes along the way.

Organization:
- Assess
- Provide Guidance
- Reassess

Individual:
- Review
- Evaluate
- Revise

Career Potential

Outside Advancement Options

Organizational Advancement Options

Non-Job-Related Performance Options

Job-Related Performance Options

Coaches and Mentors

Educational Opportunities

Organizational Support

Clearly Stated Individual Career Goals

Individual Capabilities

Reaching a level of success anywhere in the process may lead to new capabilities, new career goals, and a new professional development process

FACULTY RESOURCES

Human Resource Management:
The Evolving Role of Education in the Judicial Branch

Explanation of Faculty Resource

8.1.2.8 Succession Management

Purpose of resource/document

This resource includes two documents: The first explains several aspects of succession management; the second graphically depicts what the process might look like. These documents are intended to provide judicial branch educators with a simplified overview of succession management. There may be many other aspects to an organization's succession management processes than depicted in this resource. Succession management is one area in which judicial branch education may play a vital role, especially when collaborating with a human resources department.

Use of resource/document

This resource would be effective when discussing possibilities for the future of judicial branch education, specifically partnerships with human resources departments [see E, The Future of Judicial Branch Education, subpart g, ii, 2, Succession management, pg. 29 in the curriculum design].

Related documents or materials

Faculty resource
8.1.2.3 Definitions and Relationships, pg. 39

Participant activity
8.1.3.5 Succession Management and Professional Development, pg. 67
8.1.3.8 Collaboration, pg. 75

FACULTY RESOURCES

Human Resource Management:
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Succession Management – The Simplified Basics

Succession Management: a process to identify and develop people internal to an organization to fill key positions achieved through a structured process and professional development.

Succession management is more than a replacement strategy. It is an organization-wide effort to develop people, involves assessment of the organization's mission vision and strategic plan, and enables the organization to create an internal talent pool from which it can draw to ensure systematic, consistent, and smooth transition to fill key positions.

Succession management begins with recruitment, hiring capable people, and not settling for someone just to fill a vacancy. It is a continuous process that involves the entire organization.

Benefits to the Court
- Reduces recruitment costs in time and money
- Builds employee commitment to the organization
- Increases the organization's talent pool
- Provides opportunity for advancement of diverse groups of people
- Provides strategic application of people
- Is an investment in people

Ongoing Efforts
- Identify key skills and abilities that could indicate development for new or increased responsibility (communication skills, ability to multitask, presentation skills, interpersonal skills, learning ability, etc.)
- Create a process to involve a cross-section of people to objectively and inclusively identify individuals for development (and possibly create an application process)
- Create a series of development plans for various groups of people or for certain positions
- Routinely assess the talent pool for additional development needs and/or opportunities

Specific Vacancies
- Identify potential vacancies (positions with incumbents near retirement age, positions with high turnover rate, etc.)
- Conduct position analysis to identify required key skills and abilities
- Evaluate the talent pool
- Identify potential individual(s)
- Develop the individual beyond the initial process for a specific new role

FACULTY RESOURCES

Human Resource Management:
The Evolving Role of Education in the Judicial Branch

Succession Management

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┌─────────────────────────────────┐
│  Process to identify individuals │
│  and/or review applications for  │
│  professional development and    │
│  succession management           │
└─────────────────────────────────┘
                │
                ▼
┌─────────────────────────────────────────────┐
│  Pool of individuals identified or accepted  │
└─────────────────────────────────────────────┘
                │
                ▼
┌─────────────────────────────────────────────────────┐
│  Ongoing professional development activities         │
└─────────────────────────────────────────────────────┘
        │                  │                  │
        ▼                  ▼                  ▼
┌──────────────┐   ┌──────────────┐   ┌──────────────┐
│ Individual(s)│   │ Individual(s)│   │ Individual(s)│
│ selected for │   │ selected for │   │ selected for │
│ specific     │   │ specific     │   │ specific     │
│ position     │   │ position     │   │ position     │
└──────────────┘   └──────────────┘   └──────────────┘
        │                  │                  │
        ▼                  ▼                  ▼
┌──────────────┐   ┌──────────────┐   ┌──────────────┐
│ Job-specific │   │ Job-specific │   │ Job-specific │
│ development  │   │ development  │   │ development  │
│ activities   │   │ activities   │   │ activities   │
└──────────────┘   └──────────────┘   └──────────────┘
        │                  │                  │
        ▼                  ▼                  ▼
┌──────────────┐   ┌──────────────┐   ┌──────────────┐
│ Anticipated  │   │ Anticipated  │   │ Anticipated  │
│ vacancy      │   │ vacancy      │   │ vacancy      │
└──────────────┘   └──────────────┘   └──────────────┘
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FACULTY RESOURCES

Human Resource Management:
The Evolving Role of Education in the Judicial Branch

Explanation of Faculty Resource

8.1.2.9 Knowledge Profile

Purpose of resource/document

This resource is to introduce judicial branch educators to the concept of knowledge profiles. Knowledge profiles are often part of professional development, succession management, and learning organizations. These profiles guide further development of an individual, provide vital information about the possibility for advancement, and create a process to share knowledge across the organization.

Use of resource/document

This resource would be useful when discussing possible partnerships between judicial branch education and human resources departments [see E, The Future of Judicial Branch Education, subpart g, ii, 2, Succession management, pg. 29 in the curriculum design].

Related documents or materials
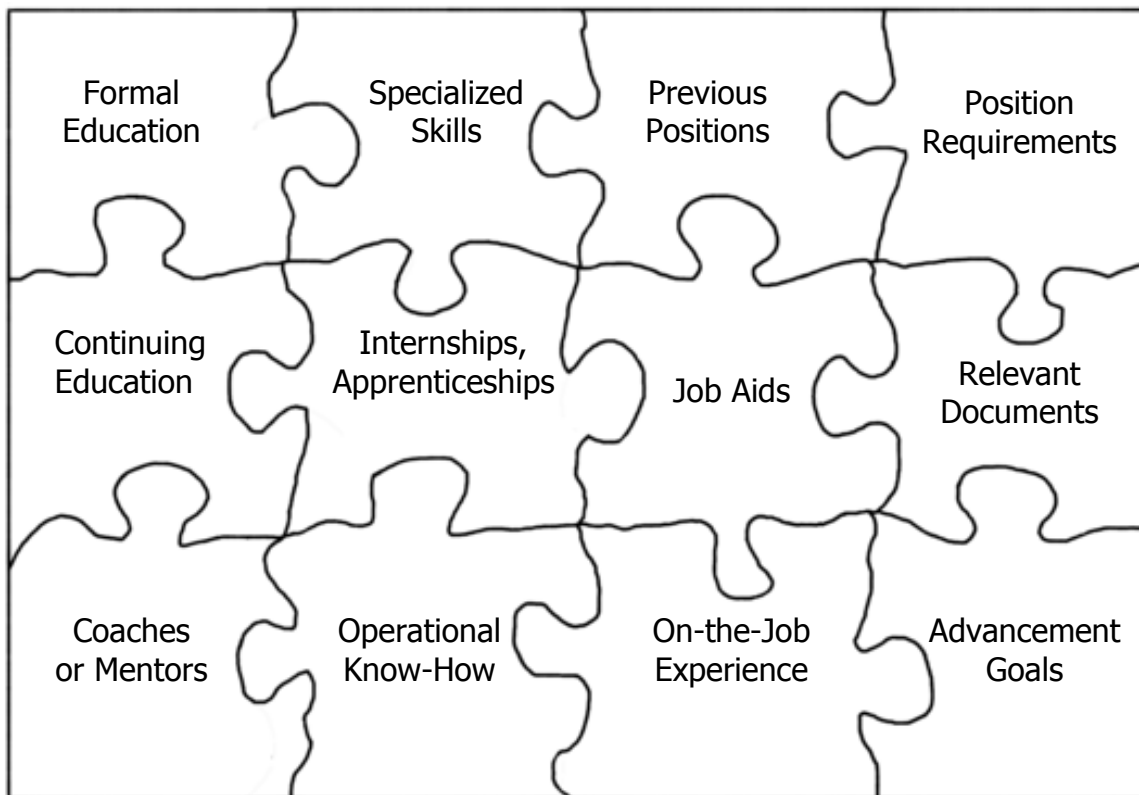
Faculty resources
8.1.2.5 Learning Organization, pg. 44
8.1.2.7 Professional Development, pg. 49
8.1.2.8 Succession Management, pg. 52

FACULTY RESOURCES

Human Resource Management:
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Knowledge Profile

A knowledge profile may be for an individual or for a job or role. It is developed through a process of carefully developed questionnaires that individuals complete to create an initial profile and thereafter update on a regular basis. The profile captures the full picture of what it takes to do a certain job or fulfill a certain role, including skills, tools, practices, networks, and competencies. It assists in identifying knowledge gaps and guides the individual and organization in selecting opportunities for development.

This is a visual illustration of a knowledge profile to show the interrelatedness of what a profile might contain. This illustration is a composite and does not relate directly to any position or role. A given profile might contain different kinds of information, depending on the individual or position or role. An actual profile would be full of information on each aspect of a job or role and would provide a full description.

|			
Formal Education	Specialized Skills	Previous Positions	Position Requirements
Continuing Education	Internships, Apprenticeships	Job Aids	Relevant Documents
Coaches or Mentors	Operational Know-How	On-the-Job Experience	Advancement Goals

Some knowledge profile questionnaires ask individuals to rank themselves against a professional standard. Based on how an individual rates or ranks certain aspects of the profile, the organization and the individual may determine what professional development activities are needed.
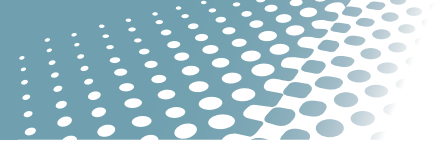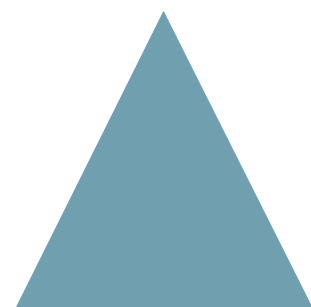
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Human Resource Management:
The Evolving Role of Education in the Judicial Branch

Explanation of Participant Activity

8.1.3.1 The Unique Position of Judicial Branch Education

Purpose of activity

This activity engages judicial branch educators in assessing how and why judicial branch education may be the responsibility of a department other than a human resources department.

Use of activity

This could be a concluding activity for the discussion of evolution of education in the judicial branch [see A, Foundations of Education in the Judicial Branch, pg. 10 in the curriculum design].

This is a small group activity.

Relevant Learning Objective

1. Discuss the evolution, unique role, and organizational position of education in the judicial branch.

PARTICIPANT ACTIVITIES

Human Resource Management:
The Evolving Role of Education in the Judicial Branch

The Unique Position of Judicial Branch Education

Answer the following questions as a small group.

1. What does the position or role of judges have to do with the evolution and organizational location of responsibility for judicial education?

2. What impact does the history of judicial education have on current organizational structures?

3. How does the evolution of judicial branch education affect the organizational location of responsibility for education of court personnel in some states?

4. What is unique about the role and organizational positioning of judicial branch education when compared to education in other professions?

PARTICIPANT ACTIVITIES

Human Resource Management:
The Evolving Role of Education in the Judicial Branch

Explanation of Participant Activity

8.1.3.2 Judicial Branch Education Goals and Roles

Purpose of activity

This activity involves judicial branch educators in assessing their overarching purpose. Because participants will be from different local environments and possibly have different positions in those environments, answers to the questions will differ. There are no absolutely right or wrong answers in this activity. The purpose is to have judicial branch educators focus on the broader perspectives of their work.

Use of activity

This activity might serve as an introduction to the discussion about goals and results of education in the courts [see C, Fundamentals of Current Judicial Branch Education, pg. 19 in the curriculum design]. If used in this manner, after the activity, faculty may provide the resource 8.1.2.2 Goals for What We Do, pg. 37, and discuss answers to the questions in this activity that come from the professional literature. This serves as a lead-in to discussing outcomes of judicial branch education work, which follows in the content outline.

This is a small group activity.

Relevant Learning Objective

2. Describe the key goals of judicial branch education.

PARTICIPANT ACTIVITIES ▲

Human Resource Management:
The Evolving Role of Education in the Judicial Branch

Goals and Roles

Answer the following questions.

1. What are the primary goals of <u>education</u>?

2. What are the primary goals of <u>adult education</u>?

3. What are the primary goals of <u>judicial branch education</u>?

4. What are the primary goals for <u>judicial branch educators</u>?

PARTICIPANT ACTIVITIES

Human Resource Management:
The Evolving Role of Education in the Judicial Branch

Explanation of Participant Activity

8.1.3.3 Benefits and Limitations of Approaches to Learning

Purpose of activity

This activity engages judicial branch educators in analyzing several formal and informal approaches to learning. All approaches have benefits and drawbacks.

Use of activity

This activity could be an introduction to approaches to learning [see D, Ongoing Development of the Intellectual Capital of the Courts, pg. 20 in the curriculum design], or could be completed either incrementally as each approach is defined by faculty, or at the conclusion of a discussion on learning approaches.

This is an individual activity.

Relevant Learning Objective

3. List the benefits and limitations of various approaches to learning, both formal and informal.

PARTICIPANT ACTIVITIES

Human Resource Management:
The Evolving Role of Education in the Judicial Branch

Benefits and Limitations of Approaches to Learning

Using the chart, list benefits and limitations for each educational approach.

Benefits	Approach	Limitations
	Formal Learning	
	Orientation	
	Training	
	Continuing Education	
	Corrective Education	
	Coaching	
	Mentoring	
	Directed Reading	
	Education for Development	
	Informal Learning	
	Social Learning	
	Self-Directed Reading	
	Trial and Error	

▲ PARTICIPANT ACTIVITIES

Human Resource Management:
The Evolving Role of Education in the Judicial Branch

Explanation of Participant Activity

8.1.3.4 Professional Development, Succession Management, and Education

Purpose of activity

This activity engages judicial branch educators in considering what succession management and professional development are and what role education plays. This activity also highlights two areas that are typically the responsibility of human resources departments and focuses on the relationship to education and collaboration between these two departments.

Use of activity

This activity would be effective as an introduction to the discussion about partnership possibilities with human resources departments [see E, The Future of Judicial Branch Education, subpart g, Partnerships with court human resources departments, pg. 28 in the curriculum design]. If used in this manner, faculty can provide additional information to supplement what participants identify before explaining the terms in more detail.

This is a small group activity.

Relevant Learning Objective

4. Define professional development and succession management and their relationship to judicial branch education.

PARTICIPANT ACTIVITIES ▲

Human Resource Management:
The Evolving Role of Education in the Judicial Branch

Professional Development, Succession Management and Education

1. Define professional development:

2. What role does education play?

3. Define succession management:

4. What role does education play?

5. How do professional development and succession management impact education?

PARTICIPANT ACTIVITIES

Human Resource Management:
The Evolving Role of Education in the Judicial Branch

Explanation of Participant Activity

8.1.3.5 Succession Management and Professional Development

Purpose of activity

This activity engages judicial branch educators in identifying the differences and similarities between professional development and succession management. The outcome of the activity should highlight that (a) professional development is focused on the individual, while succession management is focused on the organization; (b) professional development may exist without succession management, but the reverse is not true; and (c) judicial branch education has a role in establishing and supporting both.

Use of activity

This activity would be useful after discussing and defining succession management and professional development as part of a collaboration with human resources departments [see E, The Future of Judicial Branch Education, subpart g, Partnerships with court human resources departments, pg. 28 in the curriculum design].

This could be an individual or a small group activity.

Relevant Learning Objective

5. Compare and contrast professional development and succession management.

PARTICIPANT ACTIVITIES ▲

Human Resource Management:
The Evolving Role of Education in the Judicial Branch
Succession Management and Professional Development

Provide short answers for each question in the blank boxes under the two headings,
Succession Management and Professional Development.

Succession Management		Professional Development
	Who or what is the focus of the activity or process?	
	What is the duration of the activity or process for an individual?	
	What is the result for an individual?	
	What is the result for the courts?	
	Who initiates the activity or process?	
	What are the responsibilities of the courts?	
	What are the responsibilities of the individual?	
	What is the level of involvement for education?	
	What else defines the relationship between succession management and professional development?	

PARTICIPANT ACTIVITIES

Human Resource Management:
The Evolving Role of Education in the Judicial Branch

Explanation of Participant Activity

8.1.3.6 Supportive and Complementary Roles

Purpose of activity

This activity has two components: The first involves judicial branch educators in considering the possible areas of common interest between judicial branch education and human resources departments; the second engages participants in strategizing about developing closer relationships between these two functions.

NOTE: Although most, if not all, of what human resources departments do is in relation to court personnel, for purposes of this activity, judicial branch educators should consider how HR roles and goals could underline theoretically apply to judges. This theoretical application highlights big picture goals for the courts and may provide some insight as to where "the heart is" for human resources professionals.

NOTE: Not all of the roles and goals will have overlap between the two departments, but most will. For example: (a) recruitment and employment – a comprehensive education system will be attractive to new employees; (b) performance management – having educational opportunities to improve performance would be an effective resource; (c) improve productivity – education is certainly a resource; (d) develop a superior workforce – this is also a key focus for judicial branch education. Judicial branch educators will have additional ideas.

Use of activity

This activity might serve as a conclusion to the discussion about human resources and judicial branch education [see E, The Future of Judicial Branch Education, subpart g, Partnerships with court human resources departments, pg. 28 in the curriculum design].

This is a small group activity.

Relevant Learning Objective

6. Identify strategies to establish supportive and complementary roles with human resources departments or divisions.

PARTICIPANT ACTIVITIES ▲

Human Resource Management:
The Evolving Role of Education in the Judicial Branch
Supportive and Complementary Roles

Identify common interests between the responsibilities and goals of human resources departments and those of judicial branch education. Include ideas about how judicial branch education may be supportive of human resources roles and goals.

Human Resources	Judicial Branch Education
Roles	
Recruitment and Employment	
Education, Training, and Development	
Performance Management	
Employee Relations	
Employee Assistance	
Employee and Community Relations	
Personnel Records	
Health and Safety	
Key Goals	
Improve Productivity	
Develop a Diverse and Superior Workforce	
Enhance Quality of Work Life	

PARTICIPANT ACTIVITIES

Human Resource Management:
The Evolving Role of Education in the Judicial Branch
Supportive and Complementary Roles (continued)

Consider the previously identified areas of common interest between human resources and judicial branch education departments and list strategies to establish supportive and complementary roles between the two.

1. What could be done to establish a more supportive relationship between these departments?

2. What could be done to foster closer collaboration on specific areas of common interest?

3. What might facilitate a closer relationship?

4. What might be some barriers?

PARTICIPANT ACTIVITIES ▲

Human Resource Management:
The Evolving Role of Education in the Judicial Branch

Explanation of Participant Activity

8.1.3.7 Local Educational Offerings

Purpose of activity

This activity focuses each judicial branch educator on the educational offerings at the local level and engages each in determining what may need to be done to enhance those offerings

Use of activity

This activity would be effective at or near the conclusion of a course so judicial branch educators can consider a full range of information.

This is an individual activity.

Relevant Learning Objective

7. Assess the approaches to learning used by the judicial branch education department at the state or local level and identify potential areas for enhancement or improvement.

PARTICIPANT ACTIVITIES

Human Resource Management:
The Evolving Role of Education in the Judicial Branch

Local Educational Offerings

Using the chart below, place a check mark (✓) to rate the scope of various educational offerings **for judges**; *for those rated "None" or" Poor," offer suggestions to establish, enhance, or improve education.*

Approach	None	Poor	Acceptable	Good	Excellent	Suggestions
Orientation [e.g., transition to the bench]						
Training [e.g., use of technology]						
Continuing Education [e.g., legislative updates]						
Corrective Education [e.g., working with pro per litigants]						
Coaching [e.g., an experienced judge observes and gives feedback]						
Mentoring [e.g., a formalized relationship or partnership]						
Directed Reading [e.g., bench books]						
Education for Development [e.g., interpersonal and leadership skills]						

PARTICIPANT ACTIVITIES ▲

Human Resource Management:
The Evolving Role of Education in the Judicial Branch
Local Educational Offerings

Using the chart below, place a check mark (✓) to rate the scope of various educational offerings **for court personnel**; *for those rated "None" or "Poor," offer suggestions to establish, enhance, or improve education.*

Approach	None	Poor	Acceptable	Good	Excellent	Suggestions
Orientation [e.g., familiarization with the court system]						
Training [e.g., how to use technology]						
Continuing Education [e.g., updates on procedures]						
Corrective Education [e.g., customer service]						
Coaching [e.g., an experienced staff member observes and gives feedback]						
Mentoring [e.g., a formalized relationship or partnership]						
Directed Reading [e.g., policy or procedures]						
Education for Development [e.g., expanding existing knowledge]						

▲ PARTICIPANT ACTIVITIES

Human Resource Management:
The Evolving Role of Education in the Judicial Branch

Explanation of Participant Activity

8.1.3.8 Collaboration

Purpose of activity

This activity involves two ways for judicial branch educators to identify opportunities for collaboration for the local judicial branch education department. The first is to consider how their department currently and uniquely interacts and collaborates with the human resources department on several shared goals (such as using job descriptions to assist in developing education, partnering to implement professional development opportunities, using HR personnel as faculty for manager and supervisor education, etc.) and how they might collaborate in the future. The second is to consider other entities (other departments, justice partners, universities, etc.).

Use of activity

This activity would be effective at or near the conclusion of a course so judicial branch educators can consider a full range of information.

This is an individual activity.

Relevant Learning Objective

8. Identify local opportunities for collaboration between the judicial branch education department and other entities, including the human resources department.

PARTICIPANT ACTIVITIES ▲

Human Resource Management:
The Evolving Role of Education in the Judicial Branch

Collaboration with the Human Resources Department

Answer each question as it relates to your local judicial branch education environment.

1. What is the current relationship between the human resources department and the judicial branch education department?

2. In what areas do the two departments currently collaborate?

3. In what areas could they collaborate in the future?

4. What would need to be done to ensure this collaboration?

5. Who would need to be involved or convinced about the benefits of collaboration?

6. What would be the first steps?

PARTICIPANT ACTIVITIES

Human Resource Management:
The Evolving Role of Education in the Judicial Branch

Collaboration with Other Entities

Answer each question as it relates to your local judicial branch education environment.

1. What other entities could be considered as viable collaborative partners for the judicial branch education department?

2. In what areas do these entities currently collaborate?

3. In what areas could they collaborate in the future?

4. What would need to be done to ensure this collaboration?

5. Who would need to be involved or convinced about the benefits of collaboration?
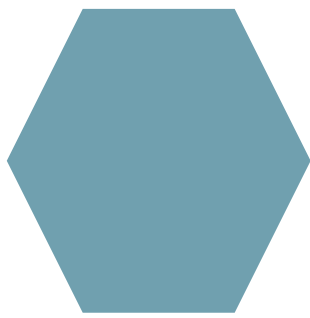
6. What would be the first steps?

PARTICIPANT ACTIVITIES ▲

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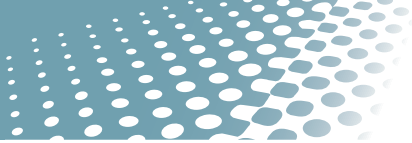
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Human Resource Management:
The Evolving Role of Education in the Judicial Branch

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