

NASJE

CURRICULUM

DESIGN

HUMAN RESOURCES MANAGEMENT: Experienced-Level Content

NASJE

NATIONAL ASSOCIATION OF STATE JUDICIAL EDUCATORS

Human Resource Development: Organizing for Excellence in Judicial Branch Education

This is a summary of the content included in this curriculum design.

- A. Human Resource Development and Organizational Excellence
 - a. Human Resource Development (HRD)
 - b. Judicial branch education departments
- B. Foundations of an Effective Judicial Branch Education Organization
 - a. Definitions of foundational components of an effective organization
 - b. Guidance from the National Association of State Judicial Educators (NASJE) Principles and Standards
- C. General Organizational Considerations
 - a. Definitions of key terms
 - b. Traditional theories and principles of organizations
 - c. Contemporary theories and principles of effective organizations
- D. Structural Alignment or Realignment for Organizational Excellence
 - a. Organizational structure
 - b. Organization charts
 - c. Considerations for structuring/restructuring
- E. Organizing Processes and Procedures for Excellence
 - a. Processes and procedures
 - b. Depicting processes and procedures
- F. Career Development for Organizational Excellence
 - a. People and their careers
 - b. People and their development
- G. Organizing the Local Judicial Branch Education Department for Excellence
 - a. Vision, mission, goals, and values
 - b. Organizational structure
 - c. Titles-in-use
 - d. Professional development opportunities

NOTE: Although the competency area for this curriculum design is titled “Human Resource Development,” this experienced-level design does not address basic supervision and management. This design focuses on how to organize a judicial branch education department for maximum effectiveness. 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 competency addressed in this curriculum design is human resources.

The second number refers to entry- or experienced-level content. (Entry indicates that the content 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 entry-level human resources curriculum design

8.2 is the experienced level

The third number refers to the section of the design.

For example:

8.2.1 is the content section for experienced-level human resources

8.2.2 is the faculty resources section

8.2.3 is the participant activities section

8.2.4 is the bibliography and selected readings

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

For example:

8.2.1.1 is the overview in experienced-level human resources content

8.2.2.7 is the seventh faculty resource

8.2.3.3 is the third participant activity

Overcoming Challenges in Instructional Design

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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 listed in order of importance or in a logical progression. 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:
Organizational Excellence in Judicial Branch Education**

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. Subsequently, the managers, supervisors, and staff of judicial branch education departments must be developed, encouraged, and organized so they can contribute their best.

Target Audience:

Judicial branch educators who have supervisory or management responsibility

Content Level: _____ **Entry** **X** **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 Adopted: **Last Updated:**

3.2.1.0 Curriculum Design

3.2.1.1 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.)

Judicial branch educators routinely encounter a multiplicity of challenges in the instructional design process. Some challenges may be beneath the surface and not easily recognized; others may be recognizable but seem to have no viable resolution; and still others may be recognizable and have clear-cut solutions. Regardless of the characteristics, judicial branch educators need to recognize challenges and address them to maximize the effectiveness of the instructional design process.

This **curriculum design** addresses a variety of challenges judicial branch educators may detect when using an instructional design model to develop a **course**, and it offers some strategies to address these challenges. Categories of challenges focus on the source and include those presented by educational needs, course goals, learning objectives, the learning process, learners themselves, the nature of the content, and delivery mechanisms. This design also introduces what may be a new type of challenge in judicial branch education – making meaning of learning. While challenges encountered at the local level will be unique, based on numerous variables, judicial branch educators will benefit from (a) exploring a variety of challenges in instructional design, (b) rethinking some current assumptions they may have about the design process, and (c) applying relevant theories and approaches to resolve the challenges.

3.2.1.2 Special Notes for Faculty:

Content in this design contains a broad array of potential challenges in instructional design. While not all types of challenges are included, the content does address those that seem to occur frequently in judicial branch education. Addressing the large number of variables for any particular challenge is beyond the scope of this design; however the theories and approaches included may spur judicial branch educators to think outside-the-box, be creative, and develop their own unique solutions.

Challenges in this curriculum design are based on and organized by their source. Although not all challenges are addressed, those included are:

- A. Basic Challenges in Instructional Design
- B. Challenges with Educational Needs
- C. Challenges with Course Goals
- D. Challenges with Learning Objectives
- E. Challenges with Learning Itself

8.2.1.2 Special Notes for Faculty:

This curriculum design addresses only some of many considerations, theories, and approaches for establishing and maintaining organizational excellence in a judicial branch education department. This is due to obvious time constraints in addressing all of the theories and to the nature of much of the literature, which is directed toward organizing large companies and corporations. In the context of this curriculum design, a judicial branch education department is considered an organization.

The information, resources, and activities in this curriculum design are meant to engage directors, managers, and supervisors in judicial branch education departments in considering and evaluating organizational possibilities for their departments. Specific strategies to achieve organizational excellence will differ from department to department, and participants in a course based on this curriculum design may offer a variety of insights not included in the content.

Although the content in this design is directed to the judicial branch education department, most departments are part of organizations that have systems in place to coordinate administrative activities. If learners desire to make changes in their local departments or organizations, they may need to work with professionals in their local human resources department.

The information available regarding organizational approaches is vast and often contradictory. Theorists posit different definitions, perspectives, and recommendations. The content in this design has been selected and tailored to meet the perceived needs of judicial branch education departments.

Faculty creating a national or regional course from this curriculum design may want to ask participating directors, managers, and supervisors to bring their local department's **vision**, **mission**, **goals**, **values**, and **organizational chart** if they are available. Activities in a course will engage learners in developing at least a sample of each, or reviewing and possibly revising those that exist. Faculty creating a local course from this curriculum design may want to use the local department vision, mission, goals, values, and organizational chart as the basis for discussing much of the content.

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 experienced-level curriculum design for human resource development, faculty should address these areas as appropriate for a specific course. In addition to how these issues are already incorporated into this curriculum design, additional content could include:

- Diversity and Fairness: The need for the judicial branch education department to have a diverse workforce and develop and maintain a culture that values diversity; the importance of dealing with any fairness or diversity issues that arise in the department; inclusion of diversity and fairness in departmental vision, mission, goals, and/or values; the need for cultural competency of all departmental personnel; the benefits of a qualified, diverse workforce; dilemmas that may arise when competency and diversity clash.
- Ethics: The need for or benefits of engaging departmental personnel in establishing processes and procedures that are practical and support departmental goals; the importance of equal access to professional development opportunities for all personnel.
- Technology: The need for or benefit of technological competency for all departmental personnel; the potential of technology to support knowledge sharing and teamwork, streamline processes and procedures, and foster professional development.

8.2.1.3 Participant Learning Objectives:

(These are statements of what participants can say and/or do to demonstrate learning when participating in a course designed from this content. Learning objectives are directly related to selection of content for this curriculum design. They 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. Demonstrate the ability to communicate the vision, mission, goals, and values of a judicial branch education department to inspire peak performance from individuals.
2. Assess potential organizational approaches and structures that would reflect and support the vision, mission, goals, and values of a judicial branch education department.
3. Compare and contrast various position titles with regard to their relationship to the work being done and the relationships within a judicial branch education department.

For the individual situation:

4. Evaluate potential professional development opportunities for judicial branch education personnel.
5. Create a vision statement, mission statement, goals, and values that might be used in the local judicial branch education department.
6. Analyze potential organizational structures that might be applicable to the local judicial branch education department or division.
7. Evaluate various judicial branch education positions with regard to more descriptive position titles and additional positions that might be beneficial to the local department or division.

8.2.1.4 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.)

- A. Human Resource Development and Organizational Excellence *(how does Human Resource Development (HRD) lead to organizational excellence in judicial branch education departments)* [see 8.2.2.1 [Working with the Human Resources of an Organization](#), pg 33]
 - a. Human Resource Development (HRD) – systematic and purposeful activity directed at enhancing the overall success and effectiveness of an organization; it is a holistic and integrated approach; three organizational activities that impact organizational excellence are:
 - i. Organizational development – an organization-wide effort for systemic change to improve organizational performance and effectiveness
 - ii. Structural alignment or realignment – part of the process of organizational design that involves creating or revising an organizational structure to support and reflect the organization’s vision, mission, goals, and values
 - iii. Career development – how an organization structures the career progress of its members; requires a combination of planned organizational opportunities for professional growth and an individual’s career goals
 - b. Judicial branch education departments
 - i. History – often we inherit an organization that was developed in a different environment, for a smaller organization, for less complex activities, or to provide a simpler set of products and services
 - ii. Present day – the organization of a department directly affects the motivation of personnel as well as the quantity

- and quality of our products and services; often the organizational aspects of the larger administrative organization affect how the judicial branch education department is organized
- iii. Future – all organizations need to change over time in order to remain effective and responsive to changing demands and expectations; therefore current organizational factors need to be continually reviewed and revised with the potential for ongoing change in mind, including using current technology resources and plans to adopt new technology
- B. Foundations of an Effective Judicial Branch Education Organization **[1] [5]**
(what underpins and directs who we are, what we do, and how we do it) [see 8.2.2.2 [Sample Vision, Mission, Goals, and Values of a Judicial Branch Education Department](#), pg. 35]; although the judicial branch and the larger administrative organization may have these foundational components, a judicial branch education department should have them as well
- a. Definitions of foundational components of an effective organization
 - i. Vision – an aspirational description of what an organization desires or plans to become or accomplish in the long term; it may be timeless in the sense that it remains something for which the organization will always strive; it is a prospective statement; an organization's structure, processes, and procedures should be flexible and complement the vision, either by reflecting the desired future state or by providing a path for achieving it
 - ii. Mission – a written description of an organization's ongoing purpose; it should be short and memorable and serve as the basis for the design and function of the organization; it is a promise to those served as to what the organization will do; all the organization's activities should address and support the mission
 - iii. Goals – the overarching, long-term, preferred results that an organization hopes to achieve in support of the mission; they may include generalized statements about products and services; how the organization is structured supports achievement of its goals; if conditions change and the goals change, the way the organization is structured may also need to change
 - iv. Values – an organization's long-term, shared beliefs that foster achievement of the organization's goals within prescribed parameters and/or with certain considerations or approaches; they provide a foundation for how work will be done; they will often be reflected in how people,

- responsibilities, and functions are interrelated, interdependent, or complementary
- b. Guidance from the National Association of State Judicial Educators (NASJE) Principles and Standards – although the association's goals address judicial branch education generally, they may also be helpful in developing goals for the local department
 - i. Preamble commentary

The goal of judicial branch education (JBE) is to enhance the performance of the judicial system by continuously improving the personal and professional competence of all persons performing judicial branch functions. Chief justices, state court administrators, judicial educators, judges, judicial education organizations, education committees, and others responsible for JBE have identified eight goals:

 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
 - ii. Standard 2.1 – Mission Statement: Each JBE organization should have a clear, written statement of its mission, goals, and objectives
- C. General Organizational Considerations [2] [6] (*what are the considerations for getting the work done to support the vision, mission, goals, and values of the department and the human resources we oversee*)
- a. Definitions of key terms
 - i. Organization – a structure that includes people and processes created to meet a need and pursue common goals
 - ii. Organizational culture – the psychology, attitudes, experiences, beliefs, and values (personal and cultural) of an organization; the culture is generally reflected in the way an organization operates and in its structure; it generally has four dimensions, each one of degree rather than alternatives: (1) individualism or collectivism, (2) large or small distance of power or authority from individuals doing

- the work, (3) strong or weak tendencies to avoid uncertainty, and (4) an assertive and task-oriented model or a relationship and democratic model
- iii. Organizational development – an organization-wide effort for systemic change to improve organizational performance and effectiveness; involves development of individuals, identification of common goals, and processes for shared identification and solving of problems
 - iv. Organizational structure – how authority, responsibility, or functions are distributed in an organization; a depiction of the pattern of relationships of an organization; generally depicted in an organizational chart; has four dimensions, each a continuum of degree: specialization, standardization, formalization, and centralization
 - v. Organizational design – the process of creating or recreating an organization that aligns and reflects various organizational components: structure, purpose, talent, processes and procedures, products and services, reward systems, strategies, and more; includes structural alignment or realignment, which ensures structural supports and reflects the vision, mission, goals, and values
 1. Grouping may be by function, product or service, customer served, or geographic location of people; may be affected by availability of technology
 2. Effective design
 - a. Depends on the goals of the organization, the work to be done, and the available human resources
 - b. Reflects the organization's vision, mission, goals, and values
 - c. Shapes the organization to closely align organizational interests with the interests of personnel, which results in employee commitment and motivation
 - d. Provides for division of labor, identification of departments, specialties, and functions
 - e. Provides unity of command, lines of supervision and relationships
 - f. Identifies authority and responsibility for products and services as well as authority for decision-making
 - g. Depicts span of control, and levels and limits of people and work

- h. Allows for contingency factors, such as the changing impact of the environment, technology, growing knowledge, changing tasks and roles
 - b. Traditional theories and principles of organizations – generated in a time when industry and business were developing and were relatively simple with regard to products or services (*what were the considerations for organizing in the past*)
 - i. Organizing principles
 - 1. Time – people work in designated, clearly stated blocks of time (such as 9 to 5 or in clearly defined shifts)
 - 2. Technology – serves the work, the production of things, or services
 - 3. Territory – individuals are grouped with regard to product or service and oversight or management
 - 4. Organizational structures and charts – structures depict lines of control, authority, status, and lines of communication (generally flowing from the top down)
 - ii. Benefits
 - 1. Clear lines of demarcation for personnel – work is predictable, expectations are clear, roles and relationships are defined
 - 2. Clear lines of control for supervisors and managers – responsibilities, span of control, and expectations for production of goods or services are clearly defined
 - iii. Drawbacks
 - 1. Seems to place more importance on a defined organization than on the people in it
 - 2. Limits potential for professional growth of the individual
 - 3. Interferes with sharing knowledge and experiences across organizational boundaries
 - 4. Limits learning because roles are specific and specialized
 - 5. Limits organizational development because individuals and groups are generally concerned only with their role(s)
 - c. Contemporary theories and principles of effective organizations – created for more complex organizations that have a diversity of products and services and are often staffed with multitalented personnel (*what are considerations for organizational excellence today*), (based primarily on J. Smith)

- i. Complementary factors – components of the organization need to complement one another
 - 1. Organizational structure needs to be complementary to the vision, mission, goals, and values; needs to support the intended and anticipated outputs, products, and services
 - 2. Structure and processes need to be flexible in order to support contemporary workplace interdependency, coordination, and teamwork to achieve desired ends
 - a. People now work at different times and, aided by technology, work in different locations
 - b. Many products and services depend on a combination of various specialties
- ii. Minimal critical specification from management – specifics of how to perform the work need to be developed with and through those who actually perform the work; directors, managers, and supervisors need to:
 - 1. Identify clear organizational goals (what is expected) and communicate them routinely, but maintain flexible strategies (how the work gets done)
 - 2. Involve the people and groups who perform the work to determine the strategies and models used to achieve the goals; groups doing the work can create practical, workable models, which will in turn enhance ownership and commitment to success; management should take into account all diverse views of those in the organization
 - 3. Provide an opportunity for people to learn and grow through determining effective strategies and processes, revising them as necessary, and solving problems when they arise
- iii. Variance control – problems need to be resolved at the point of origin; directors, managers, and supervisors need to:
 - 1. Enable individuals and teams to find out when problems arise in their work and empower them to solve them and to implement changes
 - 2. Encourage problem resolution and discourage exporting problems from one person or group to another
- iv. Control vs. teamwork/leadership – teamwork is responsive to contemporary professional interdependency; directors, managers, and supervisors need to:

1. Serve as resources for people or groups, coordinators for cross-group tasks or activities, facilitators for innovation, and leaders in teamwork
2. Clarify their role as problem solvers and sources for finding resources, identify coming changes, and build trust among team members and between groups
- v. Information flow – information is key to performance; directors, managers, and supervisors need to:
 1. Provide information to those they supervise to enable people and teams to act independently
 2. Take responsibility for sharing information with those above them for purposes of organizational development
 3. Stress the need and support processes for communication among departmental personnel using existing approaches (meetings, e-mail, memos, etc.) and implementing new approaches
 - a. Departmental website (or a page on the organization's website) for the department's vision, mission, goals, and values and/or for project status, etc.
 - b. Updates and announcements using revolving messages on computer sign-in screen
 - c. Electronic bulletin boards for recognition of outstanding work
 - d. Use of social media as appropriate
- vi. Recognition – systems need to be in place to acknowledge outstanding work, creativity, cost savings, etc.; directors, managers, and supervisors need to:
 1. Establish a departmental recognition and support system to acknowledge innovation, and work performed that goes beyond expectations.; recognition may be for individuals or for groups
 2. Ensure that a process is in place to keep the recognition system consistent, fair, and ongoing
- vii. Design and human values – organization design must be oriented toward improving the human components of the organization; directors, managers, and supervisors need to:
 1. Ensure the department's organizational design provides for variation and meaningfulness in the work of all personnel, including work done by teams, etc.
 2. Provide for participatory decision-making, continuous learning, mutual support among colleagues, and a desirable future for individuals and teams

- viii. Technology – use of technology should support communication, connectivity, delivery or dissemination of content, as well as reveal exciting and challenging possibilities for the future; directors, managers, and supervisors need to:
 - 1. Incorporate technology as both a tool and a challenge for increased effectiveness and efficiency
 - 2. Ensure technological competency for personnel; technological competency needs to span the department, both for those who directly use technology, but also for those who need to understand how technology supports the work of the department
- ix. Performance – work performance may be directly tied to how people are organized; directors, managers, and supervisors need to:
 - 1. Rethink or redraw vertical and horizontal boundaries to create small subunits and decrease layers of management
 - 2. Ensure that department personnel understand how their work interfaces with the work of others, what others do, why the structure supports the work, etc.
- x. Organizational structures and charts – structures and charts are no longer limited to lines of control or management [see D, [Structural Alignment or Realignment for Organizational Excellence](#), pg. 17, and E, [Organizing Processes and Procedures for Excellence](#), pg. 21, for greater detail]; directors, managers, and supervisors need to:
 - 1. Reexamine and possibly redefine organizational structures to support relationships, interdependencies, and lines of communication (generally up, down, and across the organization)
 - 2. Reassess the department's organizational chart to ensure it reflects relationships rather than simply a hierarchy
 - 3. Redraw (or create) charts that reflect how the work gets done rather than simply the management hierarchy
- xi. Incompletion – organizational design is a continuous process, not an end in itself; directors, managers, and supervisors need to:
 - 1. Remember that successful organizations are learning organizations – they value learning and they change based on what they learn

2. Conduct ongoing assessment and thoughtful redefinition of the department to ensure effectiveness over time
- D. Structural Alignment or Realignment for Organizational Excellence **[2]** (*how structures affect how our work gets done*)
- a. Three basic organizational structures – there is no right or wrong approach to departmental structure; for maximum effectiveness, the structure needs to facilitate the local organization’s achievement of its vision, mission, goals, and values:
 - i. Flat – used when the organization is small and has one manager and varied personnel reporting to him/her; work is generally collaborative
 - ii. Hierarchical – used to ensure stability and centralized control in mid-sized to large organizations; somewhat rigid and generally used for maintaining a system of reporting and decision-making; work generally occurs in defined silos
 1. Usually has one top decision-maker with levels of intermediate management and supervision; rank-and-file employees carry out directives that they have limited or no authority to change
 2. Benefits – easy to define with clear roles and expectations; works well where standardization is necessary
 3. Drawbacks – becomes unsatisfactory in times of change when the structure is unable to adapt to new demands or a new environment
 4. Examples:
 - a. Functional structures – places together people who have similar skills, expertise, or occupational classes; specific benefits – reduces duplication of activities and encourages technical expertise; specific drawbacks – creates narrow perspectives and are difficult to coordinate across groups
 - b. Divisional structures – places together people who work on shared or similar outputs, products, or services; benefits – improves decision-making, establishes accountability, and increases coordination of functions; drawbacks – loss of some economy of scale due to divided roles and may foster rivalry among divisions
 - c. Lateral relations – establishes relationships between equals across a hierarchical (functional or divisional) organization; used to offset coordination problems; uses liaisons and/or

- temporary task forces to complement the work of permanent organizational groupings
- d. Team structures – creates temporary cross-functional groups from different departments to solve problems, explore opportunities for the organization, or collaborate on a specific project; most work generally occurs in clearly defined silos, but some projects are collaborative
- iii. Matrix – combines functional structure (groups people by occupation) and divisional structure (groups people by output or product); uses occupational groups for basic structure, but combines people from varied occupational groups for work assignments based on the product or service being delivered; engages employees directly in decision-making within a changeable group structure; work is collaborative
 1. Employees report to a supervisor for general human resources purposes, but to a work group leader for actual output; generally uses informal methods of coordination
 2. Benefits – reinforces and broadens technical excellence; encourages creativity; facilitates efficient use of resources; is adaptable to changes in demand or environment; empowers employees to make decisions
 3. Drawbacks – boundaries of responsibility may not be clear; line control and work product coordination may be difficult for personnel
 - b. Organization charts **[2]** **[6]** (*what do our organizational charts need to depict*) [see 8.2.2.3 [Judicial Branch Education Department Organizational Possibilities](#), pg. 39]
 - i. Definition – graphic representation or diagram of the management structure and the people in an organization, their official roles and positions or functions, and their relationship to one another
 1. Flat – shows a single leadership or management position with a contingency of equals performing the work
 2. Hierarchy – resembles a pyramid with high-level management at the top, intermediate managers and supervisors at a lower level, and clear lines of control for subordinate positions
 3. Team – maintains a basic hierarchical structure, but provides for cross-functional groups for certain needs

4. Matrix – shows both vertical and horizontal relationships; shows functional and/or divisional groups coming together to form project groups; shows lines of communication and collaboration rather than simply lines of authority
- ii. Relevance or use
 1. The visual representation of the organization's people, lines of control and communication, and lines of collaboration and decision-making
 2. A picture of an organizational organism, the parts of which are working toward achieving common goals
- iii. Benefits
 1. Simple and generally effective depiction of an organization
 2. Assists personnel in understanding the organization and where they fit
 3. Assists supervisors or managers in allocating resources
 4. Provides a framework for communication, planning, and managing change
- iv. Drawbacks
 1. Does not always clarify how the work gets done, especially how the structure supports its vision, mission, goals, and values
 2. Does not necessarily reflect work processes
 3. May become static and prevent the development of new and innovative work strategies
 4. May not have built-in flexibility for future needs
 5. Does not depict what happens in reality in the informal organization
- v. Tips for designing/redesigning an organization chart
 1. Create the chart based on what the organization needs in order to most effectively meet its goals, and deliver its products and services
 2. Consider lessening status distinctions and emphasizing working relationships to depict how work gets done
 3. Locate and designate positions in the organizational chart based on the position's output, role, or function rather than base it on titles that create a hierarchy without distinction as to role, function, or output; in this way you will be able to see how all parts of the whole work together to achieve common goals [3]

[7] [see 8.2.2.4 [Judicial Branch Education Positions, Roles, and Functions](#), pg. 43]

- a. Definitions
 - i. Classification – an organization-wide system of categories of employees that may be based on level of responsibility, education, tenure, or other criteria; generally has an associated pay range; generally includes exempt or non-exempt status regarding the Fair Labor Standards Act; generally indicates status in the organization
 - ii. Position – the specific place or job an employee holds in an organization; defined by a title or job description that includes educational and/or experience requirements, duties, and responsibilities.
 - iii. Role or function – the specific activity or action of an employee and/or the results achieved; the reason the position exists
 - b. Use of classification as job titles
 - i. Differentiates among personnel, which may be useful to show advancement opportunities
 - ii. May be discouraging to personnel who essentially do the same work but have a different title
 - c. Use of position, role, or function titles
 - i. Shows similarities in work and clarifies relationships among various positions with regard to the work
 - ii. May be discouraging to those who have more education or experience
4. If creating a new position, role, or function, craft it so the combination of skills and abilities needed for the position are likely to be found in a single individual; otherwise, create a new team for the role or function
- c. Considerations for aligning or realigning the organizational structure
 - i. Reassess the vision, mission, goals, and values of the organization and determine how or if they are currently reflected in the organizational structure and chart

- ii. Reassess the actual outputs of the organization and determine whether they are clearly and effectively evident in the organizational structure and chart
 - iii. Evaluate what is and is not working within the current structure
 - iv. Analyze the workforce, including working relationships between and among people or groups
 - v. Examine position titles to determine if they are identified by role, output, or function rather than by a hierarchy without distinction as to the work being done [see 8.2.2.4 [Judicial Branch Education Positions, Roles, and Functions](#), pg. 43]
 - vi. Identify any gaps or problem areas such as unclear areas of responsibility, confusion about process and/or role, or lines of demarcation that have created a feeling of exclusive ownership of certain outputs; consider how a different organizational structure might resolve these gaps or problems
 - vii. Revise the organizational structure and chart if necessary to address what you discovered in the steps outlined above
- E. Organizing Processes and Procedures for Excellence (*how does the work really get done*) – there is no right or wrong way to organize processes and procedures; the processes and procedures of an organization need to facilitate achievement of the vision, mission, goals, and values
- a. Processes and procedures
 - i. Factors that impact processes and procedures
 1. Vision, mission, goals, and values of the department
 2. Structure – how responsibilities are assigned
 3. Staff expertise – who knows how to do what
 4. Adult education principles – the basis of products
 5. Instructional design – the basis for meeting needs
 6. Delivery options – opportunities or limitations
 7. Committees – their composition and use
 8. Administrative support – assistance for professionals
 9. Curricula and programs – guidance and support
 10. Feedback and evaluation – guidance for changes
 11. Other
 - ii. Impact on success – processes and procedures affect the quality and consistency of products and services, efficiency in time and money, and clarity of expectations
 - iii. Formal and informal processes and procedures
 1. Formal processes may have historic, high-level sources and may be rooted in management's beliefs

2. Informal processes are how people actually perform the work and may be rooted in what really works for personnel to get their jobs done
 3. Creating a combination may be the most useful for organizational and departmental success
- b. Depicting processes and procedures – using an **organigram** or **organigraph** [see 8.2.2.5 [Sample Judicial Branch Education Organigrams](#), pg. 45]
- i. Definition – a visual representation of how work is done; snapshot of the organization at work; a map of the work an organization performs; may show factors that affect the work; may be a chart or an image
 - ii. Benefits
 1. May be used to depict how the organization addresses its mission, vision, goals, and values
 2. Shows relationships among various work-related factors that are not included in an organization chart
 3. Provides an overview of what influences an organization and its work
 4. May provide personnel with a better understanding of expectations than what is offered through an organization chart
 5. May supplement or complement an organization chart
 - iii. Drawbacks – does not depict individual positions or their roles in daily work
- F. Career Development for Organizational Excellence **[4]** (*what can we do to engage and support personnel for organizational excellence*) – the people in the organization, the organization's **intellectual capital**, are key to achieving the organization's vision, mission, goals, and values; the human dimension of an organization impacts individual, collective, and organizational growth
- a. People and their careers (*what is the impact on people if the department is organized for excellence*)
 - i. Vision, mission, goals, and values – organizing to demonstrate and support these foundational elements of the organization builds common understanding, shared organizational aspirations, and a sense of meaningful work
 - ii. A structure to support the work – a structure that makes the work efficient, effective, and meaningful creates employee allegiance, enables employees to succeed, and therefore facilitates success of the organization
 - iii. Shared and mutually beneficial processes – processes that meet both organizational and human needs create employee commitment and growth

- b. People and their development (*what establishes, supports, and institutionalizes growth opportunities for judicial branch educators*)
 - i. NASJE Principles and Standards – Principle II – Organization and Resources – Standard 2.3 – Staff Development: The judicial branch education organization should provide opportunities for its staff to maintain and improve professional skills
 - ii. Professional development opportunities for judicial branch education personnel
 - 1. National Association of State Judicial Educators
 - a. Annual conference – the annual conference offers both networking and educational opportunities; if funding is an issue, some limited scholarships are available; if participation is limited locally, consider alternating the personnel who attend
 - b. Curriculum designs to develop local courses for department personnel – numerous curriculum designs, based on the association’s core competencies for judicial branch educators, are available to support development and delivery of courses locally
 - c. Online education opportunities – webinars and other online courses are offered frequently
 - d. Regional meetings – many regional meetings include educational opportunities
 - 2. Other national resources for professional development may involve membership or attendance at conferences and provide networking and professional development opportunities; the following organizations offer publications and events:
 - a. American Society for Training and Development (ASTD)
 - b. American Association for Adult and Continuing Education (AAACE)
 - c. National Association for Court Management (NACM)
 - d. Association for Continuing Legal Education (ACLEA)
 - 3. Departmental opportunities for professional development of personnel
 - a. Orientation for new employees – although not formally considered professional development, providing an effective orientation, including

- discussion of the department's vision, mission, goals, and values, brings new employees on board with a framework for their performance; orientation to the department should be standardized, while orientation to the work may be unique
- b. In-service education – offering ongoing in-house courses for judicial branch education personnel ensures uniform practices as well as opportunities for inexpensive and timely professional growth; NASJE curriculum designs may support development of local courses for judicial branch educators
 - c. Faculty service – having an employee attend a local faculty development course and/or serve as a faculty member provides a new learning experience for the person serving as faculty as well as providing new insights for participants
 - d. Out-of-classification assignments – engaging an employee in a different or higher-level type of work provides an opportunity for them to see the organization's work from other perspectives and experience greater responsibility on a temporary basis
 - e. Mentoring – having employees serve as a mentors provides them with greater insight into the organization's work as they prepare and guide other employees; having employees mentored gives them a sense of belonging and shortens their learning curve
 - f. Coaching – having employees serve as coaches for a specific task gives them a sense of worth and provides them with an opportunity to examine their own work processes; having employees coached on specific tasks or functions enables them to learn in a supportive environment
 - g. Shadowing – allowing one employee to follow and learn from another provides an opportunity for social learning (watching, learning, and emulating the behavior of another)
 - h. Team assignments – assigning an employee to lead or serve on a team provides all team

- members with new learning opportunities, different perspectives, and new insights into the work of others
 - i. Collaboration with personnel in other departments – asking an employee to serve as a representative or liaison from the judicial branch education department exposes him or her to team-building skills and new perspectives on the work of other departments
 - j. Career path opportunities – establishing professional development tracks to support the continued growth of employees generates employee commitment and benefits both the employee and the department
 - k. Local or regional partnerships with community colleges or universities – partnering with institutions of higher learning to deliver content in the field of adult education or related topics provides direct professional growth; allowing judicial branch education personnel to attend or audit courses provides a sound resource for professional development
 - l. Support for external education opportunities – providing opportunities and funding for employees to attend stand-alone courses or academic institutions generates employee commitment and benefits both the employee and the department
- G. Organizing the Local Judicial Branch Education Department for Excellence [4]
[5] [6] [7] *(what might be more effective locally)*
- a. Vision, mission, goals, and values
 - i. What are shared judicial branch education considerations for stating local vision, mission, goals, and values?
 1. The association's goals for judicial branch education
 2. The purposes of the courts
 - ii. What are specific considerations for the local department?
 1. Expectations of the judicial branch and the administrative organization
 2. Stated and implied purpose of the department
 3. Current products and/or services and the possibilities for expanded and different products and services in the future
 4. Current work environment and the possibilities for a different work environment in the future, advisory

- and content committee structure and roles, relationship to other departments in the administrative organization, etc.
- 5. Existing personnel and responsibilities, possibilities for different or additional personnel in the future, organizational and departmental culture and work norms, etc.
- b. Organizational structure
 - i. Does the current organizational structure reflect the vision, mission, goals, and values of the department?
 - ii. Would a different structure be more effective? Which one?
- c. Titles-in-use
 - i. What do titles in the local judicial branch education department reveal about the work done by each individual? For example, does the title of a position reveal the work to be done or is it the product of the position?
 - ii. What are the local benefits and drawbacks of using classification as position titles? Of using position, role, or functional titles?
- d. Professional development opportunities
 - i. Does the overarching administrative organization provide career paths for employees?
 - ii. Do the values of the local department address or support the professional development of judicial branch education personnel?
 - iii. Does the local department structure provide professional development opportunities on a routine basis?
 - iv. What provisions support personnel growth into positions of greater responsibility?

8.2.1.5 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.)

- 8.2.2.1 [Working with the Human Resources of an Organization](#), pg. 33
- 8.2.2.2 [Sample Vision, Mission, Goals, and Values of a Judicial Branch Education Department](#), pg. 35
- 8.2.2.3 [Judicial Branch Education Department Organizational Possibilities](#), pg. 39
- 8.2.2.4 [Judicial Branch Education Positions, Roles, and Functions](#), pg. 43
- 8.2.2.5 [Sample Judicial Branch Education Organigrams](#), pg. 45

8.2.1.6 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 include or reference some of this material in courses developed from this curriculum design.)

Other relevant NASJE curriculum designs or curriculum-based courses:

[Human Resource Management: The Evolving Role of Education in the Judicial Branch](#)

Other relevant topics or educational areas:

Management and Supervision

Diversity and Fairness

Ethics

Technology

Human Resource Development: Organizational Excellence in Judicial Branch Education

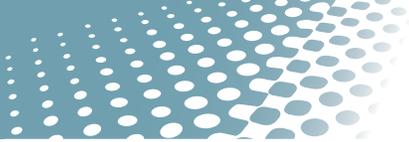
8.2.1.7 Learning Objective, Resource, and Activity Chart

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

Learning Objective	Faculty Resource	Participant Activity
1. Demonstrate the ability to communicate the vision, mission, goals, and values of a judicial branch education department to inspire peak performance from individuals.	8.2.2.2 Sample Vision, Mission, Goals, and Values of a Judicial Branch Education Department , pg. 35	8.2.3.1 Sharing the Vision, Mission, Goals, and Values of the Judicial Branch Education Department , pg. 53
2. Assess potential organizational approaches and structures that would reflect and support the vision, mission, goals, and values of a judicial branch education department.	8.2.2.2 Sample Vision, Mission, Goals, and Values of a Judicial Branch Education Department , pg. 35; and 8.2.2.3 Judicial Branch Education Department Organizational Possibilities , pg. 39	8.2.3.2 Organizational Approaches and Structures , pg. 55
3. Compare and contrast various position titles with regard to the work being done and the relationships within a judicial branch education department.	8.2.2.4 Judicial Branch Education Positions, Roles, and Functions , pg. 43	8.2.3.3 Judicial Branch Education Positions, Roles, and Functions , pg. 57
4. Evaluate potential professional	None	8.2.3.4 Professional Development

<p>development opportunities for judicial branch education personnel.</p>		<p>Opportunities for Judicial Branch Education Personnel, pg. 59</p>
<p>5. Create a vision statement, mission statement, goals, and values that might be used in the local judicial branch education department.</p>	<p>8.2.2.2 Sample Vision, Mission, Goals, and Values of a Judicial Branch Education Department, pg. 35</p>	<p>8.2.3.5 Stating the Local Vision, Mission, Goals, and Values, pg. 61</p>
<p>6. Analyze potential organizational structures that might be applicable in the local judicial branch education department.</p>	<p>8.2.2.3 Judicial Branch Education Department Organizational Possibilities, pg. 39</p>	<p>8.2.3.6 Reviewing, Revising the Local Organizational Structure, pg. 63</p>
<p>7. Evaluate various local judicial branch education positions with regard to more descriptive position titles and additional positions that might be beneficial locally</p>	<p>8.2.2.4 Sample Judicial Branch Education Positions, Roles, and Functions, pg. 43</p>	<p>8.2.3.7 Reviewing, Revising Local Positions and Titles, pg. 65</p>

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NASJE

CURRICULUM DESIGN

 **FACULTY RESOURCES**



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Human Resource Development: Organizational Excellence in Judicial Branch Education

Explanation of Faculty Resource

8.2.2.1 Working with the Human Resources of an Organization

Purpose of resource/document

This resource provides an abbreviated overview of two aspects of working with the human resources of an organization. The first aspect is Human Resource Management – traditional, functional, transactional activities that focus on the individual, and include education and training. The second aspect is Human Resource Development – transformational activities that focus on the overall success of the organization, and include career development, organizational development, and structural realignment, which are the topics for this curriculum design. This resource provides a basis for understanding both the development of individuals and development of the organization, both of which involve education.

In this curriculum design, the focus will be on several aspects of Human Resource Development as it applies to a judicial branch education department.

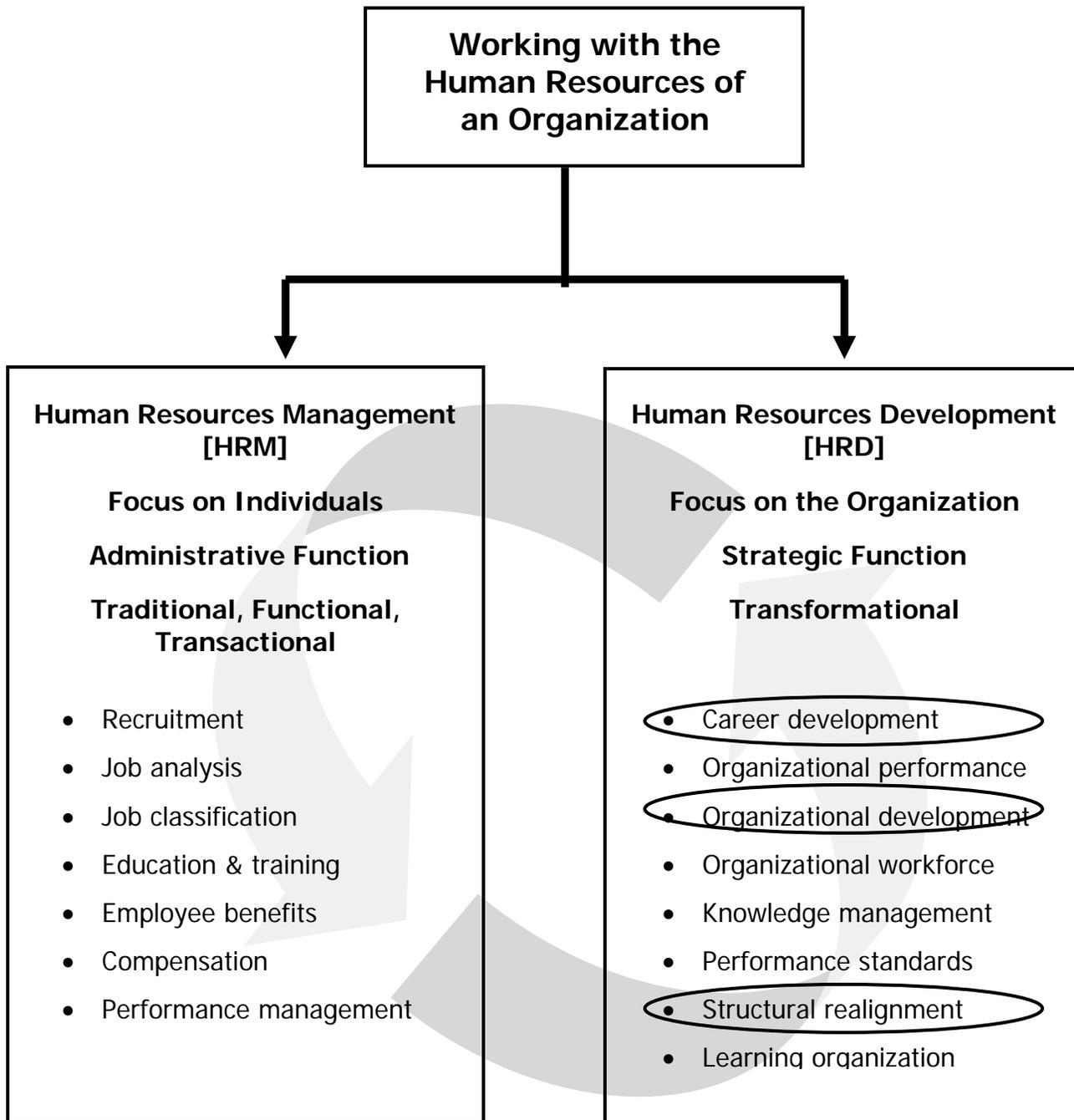
Use of resource/document

This resource would be useful when introducing a course based on this curriculum design [see A, [Human Resource Development and Organizational Excellence](#), pg. 9 in the curriculum design].

Related documents or materials

None

Human Resource Development: Organizational Excellence in Judicial Branch Education



Human Resource Development: Organizational Excellence in Judicial Branch Education

Explanation of Faculty Resource

8.2.2.2 Sample Vision, Mission, Goals, and Values of a Judicial Branch Education Department

Purpose of resource/document

This resource provides a list of outcomes, products, and services provided by the judicial branch and by judicial branch education and an example of what a judicial branch education department might adopt as statements of vision, mission, goals, and values based in part on those outcomes, products, and services.

This resource will be used as the basis for several participant activities.

Use of resource/document

Faculty need to assure directors, managers, and supervisors that this resource is only an example and is not intended to be a model for adoption locally.

This resource would be effective if used as part of the discussion on the foundations of organizations [see B, [Foundations of an Effective Judicial Branch Education Organization](#), subpart a, [Definitions of foundational components of an effective organization](#) and subpart b, [Guidance from the National Association of state Judicial Educators](#), pgs. 10 and 11 in the curriculum design].

Related documents or materials

Participant activities

- 8.2.3.1 [Sharing the Vision, Mission, Goals, and Values of the Judicial Branch Education Department](#), pg. 53
- 8.2.3.2 [Organizational Approaches and Structures](#), pg. 55
- 8.2.3.3 [Judicial Branch Education Positions, Roles, and Functions](#), pg. 57
- 8.2.3.5 [Stating the Local Vision, Mission, Goals, and Values](#), pg. 61

Human Resource Development: Organizational Excellence in Judicial Branch Education

Considerations for Developing a Vision, Mission, Goals, and Values

Some judicial branch outcomes, products, and services are intended to:

- Serve and protect the public by
 - Guarding individual freedoms
 - Resolving disputes and conflicts
- Interpret and apply the law by
 - Upholding the rule of law
 - Providing due process
 - Ensuring equal protection under the law
- Maintain public trust and confidence by
 - Promoting access and fairness
 - Promoting knowledge of the judicial system
 - Utilizing consistent practices
 - Upholding ethical standards
- Provide checks and balances for the other two branches

Some judicial branch education outcomes, products, and services are intended to:

- Continually develop the intellectual capital of the judicial branch by:
 - Conducting needs assessments
 - Identifying and prioritizing relevant content:
 - Developing curricula to ensure career-long educational opportunities
- Deliver content effectively by:
 - Utilizing effective instructional design models
 - Constantly upholding adult education principles
 - Developing faculty
 - Consistently evaluating and revising content and delivery
- Administer and coordinate educational activities by:
 - Managing logistics to support content delivery
 - Coordinating registration processes to ensure access
 - Providing participant materials for future reference
- Utilize educational technology by:
 - Offering content in a variety of delivery mechanisms, including distance delivery
 - Supporting content delivery with effective use of audiovisual aids
- Develop and manage relevant educational materials by:
 - Conducting research and documenting key information
 - Ensuring documented information is readily accessible

Human Resource Development: Organizational Excellence in Judicial Branch Education

Sample Vision, Mission, Goals, and Values of a Judicial Branch Education Department

Vision:

Our vision is to be a prime resource for the ongoing professional development of judges and court personnel to enhance their service to the public.

Mission:

Our mission is to continually contribute to the development of the intellectual capital of the judicial branch.

Goals: *(Primary goals appear as bulleted statements from the NASJE Principles and Standards; secondary bullets are to define how a judicial branch education department may describe their measurable activities to achieve the primary goal statements.)*

Our goals are to:

- ❖ Help judicial branch personnel acquire the knowledge and skills required to perform their judicial branch responsibilities fairly, correctly, and efficiently
 - *By involving judges and court personnel in assessing educational needs and determining content for courses*
 - *By using sound instructional design processes and adult education principles to ensure the effectiveness of all courses*
 - *By consistently developing faculty skilled in adult education practices*
 - *By establishing and maintaining a system of career-long learning opportunities*

- ❖ Help judicial branch personnel adhere to the highest standards of personal and official conduct
 - *By offering content that deals with ethical standards and by incorporating ethics into other substantive content*

- ❖ Help judicial branch personnel become leaders in service to their communities
 - *By offering content addressing outreach possibilities for judges and court personnel, leadership strategies, and working effectively with the media*

- ❖ Preserve the judicial system's fairness, integrity, and impartiality by eliminating bias and prejudice
 - *By systematically incorporating issues of fairness, integrity, and impartiality into other*

substantive content.

- ❖ Promote effective court practices and procedures
 - *By highlighting effective court practices in content*
 - *By fostering networking and sharing among judges and court personnel*
- ❖ Improve the administration of justice
 - *By focusing content on realistic, relevant, applicable, and timely content*
- ❖ Ensure access to the justice system
 - *By highlighting how technology offers new means of access to the courts and court records*
 - *By highlighting how to work effectively with the media*
 - *By highlighting how to work effectively with self-represented litigants*
- ❖ Enhance public trust and confidence in the judicial branch
 - *By highlighting how consistent practices, fair treatment, and a focus on public service work together to generate trust and confidence in the courts*

Values

We believe:

- ❖ It is an **honor** to work in the judicial branch
- ❖ Our work is **vital** to the effectiveness of the courts
- ❖ It is our **ethical obligation** to spend time and money responsibly
- ❖ **Diversity** is an enriching and critical component of our success
- ❖ **Collaboration and teamwork** are the hallmark of our effectiveness
- ❖ **Continual learning** and **professional growth** are vital to each of us

Human Resource Development: Organizational Excellence in Judicial Branch Education

Explanation of Faculty Resource

8.2.2.3 Judicial Branch Education Department Organizational Possibilities

Purpose of resource/document

This document provides samples of various organizational possibilities for judicial branch education departments.

Use of resource/document

Faculty should inform directors, managers, and supervisors that:

- There is no right or wrong way to organize a department
- Organizational theorists differ in their definitions of many structures
- There are more structures in the literature than are presented here
- Some structures in the literature are for large complex organizations
- The structures provided here are tailored to smaller organizations and include only those thought to be suitable for judicial branch education

This resource would be effective as part of the discussion of principles of organizing people [see D, [Structural Alignment or Realignment for Organizational Excellence](#), subpart a, Organizational structure, and subpart b, [Organization charts](#), pgs. 17 and 18 in the curriculum design].

Related documents or materials

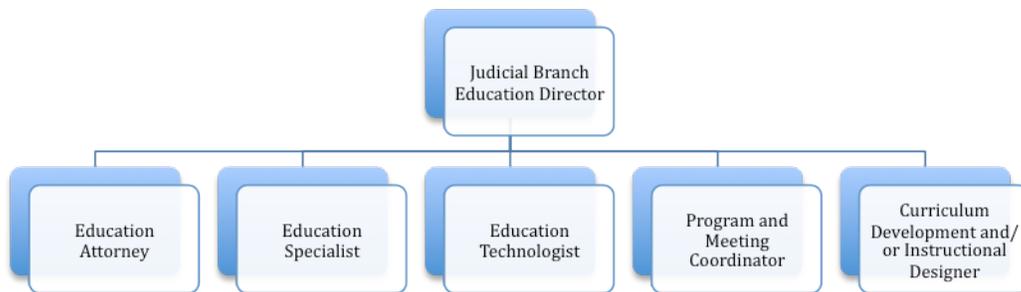
Participant activities

8.2.3.2 [Organizational Approaches and Structures](#), pg. 55

8.2.3.6 [Reviewing and Revising the Local Organizational Structure](#), pg. 63

Human Resource Development: Organizational Excellence in Judicial Branch Education

Judicial Branch Education Department Organizational Possibilities

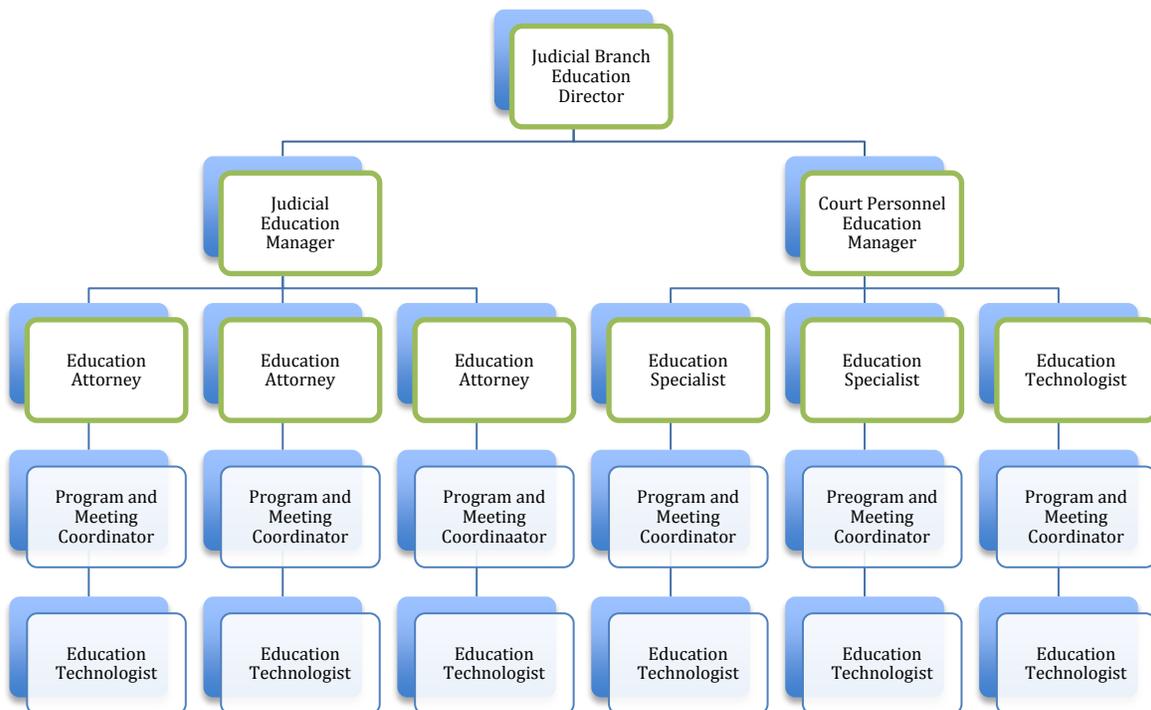


Judicial Branch Education Department Flat Organization Chart

This structure involves a single manager who oversees the work of a variety of individuals with different areas of expertise. Development and delivery of content is the joint responsibility of all personnel. This structure facilitates knowledge sharing and creativity and is most suitable for a small organization.

Human Resource Development: Organizational Excellence in Judicial Branch Education

Judicial Branch Education Department Organizational Possibilities

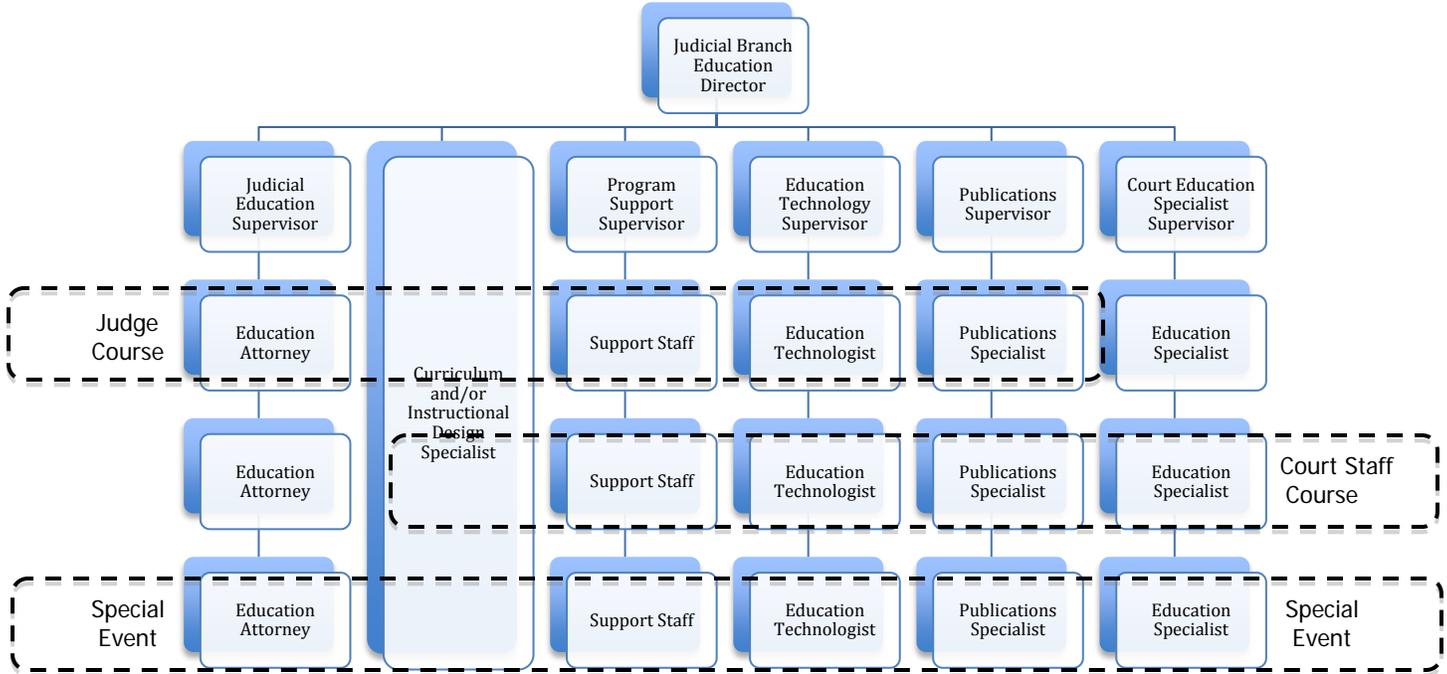


Judicial Branch Education Department Hierarchical Organization Chart

With this structure there are clear lines of control, communication, decision-making, and ownership. Development and delivery of content is contained in separate units and groups within those units. This structure develops allegiance within a group's boundaries; however, it may limit knowledge sharing and creativity outside the clearly defined groups or areas of responsibility. This structure is effective in mid-sized and large organizations.

Human Resource Development: Organizational Excellence in Judicial Branch Education

Judicial Branch Education Department Organizational Possibilities



Judicial Branch Education Department Matrix Organization Chart

NOTE: the lines between similar functions, such as education attorneys, are not lines of subordination, but are simply to show affiliation within a group of equals.

This structure separates individuals into occupational units, each with a supervisor for general management purposes, while assembling those with varied knowledge and skills into cross-functional groups to collaborate on content development and delivery. The cross-functional groups may be stable or may change their membership over time. Groups may be led by a member of the group or by a separate designated facilitator.

Unlike the hierarchal structure or the team structure, people from all functional units will work with various people from other functional units. This structure blurs the lines of traditional supervisory control, but it offers many opportunities for the professional development of all personnel, and it enhances knowledge sharing and creativity across the organization. It may contribute to a more department-wide allegiance among employees, rather than allegiance within units or static small groups. This structure is effective in mid-sized or large organizations.

Human Resource Development: Organizational Excellence in Judicial Branch Education

Explanation of Faculty Resource

8.2.2.4 Judicial Branch Education Positions, Roles, and Functions

Purpose of resource/document

This document highlights various classifications, job titles, and functions associated with key positions in judicial branch education. It also highlights the potential use of job or function titles that are more descriptive than classification titles.

Use of resource/document

Faculty needs to inform directors, managers, and supervisors that this resource is a representative sampling of positions, roles, and functions from several judicial branch education departments. These positions, roles, and functions are not intended to negate or diminish those that are part of the local organization.

This resource would be effective if used as part of the discussion of organizing people [see D, [Structural Alignment or Realignment for Organizational Excellence](#), subpart b, v, [Tips for designing or redesigning an organization chart](#), pg. 19 and subpart c, v, [Examine position titles to determine if they are identified by role, output, or function](#), pg. 21 in the curriculum design]. The positions, roles, and functions listed are intended to generate ideas for judicial branch education directors, managers, and supervisors.

Related documents or materials

Participant activities

8.2.3.3 [Judicial Branch Education Positions, Roles, and Functions](#), pg. 57

8.2.3.7 [Reviewing and Revising Local Positions and Titles](#), pg. 65

Human Resource Development: Organizational Excellence in Judicial Branch Education

Judicial Branch Education Positions, Roles, and Functions

Classifications	Potential Title by Position, Role, or Function
Attorneys: Attorney I Attorney II Sr. Attorney	Education attorney – education for people in the courts Judicial education attorney – education for judges Program attorney – oversight of specific programs Publications attorney – writing and publishing Research attorney – investigation of new laws, etc.
Educators: Specialist Specialist II Sr. Specialist Professional	Education specialist – design and delivery of content or courses Instructional design specialist – instructional consultant Curriculum specialist – development of overarching content Faculty development specialist – development of faculty Distance learning specialist – use of distance delivery Instructional media specialist – use of technology
Court Specialists or Analysts	Staff development specialist – education of court personnel Probation education specialist – education of probation staff Management analyst – content for managers and supervisors Executive analyst – content for executive positions
Education Technologists: Technologist I Technologist II Sr. Technologist	Multi-media technologist – combining of delivery mechanisms Technology coordinator – orchestration of use of technology Video technologist – video recording and/or broadcasting Broadcast technologist – use of broadcasts to deliver content
Support Personnel: Coordinator Secretary Sr. Secretary Editor Sr. Editor Designer Administrator	Meeting coordinator – coordination of meeting logistics Conference coordinator – coordination of conference logistics Logistics administrator – oversight of program logistics Internet administrator – oversight of website, online courses Events administrator – coordination of logistics for events Registration coordinator – oversight of registration Graphics designer – development of visual aids Document editor – review of documents Administrative secretary – clerical support for manager Program secretary – clerical support for certain events

Human Resource Development: Organizational Excellence in Judicial Branch Education

Explanation of Faculty Resource

8.2.2.5 Sample Judicial Branch Education Organigrams

Purpose of resource/document

This resource is to provide an example of a different way to visually depict a judicial branch education department. An organization chart depicts people, their positions, and their relationship to other positions. An organigram depicts processes, often without the people; it also shows factors that affect how the work gets done. Different sources show different versions of what organigrams depict. For this resource, the organigram(s) depicts relationships between key factors and relationships that affect judicial branch education products.

This resource includes several versions of the same set of factors: the first represents the original style of an organigram; the second and third are variations on that style; the fourth and fifth represent a more contemporary approach – one uses a court-related image and the other a depiction of an organic image from nature.

Use of resource/document

This resource would be useful when discussing organigrams and organigraphs [see E, [Organizing Processes and Procedures for Excellence](#), subpart b, [Depicting processes and procedures](#), pg. 22 in the curriculum design]. This type of depiction is complementary to an organization chart. Organigrams, because they show processes, are often more useful for departmental personnel than for upper management or stakeholders.

Faculty may encourage directors, managers, and supervisors in judicial branch education departments to depict their own version of an organigram for their work.

These judicial branch education department organigrams help to explain the foundational factors that affect and support our work, and these factors combine in different ways to aid in planning curricula and programs, which in turn are used to design courses. Each course has an impact on the judicial branch. Through feedback and evaluation, each has an impact on the foundational factors thereby influencing how we can continue to improve our products and services for future programs and courses.

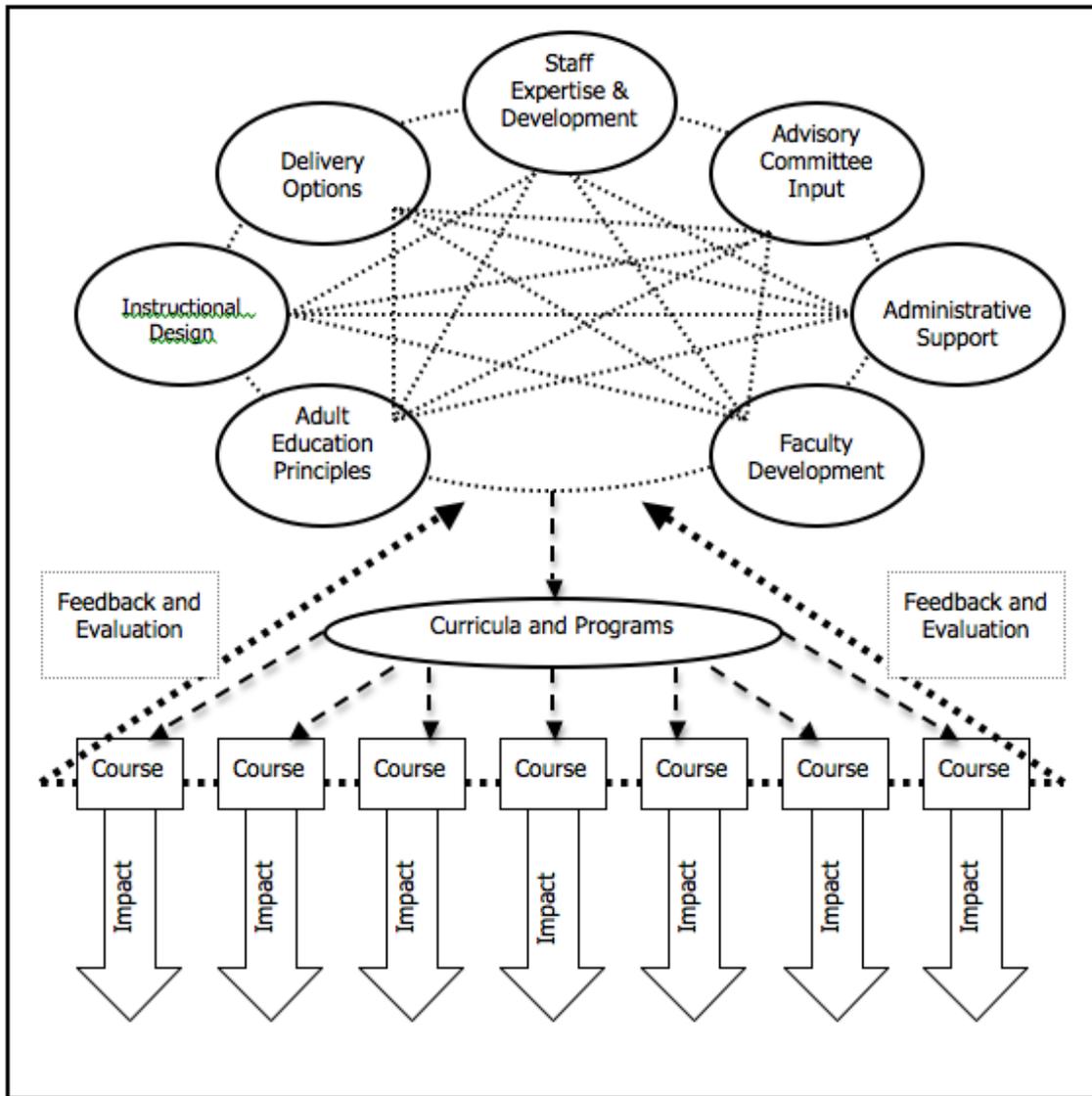
Related documents or materials

None

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Sample Judicial Branch Education Organigram
Chart Version A

Judicial Branch Environment

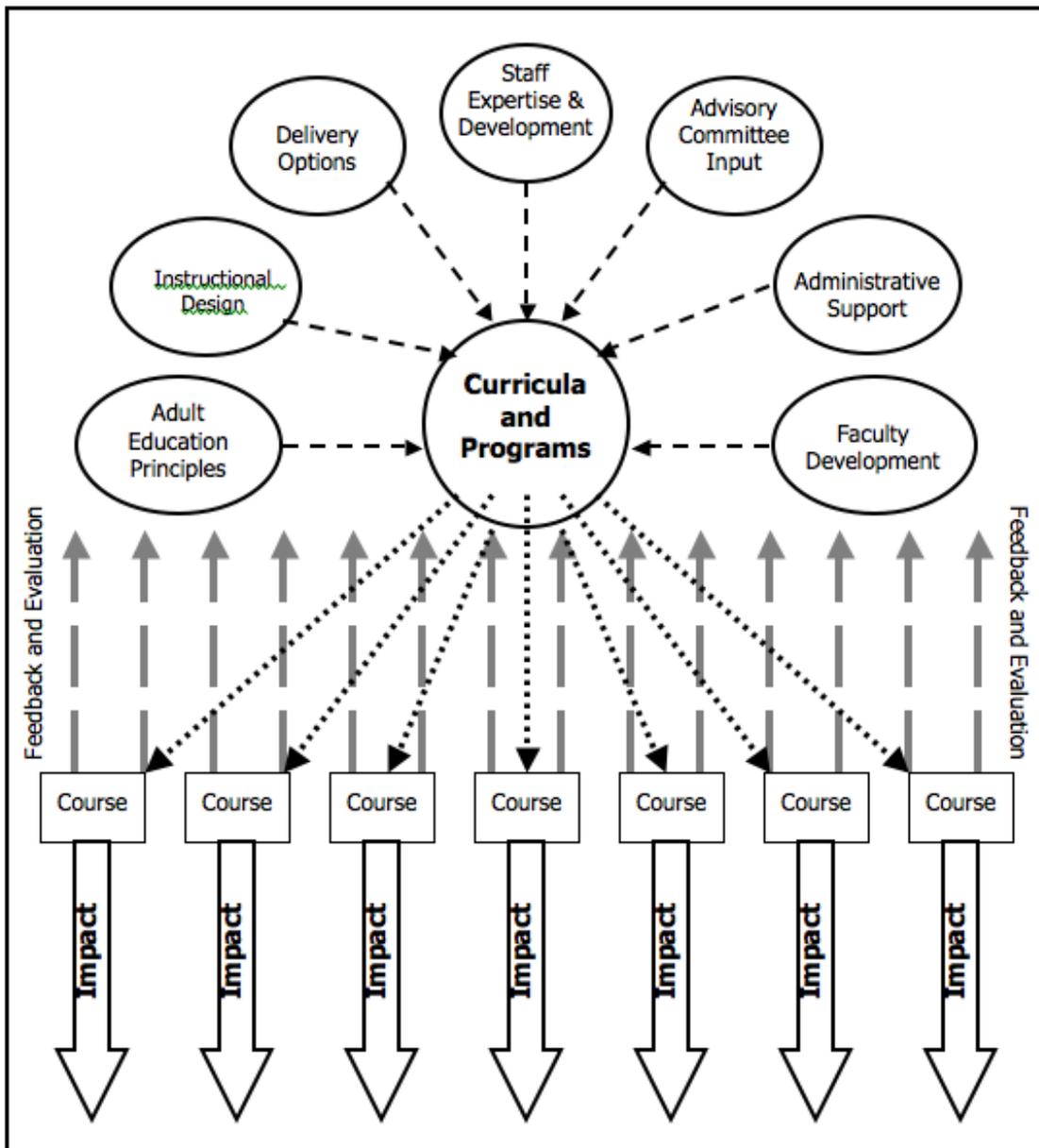


Judicial Branch Education

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Sample Judicial Branch Education Organigram
Chart Version B

Judicial Branch Environment

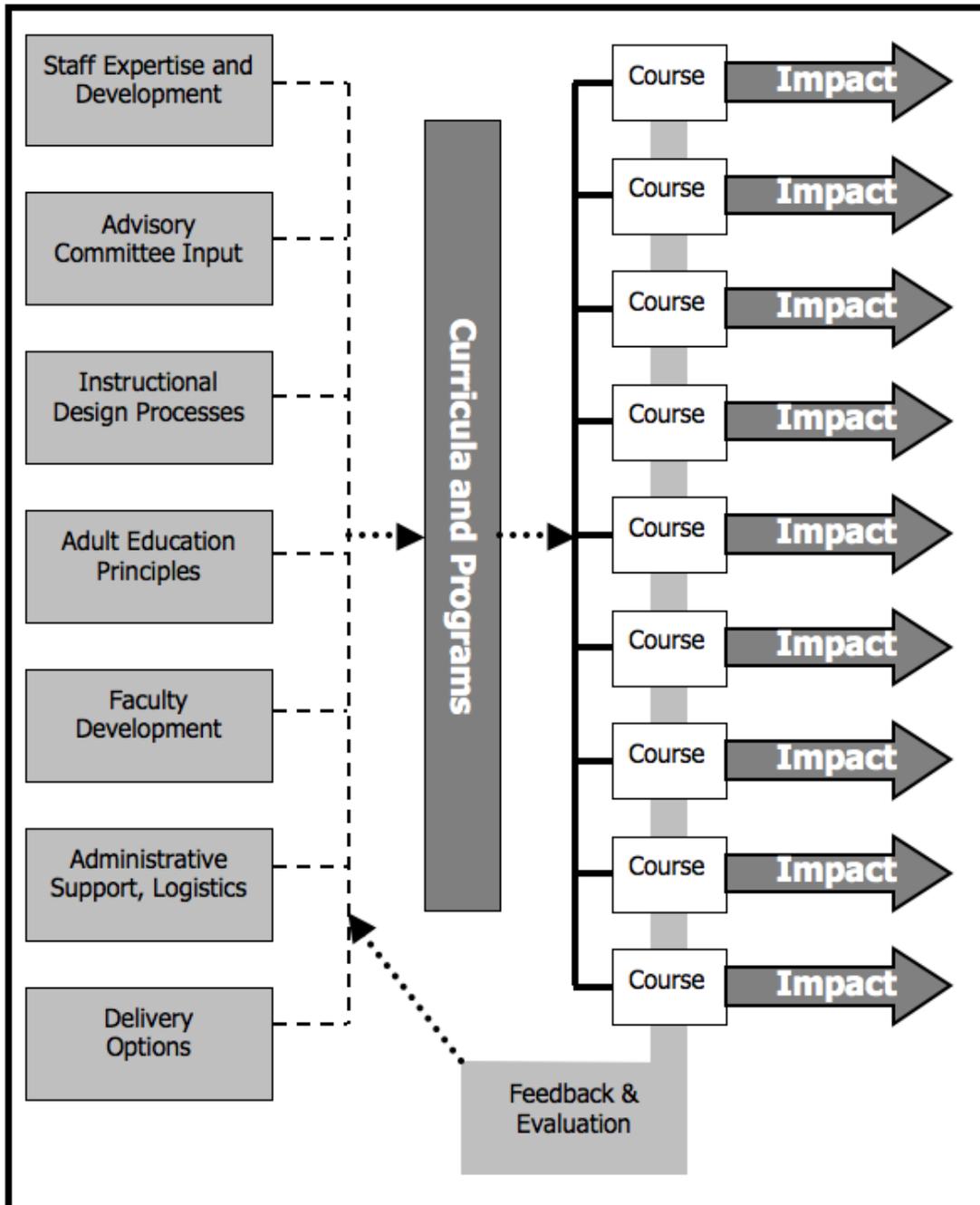


Judicial Branch Education

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Sample Judicial Branch Education Organigram
Chart Version C

Judicial Branch Environment

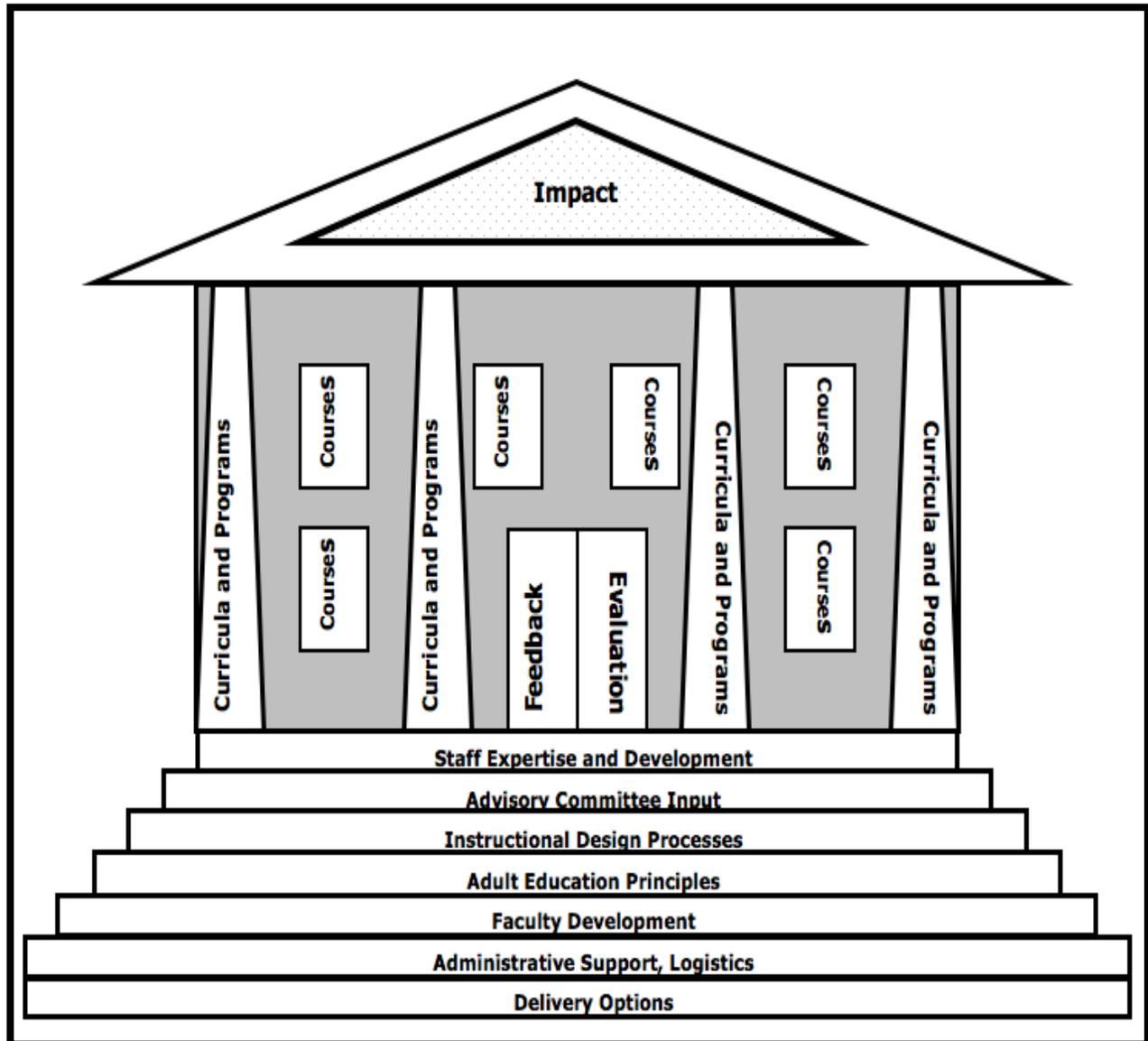


Judicial Branch Education

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Sample Judicial Branch Education Organigram Image Version A

Judicial Branch Environment

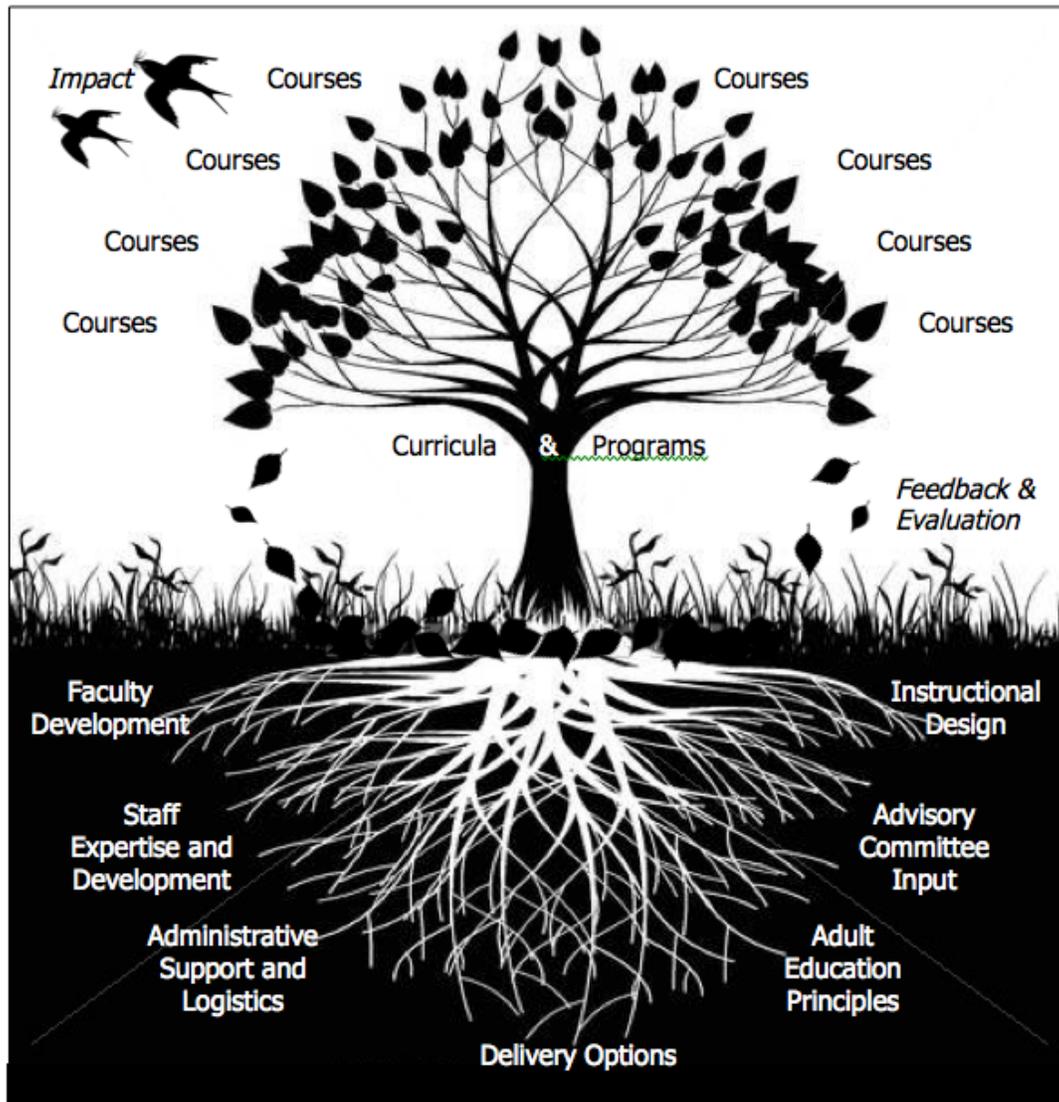


Judicial Branch Education

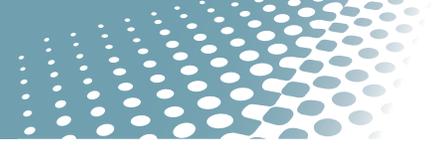
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Sample Judicial Branch Education Organigram Image Version B

Judicial Branch Environment



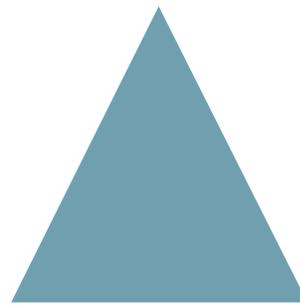
Judicial Branch Education



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▲ PARTICIPANT ACTIVITIES



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Human Resource Development: Organizational Excellence in Judicial Branch Education

Explanation of Participant Activity

8.2.3.1 Sharing the Vision, Mission, Goals, and Values of the Judicial Branch Education Department

Purpose of activity

This activity engages directors, managers, and supervisors in judicial branch education departments in planning how to share a vision, mission, goals, and values to inspire peak performance of (a) a new employee and (b) existing employees.

Use of activity

This activity would be effective after discussing the relevant definitions and reviewing the goals for judicial branch education set forth by the National Association of State Judicial Educators [see B, [Foundations of an Effective Judicial Branch Education Organization](#), subpart a, [Definitions of foundational components of an effective organization](#) and subpart b, [Guidance from the National Association of State Judicial Educators](#), pgs. 10 and 11 in the curriculum design].

For the activity, provide learners with resource 8.2.2.2 [Sample Vision, Mission, Goals, and Values of a Judicial Branch Education Department](#), pg. 35, or a different sample of your choice.

This is an individual activity with regard to planning how to share these foundational aspects of an organization. It is a paired activity for simulated presentations. Faculty should allow time for both the presentations and feedback within the pairing.

Relevant Learning Objective

1. Demonstrate the ability to communicate the vision, mission, goals, and values of a judicial branch education department to inspire peak performance from individuals.

Human Resource Development: Organizational Excellence in Judicial Branch Education

Sharing the Vision, Mission, Goals, and Values

Using a sample of a judicial branch education department's vision, mission, goals, and values, plan and deliver a five-minute presentation for each of the situations below.

Situation 1:

You are welcoming a new employee to the judicial branch education department. She has completed a general orientation to the larger organization and is now ready to be oriented to the department. You are providing her with a written version of the department's vision, mission, goals, and values; you have five minutes to highlight for her what you feel is most important in order to inspire peak performance from her. Plan what you will say or do and faculty will assign you a partner for your presentation.

Situation 2:

About a year ago, the judicial branch education department worked on developing a vision, mission, goals, and values. However, personnel seem to have collectively forgotten those aspects of their work. People are working hard, are tired, and are working under a tight budget. You have been asked to make a brief presentation regarding the department's vision, mission, goals, and values at a departmental meeting. Plan what you will say or do and faculty will assign you a partner for your presentation.

Human Resource Development: Organizational Excellence in Judicial Branch Education

Explanation of Participant Activity

8.2.3.2 Organizational Approaches and Structures

Purpose of activity

This activity engages directors, managers, and supervisors in judicial branch education in considering a few common organizational structures with regard to how or whether each inspires the values of respect, trust, and teamwork. The activity is intended to underscore the need for the structure to complement the organization's vision, mission, goals, and values.

Use of activity

NOTE: Faculty may want to refer learners to the resource 8.2.2.2 [Sample Vision, Mission, Goal, and Values of a Judicial Branch Education Department](#), pg. 35 and 8.2.2.3 [Judicial Branch Education Department Organizational Possibilities](#), pg. 39 for this activity.

This activity would be effective after discussing organizational possibilities for judicial branch departments [see C, [General Organizational Considerations](#), pg. 11 in the curriculum design].

Sample answers for one structural type in the activity would be as follows:

The flat organization offers:

- Support for the vision – the flat structure could be changed easily as the organization evolves
- Support for the mission – because everyone works together, lines of communication are clear and abbreviated and consequently pursuit of the mission would be easily visible
- Support for the goal of responsiveness to new information and ways to deliver – the small organization contributes to a quick response
- Support for the value of spending time and money responsibly – because the group is small, efficiencies are easily monitored
- Support for the value of collaboration and teamwork – because everyone works together, teamwork is a given

Relevant Learning Objective

2. Assess potential organizational approaches and structures that would reflect and support the vision, mission, goals, and values of a judicial branch education department.

Human Resource Development: Organizational Excellence in Judicial Branch Education Organizational Approaches and Structures

Determine how the following structures might reflect or support the vision, mission, goals, and values of a judicial branch education department provided in 8.2.2.2 [Sample Judicial Branch Education Department Vision, Mission, Goals, and Values](#), pg. 35.

Organizational Structure	Aspects of Structure Reflecting Vision, Mission, Goals, and Values
<p>Flat</p> <p>Has one managerial position and all personnel report to that individual; personnel work together to produce outputs, products, or services</p>	
<p>Hierarchical</p> <p>May be divisional or functional; separates people into distinct groups with clear lines of responsibility, authority, and decision-making</p>	
<p>Matrix Structure:</p> <p>Uses people across formal units for a variety of work assignments; uses team decision-making; has employees report to various supervisors or team leaders</p>	

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Explanation of Participant Activity

8.2.3.3 Judicial Branch Education Positions, Roles, and Functions

Purpose of activity

This activity is to engage judicial branch education directors, managers, and supervisors in exploring the potential benefits of naming positions more descriptively or choosing functions as position titles to designate work to be done rather than using titles that designate status; this approach is a component of contemporary organizational design.

Use of activity

NOTE: Most judicial branch education departments are part of larger administrative organizations that have systems in place for determining classifications and job titles. Faculty should inform judicial branch education directors, managers, and supervisors that this activity offers only suggestions that position titles in contemporary organizations and accompanying organizational charts show relationships regarding the work and among personnel. Any changes in a local judicial branch education department should involve consultation with professionals in the human resources department.

Refer learners to resource 8.2.2.4 [Judicial Branch Education Positions, Roles, and Functions](#), pg. 43 for this activity.

This activity would be effective after discussing the use of titles [see D, [Structural Alignment or Realignment for Organizational Excellence](#), subpart b, v, 3, [Locate and designate positions in the organizational chart based on the position's output, role, or function](#), pg. 19 in the curriculum design].

This is a small group activity.

Relevant Learning Objective

3. Compare and contrast various position titles with regard to the work being done and the relationships within a judicial branch education department.

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Judicial Branch Education Positions, Roles, and Functions

Using the chart provided by faculty, discuss how the use of (a) classification titles and (b) position or functional titles either reflect or fail to reflect the work being done and the relationships within a judicial branch education department.

Titles Based on:	How Titles Reflect or Fail to Reflect Work
Classification	
Position, Role, or Function	

Human Resource Development: Organizational Excellence in Judicial Branch Education

Explanation of Participant Activity

8.2.3.4 Professional Development Opportunities for Judicial Branch Education Personnel

Purpose of activity

This activity involves supervisors and managers in assessing a wide variety of professional development opportunities for judicial branch education personnel. The activity may introduce some development opportunities not previously considered by directors, managers, and supervisors, and/or it may highlight the positive and negative aspects of familiar developmental opportunities whether currently used or not.

Use of activity

NOTE: Faculty should inform directors, managers, and supervisors that they do not need to treat each column equally; for example, if they feel the benefits of a certain professional development opportunity outweigh the negatives in terms of time and money, they may evaluate the opportunity as positive in spite of the negative factors.

This activity would be effective after discussing the sample of options for professional development of judicial branch education personnel [see F, [Career Development for Organizational Excellence](#), subpart b, ii, [Professional development opportunities for judicial branch education personnel](#), pg. 23 in the curriculum design].

This is an individual activity.

Relevant Learning Objective

4. Evaluate potential professional development opportunities for judicial branch education personnel.

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Professional Development Opportunities for Judicial Branch Education Personnel

Using the chart below, insert a plus or minus sign under each heading to indicate whether it is a positive (+) or a negative (-) factor with regard to the particular development opportunity. Using your own judgment, insert a plus or minus as an overall assessment of each opportunity in the last column.

Opportunity	Cost in Time	Monetary Cost	Potential Benefit	Likelihood of Use	Overall Rating
NASJE Annual Conference					
NASJE online courses					
NASJE curriculum designs, local use					
Other educational associations					
Faculty service					
Out-of-classification assignments					
Mentoring					
Coaching					
Shadowing					
Team assignments					
Collaboration with other departments					
Career path options					
Partnerships with colleges/universities					
Support for external education					
Other:					
Other:					

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Explanation of Participant Activity

8.2.3.5 Stating the Local Vision, Mission, Goals, and Values

Purpose of activity

This activity involves directors, managers, and supervisors in judicial branch education in developing a vision, mission, goals, and values that might be used by the local department.

Use of activity

NOTE: Faculty may want to refer learners to the resource 8.2.2.2 [Sample Vision, Mission, Goals, and Values of a Judicial Branch Education Department](#), pg. 35 for this activity.

This activity would be effective when discussing application of new information at the local level [see G, [Organizing the Local Judicial Branch Education Department for Excellence](#), pg. 25 in the curriculum design].

This is an individual activity.

Relevant Learning Objective

5. Create a vision statement, mission statement, goals, and values that might be used in the local judicial branch education department.

Human Resource Development: Organizational Excellence in Judicial Branch Education

Stating the Vision, Mission, Goals, and Values

Ideally, these foundational aspects of a judicial branch education department would be created by a team, shared with all personnel, and then revised to reflect common ownership and commitment.

Vision – What is the department striving to become or represent?

Mission – What is the department’s ongoing purpose or reason for being?

Goals - What are the preferred results of the department’s efforts?

Values – What are the department-wide beliefs that underpin the work?

Human Resource Development: Organizational Excellence in Judicial Branch Education

Explanation of Participant Activity

8.2.3.6 Reviewing and Revising the Local Organizational Structure

Purpose of activity

This activity engages judicial branch education directors, managers, and supervisors in drawing and examining their local organizational structure and then redrawing it in another model. This is to demonstrate the possibilities for rethinking the local structure.

Use of activity

NOTE: Faculty may want to refer learners to the resource 8.2.2.3 [Judicial Branch Education Department Organizational Possibilities](#), pg. 39 for this activity.

This activity would be effective when discussing application of new information at the local level [see G, [Organizing the Local Judicial Branch Education Department for Excellence](#), pg. 25 in the curriculum design].

This is an individual activity.

Relevant Learning Objective

6. Analyze potential organizational structures that might be applicable to the local judicial branch education department or division.

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Organizational Structure

A. Draw your local department's organizational structure, including titles. If your organization is large and complex, abbreviate the structure as necessary.

Type of Existing Organizational Structure: _____

B. After examining other organizational models, redraw your local department organizational structure in another, possibly preferable, model.

Type of Possible Organizational Structure: _____

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Explanation of Participant Activity

8.2.3.7 Reviewing and Revising Local Positions and Titles

Purpose of activity

This activity involves judicial branch education directors, managers, and supervisors in examining the titles used in the local department to determine if use of more descriptive titles might be beneficial. In addition, after reviewing the various positions, roles, and functions provided in the content, the activity engages learners in determining if there are positions or functions they would like to add to their local department.

Use of activity

NOTE: Faculty may want to refer learners to resource 8.2.2.4 [Judicial Branch Education Positions, Roles, and Functions](#), pg. 43 for this activity.

This activity would be effective when discussing application of new information at the local level [see G, [Organizing the Local Judicial Branch Education Department for Excellence](#), pg. 25 in the curriculum design].

This is an individual activity.

Relevant Learning Objective

7. Evaluate various judicial branch education positions with regard to more descriptive position titles and additional positions that might be beneficial locally.

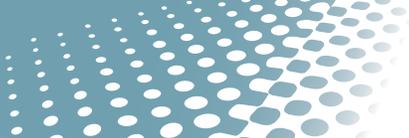
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Local Positions and Titles

In the chart below, for each classification in the left column, list the titles used locally in the center column. In the right column, list ideas for more descriptive position titles. At the bottom, list suggestions for additional positions to support your vision, mission, goals, and values.

Classification	Current Local Title	More Descriptive Title
Attorneys		
Educators		
Court Specialists and Analysts		
Education Technologists		
Support Personnel		

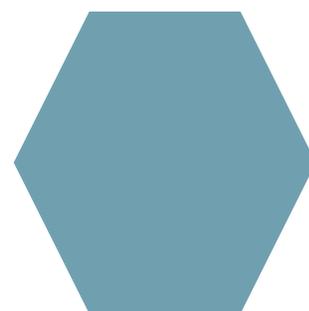
What positions might you like to add to your local department to better support your vision, mission, goals, and values?



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