



NASJE

CURRICULUM DESIGN

JUDICIAL BRANCH EDUCATION – LEADERSHIP IN ACTION

LEADERSHIP: Experienced Level Content



NASJE

NATIONAL ASSOCIATION OF STATE JUDICIAL EDUCATORS

Judicial Branch Education – Leadership in Action

This is a summary of content in this curriculum design.

Although content is divided into two parts, headings are continuous A - F

I. Leadership as a Judicial Branch Educator

- A. Leadership Styles
 - a. Leadership vs. management
 - b. Leadership style assessment
 - c. Combining leadership and management approaches
 - d. Leadership and power
- B. Beyond Leadership Styles/Taking the Opportunity to Lead
 - a. The challenge/danger of exercising leadership
 - b. Approaches
- C. Leadership and Effective Communication
 - a. Active listening
 - b. When a conversation goes wrong
- D. Leadership in Organizational Change and Development
 - a. Organizational culture
 - b. Organizational change/development
 - c. Exercising leadership in organizational development
 - d. Leadership, diversity, and organizational development

II. Leadership as a Judicial Branch Education Department or Division

- E. Leadership and Organizational Change and Development
 - a. Introducing knowledge management
 - b. Developing courts as learning organizations
 - c. Instituting NASJE Principles and Standards
- F. Strengthening the Ongoing Role of Judicial Branch Education
 - a. Engaging stakeholders
 - b. Accepting non-traditional roles/assignments
 - c. Developing “presence”

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:

9 indicates the NASJE competency addressed in this curriculum design is leadership

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:

9.1 is the entry-level leadership curriculum design

9.2 is the experienced level

The third number refers to the section of the design.

For example:

9.2.1 is the content section for experienced-level leadership

9.2.2 is the faculty resources section

9.2.3 is the participant activities section

9.2.4 is the bibliography and selected readings

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

For example:

9.2.1.1 is the overview in experienced-level leadership content

9.2.2.7 is the seventh faculty resource

9.2.3.3 is the third participant activity

Judicial Branch Education – Leadership in Action

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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: Judicial Branch Education – Leadership in Action

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 9 – Leadership, Visioning, Organizational Planning, and Building and Maintaining Support for Judicial Branch Education](#) (available on the NASJE website) Competency Summary: For judicial branch education to be recognized as integral and necessary to the efficient and effective administration of justice, it must have leaders who can inspire individuals inside and outside of the courts to believe in the transformative value of education.

Target Audience:

This curriculum design is for judicial branch educators who have managerial responsibilities and who are familiar with the basics of leadership and management styles.

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 Approved: June 18, 2013 **Last Updated:**

9.1.1.0 Curriculum Design

9.1.1.1 Curriculum Design Overview:

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

This curriculum design addresses the practical application of leadership with a focus on highlighting the transformative role of judicial branch education. Based on the more academic principles of leadership, visioning, and organizational development presented in the entry-level content, this design focuses on having judicial branch educators with managerial roles apply those principles in the sometimes challenging environment of their administrative organization and of the courts.

The content in this design moves from the generalities addressed in the entry-level content to a focus on the specifics of leadership potential for each managerial participant. In addition to providing judicial branch educators with an opportunity to identify and analyze their personal leadership style, content includes contemporary leadership principles to assist participants in leading their organizations in new and sometimes “uncharted” directions.

Finally, this design engages judicial branch educators in analyzing the potential for developing a learning organization in their local environment. In addition to developing an understanding of this long-range goal, participants will determine how their leadership can play a crucial role.

9.1.1.2 Special Notes for Faculty:

This content is divided into two parts, although the outline continues consecutively with headings A – F throughout. The two parts are to assist faculty in first addressing leadership in action as an individual supervisor or manager [I Leadership as a Judicial Branch Educator, headings A – D] and then addressing leadership as the judicial branch education department or division [II Leadership as a Judicial Branch Education Department or Division, headings E – F]. The headings (A - F) are consecutive throughout, regardless of the part, to assist faculty in referencing specific areas in the content outline when reviewing faculty resources and participant activities that reference specific headings.

The reason for approaching the content in two parts, one focusing on the individual and the other focusing on the department/division, is that leadership with regard to judicial branch education cannot be easily sustained by an individual or by a few individuals who demonstrate leadership. In order for judicial branch education to flourish and meet its transformational potential, the

division/department must collectively exercise leadership. This can be accomplished through developing a vision, mission and strategic plan for the division, fully educating staff about leadership possibilities and the potential of certain organizational changes.

This curriculum design calls for an in-depth understanding of content since judicial branch educators are to apply leadership principles to a variety of circumstances. This means that faculty needs to explore many of the content areas beyond what is provided in the curriculum design in order to assist participants with the details and nuances of leadership and the various related areas presented in this design.

Several areas of content are drawn from articles and books on leadership, organizational development, knowledge management, etc. In some cases, content has been “adapted from” or “based on” these sources. This annotation means the content has been combined with other content or abbreviated or tailored, in each case to meet the needs of judicial branch educators and address associated learning objectives; often the full level of detail from the original source is not provided. Models and theories presented are certainly not the only ones available. Faculty may prefer to use other models, which is fine so long as those models are tied to leadership in the same ways the existing models are.

Faculty needs to emphasize that the amount of information on knowledge management and learning organizations is vast and often presented in a business framework; models in this curriculum design have been modified to more closely align with use in the judicial system. Faculty needs to present an overview of a variety of models, not to make judicial branch educators experts in the areas discussed, but to provide an overview of what may be useful if the judicial branch educator wants to further explore the topic or a specific model.

Finally, leadership is a contextual activity and is dependent on a variety of factors in the local environment. Faculty needs to ensure that judicial branch educators carefully consider their local environment and their individual situations when applying leadership principles and when introducing any of the education-related goals contained in this design.

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 leadership, 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 importance of valuing and incorporating diversity in work teams and projects; common stereotypes/misconceptions

- toward persons with disabilities and strategies to change those perceptions.
- Ethics: The importance of both individual ethics and organizational/departmental ethics in leadership roles; possible dilemmas resulting from differences in personal ethics and organizational ethics.
- Technology: Use of technology to develop/share/maintain departmental knowledge; technology's potential role in supporting leadership activities.

9.1.1.3 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. Compare and contrast management and leadership styles and approaches.
2. Determine your leadership style and identify the benefits and possible difficulties it might generate.
3. Deliver a presentation to generate interest/enthusiasm for a new direction for judicial branch education.
4. Assess organizational and operational choices for judicial branch education in relevant governing/administrative organizations and in the court system, including the political and practical consequences of those choices.
5. Demonstrate effective use of communication skills and strategies, including active listening and dealing with difficulty in conversations.
6. Create strategies to more directly involve judicial branch education in organizational development.
7. Analyze the potential of establishing knowledge management and the courts as learning organizations.

For the Individual Situation:

8. Using the NASJE Principles and Standards of Judicial Branch Education, create a plan to address any weak or missing components in the local environment.

9. Develop a strategy/steps to strengthen the role of the department/division through concrete ties to the local vision, mission and/or strategic plan.
10. Develop an action plan to implement enhancements for developing a learning organization in your local environment.
11. Evaluate the level of representation of key organizations, individuals, or perspectives involved in developing goals for judicial branch education locally.

9.1.1.4 Educational Content:

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

I. Leadership as a Judicial Branch Educator

- A. Leadership Styles (*what are leadership styles*) – the manner and approach used by an individual to guide others, provide direction, implement plans and motivate people into action
 - a. Leadership vs. management [1] - (*what are basic differences*)
 - i. Management/Authority – providing direction; using known resources to produce work; etc.
 - ii. Leadership – mobilizing people to move from a place of familiar but inadequate equilibrium, through a period of disequilibrium, to a place of more adequate equilibrium
 1. Transactional Leadership
 2. Transformational Leadership
 - b. Leadership style assessment – two approaches [2]
 - i. Static style of leadership – autocratic, participative, or free-reign
 - ii. Situational leadership – basing style on need; telling, selling, participating, delegating
 - c. Combining leadership and management approaches for maximum effectiveness (*which behaviors are most frequently used by supervisors and managers in judicial branch education – in the department/division, in the larger administrative organization, and in the courts; are behaviors based more on management or leadership approaches, etc.*) – a significant impact comes from the most effective use of both management and leadership approaches
 - d. Leadership and power (what is the relationship between leadership and power)
 - i. A leader may have different kinds of power
 1. Legitimate power – has an organizational position
 2. Relationship power – is trusted and respected

3. Knowledge power – has information or expertise
 4. Reward power – may be able to offer something
 5. Coercive power – has control over environment
 6. Referent power – has qualities followers admire
 - ii. A leader has choices about how to use their power
 1. A leader may exercise power solely, or
 2. A leader may share their power with followers
 - a. A leader may not always have the answers to problems or the definitive approach to moving an organization forward
 - b. A leaders may share “power” with others
 - i. Sharing power is generally seen as a strength, not a weakness
 - ii. Sharing power leads to shared ownership of effort and to mutual influence
 - iii. Sharing power leads to systemic approaches and change
 - iv. Sharing power may lead to a “power lift” – a more significant impact
- B. Beyond Leadership Styles/Taking the Opportunity to Lead [\[3\]](#) [\[4\]](#)[adapted from Heifetz and Linsky; and from Parks]
- a. The challenge/danger of exercising leadership (*what can happen when exercising leadership*)
 - i. Challenges (*how do you exercise leadership when undertaking a new direction*)
 1. Technical challenges – problems/issues that may be solved by applying existing resources and known solutions
 2. Adaptive challenges – problems/issues for which there are no known resolutions; problems which require new approaches and adaptive thinking; problems which are not resolved by applying existing solutions
 - a. “Swamp” issues – issues that may have hidden difficulties; issues that are complex, tangled and involve multiple systems
 - b. Creativity, learning new ways – using challenges as opportunities to explore and discover
 - c. Use new approaches – solutions to technical challenges will not work with adaptive challenges
 - d. Personal risk – opponents may attack the individual rather than the change or new direction
 - ii. Change and loss – people may experience feelings of loss when change or a new direction is introduced
 - b. Approaches

- i. "Getting on the balcony" – taking the broader view; getting "off the dance floor" to see from the "balcony" what is happening with the group or organization; possibly seeing patterns; possibly gaining new insights; listening to the "song beneath the words"
 - ii. "Thinking politically" – keeping the opposition close; "reading" people; nurturing relationships and maintaining access; developing partners for the work; dealing with those who are with you on the new direction, those who are in opposition, and those who are uncommitted and you would like to influence
 - iii. "Orchestrating the conflict" – addressing the difficulties of change
 - 1. Regulating the "heat" – balancing and changing the amount of pressure to do adaptive thinking/work, dealing with conflict, making tough decisions, etc.
 - 2. Creating a "holding environment" – establishing a network of relationships in which people can tackle tough problems without damage to the relationships or the organization; may be physical or psychological space
 - 3. Pacing the work – slowing down or speeding up based on what people can handle/tolerate in the changing environment; considering the emotional toll of change
 - 4. Showing people the future – keeping the focus on the goal ahead, the new direction and the value it holds
 - iv. Giving work back – intervening only when necessary; engaging the most appropriate people to get things done
 - v. Holding steady – allowing issues to "ripen" or become important to and/or understood by others; avoiding personalization of issues; taking the "heat"
 - vi. Taking care of and anchoring yourself – distinguishing role from self; developing confidants and confidence; distinguishing confidants from allies; reenergizing yourself
- C. Leadership and Effective Communication [5] (*what can you do to resolve misunderstanding or interpersonal communication problems that may arise when pursuing a new direction*)
 - a. Active listening (*how can you ensure complete understanding of the communication of others*) – brief review of models
 - i. SOLER as a model [adapted from Egan]
 - 1. **S**quarely face the speaker
 - 2. **O**pen your posture
 - 3. **L**ean slightly forward to indicate interest
 - 4. **E**stablish **E**ye Contact
 - 5. **R**elax and **R**eflectively **R**espond
 - ii. CARE as a model [The Positive Way]

1. Concentrate – focus on the speaker
2. Acknowledge – use body language and nodding
3. Respond – ask clarifying questions, paraphrase the speaker
4. Empathize – share/value the speaker's feelings
- iii. Active Listener [MindTools]
 1. Pay attention: look at the speaker; avoid distractions; observe body language
 2. Show that you are listening: nod occasionally; use facial expression to reflect what you are hearing; encourage further conversation with short verbal comments like "OK," "Yes," "Um hum"
 3. Provide feedback to ensure your understanding: paraphrase what you are hearing; ask questions to clarify; summarize the speaker's points and emotions
 4. Defer judgment: do not interrupt; do not come to conclusions too quickly
 5. Respond appropriately: be candid; offer your opinions respectfully
- iv. Cultural differences (*what are some cross-cultural considerations*)
- v. Active listening in action (*how do you actually use a model*)
- b. When a conversation goes wrong (*how can you solve interpersonal communication issues before they become intractable*) [adapted from Patterson, Grenny, McMillan and Switzler; and from Stone, Patton and Heen]:
 - i. Three conversations in one (*what happens to you and the other person*)
 1. The "what happened conversation" – both individuals assume they have the truth; the blame frame
 2. The feelings conversation – both individuals are experiencing emotions
 3. The identity conversation – both individuals feel something is at stake – their workplace image, self-image, professionalism, etc
 - ii. Reactions and responses (*what happens and what you can do*)
 1. Silence vs. "violence" or anger (*what are your choices in a stressful conversation*) – neither silence nor anger resolves the issue nor maintains a working relationship
 2. "Start with the heart" (*what to do first*) – examine yourself, your behavior and your motives
 - a. What/how might you be contributing to the problem?

- b. What do you really want to happen? – “winning” is not generally the desired outcome; a productive agreement or solution or common understanding is generally the desired outcome
 - 3. “Learn to look” (*how can you see/sense what may be happening*) – learn to read yourself, your style under stress; learn to sense what is happening with the other person, if your or their “safety” is at risk
 - 4. “Make it safe” (*how can you restore a productive conversation*)
 - a. Step outside the conversation (*how can you halt the escalation*)
 - b. Apologize if/when appropriate (*how can you state regret for the condition of the conversation or for what you may have contributed to the difficulty*)
 - c. Contrast to remedy misunderstandings – state what you do not want and what you do want from the conversation
 - 5. Resume the conversation (*how can you pick up the conversation from where things went wrong*)
 - a. Find mutual purpose (*how can you move forward*) – create a “pool of shared meaning”; maintain respect; find or invent some common ground
 - b. Master your “stories” (*what might you be thinking or telling yourself*) – avoid thinking you know what motivates the other person; get back to facts rather than letting emotions get the best of you
 - c. Share what you know/think; hear what the other person knows/thinks; talk tentatively; ask for information; generate understanding
- D. Leadership in Organizational Change and Development [6]
 - a. Organizational culture (*what is organizational culture*) – a multi-layered set of assumptions held by members of the organization that include values, beliefs, norms and behaviors developed over time and thus becoming somewhat unconscious; these assumptions affect both the internal and external environment and interactions
 - b. Organizational change/development (*what is organizational development*) – an organization-wide effort for systemic change to improve organizational performance and effectiveness; involves development of individuals, identification of common goals, processes for shared problem identification and problem-solving; complex educational strategy intended to change the beliefs, attitudes, values, and structure of an organization to adapt to changes

- c. Exercising leadership in organizational development (*what can be done in the judicial branch education department/division to support continued evolution; what can be done in the larger organization to promote organizational development*)
 - i. Leading and managing change [based on Worley and Vick]
 1. Do no harm – take a holistic/systemic approach; change has a ripple effect; fully explore the need for the change
 2. Change involves personal choice – not just the choices of those in positions of power, but everyone in the organization needs to understand what is the benefit for them to participate in change
 3. Change takes time – since change involves people, it will not be instantaneous; it involves tapping new resources, learning new ways, reaffirming the benefits of the change, accepting mistakes and setbacks, etc.
 4. Connect change to the organization’s future – ensure the change is not a “fad”; ensure the change will have a long-term benefit to the organization and for those working in it; tie change to the vision, mission and strategic plan
 5. Involvement generates commitment – engage people in discussions, decisions, etc.; this takes time but leads to successful change
 6. Leadership and visioning (what considerations need to be made before visioning and introduction of change) – goals and change need to meet several criteria; benefits and drawbacks of two models:
 - a. SMART goals [adapted from Summers]
 - i. **Specific** – stated in clear terms
 - ii. **Measurable** – something that can be seen, heard, felt
 - iii. **Aligned** – complementary to higher-level organizational goals and **Attainable** – achievable within the given context
 - iv. **Results-focused** – have the end in mind
 - v. **Time-bound** – achievable within a set time frame; and **Timely** - there must be readiness in the organization
 - b. HARD goals [from LeadershipIQ]
 - i. **Heart-felt** – enriching
 - ii. **Animated** – can be vividly pictured
 - iii. **Required** – absolutely necessary for growth of the individual and the organization

- iv. Difficult – people will have to learn new skills, leave their comfort zone
- ii. Change model [based on Lewin]
 - 1. Unfreeze – before deciding on change, engage people in discussions of the current “frozen” state of things; find out what works well, what is not working, what might be improved, how it might be improved
 - 2. Introduce the change – introduce the change, tying it to the previous discussions; educate people regarding the new ways; provide adequate resources to support the change; get feedback and readjust if necessary
 - 3. Refreeze – reinforce/institutionalize the change by having discussions about the positive aspects of the change - “refreezing” with the new way; be open to addressing what may not be working as planned
- d. Leadership, diversity and organizational development (*what is the relationship; how can diversity enhance organizational development*)
 - i. The role of a leader in incorporating and valuing diversity – the moral imperative, including the ever-growing diversity of the public and the workforce; benefits of diversity, including effective teams, enhanced creativity, new approaches to problem-solving, wider perspectives in planning, etc.
 - ii. The diversity dilemma – the benefits and drawbacks of coming together as “we” vs. the benefits and drawbacks of distinction in our differences; the need for self-respect and the need for positive intergroup attitudes
 - iii. Educating others on diversity – education for potential leaders; education for teams; education for staff; education as more than information, leading to transformation of individuals and the organization

II. Leadership as a Judicial Branch Education Department/Division

- E. Leadership and Organizational Change/Development [6] (*what kinds of change would be beneficial; what role can the judicial branch education department/division play to introduce or support those changes*) – changes that may have their roots in judicial branch education and would result in improved effectiveness in the larger administrative organization and in the courts:
 - a. Introducing knowledge management [7] (*what is knowledge management; what distinctions need to be made between education and knowledge management, what models are available*) [based on Prusak]
 - i. Knowledge management v information management

1. Information – data, policies, procedures, forms
2. Knowledge – a fluid mix of expertise, understanding and skill obtained through education and experience;
 - a. Explicit – documented; information
 - b. Implicit – “know-how”, can be documented; becomes information
 - c. Tacit – difficult to articulate, exists in the mind
- ii. Knowledge management – strategies and processes used by an organization to identify, capture, and share intellectual capital (knowledge); an ongoing, ever-changing activity, not a collection of objects; not useful unless information is continually accessed, revised, enhanced; should be based on the environment/context of the organization (one size/model does not fit all)
 1. Capturing and sharing intellectual capital
 - a. Technological solutions – content and information documentation and management; use of software solutions
 - b. Human solutions – collaboration/interaction; contextual wisdom; use of interpersonal personal contact and solutions; communities of practice
 2. Benefits/reasons to implement – improving organizational effectiveness, improving service to the public; maximizing organizational potential, continual growth; disseminating intellectual capital, ensuring knowledge survives and grows
 3. Knowledge management (KM) models: may be combined to meet the needs of the environment/context
 - a. KM technology-based systems [see 9.2.2.5 [Knowledge Base – A Viable Example of Knowledge Management](#), pg. 38]
 - i. Knowledge Management Lifecycle [adapted from Garcia @ Pratt/Whitney] [see 9.2.2.2 [Knowledge Management Lifecycle Model](#), pg. 31]
 1. Mapping – surveying knowledge assets
 2. Capturing – gathering and documenting assets
 3. Organizing – putting knowledge in order

4. Transferring – making knowledge available
5. Utilizing – accessing and implementing knowledge
6. In Use: define customer needs; map knowledge assets; leverage knowledge assets; measure improvement; identify any problems; identify corrective solutions; add to knowledge assets; leverage knowledge assets; etc.
- ii. Knowledge Management Co-ordination [adapted from Kucza] [see 9.2.2.1 [Knowledge Management Co-ordination Model](#), pg. 29]
 1. Identification of need for new knowledge
 2. Sharing knowledge
 3. Knowledge pull – seeking knowledge
 4. Knowledge push – disseminating knowledge
 5. Creation of new knowledge
 6. Collection and storage of knowledge
 7. Update of existing knowledge
 8. In Use: a need for knowledge arises; sharing process is initiated to assess whether the knowledge already exists: seeking the knowledge (knowledge pull) and feeding of the knowledge to the person seeking it; if the needed knowledge is not available, creation of new knowledge is initiated through a variety of systems; new knowledge is collected and stored; knowledge is updated in technology and individuals; the cycle continues
- b. KM human-based systems
 - i. SECI model of knowledge management [based on Nonaka and Takeuchi] [see

9.2.2.3 [SECI Approach to Knowledge Management](#), pg. 34] – a cycle/spiral that focuses on human solutions and acknowledges the continual interchange between tacit and explicit knowledge to share existing knowledge and generate new knowledge in an organization:

1. **Socialization** – sharing tacit knowledge through physical proximity, face-to-face; observing, interacting; knowledge-sharing communities, shadowing, internships, teams, etc.
 2. **Externalization** – expression of the tacit knowledge through dialog and reflection so it can be understood by others; uses concepts, visuals, metaphors, analogies; efforts to describe the tacit knowledge
 3. **Combination** – formerly tacit knowledge becomes explicit, disseminated, usable; used in educational settings
 4. **Internalization** – explicit knowledge is embedded in individuals, use of new knowledge in practice; using training, simulations or experiments; new tacit knowledge is developed in these individuals to begin a new cycle
- ii. The “U” Process as organizational learning [adapted from Scharmer, Jaworski and Kahane] [see 9.2.2.4 [U Process](#), pg. 36] – theory used for social change, coaching, problem-solving, creating new knowledge, etc.; using shared learning spaces that allow teams of diverse people to work together and operate as a single intelligence; leads to seeing a system as a whole, creating a situation of greater clarity and

connection in order to create new learning and innovations

1. Sensing (co-sensing) – sensing the reality of the current system/paradigm in a careful and in-depth way; accessing and trying to share tacit knowledge; learning journeys into the current reality; developing common understanding
 2. Presencing (co-presencing) – retreating from the current reality and reflecting to allow individual and collective “inner knowing” to emerge regarding what is going-on and what needs to be done to improve, evolve; consciously using what has been discovered in “sensing” phase in concrete ways; developing shared commitment
 3. Realizing (co-realizing) - acting swiftly to bring forth a new reality; using innovations; developing and sharing systemic solutions; collaborating and cooperating with shared understanding
- iii. Approaches to introduce KM [adapted from Gillingham and Roberts]
1. Identify knowledge management goals for the organization
 2. Perform a knowledge assessment (*what information and systems are already in place to support knowledge sharing; how is knowledge currently captured and shared; how is it accessed*) – use existing intranet system and communities of practice
 3. Replicate best practices in knowledge sharing (*where has shared learning been valuable, how was knowledge shared, who was involved*)
 4. Start small, where you can see results and have an impact (*what are your ideas for sharing learning*)
 5. Introduce communities of practice for sharing

6. Create and encourage teams to meet and discuss ideas from a variety of perspectives
 7. Remove the competitiveness from “holding” knowledge to oneself
 8. Use technology where appropriate
 9. Begin a “lessons learned” repository for daily activities
 10. Create a knowledge “map” of individuals who have expertise (tacit and explicit knowledge) and encourage sharing
 11. Find and develop “champions” to further spread the knowledge-sharing activities
- b. Developing courts as learning organizations [7] [10] (*what distinctions need to be made between an organization with educational resources and a learning organization, what models are available*)
- i. “Learning culture” – is more than an education/development program; it is a shared sense of the value of intellectual capital [based on Senge]
 1. Personal mastery – individual learning is valued beyond mastering skills; creativity and resourcefulness are preferred to rote behavior
 2. Mental models - assumptions about how things are “supposed to be” are challenged; accuracy and effectiveness are valued over traditional ways of doing things
 3. Shared vision – individuals contribute to and understand the direction of the organization; the shared vision provides a sense of working toward a greater purpose and promotes ownership
 4. Team learning – dialog, shared ideas, shared risk-taking; the whole is greater than the sum of the parts
 5. Systems thinking – seeing the whole, not just isolated parts; includes consideration of the environment/community
 - ii. Leading and a learning organization [adapted from MindLeaders]
 1. Develop and convey the vision – involve people in stating the vision; make it something everyone can understand, value and support
 2. Tie learning to performance – measure what is different after some formal education; acknowledge improved performance whether a result of education or discovery

3. Encourage new ideas – establish knowledge-sharing and idea-sharing opportunities among individuals and departments; recognize and value creativity and innovation
4. Ensure support from managers – give managers responsibility for coaching and developing their staff; recognize and reward those activities
5. Revamp performance incentives – recognize and reward new ideas, approaches
6. Raise the “bar” for learning and development – create an environment that encourages taking the time to learn and sharing that learning with others
7. Adapt organizationally – take seriously new learning (new ideas, new strategies, new approaches) and apply it whenever possible; acknowledge its source
- c. Instituting NASJE Principles and Standards [8] (*which principles and standards have been achieved, what remains to be done*)
 - i. Review – review the Principles and Standards and consider the local environment, the benefits and possible drawbacks of implementation, the facilitating and inhibiting factors
 1. Communication – communicate with staff and stakeholders the importance and relevance of the Standards; discuss the overall evolution of the local judicial branch education system; discuss any specific shortcomings in the local system
 - ii. Assessment – engage people in a broad self-assessment to determine the level of local compliance or noncompliance
 - iii. Prioritization – collaboratively choose areas in need of implementation or strengthening that would be the most important or would have the greatest benefit/impact
 - iv. Action plan – develop a strategy to move toward the standard
 - v. Evaluate – conduct an ongoing evaluation of progress and communicate it to stakeholders and staff; reinforce the benefits
- F. Strengthening the Ongoing Role of Judicial Branch Education Locally [9]
 - a. Engaging stakeholders and partners [11] (*who would be effective allies and supporters; who could strengthen the tie of judicial branch education to the larger administrative organization and overall development of the courts*)
 - b. Accepting non-traditional roles/assignments (*what kinds of roles or assignments - outside the norm - might enhance understanding of the transformative role of judicial branch education and the skills of education staff*) – volunteering to assist another

department/division, to coordinate a new event, to facilitate the process of developing an organizational vision, etc.

- c. Developing “presence” (*how can judicial branch education develop/maintain visibility, respect, inclusion, leadership potential*)
 - i. Personal “presence” – (*what can an individual in a managerial position do to enhance the visibility of judicial branch education*) demonstrating leadership skills, utilizing communication skills (verbal and written), building trust, participating and collaborating, focusing outward (on the bigger picture), delivering information effectively (making effective presentations), establishing credibility, actively engaging others/other departments/courts in activities
 - ii. Organizational/departmental/divisional “presence”– (*what can the department/division do collectively to broaden the view of judicial branch education as a transformative force*) – [adapted from Baldoni] – acting as a group to establish authenticity
 1. Move from the personal character of individuals to organizational action
 2. Instill pride of purpose within and outside the group, project optimism (one of the key aspects of leadership);
 3. Be visible to others (being “at the table,” contributing);
 4. Remain open to and offer new ideas/creative approaches, etc.

9.2.1.5 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.)

9.2.2.1 [Knowledge Management Co-ordination Model](#), pg. 29

9.2.2.2 [Knowledge Management Lifecycle](#), pg. 31

9.2.2.3 [SECI Approach to Knowledge Management](#), pg. 34

9.2.2.4 [The “U Process”](#), pg. 36

9.2.2.5 [Knowledge Base, Superior Court, Butte County, CA](#), pg. 38

JERITT Monograph 9: Claiming Status in an Emerging Occupation: A Study of State Judicial Education in America

[NASJE Core Competencies](#)

9.2.1.6 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/reference some of this material in courses developed from this curriculum design.)

Other relevant NASJE curriculum designs or curriculum-based courses:

[Judicial Branch Education – Leadership Potential](#)

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

Other relevant educational areas:

Diversity and Fairness

Ethics

The court system

Last reviewed April 13, 2013

Judicial Branch Education – Leadership in Action

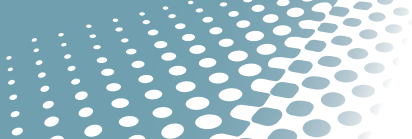
9.2.1.7 Learning Objective, Resource, and Activity Chart

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

| Learning Objective | Faculty Resource | Participant Activity |
|--|------------------|--|
| 1. Compare and contrast management and leadership styles and approaches. | None | 9.2.3.1 Management v. Leadership , pg. 49 |
| 2. Determine your leadership style and identify the benefits and possible difficulties it might generate. | None | 9.2.3.2a Leadership Style Survey , pg. 51; and 9.2.3.2b Leadership Style Self-assessment , pg. 56 |
| 3. Deliver a presentation to generate interest/enthusiasm for a new direction for judicial branch education. | None | 9.2.3.3 Making a Presentation for a New Direction/Goal , pg. 59 |
| 4. Assess organizational and operational choices for Judicial Branch Education in the court system, including the political and practical consequences of those choices. | None | 9.2.3.4 Organizational Choices , pg. 61 |
| 5. Demonstrate effective use of communication skills and strategies. | None | 9.2.3.5 A Difficult Conversation , pg. 64 |
| 6. Create strategies to more directly involve judicial branch education in organizational development. | None | 9.2.3.6 Leadership Possibilities in Organizational Development , pg. 67 |

| | | |
|--|--|--|
| <p>7. Analyze the potential of establishing knowledge management and the courts as learning organizations.</p> | <p>9.2.2.1 Knowledge Management Co-Ordination Model, pg. 29;</p> <p>9.2.2.2 Knowledge Management Lifecycle, pg. 31;</p> <p>9.2.2.3 SECI Approach to Knowledge Management, pg. 34;</p> <p>9.2.2.4 U Process, pg. 36; and</p> <p>9.2.2.5 Knowledge Base – A Viable Example of Knowledge Management, pg. 38</p> | <p>9.2.3.7 Potential for Organizational Development, pg. 69</p> |
| <p>8. Using the NASJE Principles and Standards of Judicial Branch Education, create a plan to address any weak or missing components in the local environment.</p> | <p>NASJE Principles and Standards [available on the NASJE website]</p> | <p>9.2.3.8 NASJE Principles and Standards, pg. 71</p> |
| <p>9. Develop a strategy/steps to strengthen the role of the department/division through concrete ties to the local vision, mission and/or strategic plan.</p> | <p>None</p> | <p>9.2.3.9 Leadership with Vision, Mission, and Strategic Plan, pg. 73</p> |
| <p>10. Develop an action plan to implement enhancements for developing a learning organization in your local environment.</p> | <p>None</p> | <p>9.2.3.10 Leading and a Learning Organization, pg. 75</p> |

| | | |
|--|-------------|---|
| <p>11. Evaluate the level of representation of key organizations, individuals, or perspectives involved in developing goals for judicial branch education locally.</p> | <p>None</p> | <p>9.2.3.11 Engaging People, pg. 77</p> |
|--|-------------|---|



NASJE

CURRICULUM DESIGN

 FACULTY RESOURCES



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Judicial Branch Education – Leadership in Action

Explanation of Faculty Resource

9.2.2.1 Knowledge Management Co-ordination Model

Purpose of resource/document

This illustration and explanation of the Knowledge Management Co-ordination Model is to provide participants with a visual representation and additional detail on what happens in each of the four quadrants in the model. The illustration also provides participants with annotation of where in the model tacit and explicit knowledge are involved.

NOTE: Faculty should be familiar with this model beyond what this illustration provides. The bibliography for this competency area provides resources for further information.

Use of resource/document

This illustration would be useful when explaining the Knowledge Management Co-ordination Model [see E, [Leadership and Organizational Change/Development](#), subpart a, ii [Knowledge management](#), beginning on pg. 16 in the curriculum design] or it could be used after explaining the model to reinforce the explanation and give participants an abbreviated version of the model to use in the future.

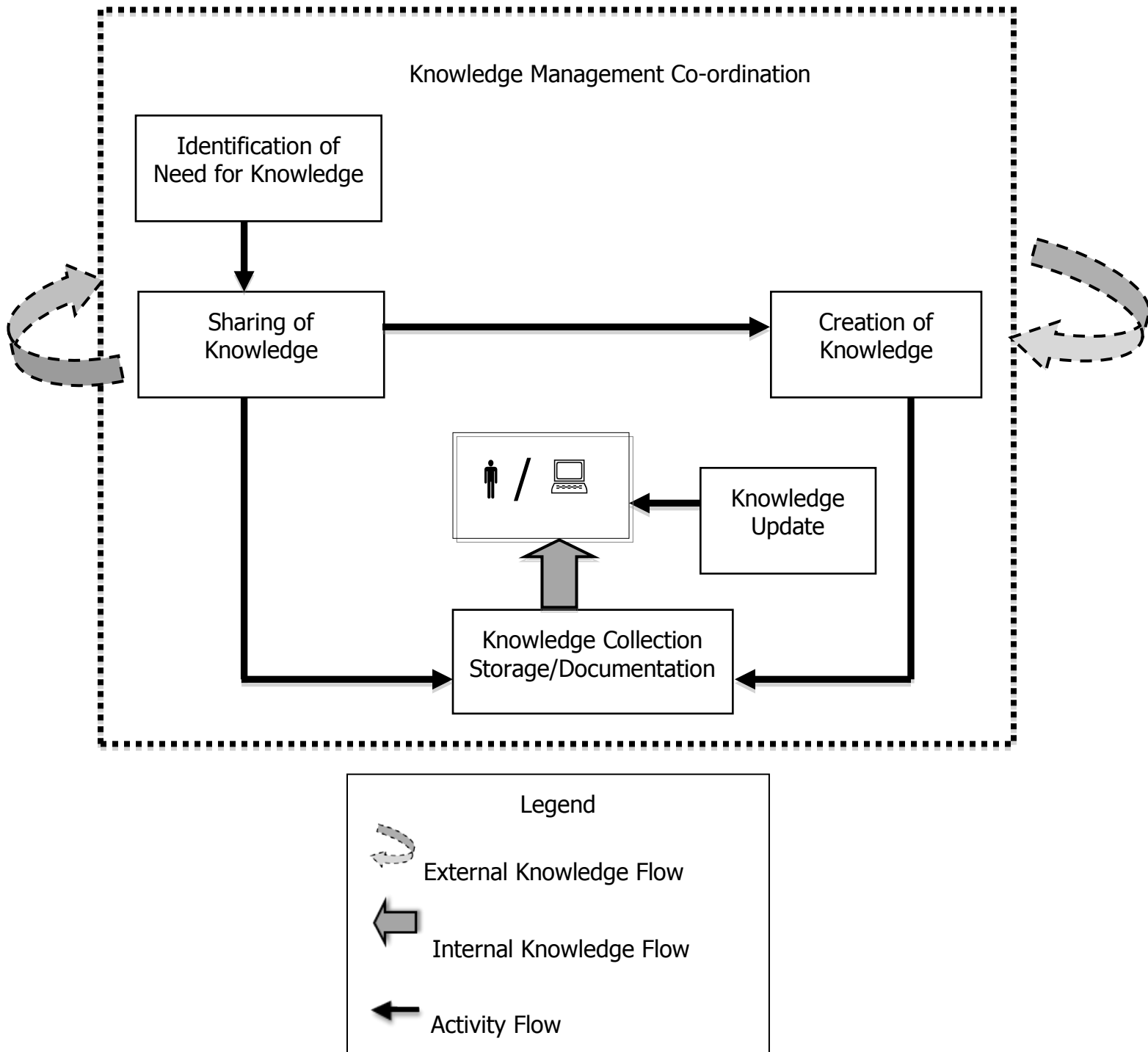
Related documents or materials

Participant activity

9.2.3.7 [Potential for Organizational Development](#), pg. 69

Knowledge Management Co-ordination Model

(adapted from Kucza)



Judicial Branch Education – Leadership in Action

Explanation of Faculty Resource

9.2.2.2 Knowledge Management Lifecycle Model

Purpose of resource/document

This illustration and explanation of the Knowledge Management Lifecycle Model is to provide participants with a visual representation of this model, with additional detail on what happens in each phase of the model. The illustration also provides participants with annotation of where individuals are in “reality,” where they are in “retreat” for reflection on their new understanding of reality, and where they return to a new “reality.”

NOTE: Faculty should be familiar with this model beyond what this illustration provides. The bibliography for this competency area provides resources for further information.

Use of resource/document

This illustration would be useful when explaining the Lifecycle Model [see E, [Leadership and Organizational Change/Development](#), subpart a, ii, [Knowledge management](#), beginning on pg. 16 in the curriculum design] or it could be used after explaining the model to reinforce the explanation and give participants an abbreviated version of the model to use in the future.

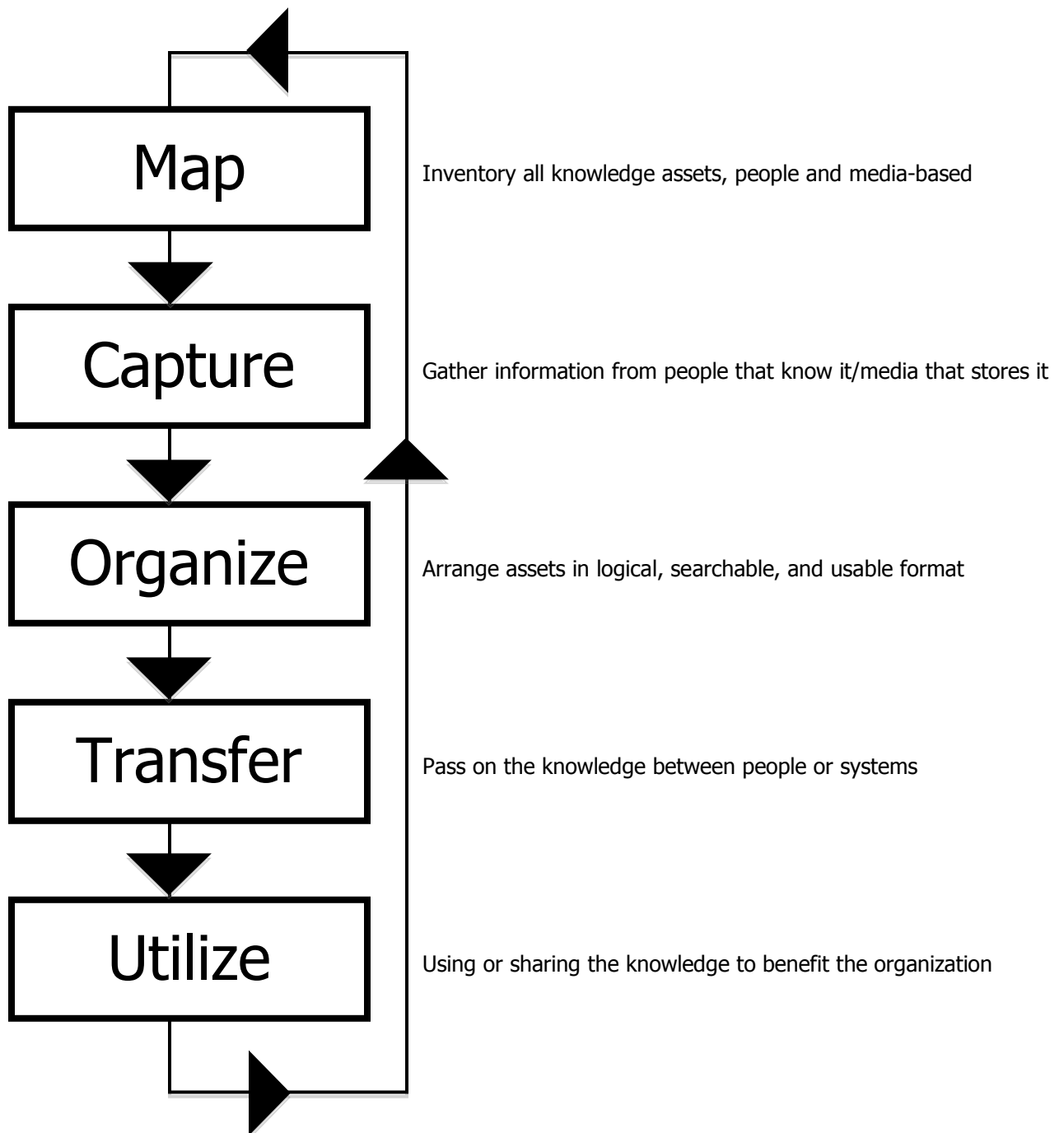
Related documents or materials

Participant activity

9.2.3.7 [Potential for Organizational Development](#), pg. 69

Knowledge Management Lifecycle Model

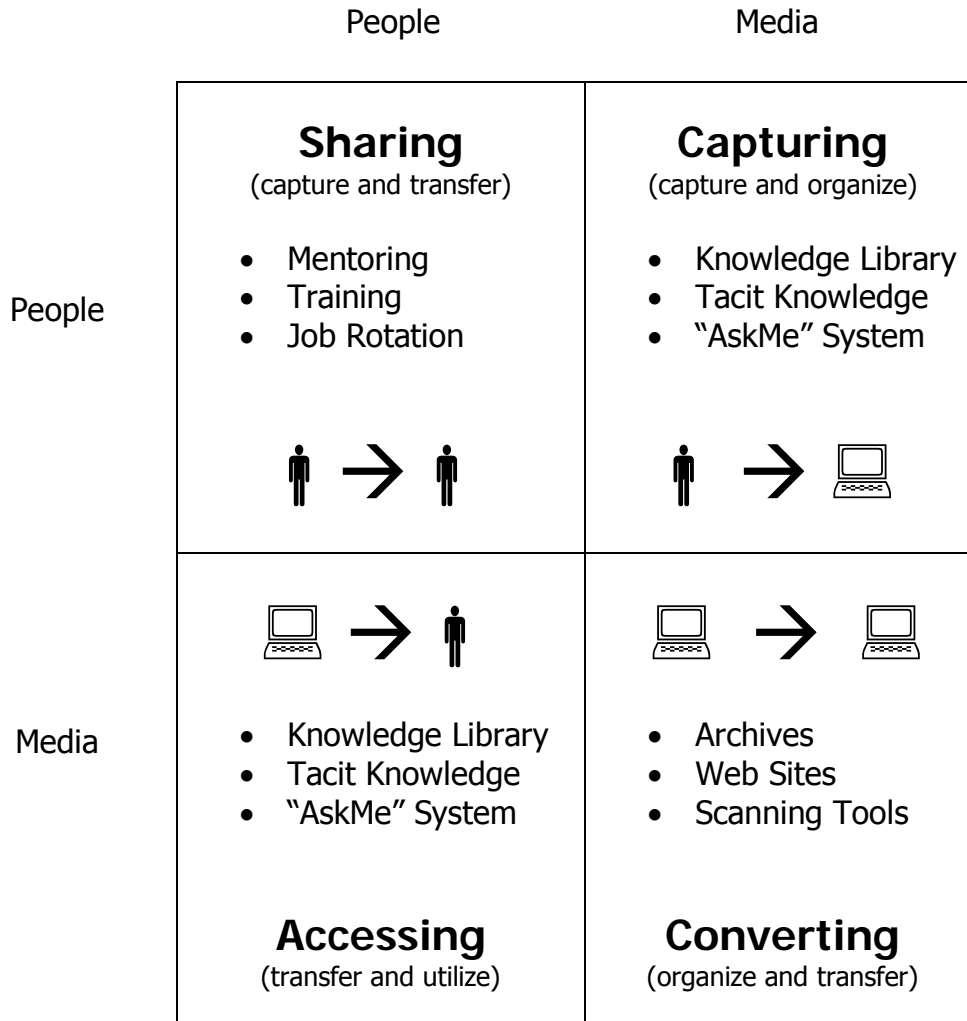
(from Garcia @ Pratt and Whitney)



Knowledge Management Mapping Tool

(from Pratt and Whitney)

This model is related to the process model on the previous page; the information in parenthesis notes the process steps from the previous model that are addressed by the Mapping Tool Model.



Judicial Branch Education – Leadership in Action

Explanation of Faculty Resource

9.2.2.3 Socialization, Externalization, Combination, Internalization (SECI) Approach to Knowledge Management

Purpose of resource/document

This illustration and explanation of the SECI Approach is to provide participants with a visual representation of this model, with additional detail on what happens in each of the four quadrants in the model. The illustration also provides participants with annotation of where in the model tacit and explicit knowledge are involved.

NOTE: Faculty should be familiar with this model beyond what this illustration provides. The bibliography for this competency area provides resources for further information.

Use of resource/document

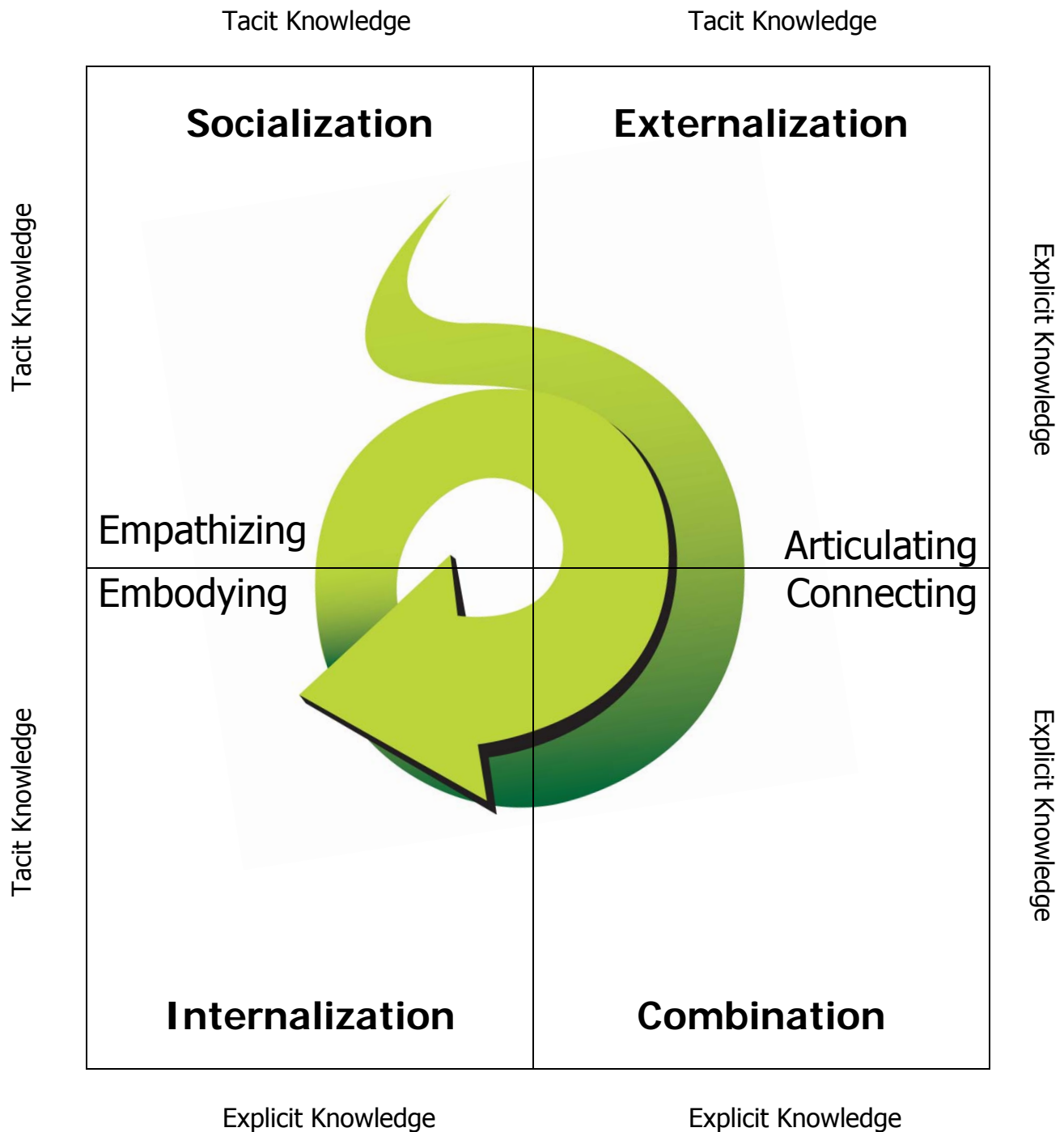
This illustration would be useful when explaining the SECI Model [see E, [Leadership and Organizational Change/Development](#), subpart a, ii, [Knowledge management](#), beginning on pg. 16 in the curriculum design] or it could be used after explaining the model to reinforce the explanation and give participants an abbreviated version of the model to use in the future.

Related documents or materials

Participant activity

9.2.3.7 [Potential for Organizational Development](#), pg. 69

SECI Approach to Knowledge Management (from Nonaka and Takeuchi)



Judicial Branch Education – Leadership in Action

Explanation of Faculty Resource

9.2.2.4 U Process

Purpose of resource/document

This illustration and explanation of the U Process is to provide participants with a visual representation of this model, with additional detail on what happens in each phase of the model. The illustration also provides participants with annotation of where individuals are in “reality,” where they are in “retreat” for reflection on their new understanding of reality, and where they return to a new “reality.” Underlined text highlights the key aspects of the model.

NOTE: Faculty should be familiar with this model beyond what this illustration provides. The bibliography for this competency area provides resources for further information.

Use of resource/document

This illustration would be useful when explaining the U Process [see E, [Leadership and Organizational Change/Development](#), subpart a, ii, [Knowledge management](#), beginning on pg. 16 in the curriculum design] or it could be used after explaining the model to reinforce the explanation and give participants an abbreviated version of the model to use in the future.

Related documents or materials

Participant activity for learning objective 7:

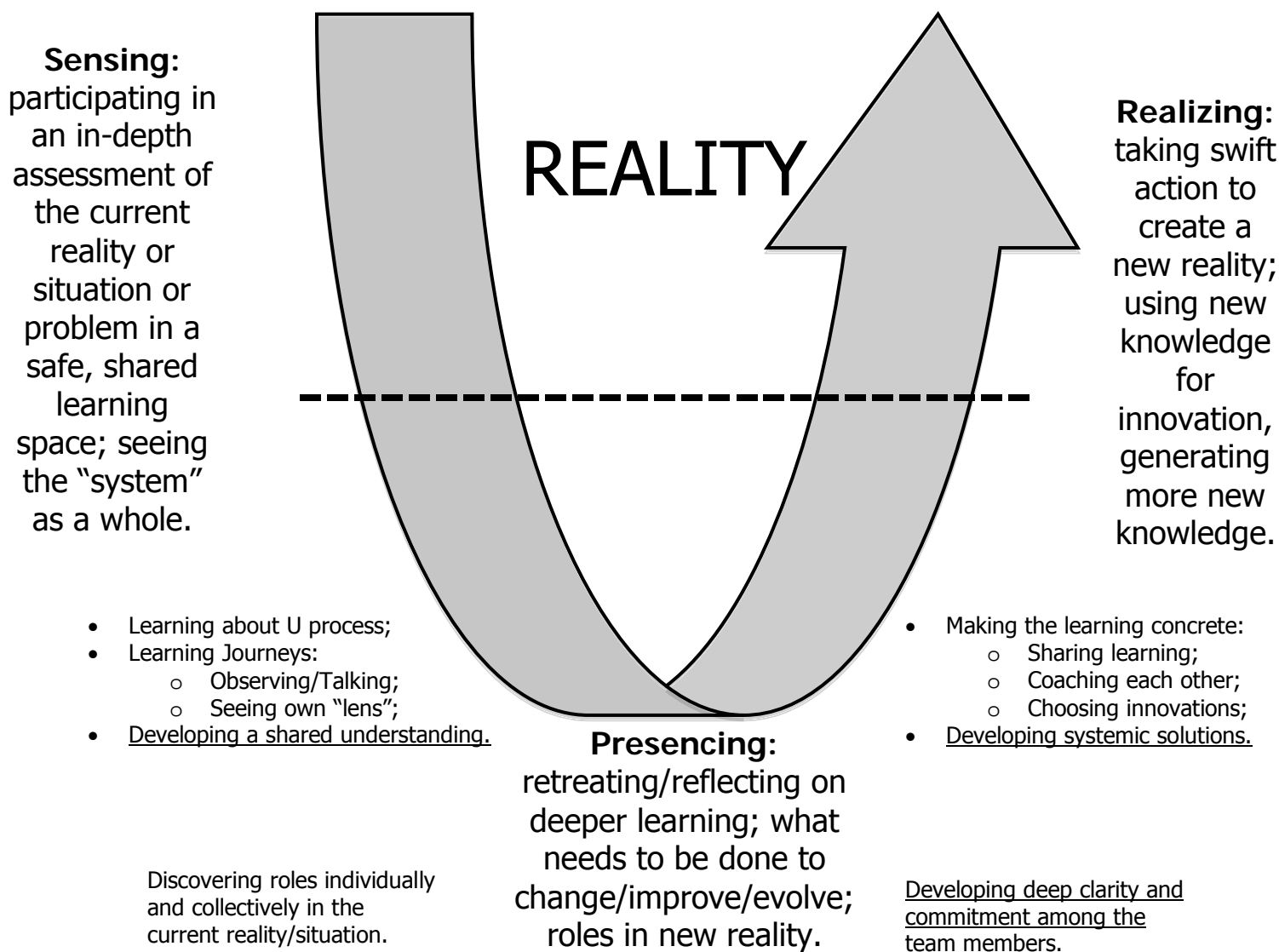
9.2.3.7 [Potential for Organizational Development](#), pg. 69

U Process

(adapted from Scharmer, Jaworski and Kahane)

A process that has results in the capacities of individuals and groups – changes thinking and acting, generates an exchange of information from a variety of perspectives, engaged people in sharing tacit knowledge, changes the relationship among people and the performance of the organization.

Done in teams of people with diverse perspectives
(e.g. physicians and patients; management and staff; judicial branch educators and judges; etc.)
Collective learning/visioning/discovery; learning from those who hold different views; building trusting relationships for further learning.



Judicial Branch Education – Leadership in Action

Explanation of Faculty Resource

9.2.2.5 Knowledge Base – A Viable Example of Knowledge Management

Purpose of resource/document

This resource provides a concrete example of how one court has implemented an ongoing strategy to capture and share information across the organization in order to enhance the knowledge of court personnel.

Use of resource/document

This resource may be used before or after discussing knowledge management [see E, [Leadership and Organizational Change/Development](#), pg. 15 in the curriculum design] to examine a viable approach to implementing knowledge management in the court environment.

Related documents or materials

Participant activity

9.2.3.7 [Potential for Organizational Development](#), pg. 69

A Private Industry Approach to Meeting a Court's Knowledge Management Needs

Superior Court of California, County of Butte
The Knowledge Base Project

Butte Superior Court is a rural court of general jurisdiction in Northern California. The court is composed of 13 judges and 135 employees deployed at 3 court locations. One of Butte's most difficult challenges is ensuring high quality, uniform court services are delivered throughout the countywide court system. This involves not only properly training new employees on how to perform specific tasks, but also ensuring employees' knowledge and skills are kept current when policy and procedural changes are made. Up until recently, Butte's management team had not been particularly successful at responding to these challenges.

Several years ago as California's budget crisis was unfolding, Butte faced a "perfect storm", which was exacerbated by the court's poor knowledge management practices:

- Most of the workforce was inexperienced or undertrained.
- Several key, tenured supervisory and management employees were retiring.
- Much of the court's operational wisdom was undocumented and resided in the heads of a few people, including the retiring supervisors and managers.
- Existing procedural documentation was not centrally controlled, which often resulted in staff receiving inconsistent and outdated direction.
- The lack of procedural documentation made it difficult to control quality and to hold individuals accountable for poor performance.
- The budget crisis had resulted in hard hiring freezes and backlogs.
- Budget driven legislative mandates were increasing, requiring the court to quickly adapt to an inordinate volume of technical and procedural changes.

The court's management team knew that solving these problems would require a fundamental shift in the court's culture and that these changes would have to be sustainable over time. Frustrated by the lack of "canned" court-specific solutions, the team looked for information management tools used in the private sector. Research led to the customer service help desk industry where they discovered a powerful tool – the knowledge base.

Traditional knowledge bases (KB's) use proprietary software specifically designed to organize, control and retrieve internal and external information media such as

documents, images, forms, links to relevant websites, etc. Although Butte chose to purchase such software, recent improvements in business software already used by courts (Microsoft Office, Adobe Acrobat, etc.), when combined with proven knowledge management protocols and networking technology, can provide many KB functions.

Following is some introductory information about KB's and examples of how Butte is using this approach to improve efficiency and the quality of court services.*

**For additional information contact Scott Miller, Court Services Analyst: (530) 532-7152 or smiller@buttecourt.ca.gov*

Overview

1. What is a knowledge base?

A knowledge base is digital repository that provides the ability to store, classify and retrieve information. A knowledge base may be designed to be used by internal or external customers of an organization. External customers may instantly locate answers to their specific questions by interfacing with a website. Internal customers may access information relating to policies, procedures, and regulations. A knowledge base provides an efficient and effective solution for the storage and retrieval of organizational knowledge.

1.1 What is a knowledge base article?

A knowledge base article is a document or web page that contains specific information relating to a particular subject matter area. An example of a knowledge base article may include an article on bail bond processing or what the court's procedure is for making travel arrangements. Knowledge base articles allow the court to collapse information into searchable documents which allows for efficient storage and retrieval.

2. What are the benefits of a knowledge base solution?

When used as a solution for internal customers of an organization, a knowledge base offers several tangible benefits:

Consistency. The knowledge base provides consistent information to employees of an organization by centralizing processes, policies, and procedures into one location. This allows management to ensure that the same policies and procedures are being followed, regardless of employee location.

Accuracy. Content is placed on the knowledge base after a review by subject matter experts and management. This allows for workplace knowledge to be appropriately validated, and it allows for articles to be cross-linked to share relevant information.

Currency. Due to centralization, once an article is updated, the new article will replace the old article. Employees will only see the most up-to-date information in the most recent article. This is especially important during the implementation of new legislation, or procedural changes.

Knowledge capture. The knowledge base provides an effective way to capture and retrieve institutional memory. Subject matter experts and senior personnel

can document their expertise in a retrievable database instead of relying on binders and notepads. This allows information to be shared throughout the organization in a rapid manner.

Access. As long as they have access to a network computer, employees may access information from the knowledgebase from any location, including the counter, courtroom, or even a remote satellite facility. This allows staff to have immediate access to information regardless of their assignment or location.

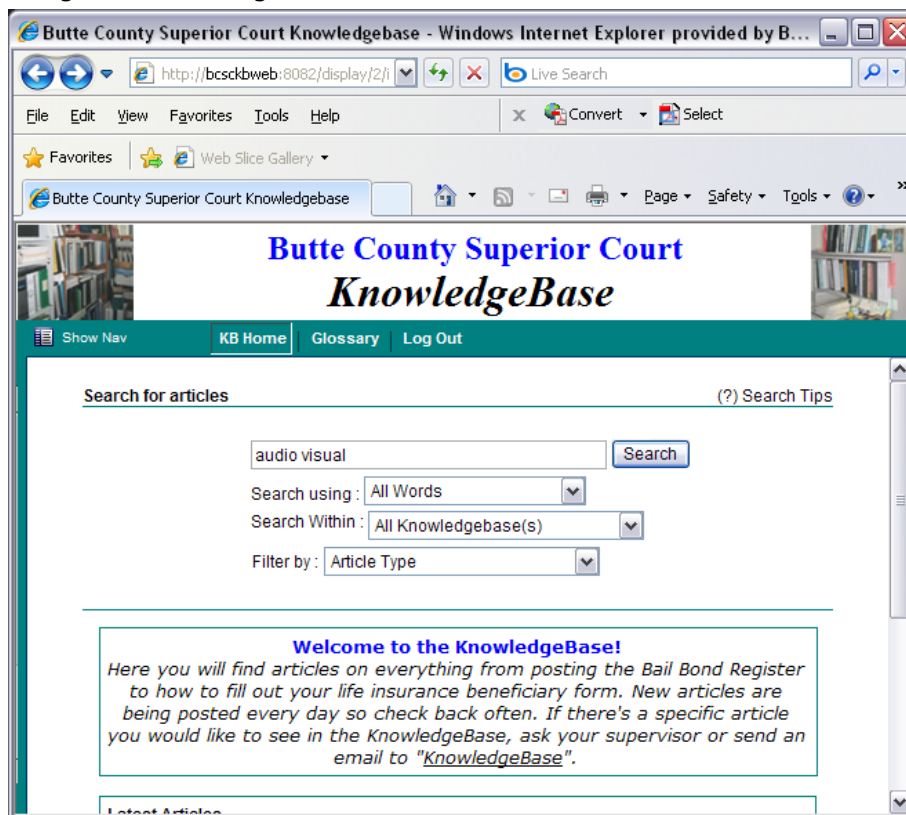
Training. The implementation of a knowledge base assists the organization in the training of staff as employees are taught how to quickly locate and use the appropriate information from the knowledge base.

3. How do I use a knowledge base?

3.1 – Key word search

The user first visits a search page. The search page allows the user to enter in a search term or word to locate the appropriate article. Additional filters may be used to limit the number and type of search results that are returned. This search function works in a similar fashion to a search web site such as Google or Bing:

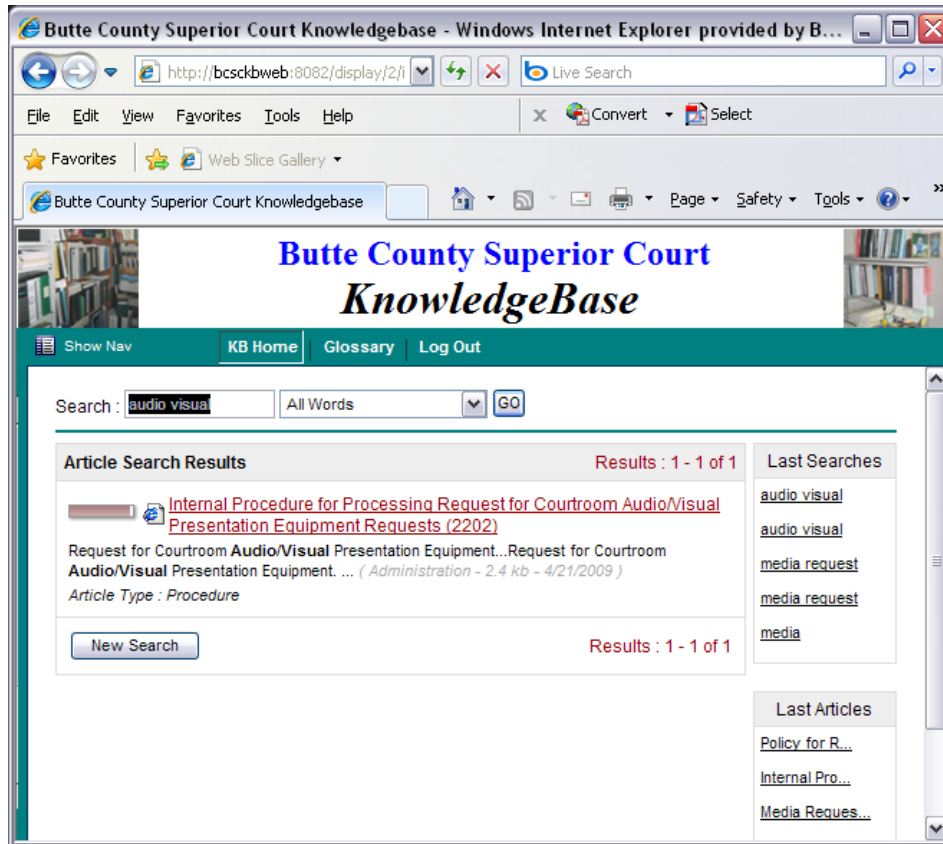
Figure 1: Knowledge base search screen



3.2 – Search results

After the user enters in a search term, a listing of search results is displayed. The user may then click the appropriate link to obtain the needed information:

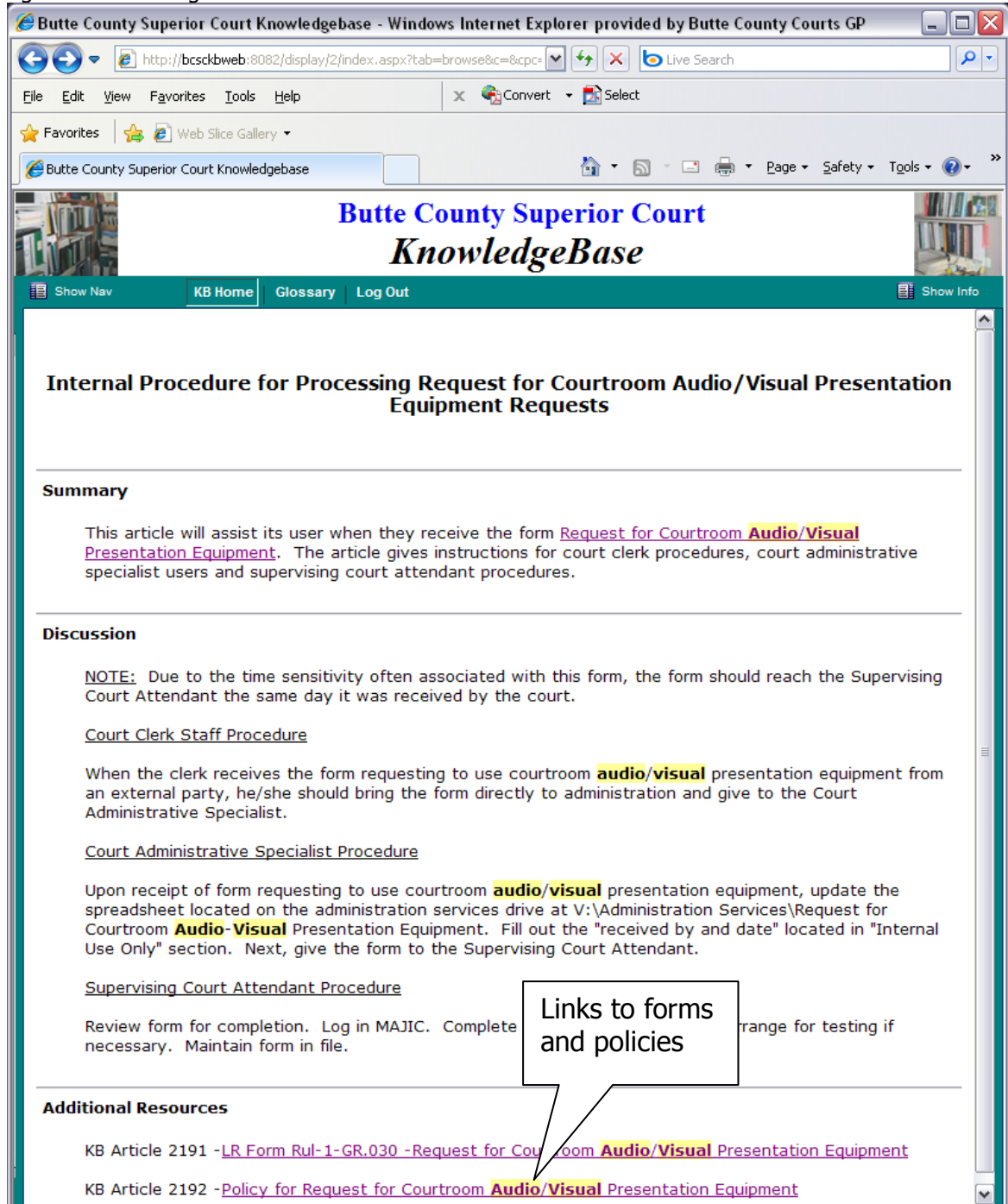
Figure 2: Knowledge base results screen



3.3 - Article and forms

The user may access the article containing the actual policy or procedure regarding the specific topic area, and the user may also access any internal forms regarding the policy or procedure. Forms may be linked within the knowledge base article allowing for quick and complete retrieval of knowledge:

Figure 3: Knowledge base article screen



3.4 - Links to external websites and forms

In addition to internal procedures, policies, and forms, external internet hyperlinks may be added to a knowledge base article. This allows staff to access the most current legislation and judicial council forms:

Figure 4: Knowledge base article screen with external links

The screenshot shows a web browser window displaying the Butte County Superior Court KnowledgeBase. The article title is "Internal Procedure for Processing Request for Courtroom Audio/Visual Presentation Equipment Requests". The page is structured with a header, a summary, a discussion section with sub-procedures, and a list of additional resources. A callout box highlights the "Additional Resources" section, which contains links to specific knowledge base articles.

Butte County Superior Court KnowledgeBase

Internal Procedure for Processing Request for Courtroom Audio/Visual Presentation Equipment Requests

Summary

This article will assist its user when they receive the form [Request for Courtroom Audio/Visual Presentation Equipment](#). The article gives instructions for court clerk procedures, court administrative specialist users and supervising court attendant procedures.

Discussion

NOTE: Due to the time sensitivity often associated with this form, the form should reach the Supervising Court Attendant the same day it was received by the court.

Court Clerk Staff Procedure

When the clerk receives the form requesting to use courtroom **audio/visual** presentation equipment from an external party, he/she should bring the form directly to administration and give to the Court Administrative Specialist.

Court Administrative Specialist Procedure

Upon receipt of form requesting to use courtroom **audio/visual** presentation equipment, update the spreadsheet located on the administration services drive at V:\Administration Services\Request for Courtroom **Audio-Visual** Presentation Equipment. Fill out the "received by and date" located in "Internal Use Only" section. Next, give the form to the Supervising Court Attendant.

Supervising Court Attendant Procedure

Review form for completion. Log in MAJIC. Complete b...ange for testing if necessary. Maintain form in file.

Additional Resources

- KB Article 2191 -[LR Form Rul-1-GR.030 -Request for Courtroom Audio/Visual Presentation Equipment](#)
- KB Article 2192 -[Policy for Request for Courtroom Audio/Visual Presentation Equipment](#)

Links to forms and policies

Figure 5: Knowledge base article screen with external links

Butte County Superior Court KnowledgeBase

KB Home | Glossary | Log Out

CRIMINAL PROTECTIVE ORDER

DOMESTIC VIOLENCE AND OTHER THAN DOMESTIC VIOLENCE

Purpose

A Criminal Protective Order is issued by the Court upon a good cause belief that harm to, or intimidation or dissuasion of, a victim or witness has occurred or is reasonably likely to occur.

Reference / Authority

[PC 136.2](#)- Orders Protecting Victims and Witnesses

[PC1203.097\(a\)\(2\)](#)- Criminal Protective Order issued as a condition of probation

[PC273.5\(i\)](#)-Criminal Protective Order-**Domestic Violence** issued as a condition of probation for conviction of PC273.5(a)

[PC646.9\(k\)](#)- Criminal Protective Order issued as a condition of probation

Scope / Applies To

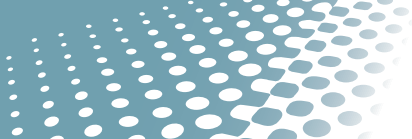
Criminal Division

Forms to Use

CRIMINAL PROTECTIVE ORDER
[Judicial Council Form CR-160](#)
[Judicial Council Form CR-161](#)

Links to external code sections at www.leginfo.ca.gov

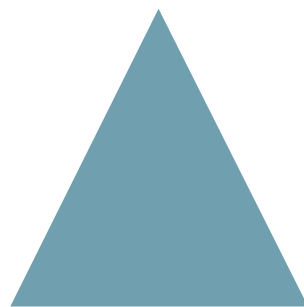
Links to external Judicial Council Forms at www.courtinfo.ca.gov



NASJE

CURRICULUM DESIGN

▲ PARTICIPANT ACTIVITIES



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Judicial Branch Education – Leadership in Action

Explanation of Participant Activity

9.2.3.1 Management v. Leadership

Purpose of activity

The purpose of this activity involves judicial branch educators in considering the differences between management and leadership. While both are necessary in an effective organization, they are not necessarily synonymous. This activity precedes participants assessing their own leadership style and provides a basis for their full understanding of the power of leadership, especially when combined with a managerial position. But it also reminds participants that managers are not necessarily leaders by virtue of their position.

Use of activity

This activity is most effectively used early in the course when discussing leadership styles and the differences between management and leadership [see A, [Leadership Styles](#), in the pg. 9 in the curriculum design].

Faculty may want to reference a Faculty Resource from the leadership entry-level content (9.1.2.2 [Leadership and Management – Comparison and Contrast](#)) to see potential answers for the headings in the chart for this activity.

This could be an individual or small group activity.

NOTE: Faculty needs to honor both manager and leader roles; both are integral to an effective organization. Faculty may want to explain to participants that the characteristics they identify may be considered generalizations and are not intended to in any way diminish the role of manager.

Relevant Learning Objective

1. Compare and contrast management and leadership styles and approaches.

Judicial Branch Education – Leadership in Action

Management v Leadership

Use the space provided to compare and contrast approaches of managers and leaders.

Many people in management positions are also leaders, but leaders do not necessarily need to be in positions of management. Management's key roles include maintaining order, ensuring work is done, providing structure and working within the organization's parameters. Leadership's key roles include getting people energized around a goal, testing what is possible, and pushing beyond the organization's boundaries.

| Topic/Issue | Management Role/Approach | Leadership Role/Approach |
|--------------------------------------|--------------------------|--------------------------|
| Primary View of Dealing with People: | | |
| Level/Type of Focus on Product: | | |
| Level/Type of Focus on Process: | | |
| View of the "Horizon": | | |
| Ideas about Sources of Change: | | |
| Ideas About Rules: | | |
| Level of Risk-Taking: | | |
| Taking or Giving Credit: | | |
| Taking or Giving Blame: | | |
| Primary Source of Motivation: | | |

Judicial Branch Education – Leadership in Action

Explanation of Participant Activity

9.2.3.2a Leadership Style Survey

Purpose of activity

This activity involves judicial branch educators in assessing their own leadership style and discussing the benefits and drawbacks of that style.

NOTE: This is the first of two choices of a leadership style survey; faculty may use either, or use a leadership style survey of their preference. The other inventory included with this curriculum design is faculty resource 9.2.3.2b [Leadership Style Self-Assessment](#), pg. 56.

Use of activity

This activity would be effective in the section dealing with leadership styles [see A, [Leadership Styles](#), in the pg. 9 in the curriculum design], after discussing the definition of leadership and contrasting leadership with management. This particular survey is based on the three leadership styles defined by Kurt Lewin; it was included as an option for this activity due to several factors that are compatible with the curriculum design's next content area, Beyond Leadership Styles. There are other leadership style inventories/surveys that could be used instead of this one.

This is an individual activity.

Relevant Learning Objective

2. Determine your leadership style and identify the benefits and possible difficulties it might generate.

Judicial Branch Education – Leadership in Action

Leadership Style Survey

(based on survey available online at nwlink.com/~don.clark/leader/survstyl)

This questionnaire contains statements about leadership style beliefs. Next to each statement circle the number that represents how strongly you feel about the statement using the following scoring system:

5 – Almost Always True

4 – Frequently True

3 – Occasionally True

2 – Seldom True

1 – Almost Never True

Be honest about your choices as there are no right or wrong answers – this is only for your own self-assessment and your personal use. Sharing information will be on a voluntary basis.

Self-Assessment:

| | | Almost Always True | Frequently True | Occasionally True | Seldom True | Almost Never True |
|----|--|--------------------------|--------------------|----------------------|----------------|----------------------|
| 1. | I always retain the final decision making authority within my department or team. | 5 | 4 | 3 | 2 | 1 |
| 2. | I always try to include one or more employees in determining what to do and how to do it. However, I maintain the final decision making authority. | 5 | 4 | 3 | 2 | 1 |
| 3. | I and my employees always vote whenever a major decision has to be made. | 5 | 4 | 3 | 2 | 1 |
| 4. | I do not consider suggestions made by my employees as I do not have the time for them. | 5 | 4 | 3 | 2 | 1 |
| 5. | I ask for employee ideas and input on upcoming plans and projects. | 5 | 4 | 3 | 2 | 1 |
| 6. | For a major decision to pass in my department, it must have the approval of each individual or the majority. | 5 | 4 | 3 | 2 | 1 |
| 7. | I tell my employees what has to be done and how to do it. | 5 | 4 | 3 | 2 | 1 |

| | | Almost Always True | Frequently True | Occasionally True | Seldom True | Almost Never True |
|-----|---|--------------------------|--------------------|----------------------|----------------|----------------------|
| 8. | When things go wrong and I need to create a strategy to keep a project/process running on schedule, I call a meeting to get my employees' advice. | 5 | 4 | 3 | 2 | 1 |
| 9. | To get information out, I send it by e-mail memos, or voice mail; very rarely is a meeting called. My employees are expected to act on the information. | 5 | 4 | 3 | 2 | 1 |
| 10. | When someone makes a mistake, I tell them not to ever do that again and make a note of it. | 5 | 4 | 3 | 2 | 1 |
| 11. | I want to create an environment where employees take ownership of the project; I allow them to participate in the decision making process. | 5 | 4 | 3 | 2 | 1 |
| 12. | I allow my employees to determine what needs to be done and how to do it. | 5 | 4 | 3 | 2 | 1 |
| 13. | New hires are not allowed to make any decisions unless it is approved by me first. | 5 | 4 | 3 | 2 | 1 |
| 14. | I ask employees for their vision of where they see their jobs going and use their vision where appropriate. | 5 | 4 | 3 | 2 | 1 |
| 15. | My employees know more about their jobs than I do, so I allow them to carry out the decisions to do their job. | 5 | 4 | 3 | 2 | 1 |
| 16. | When something goes wrong, I tell my employees that a procedure is not working correctly and I establish a new one. | 5 | 4 | 3 | 2 | 1 |
| 17. | I allow my employees to set priorities with my guidance. | 5 | 4 | 3 | 2 | 1 |

| | | Almost Always True | Frequently True | Occasionally True | Seldom True | Almost Never True |
|-----|---|--------------------------|--------------------|----------------------|----------------|----------------------|
| 18. | I delegate tasks in order to implement a new procedure or process. | 5 | 4 | 3 | 2 | 1 |
| 19. | I closely monitor my employees to ensure they are performing correctly. | 5 | 4 | 3 | 2 | 1 |
| 20. | When there are differences in role expectations, I work with employees to resolve the differences. | 5 | 4 | 3 | 2 | 1 |
| 21. | Each individual is responsible for defining their job. | 5 | 4 | 3 | 2 | 1 |
| 22. | I like the power that my leadership position holds over subordinates. | 5 | 4 | 3 | 2 | 1 |
| 23. | I like to use my leadership power to help employees grow. | 5 | 4 | 3 | 2 | 1 |
| 24. | I like to share my leadership power with my subordinates. | 5 | 4 | 3 | 2 | 1 |
| 25. | Employees must be directed or threatened with punishment in order to get them to achieve the organizational objectives. | 5 | 4 | 3 | 2 | 1 |
| 26. | Employees will exercise self-direction if they are committed to the organizational objectives. | 5 | 4 | 3 | 2 | 1 |
| 27. | Employees have the right to determine their own organizational objectives. | 5 | 4 | 3 | 2 | 1 |
| 28. | Employees seek mainly security. | 5 | 4 | 3 | 2 | 1 |
| 29. | Employees know how to use creativity and ingenuity to solve organizational problems. | 5 | 4 | 3 | 2 | 1 |
| 30. | My employees can lead themselves just as well as I can. | 5 | 4 | 3 | 2 | 1 |

Scoring the Leadership Style Survey

In the space provided, record your score for each item on the questionnaire. (For example, if you scored item one with a 3 (Occasionally True), then enter a 3 next to item one.) When you have entered scores for each question, total each of the three "Score" columns.

| Item | Score | Item | Score | Item | Score |
|--------------|--|--------------|--|--------------|-------------------------------------|
| 1 | | 2 | | 3 | |
| 4 | | 5 | | 6 | |
| 7 | | 8 | | 9 | |
| 10 | | 11 | | 12 | |
| 13 | | 14 | | 15 | |
| 16 | | 17 | | 18 | |
| 19 | | 20 | | 21 | |
| 22 | | 23 | | 24 | |
| 25 | | 26 | | 27 | |
| 28 | | 29 | | 30 | |
| | | | | | |
| TOTAL | | TOTAL | | TOTAL | |
| | Authoritarian Style (Autocratic) | | Participative Style (Democratic) | | Delegative Style (Free Reign) |

This questionnaire is to help you assess the leadership style you normally use. The lowest possible score for any of the three columns is 10 (Almost Never), while the highest possible score for a column is 50 (Almost Always).

The column with your highest score indicates the style of leadership you normally use. If your highest score is 30 or more, it is a strong indicator of your normal style.

The column with the lowest score is an indicator of the style you use least. If your lowest score is 20 or less, it is a strong indicator that you normally do not operate in this style.

If two of the scores are close to the same, you might be going through a transition, either personally or professionally, except when the two similar scores are in participative and delegative styles – which would indicate you are probably a delegative leader.

If there is only a small difference in scores for all three styles, you have no clear perception of the style in which you operate or you are a new leader still trying to determine your style.

Normally, some of the most effective leaders operate in the participative style, using the other styles as needed. However, a leader with a new team or a temporary workforce would probably need to operate in the authoritative style most of the time. A leader with a team of professionals or a team that knows more about the work than the leader does would probably operate in the delegative style.

Generally, a leader who wants their staff to grow professionally would use the participative style. As employees "grow" into their jobs, they are gradually given more authority (leader operating in the delegative style).

Judicial Branch Education – Leadership in Action

Explanation of Participant Activity

9.2.3.2b Leadership Style Self-Assessment

Purpose of activity

This activity involves judicial branch educators in assessing their own leadership style and discussing the benefits and drawbacks of that style.

NOTE: This is the second of two choices of a leadership style survey; faculty may use either, or use a leadership style survey of their preference. The other inventory included with this curriculum design is faculty resource 9.2.3.2a [Leadership Style Survey](#), pg. 51.

Use of activity

NOTE: This self-assessment is based on Situational Leadership, a theory and model that was made popular in Management of Organizational Behavior, by Hersey, Blanchard, and Johnson. Due to the proprietary nature of the self-assessment for Situational Leadership, the LEAD survey questions are not provided in the curriculum design. The self-assessment is available online from the Center for Leadership Studies (see the following page for details on the survey), for a small fee per person.

Faculty may choose to have participants take the survey online prior to a course and discuss the results in the course, or faculty may explain the Situational Leadership theory, ask participants to choose what they think is their style, discuss the styles, and encourage participants to take the survey after the course.

This activity would be effective in the section dealing with leadership styles [see A, [Leadership Styles](#), pg. 9 in the curriculum design], after discussing the definition of leadership and contrasting leadership with management.

This is an individual activity that leads to a large group discussion.

Relevant Learning Objective

3. Determine your leadership style and identify the benefits and possible difficulties it might generate.

Situational Leadership The LEAD Self-Assessment

The following was provided by the Center for Leadership Studies

Overview

A respondent's Situational Leadership® LEAD Feedback is a valuable information tool that can help them become a more effective leader. It represents a snapshot of their leadership tendencies, provides a clearer understanding of how they make decisions and creates an opportunity to identify their strengths and areas for development in communicating with others.

The LEAD Self consists of 12 Multiple Choice Questions

Data Type: Categorical

Analyses Potential: Frequency Distribution

The respondent selects from among a set of four response choices indicating which leadership behavior most closely resembles what they would do given a certain situation. Three questions are posed for each of four follower readiness levels (situations).

Respondents can access the CLS Online Store to take the assessments at www.situational.com

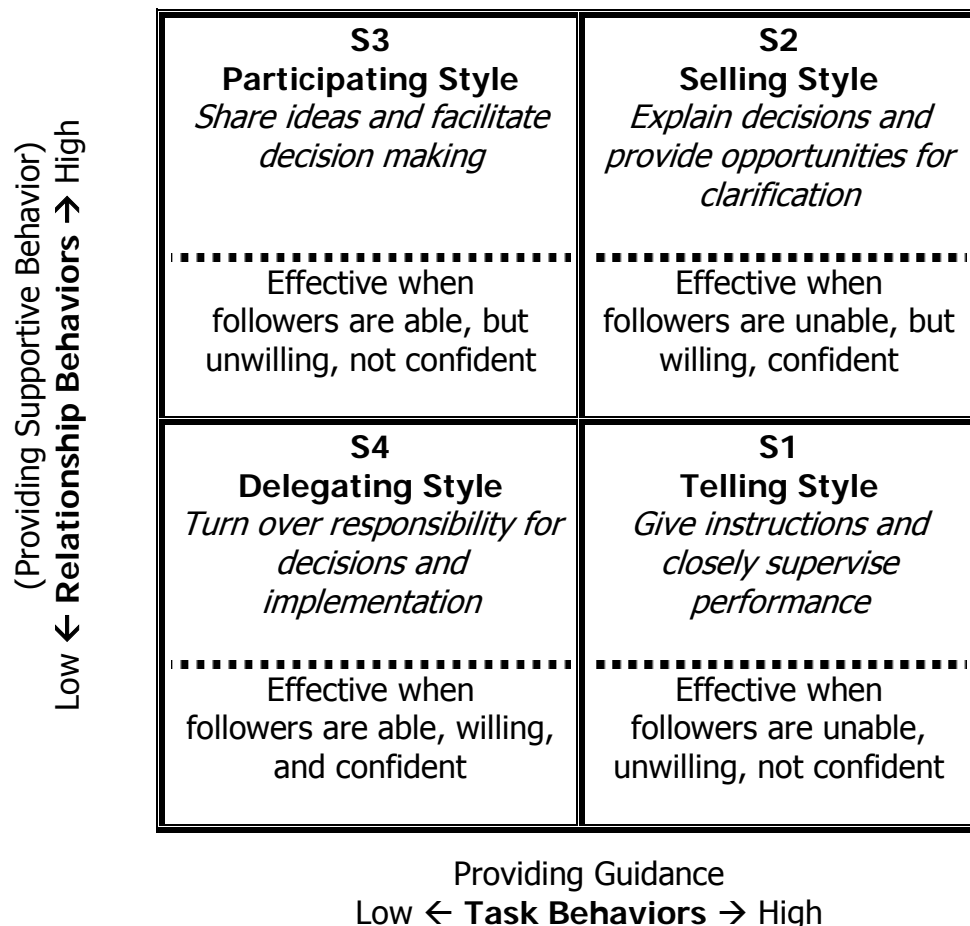
Upon completion of an online assessment, the respondent will receive a Situational Leadership® Online Report. The profile, the rich data and feedback will help them to personalize and to apply the concepts of Situational Leadership® more easily and quickly.

Successful leaders share many attributes. One of the most critical is that of self awareness. Knowledge is strength and "to know thyself" is arguably where excellent leadership and strong performance begins.

The theory behind the assessment is explained fully in Management of Organizational Behavior: Leading Human Resources by Paul Hersey, Kenneth H. Blanchard, and Dewey E. Johnson.

Situational Leadership – Understanding Your Style

(Adapted from Hersey, Blanchard & Johnson)



Delegating Style – allows the group to take responsibility for task decisions; a low-task, high-relationship style; for use when follower maturity is high and the level of leadership offered can be low

Participating Style – emphasizes shared ideas and shared decision-making; a low-task, high-relationship style; for use when followers are able but insecure; emphasis is on relationships, decisions are shared to build follower confidence

Selling Style – explaining task directions in a supportive and persuasive manner; a high-task, high-relationship style; for use when followers are lack capability, but are confident about the tasks; emphasis is on leadership guidance

Telling Style – giving direction and closely supervising the work; a high-task, low-relationship style; for use when follower maturity is low and leadership provided needs to be significant, emphasizing structure to achieve tasks

Judicial Branch Education – Leadership in Action

Explanation of Participant Activity

9.2.3.3 Making a Presentation for a New Direction/Goal

Purpose of activity

This activity engages judicial branch educators in thinking about how to present a new idea, what considerations need to be made, and what relevant factors need to be included in the presentation. The activity is also to encourage participants to consider the bigger picture when exercising leadership regarding a new idea.

Use of activity

This activity would be most useful near the end of a course based on this curriculum design. If used in this way, (a) participants may draw on full information about leadership in action, and (b) in planning and/or delivering a presentation for a new idea, participants will have a backdrop for the challenges and risks of exercising leadership.

NOTE: this activity is not about teaching effective presentations; it is instead an activity to encourage participants to think-through all of the relevant information.

This is an individual activity, but the presentation itself may be given in a small group for the sake of time.

Relevant Learning Objective

3. Deliver a presentation to generate interest/enthusiasm for a new direction for judicial branch education.

Judicial Branch Education – Leadership in Action

Making a Presentation for a New Direction/Goal

Planning the Presentation

-----INITIAL THINKING-----

1. What is the new direction/goal?
2. Why is it relevant/important?
3. What/Who might be the facilitative/supportive factors or people?
4. What/Who might be the inhibiting/detrimental factors or people?
5. What might be the dangers of implementing the new direction/goal?

-----PLANNING THE PRESENTATION-----

6. Who is the intended audience for your presentation?
7. How can you “personalize” the new direction/goal for the intended audience and/or energize them into supporting it?
8. What would the change/success look like?
9. What would be the benefits and drawbacks?
10. Who would be involved/impacted?
11. What resources would be needed?
12. How long would it take to make the change?

Judicial Branch Education – Leadership in Action

Explanation of Participant Activity

9.2.3.4 Organizational Choices

Purpose of activity

The purpose of this activity is to have Judicial Branch Educators apply new knowledge and skills to the introduction of new directions for Judicial Branch Education, the administrative entity, and the court system.

Use of activity

This activity, although drawing on content in Beyond Leadership Styles [see B, [Beyond Leadership Styles/Taking the Opportunity to Lead](#), pg. 10 in the curriculum design], would be most effective if used after discussions of various organizational development possibilities [see D, [Leadership in Organizational Change and Development](#), pg. 13 in the curriculum design]. This placement of the activity allows Judicial Branch Educators to apply what they learned in Beyond Leadership Styles to the possibilities of real organizational and operational change.

This is an individual activity, but participants should share their answers and reactions to the activity with a small group.

Relevant Learning Objective

4. Assess organizational and operational choices for judicial branch education in relevant governing/administrative organizations and in the court system, including the political and practical consequences of those choices.

Judicial Branch Education – Leadership in Action

Organizational Choices

This activity has two parts

Part 1: Choose one of the following - answer the questions based on the choice:

Organizational Change/Development
Knowledge Management
Learning Organization

1. Is this a technical or an adaptive challenge?
2. What is your goal? What will be different?
3. What might be the personal risks, departmental risks, organizational risks?
4. Who may be in favor; who may resist?
5. What might be some “swamp” issues?
6. How will you initially and routinely “get on the balcony” to assess what is happening?
7. What might you need to consider in terms of “political” strategies?
8. How will you introduce and manage the change?
9. Are you willing to make the choice to lead or have judicial branch education lead this effort?

Judicial Branch Education – Leadership in Action Operational Choices

This activity has two parts

Part 2: Choose one of the following; answer the questions based on the choice:

Implementation of NASJE Principles and Standards
Introducing Curriculum Development
Strengthening the Ongoing Role of Judicial Branch Education

10. Is this a technical or an adaptive challenge?
11. What is your goal? What will be different?
12. What might be the personal risks, departmental risks, organizational risks?
13. Who may be in favor; who may resist?
14. What might be some “swamp” issues?
15. How will you initially and routinely “get on the balcony” to assess what is happening?
16. What might you need to consider in terms of “political” strategies?
17. How will you introduce and manage the change?
18. Are you willing to make the choice to lead or have judicial branch education lead this effort?

Judicial Branch Education – Leadership in Action

Explanation of Participant Activity

9.2.3.5 A Difficult Conversation

Purpose of activity

This activity engages judicial branch educators in using leadership and communication skills in handling difficult conversations.

Use of activity

This activity would be effective after discussing communication approaches [see C, [Leadership and Effective Communication](#), pg. 11 in the curriculum design]. The activity should be done in groups of three people – two to play the roles in the hypothetical situation and one observer to provide feedback on the “conversation” that takes place. The two people in the hypothetical only see their “role” description – not that of the other person – and both only receive initial lines for a conversation. After the initial lines, the conversation should “take-off” and the two individuals should use their imaginations to come to a resolution.

This is a small group activity.

Relevant Learning Objective

5. Demonstrate effective use of communication skills and strategies, including active listening and dealing with difficulty in conversations.

Judicial Branch Education – Leadership in Action

A Difficult Conversation

Hypothetical Situation

Manager: You are a manager in a large unit in the judicial branch education department. You consider yourself a participatory leader; you support staff, encourage them to grow professionally, engage them in decision-making and give them latitude to determine how to perform their jobs. You recently had the opportunity to make a recommendation for a staff member to lead an organization-wide effort to lead a cross-departmental team to make recommendations to upper management about how to establish and maintain an employee coaching/mentoring program. You feel this is an ideal opportunity for her to demonstrate her developing leadership skills and be seen by upper management as an asset to the organization. The team will include several key people. The director of the judicial branch education department told you last week that your recommendation had been accepted by the upper management of the organization. You immediately told the staff member that you had recommended her and that the assignment would be both an opportunity for professional growth and an opportunity to “shine” in the organization. You also let her know the team would begin its preliminary work in a few days, so she should determine a plan of action and an agenda for the first meeting.

Staff Member: You are a staff member in a large unit in the judicial branch education department. You are one of fifteen people in the unit. You are on good terms with the unit manager and feel she has provided you with opportunities for professional growth, including some interesting team assignments. You have a concern, however, in that she expects your day-to-day work to continue at its usual pace when you are involved in these types of activities. You oversee a high-profile annual program that is in the developmental stages and you are concerned about some new support staff - which are assigned to the program, but have had no experience with it. So, you are doing more than you usually would to ensure things go smoothly. Last week your manager announced to you that she had recommended you for a leadership assignment – to lead a cross-departmental team to develop a coaching and mentoring program for the organization. Yikes! While this sounds great, you have the annual program coming up and you do not really know a lot about coaching and mentoring. You put together a cursory action plan and a short agenda for the team, which met about two hours ago. It did not go well. Some of the team members “took charge” when you hesitated about answering questions about your action plan. One of those team members is the administrative assistant to the organization’s chief operating officer.

You go to your manager’s office; you are **embarrassed, hurt and angry** about what has happened. You feel **overwhelmed** with this new assignment and frustrated about your upcoming conference. You think your manager should have talked to you before recommending you for this new assignment.

Staff: Well, I guess you will never recommend me for another big assignment!

Manager: Of course I will! You always do everything on time and in style!

Staff: That won't happen this time.

Manager: What? This is a great assignment for you! I know you can do this!

Staff: You may know I can do this, but I don't believe I can!

Manager: Sure you can. You just need to have a plan and follow it!

Staff: [angry] I had a plan... it was to get this annual program done right... and then you assign me with new support staff... they don't know what they are doing... then you give me this new assignment without so much as a simple conversation about what else I am supposed to be doing... then you send me off to run a meeting about HR stuff that I don't know anything about... and you did not tell me that Joseph would be on that team.... he tells his boss everything... especially if it is bad.... and now that team has seen me as a failure in our first meeting.... I wish you had half as much to do over the next two months as I do... then you would not be telling me that I can do all of this!!!!

Manager: Good grief, Marge. What is the matter with you?

Staff: [respond]

Manager: [respond]

[Continue until you have resolved this or the Observer stops the conversation]

Observer:

- Did the manager use active listening skills?
- Did the manager "step out" of the conversation before it escalated and diffuse it?
- Did the manager apologize to the staff member for not considering her daily work, etc.?
- What leadership skills did the manager and the staff member demonstrate to resolve the situation?

Manager and Staff Member:

- What did you experience and how did you feel during the conversation?
- How do you feel about the conclusion of the situation?

Judicial Branch Education – Leadership in Action

Explanation of Participant Activity

9.2.3.6 Leadership Possibilities in Organizational Development

Purpose of activity

This activity engages judicial branch educators in thinking about the past and current role of judicial branch education in activities associated with organizational development – and to consider what new role it could play.

Use of activity

This activity would be most effective after discussions of the various activities associated with organizational development [see E, [Leadership and Organizational Change/Development](#), pg. 15 in the curriculum design]. Faculty should emphasize that this activity is about the judicial branch education department/division, the collective action of its members, not the leadership activity of one or a few individuals.

This is an individual activity.

Relevant Learning Objective

6. Create strategies to more directly involve judicial branch education in organizational development.

Judicial Branch Education – Leadership in Action

Leadership Possibilities in Organizational Development

Vision, Mission, Strategic Plan

What role has judicial branch education played?

What new role could it play?

What are your strategies to develop the new role?

- 1.
- 2.
- 3.

Knowledge Management

What role has judicial branch education played?

What new role could it play?

What are your strategies to develop the new role?

- 1.
- 2.
- 3.

Learning Organization

What role has judicial branch education played?

What new role could it play?

What are your strategies to achieve the new role?

- 1.
- 2.
- 3.

Other Organizational Development Activities

What role has judicial branch education played?

What new role could it play?

What are your strategies to achieve the new role?

- 1.
- 2.
- 3.

Judicial Branch Education – Leadership in Action

Explanation of Participant Activity

9.2.3.7 Potential for Organizational Development

Purpose of activity

This activity brings together some of the factors discussed during the course: organizational development and the conditions necessary for change, and the steps to introduce knowledge management and a learning organization, for purposes of assessing the potential for taking action.

Use of activity

This activity would be most effective if used after full discussion of organizational development/change and the characteristics/models of knowledge management and a learning organization [see E, [Leadership and Organizational Change/Development](#), pg. 15 in the curriculum design]. Bringing these organizational activities together will require that judicial branch educators are familiar with all three areas and with the parameters of leadership.

NOTE: This activity will require faculty to have a complete understanding of the topics and issues and be ready to provide examples for participants to get them thinking.

This is an individual activity.

Relevant Learning Objective

7. Analyze the potential of establishing knowledge management and the courts as learning organizations.

Judicial Branch Education – Leadership in Action

Potential for Organizational Change

| Steps | Conditions | Steps |
|--|--|--|
| Knowledge Management Identify organizational KM goals; Perform knowledge assessment; Replicate effective practices; Start small; Create communities of practice; Develop multi-disciplinary teams; Remove competitiveness; Use technology when appropriate; Capture lessons learned; Create a knowledge map; Find champions. | Organizational Change Do no harm; Make personal choices; Allow adequate time; Connect change to future; Involve everyone; Use a change model: <ul style="list-style-type: none"> • Unfreeze; • Introduce the change; • Refreeze. | Learning Organization Develop the vision; Tie learning to performance; Encourage new ideas; Ensure support from managers; Revamp performance incentives; Raise the bar for learning; Adapt organizationally. |
| What is the Potential for You and the JBE Department to Take Action? | | |
| | How will you ensure you do no harm? | |
| | What personal choices must you make? | |
| | How will you allow adequate time? | |
| | How will you connect change to future? | |
| | How will you involve everyone? | |
| | How will you use a change model? | |
| The Challenge/Danger of Exercising Leadership | | |
| | What are the technical and adaptive challenges? | |
| | How will you identify “swamp” issues? | |
| | When will you get “on the balcony”? | |
| | What issues require you to think politically? | |
| | How will you pace the work? | |

Judicial Branch Education – Leadership in Action

Explanation of Participant Activity

9.2.3.8 NASJE Principles and Standards

Purpose of activity

This activity focuses judicial branch educators on NASJE’s Principles and Standards with regard to (a) which have been implemented, (b) which need to be implemented, and (c) the facilitating and inhibiting factors for implementation. The overall purpose of the activity is to get participants thinking about the principle(s) - or aspects of them – and how to implement them. The activity will also contribute to and enrich a discussion of the benefits of implementation.

Use of activity

This activity will require that participants have a copy of the NASJE Principles and Standards for reference. The activity would be useful after a review of the principles and standards [see F, [Strengthening the Ongoing Role of Judicial Branch Education Locally](#), pg. 21 in the curriculum design], so participants have knowledge of the content before considering whether a principle had been fully implemented, and for those not yet implemented, what facilitating and inhibiting factors might be.

Participants may indicate facilitating factors that would include – current readiness, new stakeholder leadership looking for a new direction, recent events, etc. For inhibiting factors, they may identify - lack of resources, lack of time, lack of expertise, etc.

This is an individual activity.

Relevant Learning Objective

8. Using the NASJE Principles and Standards of Judicial Branch Education, create a plan to address any weak or missing components in the local environment.

Judicial Branch Education – Leadership in Action

NASJE Principles and Standards

With a check mark, indicate principles implemented fully in your environment; for principles not fully implemented/not checked, select one or two, list facilitating/inhibiting factors to implementation and action steps you can take. If a principle is not applicable to you, put N/A.

| Principle/Standard | ✓ | Facilitating and/or Inhibiting Factors | Steps to Take People to Involve |
|--|---|--|---------------------------------|
| 1. Need 1.1. Responsibility 1.2. Availability 1.3. Core Function | | | |
| 2. Organization/Resources 2.1. Mission Statement 2.2. Staff 2.3. Staff Development 2.4. Advisory Committee 2.5. Fairness 2.6. Adequate Resources | | | . |
| 3. Career Needs 3.1. Orientation 3.2. Career-Long Education 3.3. Curricula 3.4. Regional/National | | | |
| 4. Adult Education 4.1. Needs Assessment 4.2. Learning Objectives 4.3. Learning Activities 4.4. Learning Environment 4.5. Evaluation | | | |
| 5. Faculty 5.1. Qualifications 5.2. Selection/Development 5.3. Diversity 5.4. Evaluation 5.5. Service | | . | . |
| 6. Resources 6.1. Materials 6.2. Program Materials 6.3. Lending Library 6.4. Technology | | | |
| 7. Outreach/Collaboration 7.1. Community Focus 7.2. Leadership Model 7.3. Program and Materials | | | |
| 8. International JBE 8.1. Translation 8.2. Support | | | |

Judicial Branch Education – Leadership in Action

Explanation of Participant Activity

9.2.3.9 Leadership with Vision, Mission, and Strategic Plan

Purpose of activity

This activity has judicial branch educators evaluate the role of education with each of three organizational activities creating and pursuing the (a) vision, (b) mission and (c) strategic plan. In addition, the activity encourages judicial branch educators to think of strategies to increase education's involvement in these organizational activities

Use of activity

This activity would be most effective near the end of a course based in this curriculum design. If used in this way, participants will have an array of information about judicial branch education's potential.

This is an individual activity.

Relevant Learning Objective

9. Develop a strategy/steps to strengthen the role of the department/division through concrete ties to the local vision, mission and/or strategic plan.

Judicial Branch Education – Leadership in Action

Leadership with Vision, Mission and Strategic Plan

In the bar provided, draw a vertical line to rank from 1 to 10 (lowest to highest) the role of judicial branch education with relation to the organizational vision, mission and strategic plan. In the space provided, annotate what you can do to increase education's role.

| | | | | |
|---|-----------------------|---|------------------------|--|
| | <u>Receptive Role</u> | | <u>Leadership Role</u> | |
| | | Vision | | |
| | | 1 2 3 4 5 6 7 8 9 10 | | |
| Education responds to the vision. | | <div style="border: 1px solid black; height: 20px; width: 100%;"></div> | | Education helps shape the vision. |
| | | What can be done to move more toward the 10? | | |
| | | | | |
| | | | | |
| | | Mission | | |
| | | 1 2 3 4 5 6 7 8 9 10 | | |
| Education as a tool to achieve the mission. | | <div style="border: 1px solid black; height: 20px; width: 100%;"></div> | | Education as a condition to reach the mission. |
| | | What can be done to move more toward the 10? | | |
| | | | | |
| | | | | |
| | | Strategic Plan | | |
| | | 1 2 3 4 5 6 7 8 9 10 | | |
| Education in support of achievement of others' goals. | | <div style="border: 1px solid black; height: 20px; width: 100%;"></div> | | Education as a free-standing goal in the |
| | | What can be done to move more toward the 10? | | |
| | | | | |
| | | | | |

Judicial Branch Education – Leadership in Action

Explanation of Participant Activity

9.2.3.10 Leading and a Learning Organization

Purpose of activity

This activity provides judicial branch educators with some concrete steps to use in moving their local environment toward a learning organization. This is not a typical action plan that includes timeframes and responsible individuals; rather it is a guide to determine opportunities for moving toward a learning organization; participants may create more traditional action plans for those items/activities they believe are achievable in the local environment.

Use of activity

This activity would be useful after discussing the definition of a learning organization and how leadership can play an important role in achieving this goal [see E, [Leadership and Organizational Change/Development](#), pg. 15 in the curriculum design]. Participants should review each of the items/activities on the chart, consider their local environment and then list potential opportunities to implement the items/activities. Participants should consider what may already be in place locally that could serve as a basis for addressing the items/activities on the chart. They should also consider what key individuals in the local environment would easily accept as starting points.

Relevant Learning Objective

10. Develop an action plan to implement enhancements for developing a learning organization in your local environment.

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Leading and a Learning Organization

[adapted from information from MindLeaders]

In the space provided, note what you can do in the administrative organization or court to begin moving toward a learning organization.

| | Approaches | What to do in your organization: |
|----|---|----------------------------------|
| a. | Develop and convey the vision – Involve people in stating the vision; make it something everyone can understand, value and support. | |
| b. | Tie learning to performance – Measure what is different after formal education; acknowledge improved performance whether a result of education or discovery. | |
| c. | Encourage new ideas – Establish knowledge-sharing and idea-sharing opportunities among individuals and departments; recognize and reward participation; act on results. | |
| d. | Ensure management support – Give managers responsibility for coaching and developing their staff; recognize and reward those activities. | |
| e. | Revamp performance incentives – Recognize and reward new ideas, approaches. | |
| f. | Raise the “bar” for learning (and development) – Create an environment that encourages taking the time to learn and sharing that learning with others. | |
| g. | Adapt organizationally – take seriously new learning (new ideas, new strategies, new approaches) and apply it whenever possible; acknowledge its source. | |

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Explanation of Participant Activity

9.2.3.11 Engaging People

Purpose of activity

This activity has judicial branch educators examine the level of involvement they currently have with regard to developing goals for judicial branch education - is input insulated from diverse perspectives, is input limited to the court community, etc.

Use of activity

This activity would be most effective near the end of the course after judicial branch educators have had full exploration of leadership and its many facets. The hope is that participants will re-think their current structure for planning and reach out to those outside the department or division to enrich input.

After participants have completed the activity, faculty needs to ask the following questions:

1. What ethical issues do you need to consider?
2. Where/how might you involve people? (e.g. committee membership is not the only approach)
3. Have you balanced perspectives? (e.g. prosecution and defense, etc.)

This is an individual activity. [Faculty may suggest that judicial branch educators use this activity in their own organization to coalesce people around the work of the division/department and highlight the need to incorporate broad perspectives in planning.]

Relevant Learning Objective

11. Evaluate the level of representation of key organizations, individuals, or perspectives involved in developing goals for judicial branch education locally.

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Engaging People

Engaging a wide variety of people in setting goals for judicial branch education provides a broad spectrum of input and a variety of perspectives on how public funds are used, what content is relevant for recipients, and what may be learned from outside the court system.

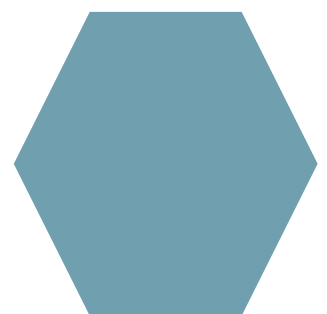
Use the following categories to list by position who is currently involved with Judicial Branch Education planning those who could be involved in the future

| Group | Who is involved | Who could be involved |
|--|-----------------|-----------------------|
| Administration [AOC, Court, College or University, etc.] | | |
| Recipients [Judges, Probation Officers, Staff, etc.] | | |
| Stakeholders [Justice System Partners, Court-Related Organizations, Attorneys] | | |
| Other Branches of Government [e.g. Legislature, City Council, Governor's Office, etc.] | | |
| Public [Community Members, Court Users, Others] | | |



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