

# The Art of Learning in the 21th Century. Result Oriented Training



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President Board of Directors SSR

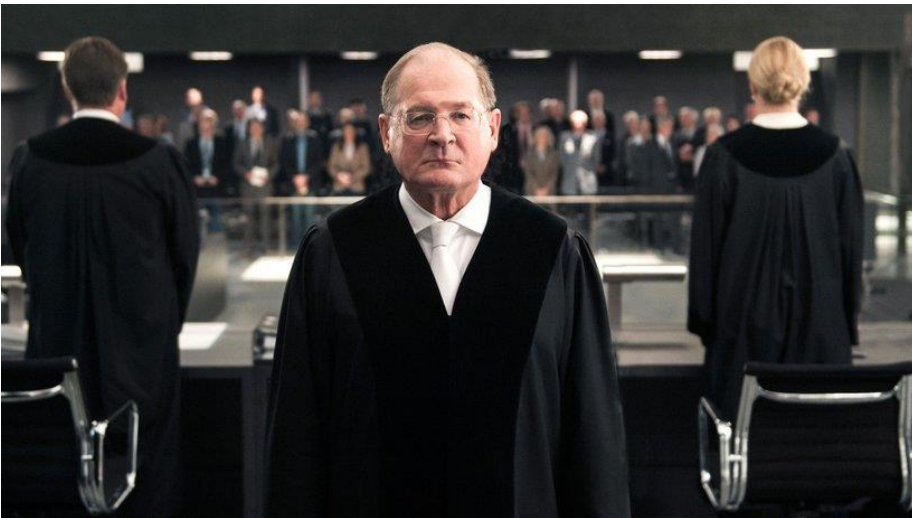
Judicial Academy of Brandenburg  
Königs Wusterhausen-Berlin  
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[www.ssr.nl](http://www.ssr.nl)

*Constantin Film*

# The Judgment...

**Article 1 Basic Law for the Federal Republic of Germany:  
„Human dignity shall be inviolable. To respect and protect it shall be the duty  
of all state authority.”**



“The Lufthansa passengers were not only helpless at the mercy of terrorists, but also to Lars Koch. They were slain, their dignity and their inalienable rights, their whole humanity was neglected. People are not things, their lives can not be measured in numbers.”

# Learning: where are we talking about?

Second-hand knowledge

First-hand knowledge





I learn so I work, I work so I learn...

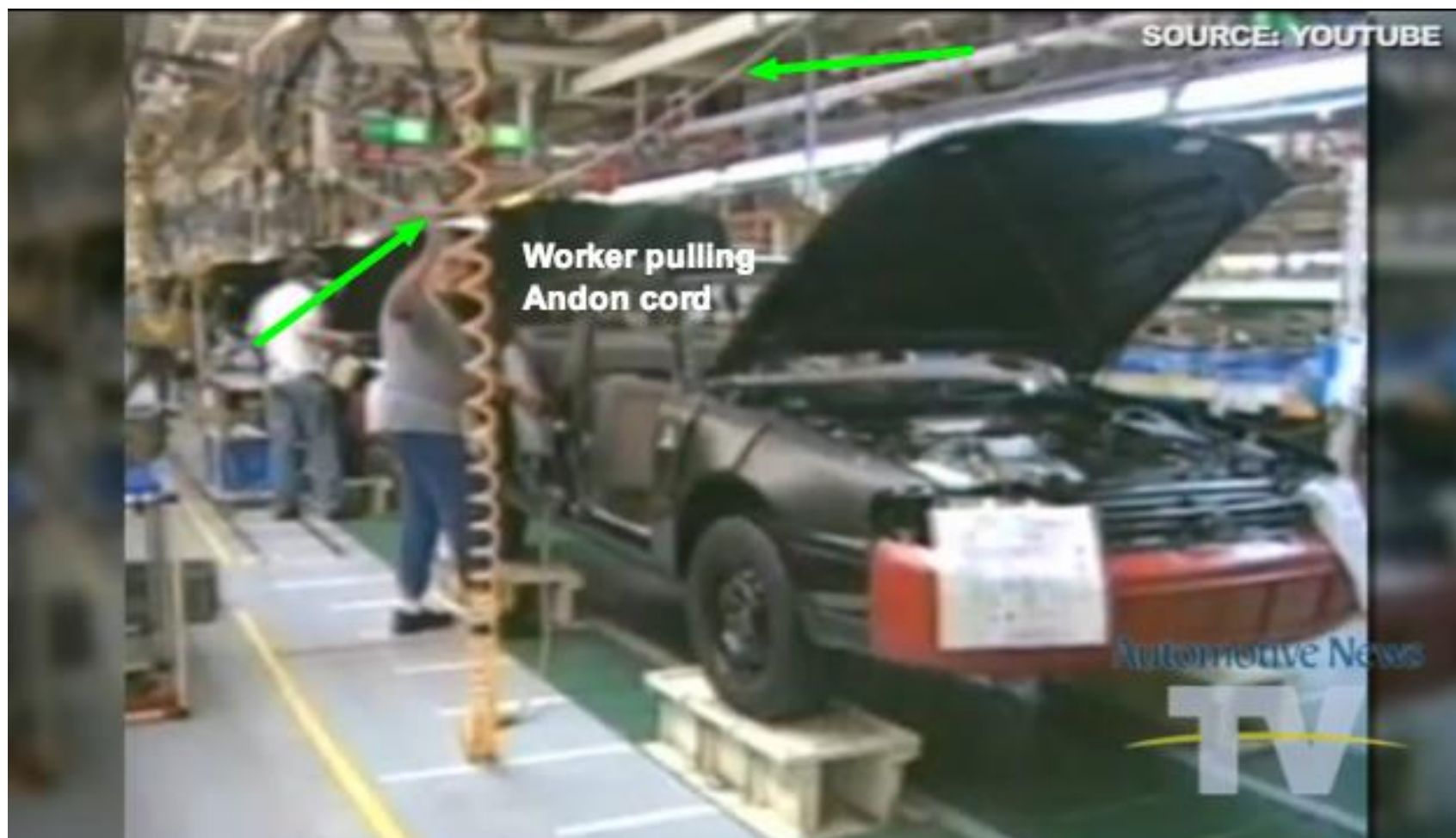
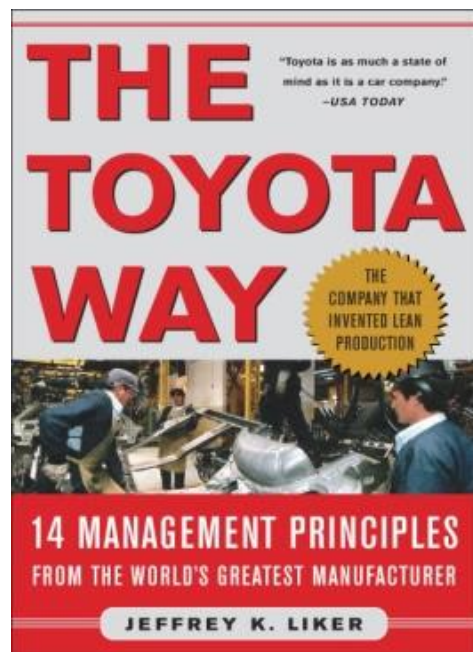


I work, so I learn, so we develop

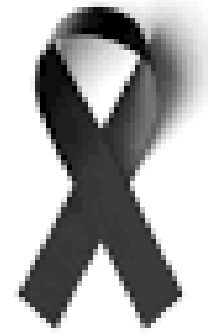
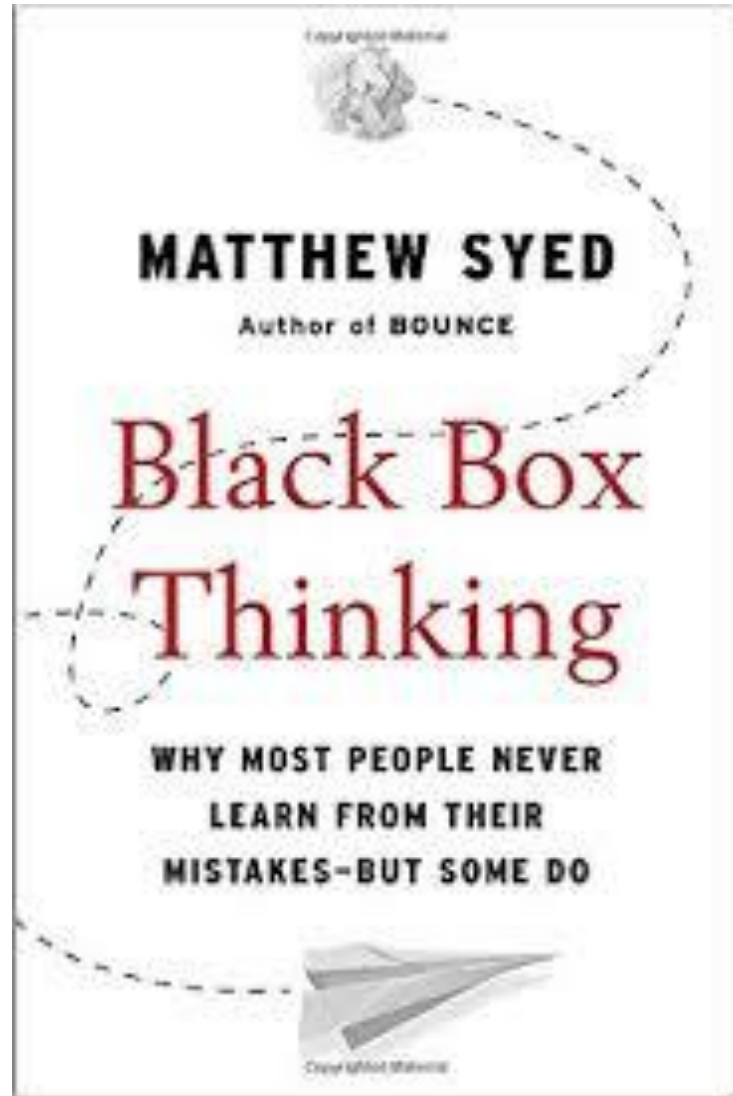




# Learning on the job: the Toyota way



# Mistakes are allowed

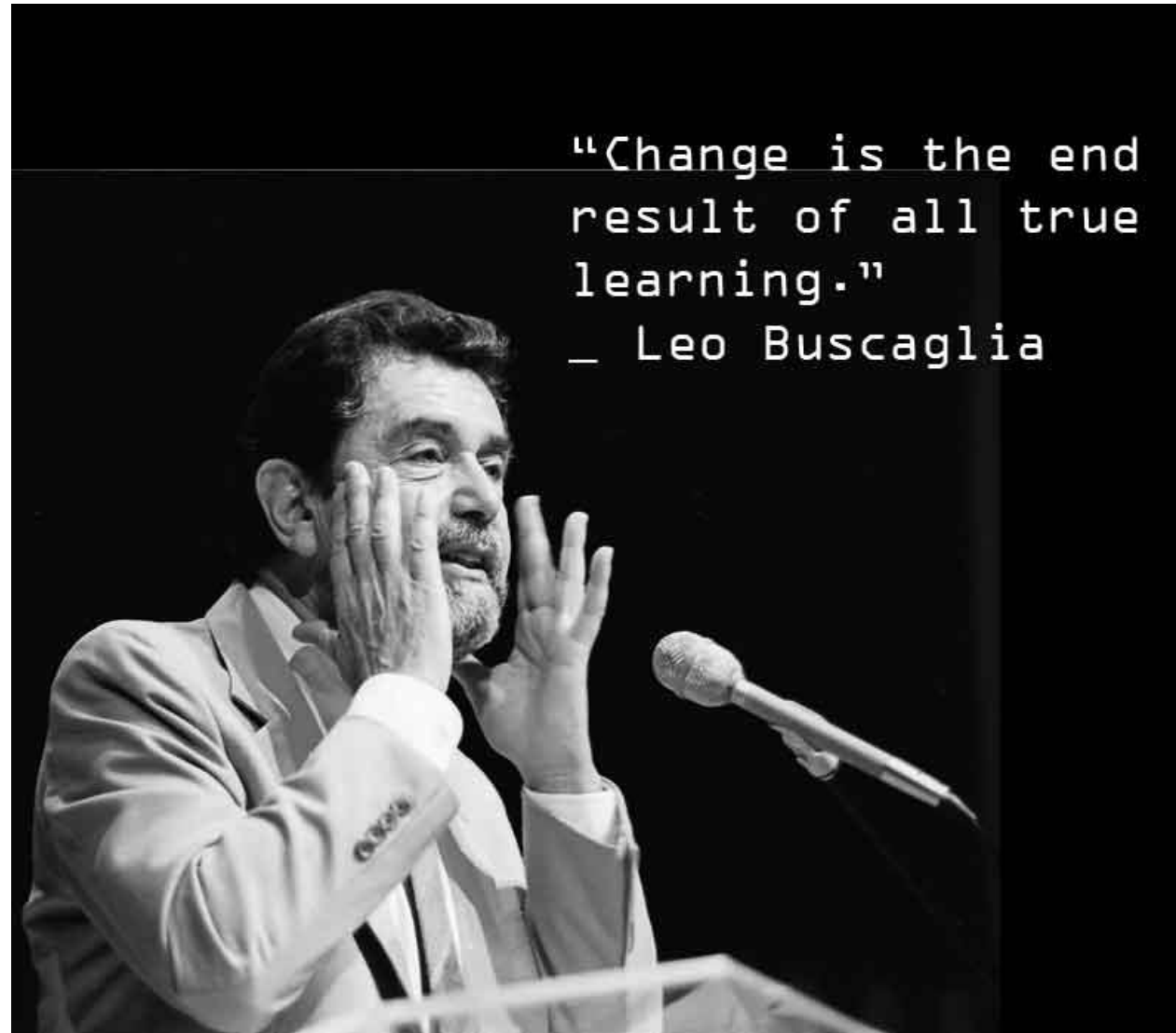


Medical mistakes are often spun or denied, and **lessons are rarely learnt.**

This is why deaths continue to occur in the same way over and over again.



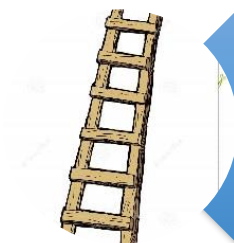
# Learning: what benefits?



# 8 learning & development trends



Focus on effective and cost efficient learning



Strategic talent management is essential



Personalized Learning: contents en materials linked to preferences and knowledge 'learner'



'Leaners' become more responsible for own learning and development

## 8 learning & development trends



Mobile learning more popular



Workplace becomes learning environment:  
To learn=to work=to learn.  
Informal tools and technologies



More knowledge sharing and team learning



Improving need on organising and  
structuring of materials and content



# Yield of learning: importance of the workplace

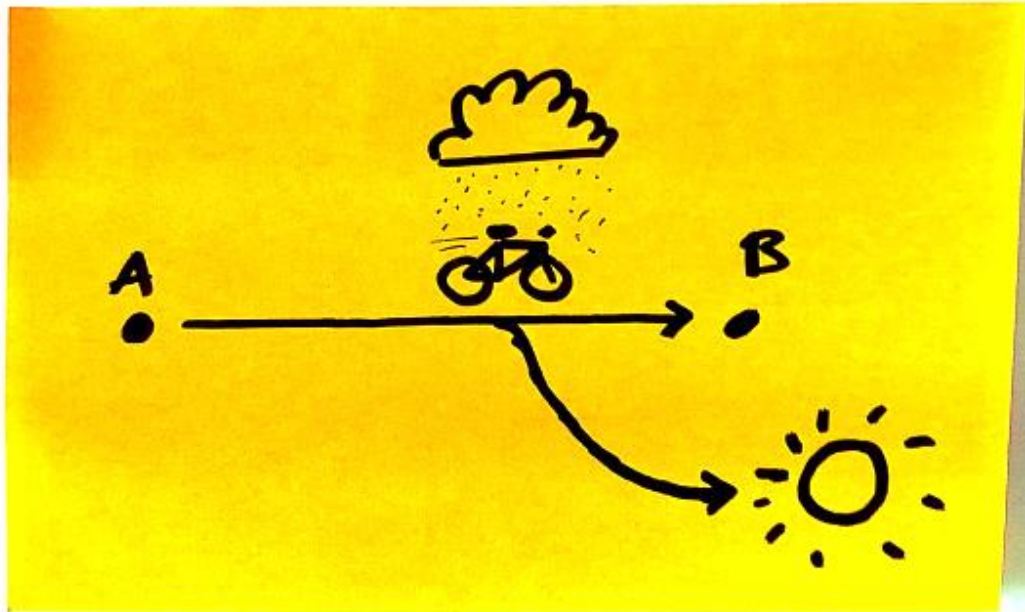
# The Art of Learning in the 21 th Century

## “Result Oriented Training”: From Thinking to Doing



- Straightforward
- Create support
- Feet in the mud
- Measuring is knowing
  - Do do do
- Experience it yourself

# Straightforward





# Create support



# Feet in the mud...

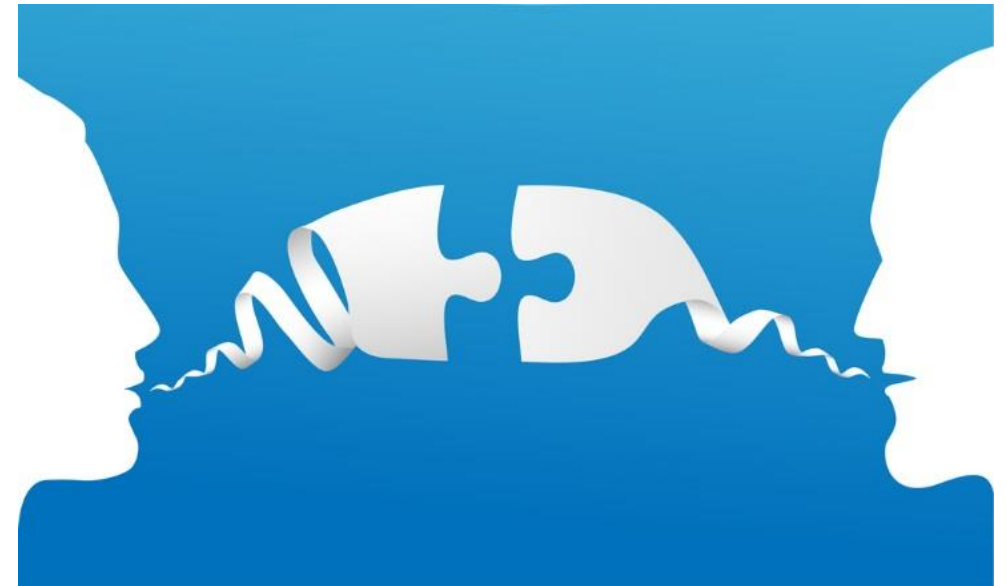






STUDIECENTRUM RECHTSPLEGING  
TRAINING AND STUDY CENTRE FOR THE JUDICIARY

# Measuring is knowing





Do Do Do .....

The power  
of the  
repetition



Experience it  
yourself





## Trends and Developments

**What trends and factors in society and in the judicial organisation are relevant for the development of a vision on training, learning and development at SSR?**

**Trends and factors in society**

- Critical citizens compel the judicial organisation to take into consideration the social effectiveness and integrity of prosecution and investigation and the judicial system, and to recognise the importance of a continuous level of expertise
- Increasing media pressure on the judicial organisation for transparency, accessibility and speedy administration of justice and the development of new skills by magistrates
- Increasing focus within organisations on learning and development yield (in relation to increasingly limited resources)
- Extensive digitalisation in legal and other forms of education, with an increase of digital content
- Battle for talent: contest for the best lawyers between the bar and the judicial organisation. Investing in education forms part of being an attractive employer
- New generation with experience in the field of training, learning and development takes charge of their own personal development
- Communication, social and computer skills are considered just as important as knowledge of the law
- Flexible working (new workplace strategies) makes solidarity with colleagues and commitment to the organisation more challenging
- Development in the field of digitalisation and robotics

**Trends and factors in the judicial organisation**

- Transformation of the judicial organisation into a 'learning organisation' still requires a great deal of attention
- There is an area of tension between independence as the determinative core value of the judicial system and the judicial system's cultural programme, aimed at increasing cooperation and the feeling of being part of an organisation (group code)
- Managerial attention to the judicial system's production process emphasises quality, attention to expertise and room for learning
- Increased fragmentation of the supply and organisation of training activities within the judicial system
- Training and learning are being used increasingly within district courts and courts of appeal as an instrument to solve cultural or organisational problems (to manage consequences of restructuring the judicial map)
- There is a growing need to modify, replace or innovate the Permanent Education system in the judicial system
- Digitalisation of the primary process (Quality & Innovation of the judicial system), GPS, professional standards, new legislation and working procedures, and organising the working environment increase control options for the courts and the Public Prosecutor and require a shift in focus for training courses
- Consideration in the European context for safe, independent and non-commercial training institutions for the magistracy

## What is the impact on training, learning and development at SSR?

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**What are the aims and target groups of SSR?**

**Goal**

- Ensure that employees in the judicial organisation are well trained and developed in order to improve the legal system and improve prosecution and investigation
- Training, learning and development enables us to improve the work and performance of employees of the judicial organisation primarily
- We explicitly state how learning and development can improve the judicial organisation's performance
- We stimulate a culture in which collaborating and sharing knowledge is matter of course
- We encourage reflection on substantive control within the judicial system (see M. Loth)
- We facilitate the maintenance and the improvement in the quality of the legal system, both in terms of the subject matter (including skills) and the willingness to learn from each other and reflect

**Culture**

- The judicial organisation is a learning organisation
- We are working towards a culture in which the desire to learn is a matter of course
- We stimulate a culture in which the learner takes control of and responsibility for learning
- We stimulate an active role for the supervisor in the judicial organisation in creating and maintaining a positive climate for development in order to ensure that the effects and results of the various training activities and training programmes are enduring
- We promote a desired culture within the judicial organisation, in which training, learning, development and reflection are part of the work

**Target groups**

- Every employee within the judicial organisation learns, develops and improves
- We aim to reach all the legal and administrative employees of the judicial organisation and their supervisors
- We aim to reach current and future public prosecutors and judges
- We aim to reach other target groups within the judicial system, together with LDCR, spir-it and DVOM.

**What does SSR want to develop and how does it intend to do this?**

**Content**

- We see learning as a process and a learning activity as an intervention, in which context magisterial professionalism and broad development of the employees of the judicial organisation determine the content of training
- We support the basic concept that working and learning are one and the same. 'I work, therefore I learn; I learn, therefore I work'
- We offer the knowledge, skills and conduct that are characteristics of judicial professionals and their support staff
- We challenge employees in the judicial organisation to reflect on their work and on each other
- We stimulate the professional's curiosity and their intrinsic motivation to develop and grow, both personally and professionally
- Our learning interventions are transformations (of the employee as a person and as a professional)
- SSR's trainers are committed to the vision on training, learning and development
- The practical experience of judges and public prosecutors determines our unique proposition as a training institute. 'For judges, by judges, for public prosecutors, by public prosecutors' is the motto of SSR's trainers

**Form**

- Effectiveness and efficiency are the most important factors in choosing the training format
- We first analyse the problem, after which, if there is a learning problem, a suitable, efficient and effective learning intervention is developed, based on a sharp, realistic and attainable learning goal
- We develop learning interventions in numerous online and offline formats
- We use blended learning to enable integrated learning and working (formal and informal learning)
- We offer learning interventions that yield the highest and most enduring results in the least possible time
- We offer learning interventions that are organised methodically and cleverly
- Learning at work and from each other is the most important training method
- We facilitate a learning environment (including an online environment) that enables learning at the workplace
- We use (new) forms of learning to organise learning from each other at the workplace
- We offer employees the opportunity to actively use their own skills and talents when learning and developing

**How does SSR intend to organise this?**

**Organisation**

- SSR has the expertise to organise training, learning and development in a professional manner
- SSR's range of learning activities is accessible and well-organised
- At SSR, legal and didactic experts work together
- SSR is a safe environment for the Judiciary and the Public Prosecution Service to meet
- SSR serves as an example by being a training and learning organisation itself

**Demand**

- Training, learning and development begin by properly determining demand and supply
- SSR employees proactively identify legal and other developments in the legal system, the Judiciary, the Public Prosecution Service and society in order to develop future activities
- We define the problem in collaboration with our clients and we are able to pinpoint the real issue
- SSR actively maintains contact with clients and relevant networks
- SSR takes into consideration developments in education when formulating the learning and development question

**Activities offered**

- The activities that SSR offers are tailored to the culture and practice of the judicial organisation
- SSR offers initial training courses for judges and prosecutors
- SSR offers a unique range of instruments that are specialised and that relate to all the aspects of the craftsmanship and skills of the magistrate
- SSR offers leadership and management development programmes, as well as coaching and peer to peer interviews
- SSR offers recommendations with respect to 'learning organisations' and the implementation of learning at the workplace

**Yield**

- The ability to finance learning and the added value of learning are essential
- The yield/the results of the activity provide a solution for the problem
- SSR uses the resources that are available (time and money) cleverly (efficiency)
- SSR strives to offer learning activities that achieve a minimum score of 8
- SSR offers a wide range of learning activities that, through the financing structure, have the best price-quality ratio or are freely available



## Preliminary phase

For both experienced and inexperienced trainee judges. Participants will discover their own learning style in a stimulating environment and work on the learning plan. This phase will be completed partly in a jurisdictional workteam and partly at the trainee judges' own court. Starts at least 2 and at most 4 times a year.

### Induction week

- All trainee judges together:
- Getting to know the organisation
- Corporate identity
- Building a network
- Inventory of knowledge/talent/learning needs
- Start of learning plan

### Subsequently:

- At own court (blue)
- Discovering – in a practical environment – what remains to be discovered
- Writing draft judgements
- Attending court sessions

### In a work-team environment (yellow)

- Where do I stand? (what knowledge and talent do I offer?)
- How do I learn best?
- How can I give direction to my learning process?
- What is it like to be a magistrate? (brief Public Prosecution Service internship)
- Frequent court-session simulations

### Personal Learning Plan (PLP)

- Which work-training environments?
- In what order?
- Duration of work-training environments
- Which phases and duration of phases

### Self-evaluation

- Is this the right professional field for me?

## Main phase

### Work-training environments (blue)

- Working and learning in the workplace for each field of law or theme (e.g. 'youth')
- Two work-training environments is sufficient, even for longer programmes
- Three work-training environments are possible if duration of the programme is 3 years and 3 months or more
- Alternation between court and appellant body possible
- Trainee judges of criminal law complete an internship at the Public Prosecution Service (duration: between 1 week and six months)
- All other work-training environments also involve socially oriented internships (duration: between 1 week and six months)
- Brief internship at the corresponding appellant body/lower court
- At the same time, discipline-related courses will be conducted

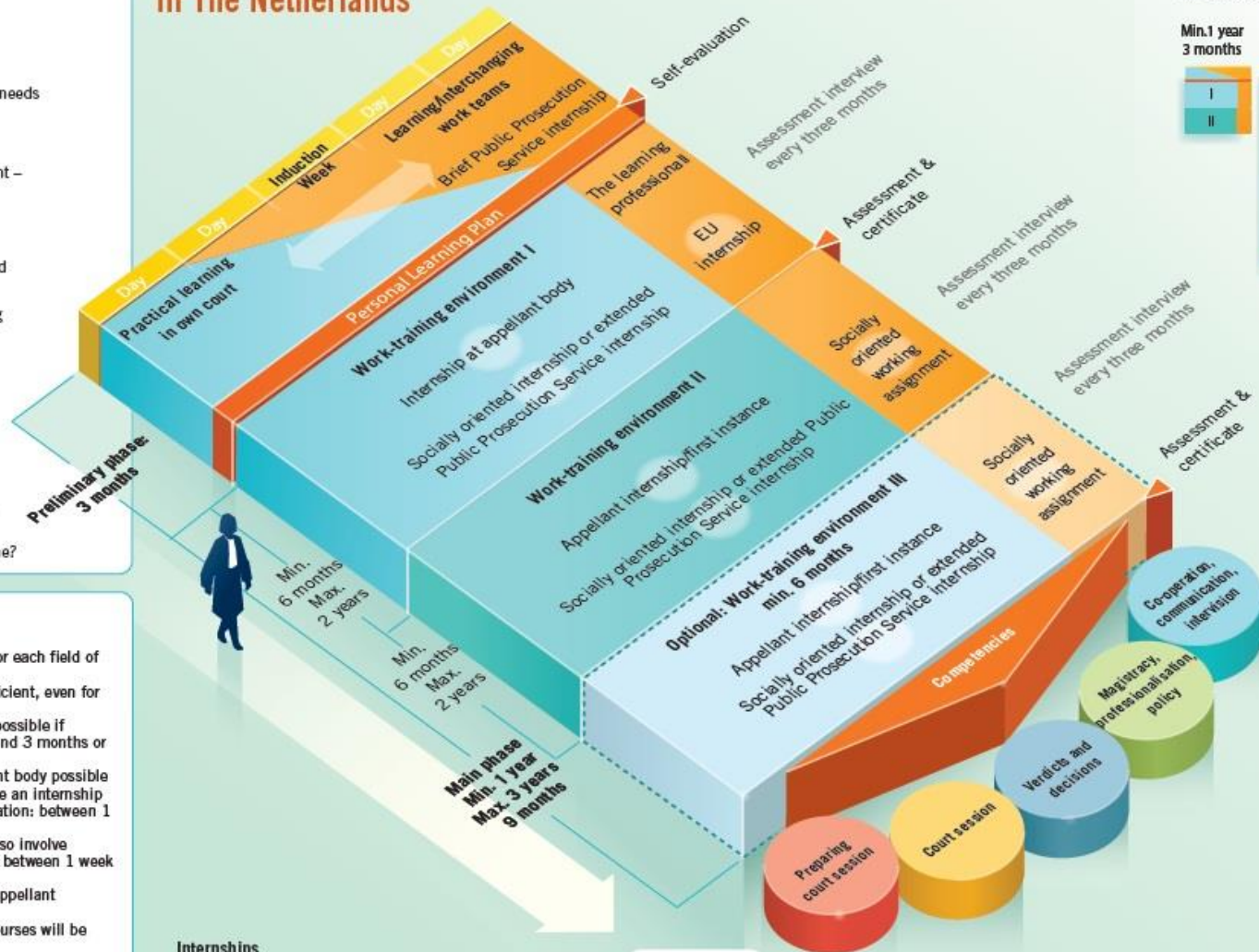
### Jurisdictional: the learning professional (orange)

- One day a week throughout the entire programme
- Sharing experiences and knowledge in work teams.
- Practising skills such as reflection, ethics, interview, integrity, dealing with the media etc.
- Work assignments/improvement proposals for the organisation
- Working on the portfolio and PLP
- Space to address learning needs
- Brief EU internship

# Initial Judicial Programme in The Netherlands

Work-training environment

Work-team environment



### Interhips

- Duration of at least one week, at most six months
- For every field of law, there is an internship at a higher institution, and vice-versa for the courts
- Various internships at the Public Prosecution Service
- Compulsory national/international internships (EU)
- Social orientation consists of an internship or assignment

### Trainers

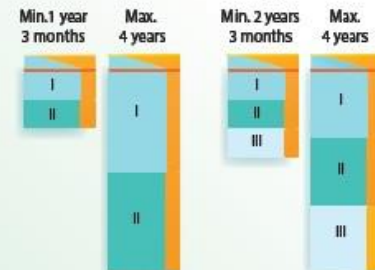
- The practical trainers work in the blue section
- Must be trained asap in the new role within the learning philosophy
- In the preliminary stage, they operate as practical supervisors
- In the main phase they teach within the work-training environment (within the profession)
- They no longer bear final responsibility for the assessment, though they do give input regarding the portfolio

The core trainers work in the orange section

- Must first be trained to teach within the new learning philosophy
- Together with other core trainers, they form a work-training team for each jurisdiction
- In the first classes, they will perform a lot of pioneering work.
- Coaching of trainers in the blue section with regard to the new learning philosophy
- Provide training in sections of the (competency) themes

## Flexibility

Duration of programme: at least one year three months, at most four years, depending on the knowledge and experience of the trainee judges. Possibly in two or three work-training environments.



## Assessments

- Take place after six months in the first work-training environment and always at the end of the programme, conducted by assessment committees set up for each jurisdiction. The assessments are based on the portfolio (test results, draft judgements, work-team assignments, feedback, interview reports etc.)
- Possible extra interim assessment when appropriate
- When duration of the programme is 3 years or more, there will always be an extra assessment halfway through the remaining programme
- An evaluation interview takes place every three months (unless assessment is taking place), in which discussion is held regarding whether everything is in accordance with the PLP
- After completing a work-training environment a certificate can be awarded







# Where are our opportunities and challenges for partnership?



# Education as partner in quality

Quality



Partnership

Determining learning needs

Formulating learning goals

Design learning activities

Results on investment

New design (contents, learning activity, learning culture)

For example Programme Conferences

F.e. connecting between personal training plan and learning activities

In co-creation (with a view to the learning culture)

Learning gains at the working place

Together determine the focus







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