



JUDICIAL  
COLLEGE

**Judge Hugh Howard**

**Judicial College (England and Wales)**



# Presentation outline:

## CONTENT

- **The What:** The development of our Leadership and Management Development Programme
- **The Why:** Reform, Morale, Diversity, Welfare

## METHOD

- **The How:** Our approach, methodology and curriculum
- **The Who:** Our participants
- .... **And the So What:** Lessons learned



# Content



## The Why

**Reform:** The biggest programme in a century as to how we will deliver justice

**Morale:** It is very low at the moment

**Diversity:** We need to improve the background from which we recruit, appoint and retain judges.

**Welfare:** The need for leadership judges to implement the revised Judicial Health & Welfare policy.



## The story of our Programme. Once upon a time ...

- A group of senior judges were invited to a Leadership Forum, hosted by the Judicial College, to agree the skills and abilities required for judicial leaders.
- Following which the Judicial College was invited by the Judicial Executive Board to develop a programme of leadership development for those leaders.
- The Judicial College worked closely with a group of senior judges to design the programme which has just begun its eighth run.



# The aims of the Programme

**To provide Leadership and Management Judges with opportunities to explore their leadership roles and responsibilities:**

1. In the context of the wider environment in which they work.
2. In the context of their leadership and management of others.
3. In the context of their personal leadership development.



## Our tutor team

Setting the learning in context is essential. Leadership skills are generic; the application of those skills depends on the context in which one is leading.

To ensure that we put the judicial office holders at the centre of our training, the tutor team comprises subject matter experts and experienced senior judicial leaders.

Programmes have included sessions led by the Senior Presiding Judge, the Senior President of Tribunals, judges from the Appeal and High Courts and Tribunal Chamber Presidents.



## Our Participants:

1. The programme was originally designed as compulsory training for judges who were newly appointed to a leadership and management role, at all levels in the judicial hierarchy. However this has expanded to include all judges with an interest in the topics.
2. The programme is designed to be delivered cross-jurisdictionally; to all types of judicial office holder.
3. We run the programme twice a year, with cohorts of up to 25 participants.
4. We work in collaboration with HR, Judicial Appointments and others to secure people onto the courses.

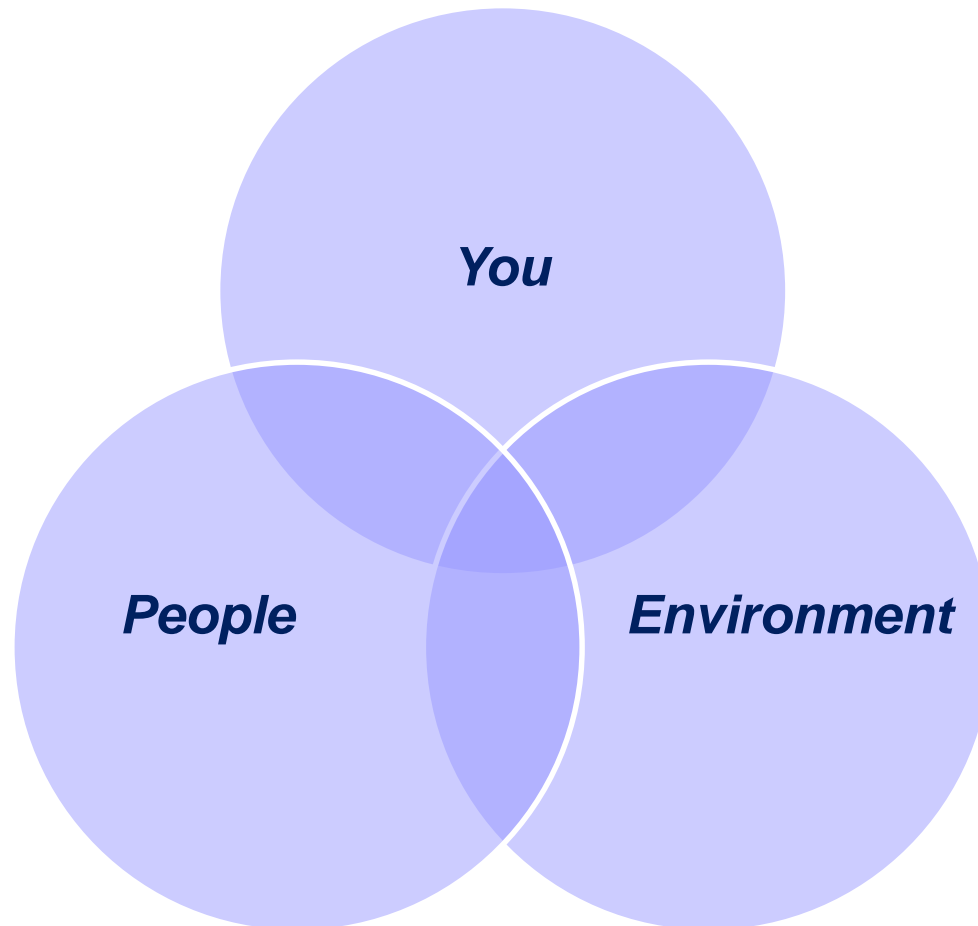




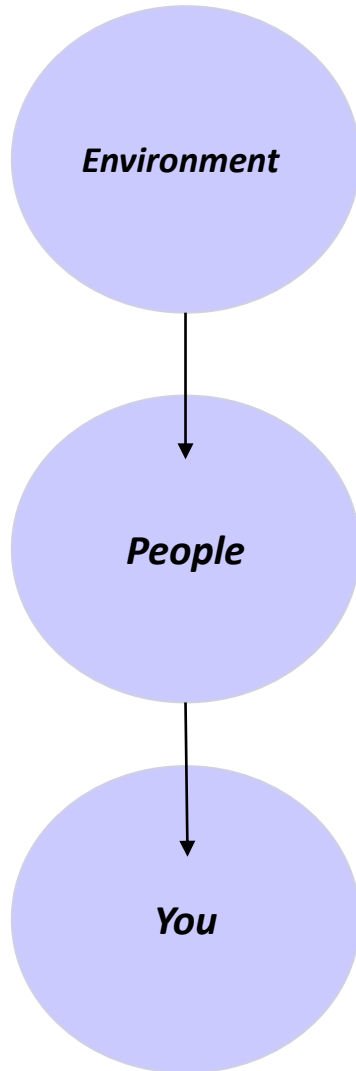
# The philosophy behind our programme - our six principles of Leadership and Management

1. Leaders get things done through others
2. Leaders define the future for the organisation
3. Leaders inspire others through their commitment and enthusiasm
4. Leaders act as a role model
5. Judicial leaders manage the process but not all the people
6. ***The skills that have made you successful so far may not be all that is needed for the future***

# Three Workshops make up the full Leadership and Management Development Programme and focus on:



# Content themes



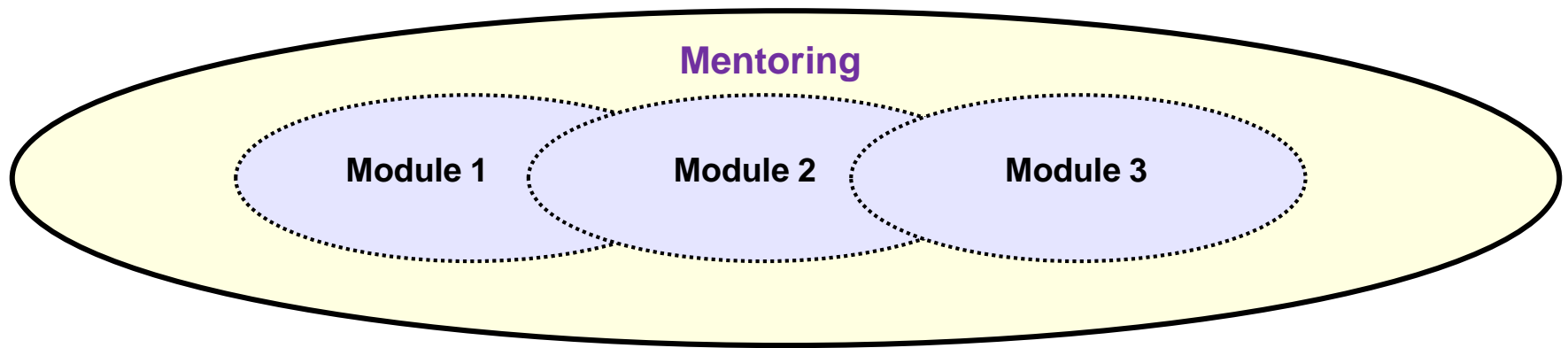
## Workshops

- Principles of leadership and management
- Understanding your environment and your leadership role
- Working in partnership
- Leading and managing change
- The people aspects of change
- Managing wellbeing and stress in others
- Leadership conversations
- Understanding your personal effectiveness (EQ, Unconscious Bias)
- Time management and delegation
- Your approach to leadership

## Application at work

- Action planning
- Self-Review of leadership and management skills
- Consider relationships
- Contact HR Adviser
- 360 degree feedback (optional)
- Complete the stress management self-assessment (optional)
- Challenging conversation & reflection
- Study HR Policies
- Mentoring
- 360 Feedback results and coaching
- Emotional Intelligence assessment
- 'One year on' seminar

# Programme Overview



## Workshop

Input, activities and discussions

Working with senior leaders

Action planning



## Work based Application

Putting the learning into practice

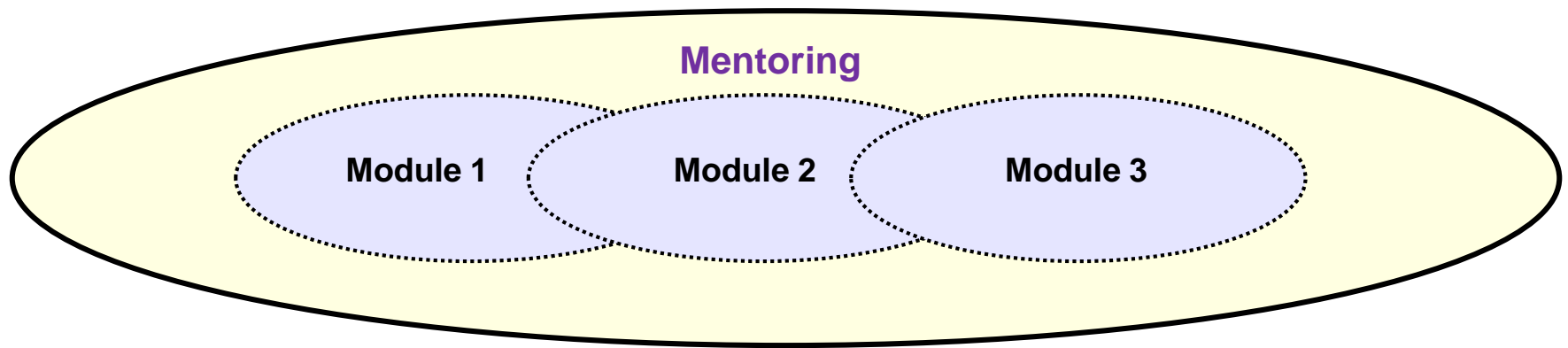
Delivering the changes and strategy

Mentoring and Feedback



# Methodology

# Programme Overview



## Workshop

Input, activities and discussions

Working with senior leaders

Action planning



## Work based Application

Putting the learning into practice

Delivering the changes and strategy

Mentoring and Feedback



## How we work with participants

- Share experiences and expertise
- Participate fully to support the learning of others
- Respect personal information
- Confidentiality

## Stress Management Skills Review: Please complete and bring your results with you to your workshop

This questionnaire asks you to review whether the behaviour identified as effective for preventing and reducing stress at work is part of your current management repertoire or not. Please consider the range of manager behaviour and put a tick in the column that represents your level of agreement with each statement. You can calculate your score on each behaviour area in each table. (NB the term 'colleague' is used to refer to people for whom you have leadership responsibility.)

### AREA 1: RESPECTFUL AND RESPONSIBLE: MANAGING EMOTIONS AND HAVING INTEGRITY

<b>Behaviour</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Slightly Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>Integrity</b>					
<i>I am a good role model</i>					
<i>I treat my colleagues with respect</i>					
<i>I am honest</i>					
<i>I do what I say I will do</i>					
<i>I never speak about colleagues behind their backs</i>					
<b>Managing Emotions</b>					
<i>I act calmly in pressured situations</i>					
<i>I take a consistent approach to managing</i>					
<i>My moods are predictable</i>					
<i>I don't pass on my stress to colleagues</i>					
<i>I approach deadlines calmly</i>					
<i>I welcome suggestions for improvements from colleagues</i>					



## INFLUENCING STYLES QUESTIONNAIRE

	COLUMNS	
	A	B
1. I am willing to be persuaded by others.....	<input type="radio"/>	
2. I put forward lots of ideas and plans.....		<input type="radio"/>
3. I am usually receptive to the ideas and suggestions of others .....	<input type="radio"/>	
4. When opposed, I am usually quick to come forward with a counter argument .....		<input type="radio"/>
5. I encourage people to come up with their own solutions to problems .....	<input type="radio"/>	
6. I often provide detailed plans to show how a task should be done.....		<input type="radio"/>
7. I am quick to admit my own mistakes.....	<input type="radio"/>	
8. I often suggest alternatives to the proposals which others have made.....		<input type="radio"/>



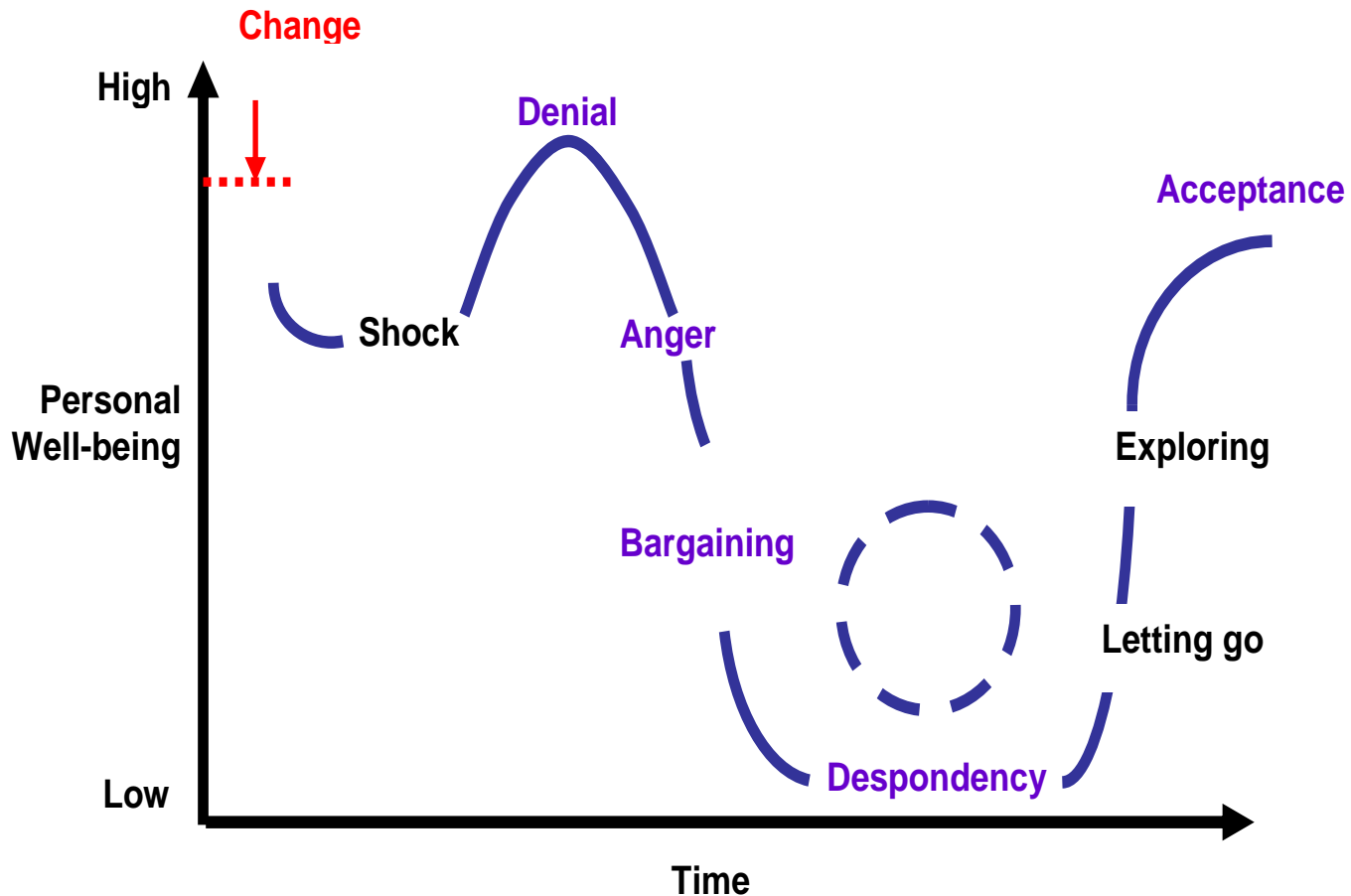
## Examples – ‘Managing Change’ and ‘Difficult Conversations’

**Activity:** In groups, consider a change that you are leading/managing:

- What are the challenges you might anticipate from those whom you lead?
- Where do you think you and they might be on the change curve?
- What might you do as the leader to support them to adjust effectively to the change?

***Identify one or two ideas from your discussion about how you will support others.***

## Resource: Change Curve – reactions to change



# Holding difficult conversations

**Activity:** In groups explore two (example) issues and consider the following questions, as appropriate:

- What is the issue really about?
- What conversation/s will I need to have?
- How will I prepare?
- What might be some of the challenges?
- What follow up actions might be needed?

***Prepare your thoughts to share in plenary***

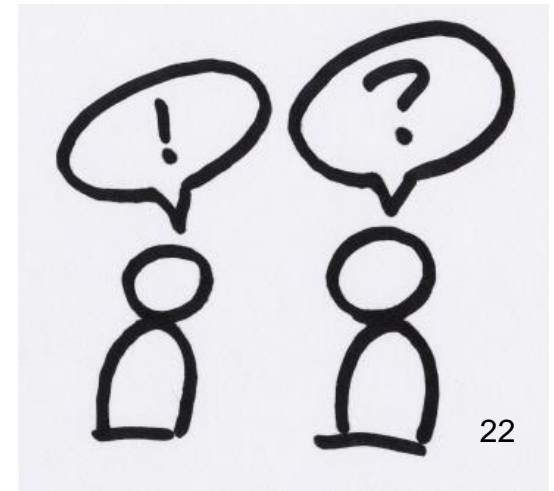


## Resource: Faced with a sensitive conversation at work, do you?

Option 1:	<b>AVOID</b> the situation? A common response that can work if you have decided it is not the time to intervene; issues do sometimes resolve themselves. But do keep an eye on things. Abdication is not a leadership option.
Option 2:	<b>HESITATE?</b> It is appropriate to reflect and consider before acting. You may need to challenge your assumptions, check your information or to gather more data. However do not let your reflections turn into avoidance. Situations can often get worse with delay.
Option 3:	<b>CONFRONT</b> the issue? It is good to face up to a problem but avoid a knee-jerk reaction. Focus on the issues involved rather than reacting to the personalities.
Option 4:	<b>FORCE</b> matters to a head? A leader might decide ' <i>enough is enough</i> ' but take care; issuing an edict rarely helps in the long term.
Option 5:	<b>DISCUSS</b> the issues fully and frankly? Talking through issues in an open and honest way can sometimes be the most challenging route but is often the most productive. You may be able to reach a consensus about the best way forward; you may also wish to involve Judicial HR to support you to resolve a problem.

## Resource: **Guidance on preparing for a conversation**

- **Purpose:** what are we talking about and why?
- **People:** should anyone else be involved?
- **Place:** where and when?
- **Process:** how do I manage the conversation?



## Action planning ...

After each workshop we always ask participants to identify one thing they have learned and will take from the event to apply to their leadership role.

On their return to the next Workshop we ask them to describe what happened and what lessons they learned.

This process gives us valuable evaluation data at both the learning and the application levels.



# Examples of final action plans from participants

- To recruit a Deputy to enable me to work more efficiently and effectively.
- To ensure that all meetings I attend are really necessary and that they have an agenda and action points.
- To set up a network for judges who work away from my court to ensure we keep in touch.
- To set up a cross-jurisdictional network in my court to build relationships.
- To plan visits to other judges in other courts on a regular basis to ensure they are in the diary and that they happen.
- To take my allocated time as a leadership judge to have those challenging conversations.
- To take more control of emails and phone calls and make them work for me.
- To be in control of emails rather let them control me.
- I've learned to pick my battles and I shall be taking a more strategic approach to my leadership in future.
- To be more approachable to admin teams and my judges.
- To look after myself better and to buy a dog for the exercise.
- To be more mindful of emails and how I respond to them.





## Three years on and our lessons learned:

1. The effectiveness of mixing academic and judicial input supported by discussion group activities. The workshops are delivered by Dr. Kay Evans, together with senior judicial colleagues, plus specialist speakers as appropriate.
2. The importance of providing support for judges to contextualise their learning; moving from the theory to their own practice.
3. Ensuring we use relevant and up to date case studies.
4. The value of a cross-jurisdictional programme, providing opportunities to learn from a wide range of experiences.

## And more ...

5. The Programme requires fearless, judicial advocates. Some of the messages about leadership are not always welcome. It is important to have senior judges who are role models in leadership to support the programme and provide consistent and challenging messages.

6. A one day workshop cannot change behaviour; however it can begin the process of thinking differently. Follow up options are essential:

*Coaching*

*Mentoring*

*Networking*



## And finally ...

.... that one programme is not sufficient.

Therefore we have developed a One Year On event to consolidate leadership learning, and a series of Leadership Master-classes which focus on current issues.

