

## Leadership & Management Development Programmes 5 & 6

### Data collection:

Participants are asked to identify their learning and their action planning during each Workshop. They reflect on their practical application during the subsequent Workshops and they provide updated reflections (often in writing) on their learning, application once the programme has finished.

### Findings and themes:

The overall response has, as before, been very positive, *'This was hands down the best course that I have attended in the last five years. It contained more useful tips for managing people, managing yourself, treating yourself gently and improving your use of time than any other course I have attended'*; *'Thank you very much for the immensely professional approach you took, the information imparted and the class, style and humour with which the whole thing was delivered'* and *'Over all, I found the course to really useful and it was particularly helpful (sometimes also comforting) to hear the experiences of those from other jurisdictions'*.

Participants appreciated the time to explore their leadership roles and responsibilities through the exercises and discussions with colleagues. *'listening to other people's ideas and experiences was invaluable'* and *'Just having the time and opportunity to discuss issues that affect us all was so helpful'*

Participants have again expressed appreciation for the input and the sharing of experience and expertise by all of the speakers on the Programme, *'The lecture by Sir Ernest Ryder has influenced my preparation for meetings'*.

### Themes:

- **The benefit of taking time to plan for leadership conversations and for meetings with external stakeholders** *'I now go into meetings with the mental plan as to where I think the opposition are going to go and is such fun when they do exactly as predicted'*; *'I've actually had two of the conversations I had been putting off. They seemed more manageable once I had given them some prior thought'* and *'less command and control, more influence and persuasion'*.
- **Taking time to look after one's self and to develop others:** *'The questionnaires on health, resilience and self-organisation, Ernest's talk has made me review my own work practices to ensure that they are both efficient and sustainable. As a result, in making my lists of work to be done, I now adopt a more realistic (I believe) view of what can be done and by when'* and *'I also actively consider what can be delegated to others, where appropriate'*;
- **Building relationships:** *'From the first, I took the importance of building relationships. I have not bought anyone cake (yet) but I have reached out to work with and obtain assistance from others and this has already helped me in my training lead role. I will continue the process in leading the new*

*appraisals system’ and ‘You would have been proud at my last meeting with the medical director. Took pastries, sat back and listened, explained the significance of the next meeting and low and behold he volunteered to attend’.*

The number of judges who chose to take up the offer of a leadership mentor is steadily increasing and since the programme finished two participants have offered themselves to be mentors. More judges have made arrangements to take up the 360 degree feedback and five of them took up the offer of coaching to debrief their findings.

During the exercises in which participants are asked to illustrate their learning and how they have applied it, all participants had a positive contribution to make. Excellent examples of learning and application are included in the following reports which were sent by participants by email post the programme:

1. A big thank you to you and everyone else who made such a contribution to a very worthwhile course. It reinforced my existing knowledge and inspired me to do lots of other things in new ways. I particularly liked the theories behind it all. I enjoyed the mix of Judges within the groups to understand their problems and how they dealt with them. That said it is not always about problems but the skills that are deployed to make the working environment so much better for ones self and others especially by predicting the pinchpoints and heading them off at the pass if possible.
2. It must have been difficult to blend Coroners into the mix given our local resourcing issues and the challenges we face with our funding Local Authorities, Police Forces and the NHS. It was inevitable that the course would be more slanted to the Courts Judiciary but the themes were essentially the same so it did not matter that much. However I do think that the course could be more inclusive in respect of Coroner work even if we were just mentioned more. I also had a sense that the course itself was geared towards those Judges probably Barristers in their previous working lives who would have had no real taste in Chambers of having to deal with external groups, personnel issues, direct contact with clients, complaints or cash flow whereas most Coroners have been Solicitors who have always had to face those challenges. That said the world of the Bar is changing for the better and I would imagine that some of these things are becoming second nature to our future Judges. That is not a criticism of the course but just how the legal world is changing. It also recognises what a great course it was to recognise that work must be done to develop those skills for Judges as a whole so well done.
3. It has had more of an impact on my working life than any other educational seminar I have participated in. What have I learned, at best I can influence events, I manage my time badly, I do not take very good care of myself, that my stress management behaviours rate as pathetic and the list could go on and on. However, thanks to your course, I now have insight into the difficulties I face,

that I recognise my weaknesses and put in place strategies to address these and the consumption of cake in the office has trebled.

4. What actions have I taken? My meetings are much better planned, my goals more focused, meetings are considerably shorter with tight agendas that are planned prior to the meeting whether I am instigating it or others are, that I recognise behaviours within myself indicating stress and worry less as a result of getting more done in the same amount of time. The set of course notes handed out with this course are probably the most useful documents I have received in my decade as a judge that are not case law based. To place this in context, I have actually re-read these documents, an event that has never occurred on any previous course whose materials are usually consigned to the confidential shredding on my first trip past the box.

Some of our participants approached the Programmes with some trepidation:

1. From talking to participants and looking at my own initial reaction to reading the module 1 course material, I must admit to a large degree of scepticism about the value or worth of what we had been asked to do. Indeed I found myself questioning this during the whole process. However, after honest reflection I have found the experience a journey to a better understanding of myself and what I do and why. It has helped me try and take a step back and look at what I do from a more detached position, as if looking in from the outside. I have always believed that participants get the most out of CPD courses from that they put in and therefore here is a list of my learning, application and improvement as requested:

#### Learning

- Interestingly one of the last things said on the course by Ernest about how in reality understanding and being a better manager/leader overlaps and can and does make you a better judge. The skills are transferable.
- Realisation that I have been constantly firefighting without really looking at the big picture
- Establishing a new structure of thinking
- Creating a written short , medium and long term plan for my service with realistic goals/targets
- Admitting to myself that I have been a "distant" leader and this needs to change.
- Understanding the things I can and cannot do.

#### Application

- Creating a written short, medium and long term plan for my service with realistic goals/targets and deliver it.
- Have meetings which are identified as necessary/essential, planned, better run and followed up.

- I am going to become more visible in my service
- To look after myself better and those around me

#### Improvements to the course

- I had thought that the course could be compressed into two days but on reflection I think not. *(Good news)*
- Because participants are all busy it is important to set us "homework" in the sense of one document spelling out what we should do in between sessions. There may be value in handing this out or having access to it electronically. *(This is now done and in the Resource Pack)*
- Asking the participants to move or swap groups on each occasion and have about equal numbers. Otherwise all the Coroners, CJ's, etc stick together. Three is a minimum and four is better. Five is probably too many. *(Done now)*
- Do a bit more on bias issues. *(Included from Prog 6)*

#### **Developments to the Programme:**

Judith Rowe joined the programme in September 2015 and is now a valuable member of the team, offering insights into building and managing relationships.

Stephen Wildblood was invited to join Programme 6 as a speaker, offering an excellent perspective on leading and managing change. Both speakers will become part of the tutor team for the future.

Stephen Irwin is now able to join us for both workshops 1 and 3, bringing his expertise to the programme.

Ernest Ryder will be joining us for Workshop 3 and for the One Year On events only now he is appointed SPT, so we shall make as much use of him as possible!

Table plans for all workshops are employed now.

The programme content for the foreseeable future will focus on the Judicial Reform. From programme 6 onwards Ernest and Brian have been setting the various leadership topics in the context of leading change and judicial reform. From programme 7 there will be further changes to the workshop content to ensure that reform messages are consistent with other communication methods.

**Dr. Kay Evans, Programme Director**