

JTM



Judicial Training Methods Guidelines for Leadership Training



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Introduction

General information about the guidelines

These EJTN (European Judicial Training Network) guidelines are an attempt to support judicial training providers in their work on planning, organising and conducting leadership training. The guidelines are informed by previous work in the area by the EJTN.

The overall purpose of the EJTN guidelines is to serve as a **useful tool**, which means being easy to use and hands-on as well as giving practical examples.

These guidelines have been designed and written by the working party on Leadership composed of Mr. Trevor Elkin, Ms. Eva Krejcovà and Ms. Dijana Mandić, coordinated by Mr. Luca Perilli, Convener of the EJTN “Judicial Training Methods” working group.

Description of the EJTN leadership project

The topical team leadership of the EJTN Judicial Training Methods (JTM) working group started its project on “training for leadership” in June 2015, when the first conference for Judicial Training Providers was held in Thessaloniki. The aim of the conference was to establish whether there was **demand for leadership training** among European judicial practitioners and to **start comparing national experiences** in the field. A questionnaire was distributed among the national training providers to establish whether demand existed. Of the 28 national training providers that answered the questionnaire, 11 respondents said they did not organise training for leadership at all (accounting for more than 40%). A second **survey** (in **Appendix 1**), conducted by the JTM in 2019 to inform the drafting of these guidelines, revealed that the number of training providers implementing leadership training has significantly increased. Of the 30 respondents (comprising judicial training providers from EU Member States plus Israeli Courts and the US Judicial College), only 6¹ do not have leadership training programmes.

JTM has been developing and implementing its leadership project since the start of 2016:

- In July 2016, a second conference for Presidents of Courts and Chief Prosecutors was organised in Barcelona, in conjunction with the European Network of Councils for the Judiciary (ENCJ). The conference aimed to **explore the contexts within which judicial leaders operate in EU Countries**. The following issues were debated: leadership and independence; leadership and accountability; appointment and evaluation of leaders; and the role of leaders in resource allocation. Participants were further asked to work in groups to discuss **practical leadership problems**².

1 Cyprus School for Judicial Training. The National School of the Judiciary of the Hellenic Republic. Committee for Judicial Studies of Ireland. The Prosecution Office of the Republic of Latvia. Luxembourg (Parquet Général) and the Judicial Studies Committee, Malta.

2 The participants dealt with the following **practical cases**: massive increase in workload (migrants’ cases); problems of internal conflicts; removal of a jurisdiction then merged with three others; moving a court into another building that was not big enough to provide offices for all judges; creating a common information office in a court to pool information; adoption of a new reform concerning the scheduling of civil proceedings. **Common outcomes** emerged from the groups: leaders typically reached their leadership functions gradually over time; management plans were achieved or



- In Paris, in October 2016, leadership participants explored, in both groups and plenary sessions, the role of leaders in different contexts, including promotion and support of cooperation between judges and administrative staff; management of complex structures; and interaction with external stakeholders.
- Then in Rome, in May 2017 a seminar for presidents of courts and chief prosecutors was held, aimed at detecting training needs in the three areas of **moral leadership, leadership of a team and leadership for performance**.
- Finally, in Prague in November 2017, judicial trainers gathered to identify priorities in **leadership training** as regards **content** (what content should leadership training include; how are training programmes established, the selection of experts, target groups and which practical examples to use as the basis) and **structure/methodology** (structure of training, training methods, outcomes of training, and practical examples for learning).

Designing course templates for leadership training at EJTN

Through the period 2015-2017, the comparative approach adopted in order to develop the project clearly showed that European judicial leaders were dealing with a range of areas of responsibility. It also demonstrated that judicial leadership training should aim to support leaders (especially Presidents of Courts and Chief Prosecutors) in carrying out their leadership function, defining the future for their organisations, inspiring others through their commitment and enthusiasm and by acting as role models. Through this work, several potential core components for this training emerged:

- Input on leadership & management theory.
- Practical issues encountered in judicial leadership with attendees highlighting their own challenges and opportunities in their countries/judiciaries, and discussing common themes.
- Personal leadership, including practical issues around getting to know yourself, group development and personal resilience.
- Communication skills, including how to have “difficult” conversations with staff, reporters or members of the public. Different ways to communicate necessary, but not always popular, decisions. Using judge-craft ‘soft skills’ as the basis for leadership development.
- Well-being and enhancing working environments.
- Analysis of performance data to inform decision-making.
- Change management, including crisis management techniques and how to implement changes.

Building on these achievements, two further workshop events were organised by the JTM. The first took place in May, 2018 in Tallinn, for presidents of courts, chief prosecutors and trainers, and the second in November, 2018 in Nicosia, was intended for directors of leadership training courses from national training providers. The two workshops were designed to develop the findings of previous JTM training activities with the final aim of **designing course templates for leadership training at EJTN**.

changed through reflection and debates, not imposed; leaders practised a lot of complex communication, confrontation and listening as part of managing these changes, to reassure colleagues and create an environment of trust; investment in psychological support was also important; an open and transparent approach facilitated problem resolution.

These two workshops mainly used the *snowball methodology* to gather and analyse participants' ideas. Attendees were firstly divided into small groups that were subsequently merged to form larger groups over the course of the workshop, merging and refining their conclusions. Finally, common findings and decisions were shared in plenary sessions. Coordinated by experts, the groups worked on the content, structure and methodology of model courses.

Attendees were asked to prepare their ideas in advance on the key issues below, through discussions with relevant representatives from their national training institutions, stakeholders or senior judicial leaders:

- Firstly, what are the **expected learning benefits** for training attendees, their member state judiciaries and for the wider European judiciary? What makes an EJTN leadership programme **different** (to the national leadership and management training available) and therefore **essential, to add value** to the development of leadership capability? What **vision** is there for a wider European context?
- Secondly, **who should this programme target and why**? Considering the inherently different leadership experiences, roles and cultures between countries, the target training attendees will have very different development needs. Equally, differences in attendees within each country (age, experience and responsibilities) could make a standard training offer both unworkable and undesirable.
- Further, national representatives should identify **the responsibilities, tasks and functions of their leaders at different levels**, since doing so is essential to build a relevant training programme and identify the “room for manoeuvre” for each leader.

Three fields for inclusion in course templates for leadership training at EJTN

The Tallinn and Nicosia workshops identified three main aspects of leadership from which to develop course content (initially, there was a fourth aspect, *human resources*, which was later incorporated into *personal leadership*). The content was discussed, contemplated, categorised and finally shaped into the following general subject areas:

- **Personal leadership**
- **Communication**
- **Change management**

The topic of *moral or ethical leadership* was also identified as being important. However, the workshops agreed that this subject should not stand alone, but was to be discussed and considered in every component of a leadership programme.

The groups further developed **learning objectives** for each topic and a table of suitable **methods** for the learning objectives and the training. The final aim was to design course templates for the three subject areas.

Over the course of 2019, JTM has run three pilot training events in these three areas³, planning them around the learning objectives and applying some of the methods previously identified. The outcomes of these three courses have been used in the drafting of these guidelines.

³ Training on communication took place in June 2019 in Wustrau. Training on personal leadership in November 2019 in Prague. Training on change management in November 2019 in Stockholm.



In chapters 1 - 3 below, practical guidance, with recommendations, is given on organising training in these three subject areas. The chapters are organised into the following sections:

- **What**
- **Learning outcomes**
- **Methods**
- **Implementation by EJTN**
- **Recommendations**

National experiences

To compare the work conducted by EJTN with other countries' experiences, a survey was conducted in 2019 among the EJTN Members, plus Israeli Courts and the US Judicial College.

Thirty judicial training providers⁴ were asked the following questions:

- Q2** Does your institution run a leadership training programme or leadership training?
- Q3** What is the target audience of leadership training programmes/leadership training?
- Q4** What are the learning objectives of the leadership programmes/leadership training (for each target group)?
- Q5** How long is each programme/leadership training course? Is it a training cycle or a single event?
- Q6** What is/are the content(s) and topics of the leadership training programme/leadership training?
- Q7** Which methods do you apply for the leadership training programme/leadership training?
- Q8** Is the leadership training programme/leadership training evaluated? If so, how?

Substantive replies to the survey are reported below in Appendix 1 to these guidelines.

4 1. Austrian Federal Ministry of Constitutional Affairs, Reforms, Deregulation and Justice. 2. IGO - IFJ Belgian Judicial Training Institute. 3. National Institute of Justice, Bulgaria. 4. Judicial Academy, Croatia 5. Cyprus School for Judicial Training 6. Judicial Academy, Czech Republic 7. Office of the Prosecutor General, Estonia 8. Ministry of Justice, Finland 9. French National judiciary (ENM) 10. German Judicial Academy, Germany 11. National School of the Judiciary of the Hellenic Republic 12. Office of the Prosecutor General, Hungary 13. National Office for the Judiciary, Hungary 14. Committee for Judicial Studies Ireland 15. Israeli Courts 16. Italian Scuola Superiore della Magistratura 17. Prosecution office of the Republic of Latvia 18. National Courts Administration of the Republic of Lithuania 19. Luxembourg (Parquet Général) 20. Judicial Studies Committee, Malta 21. National School of Judiciary and Public Prosecution, Poland 22. National Institute of Magistracy, Romania 23. Judicial Training Centre, Slovenia 24. Centre for Legal Studies, Spain 25. Judicial School (Spain) 26. Swedish National Courts Administration, Sweden 27. The Prosecution Service in Sweden 28. SSR, the Netherlands 29. Judicial College of England and Wales, UK 30. The National Judicial College / U.S.A..



General considerations about leadership training

Chapters 1-3 below provide specific guidance on organising leadership training in the three specific areas already discussed. The following are general considerations, applicable to all training for leadership, as reported from the projects' outcomes⁵.

Comments on target groups and participants

Leadership training should have more focus on context than on content. In establishing the content, the needs of the **target learning group** should be considered very carefully, since different target groups require different content. Three categories of course attendee can be identified in the field of leadership training:

- **Emergent leaders** (those who are interested in becoming a leadership judge, or identified as potential leaders)
- **Newly appointed leaders**
- **Experienced leaders** but who have never been trained or have had limited training.

For the last category, the practical experiences and established habits of leaders (helpful or unhelpful) need to be acknowledged and reflected upon in order to make progress with learning. Experienced leaders may believe that they have no development needs, or that they only require information without the practical element of any given training course. Reflective skills and advanced cognitive training may help, but more experienced leadership judges could find it hard to apply new skills because others' expectations of them are already firmly established.

Considering the limited number of leaders it could address in its training, JTM decided to reduce the target groups for EJTN pilot courses to **current presidents of courts and chief prosecutors** (both those newly appointed, and those with more experience in the role).

It is possible to have self-selecting training attendees, where the aims, benefits and delivery method of the programme are clearly explained and commitment is tested up-front. It might also be useful for attendees to have a coaching conversation before applying, to ascertain their motivation, how they will benefit from the programme, and what they can offer other participants. Going forward, that conversation could be with a former participant, a mentor or role model who champions the leadership approach.

Course structure

Analysis of the various national experiences revealed that **a training cycle** is more effective than single training events. Ideally, training should be modular, with each module being at least two days long. One module delivered every four or five months is convenient, since it allows attendees sufficient time to apply what they have learned to their work. Given that the modules are quite short and are highly practical, it is essential that all participants have something to prepare in advance. Such preparation could consist of reading, coaching conversations with a mentor, observing practical examples in videos, etc., in order to be better prepared for the topics discussed in the modules.

⁵ The concepts are extracted by the concept paper drafted by Caroline Holst Åhbeck and Luca Perilli for the Tallinn workshop, June 2018.



An introduction to the programme's concepts and methods can also be delivered by e-learning sessions, but should never stand alone. The concepts and methods should function as an integral part of the participant's everyday work. This means that assignments should consist of tasks that will raise participants' awareness of their own or others' behaviour relative to the subject matter. The programme could be made of up to 50% core elements for all participants, with the remaining portion co-created with the programme leads, tutors etc. for each group. This flexibility and adaptability keeps the programme fresh and relevant, but also practical in nature and led by participants' needs. On-the-job development is crucial to making the transition to leadership, including opportunities to lead and to make mistakes. Assignments or homework can be set at the end of a training module, with a review of participants' experience when doing the homework forming a part of subsequent modules. The objective of homework is for attendees to compare their own leadership styles with others, learn from others, find best practices and be inspired⁶.

The **survey** of Members conducted by EJTN (please see Appendix 1) reveals only eight respondents⁷ implement leadership training in the form of a cycle of modules and methods.

The JTM decided to follow up the cycle model and, considering its organisational constraints as regards being a working group operating in multiple countries, it started to implement a three-year training cycle for a single set of participants, comprising three training activities:

1. a transnational reflection workshop on one of the three identified subject areas (personal leadership, communication and change management);
2. An exchange scheme run in the following year, consisting of an internship in an EJTN Member's court or prosecution office and aimed at practical application of skills and competence.
3. A follow up transnational workshop organised in the third year. The first round of three transnational reflection workshops was piloted in 2019. The duration of the workshop was established as 1.5 days.

Comments on training methodology

Whatever methodology or tools are used or provided to participants, at the leadership level of the target group, training should aim to be transformational development, delivered in a way that is driven by the participants themselves. Participants should move from a response-based, task-oriented, fixed mindset to a growth mindset, to being entrepreneurial, innovative, and able to see possibilities where others do not. Therefore, it is important to allow space for participant-led content, potentially different each time, as an extension of one or more of the abovementioned **core themes**, so that participants feel they own and lead their own development. They should work with practical issues or problems that everyone is interested in resolving.

For participants to experience positive results from the training, it is important that they feel trust, respect and security within small training groups. It is essential for the success of the training that

6 On-the-job training methods. Secondment in another organisation or internship (international, national). Fellowship: a "real conversation" with colleagues about subjects that matter to swap experiences and/or discuss "moral" questions. Coaching, mentor or buddy system. Interviews (for example a role model in your organisation or an inspiring leader); intervision (or peer coaching).

7 Judicial Academy, Czech Republic; Ministry of Justice, Finland; French National School for the judiciary (ENM); National Office for the Judiciary, Hungary; Israeli Courts; National School of Judiciary and Public Prosecution, Poland; SSR, the Netherlands; Judicial College of England and Wales, UK.

attendees feel that mistakes *are* allowed, that they want to share both good and bad experiences, and that they feel that they can learn from each other. Icebreakers at the start of a training course and close monitoring of the group's mood throughout by facilitators can assist in this regard.

Important questions about which speakers and experts to use

The criteria for choosing speakers/experts are a very important factor, and a mixture of people with different competencies and skills is the ideal. Some should be experts in social psychology or in management of public-sector organisations (psychologists, academicians or consultants), and some could have a social sciences background. However, it is important to use leaders from the judicial organisation as trainers, people who can be role models. It is also important to find people who can constructively challenge and stimulate discussion to improve participants' reflection about themselves as leaders, while not being seen to explicitly influence or aim to change participants' minds on a topic or challenge their independence - this is a tricky balance to strike. They should model the behaviour of guiding discussions that leadership judges may also need to employ in their own roles.

The evaluation aspect of leadership training: long-term evaluation.

Training for leadership is mainly about skills development, implementation and reflection, preferably over cycles of training events held over a longer period. The evaluation of leadership training should therefore be aligned with long-term goals. (Please see the *JTM Guideline on evaluation of judicial training practices*⁸ and the *long term evaluation tool according to Levels 2 and 3 of Kirkpatrick*, drafted by the *ad hoc group on Evaluation*).

According to the **survey** of Members conducted by EJTN (please see Appendix 1) only eight respondents⁹ regularly implement long term evaluation exercises.

8 http://www.ejtn.eu/MRDDocuments/EJTN_JTM_Guidelines%20for%20Evaluation%20of%20judicial%20Training%20Practices%20Handbook%202017_2.pdf

9 Office of the Prosecutor General, Estonia; Israeli Courts; Scuola Superiore della Magistratura; Swedish National Courts Administration, Sweden; the Prosecution Service in Sweden; the Judicial College of England and Wales, UK; the National Judicial College, U.S.A.



1. Personal Leadership – What

Managers and leaders in the justice system can benefit greatly from personal leadership skills. Personal leadership for judges and state prosecutors means increasing their emotional intelligence, broadening their communication skills to reflect those of other leaders, and raising their awareness of different ways to manage conflict. Personal leadership skills provide the essential foundation to lead and manage courts.

For a long time, the judiciary did not consider it important or necessary to providing training in these aspects of leadership. It was perhaps assumed that what makes a good judge would also make a good president of court, or that individuals were responsible for developing these skills themselves. However, the reality is that a leader's role is increasingly multi-layered and complex. Their judicial expertise and capability (although indispensable) will not help them when faced with the most difficult challenges.

Furthermore, there is the issue of control. It is sometimes assumed that a president of a court or chief prosecutor should control their office to demonstrate their authority, responsibility and competence. This expectation proves to be all the more striking the more complex the role. While this style of leadership may be appropriate for dealing with some administrative issues, a controlling style becomes much less effective when considering the more ambiguous issues relating to court staff (and not only where presidents of court and chief prosecutors still carry out the functions of a judge or prosecutor). Modest, adaptable, inspirational leadership, with a focus on people and the organisation of work, is paradoxically more effective at maintaining stability than attempts to control.

Leaders need to be aware of emotions (their own and the emotions that they generate in others), and their strengths and weaknesses. Increased self-awareness leads to preparedness and an ability to better handle challenging situations and make effective decisions under pressure. Leaders also need to understand their people. With empathy and social awareness, leaders can positively influence those for whom they are responsible, and motivate them to accomplish organisational tasks.

Judges and state prosecutors need to have well-developed communication skills. According to the *Mehrabian* principle, we glean over half of the meaning of what someone says through non-verbal communication. Court leaders need to become aware of their own preferences and limitations in non-verbal communication and become more adaptable. Advanced listening skills and learning how to manage conflict are also essential. As leaders, they need to recognise the early signs of conflict, learn productive responses to encourage greater cooperation between people, and help manage disputes to limit the effects of interpersonal conflict in an organisation. Leaders who understand their own and others' conflict styles, (for example, using the Thomas-Kilmann Conflict Mode Instrument (TKI) psychometric tool) will have an advantage when deciding how they will communicate and how much energy they should invest in a particular conflict or disagreement. Leadership Communication is a complex and essential skill and will be dealt with in separate chapter; nevertheless, there are close links to personal leadership (and change management) and so this should also be reflected in the training design.

Learning outcomes

The learning outcomes listed below are the summarised findings from several events organised for training recipient institutions at the EJTN level. The list is not to be considered as final, but instead as a guide to be tailored to the training needs of a training institution. Learning outcomes for the “personal leadership” topic can be divided into two segments: personal leadership focused on **a leader’s self-awareness** and personal leadership focused on **relationship between the leader and the working environment**.

Personal leadership focused on a leader’s self-awareness

- What is leadership? Description. Personal leadership in different styles and contexts, places, people.
- Problem solving. How to solve conflicts.
- Developing a vision, a strategy and an action plan.
- Understanding your own limits and your team’s needs.
- Delegation of tasks
- Understanding the differences between personal and external limits (circle of influence, circle of concern)
- Be inspirational
- Be able to prioritise
- Understanding the importance of training

Personal leadership focused on the working environment

- Create a safe and calm atmosphere
- Build teams that work well and are efficient
- Understand the role of their institution and act accordingly



Methods

The methods in the table below are examples of methods to be used in training, depending on the outcomes and the target group; the list is therefore not exhaustive.

Name of the method	Suggested use / Comments
Expertise and external consultants	Presentation on the topic connected to personal leadership (for example emotional intelligence, types of conflict, etc.) by management consultants, psychologists, top managers, etc.
Learning by doing; case study	Practical approach which can be performed in small groups, supervised by facilitators. Should have clear structure and be related to the topic
Interviewing or holding meetings with experienced leaders or experts etc.	To get a better understanding of how different leaders interpret their role, what difficulties they see, etc.
Real dilemma seminar	To solve a dilemma in groups, supervised by an expert consultant or facilitator. A challenging situation may be provided by a facilitator, or prepared by participants in advance
Exchanging experience	Learn from each other
Coaching	To assign a more experienced colleague as a coach to a less experienced leader, as a sounding board for everyday situations
Reading documents, watching filmed / online lectures on different topics	These methods work well for attendees to prepare themselves before a training course
Workshops	Can be used for every topic that needs to be discussed and reflected on. They are most effective when conducted in small groups.
Personal and structured plan	This is a plan for your learning and development over a longer perspective; used as an action plan after training
Questionnaires	Can be used before and after training; prepared by a psychologist to enquire about leadership styles, personalities or to establish what the participant has learnt

Implementation by the EJTN



Please see the introduction for a summary of the findings that led to the training implemented by the EJTN. As 1.5 days were allocated by the EJTN for each of the leadership seminars, not all of the topics and learning outcomes could be selected for implementation.

The seminar on Personal Leadership was held from 6-7 November 2019 in Prague, Czech Republic.

The aim of the seminar was to be as practical as possible, but in view of time constraints, the focus was on two areas: **emotional intelligence** and **dealing with conflicts**.

The target group was predefined for all leadership seminars and comprised *presidents of courts and chief prosecutors*.

The trainers involved were psychologists and experts on personal leadership, who also acted as facilitators during workshops.

Method	Use
Reading documents, assignments before training	Participants were given the assignment of describing a challenging situation for them as a leader that happened in the recent past (including their opinions, their associations and their feelings about the situation). They were also asked to watch a short video on the Circle of Influence / Circle of concern
Expertise	Lecture about Emotional Intelligence by a Professor of Clinical Psychology
Workshops	The participants were divided into smaller groups with practical assignments on communication (verbal and non-verbal communication)
Presentations	PowerPoint presentations about the topics discussed: emotional intelligence, different types of conflict, managing conflicts, videos on the four levels of listening
Intervision	Practical activity focused on solving real conflicts. Involves active involvement of participants and facilitators.
Swapping experiences	Sharing best practices and lessons learned; participants learn from each other



Recommendations

- **Topics** - Personal leadership potentially encompasses a vast number of topics so the chosen activities dealing with this subject area depend on many factors, including training needs, budget, and available experts. The outcome of the Prague seminar shows that it is recommended to focus on emotional intelligence, types of conflicts, and using communication and listening skills dealing with conflicts. It seems inevitable that some topics, such as communication, will also feature in other leadership seminars.
- **Duration** - The duration of the EJTN leadership seminars was determined according to allocated budget and other resources, and was therefore limited to 1.5 days. EJTN's seminar on personal leadership only covered general aspects of the designated topics so deeper examination of the subject should definitely be considered when training institutions are deciding on the structure of this aspect of training, whether as a cycle of seminars or a programme lasting several days for the respective target group.
- **Methods** - As in many seminars, interactive methods are most highly appreciated by participants, and ultimately prove to be the most effective. Because of the sensitivity of some of the topics, development of methods needs to be carefully managed and led by experts. Workshops should be carefully planned and moderated by a facilitator or a trainer. Feedback from participants / evaluation lists.
- **Experts** - Finding appropriate experts is a challenge for judicial training institutions as some leadership topics are content-specific and require expertise that can only be found outside of the judiciary. Experts on leadership and conflict management are abundant in the private sector; however it is difficult to find experts that are familiar with the specific issues that leaders in the judiciary face, so this has to be taken into account when deciding on the trainers. An expert in psychology or neuroscience should definitely be considered.
- **Target group** - The choice of the target group is a matter to be decided by the training institutions (all types of leaders, future leaders, the heads of particular bodies, etc.). While the EJTN's leadership seminars were intended for presidents of court and chief prosecutors, this idea, while valid, proved to be logistically challenging for the EJTN in practice. Presidents of court and chief prosecutors are, as is to be expected, very busy and it is difficult for them to schedule international travel. It is especially difficult to have up to twenty leaders from different countries present at any given seminar which lasts for more than one day. Presumably, training institutions might face a similar problem nationally, so this issue should be considered when deciding on the target group and the objectives of a training event.

2. Leadership and communication – What

Organisational communication is a key function of leadership in itself; therefore for a leader to be effective they must be an effective communicator, engaging others at all levels. A leader in the judiciary needs a specific set of communication skills to successfully undertake a leadership role.

Communication skills and conflict management skills that are used to predict, prevent and resolve conflicts are crucial for personal and professional growth, and most of the time those skills are being overlooked. Managing conflicts therefore becomes a crucial part of communication skills. Better communication equals less misunderstanding and fewer conflicts.¹⁰

Leaders at all levels of the judiciary, especially presidents of courts and chief prosecutors, have to be skilled communicators, building relationships across organisational boundaries, not only to effectively implement their tasks, but to encourage and inspire others by acting as a role model. One can argue that judges and public prosecutors are already trained communicators as they are using different levels of communication in performing their professional duties. However, good communication in the courtroom, while stemming from general principles of good practice, is defined and fine-tuned relative to procedural rules and is therefore a different skill altogether.

Effective leaders understand that communication is a two-way process that involves delivering clear messages and responsive, pro-active listening. The ability to convey a clear message, confirm that a message has been understood as intended and listen without bias or unnecessary assumptions, is a skill set that all leaders should possess. Leaders in the judiciary are regularly faced with situations that require quite specific communication skills, e.g. how to motivate people, how to manage conflicts between peers, how to use feedback, or how to talk to the media. These situations require additional, specific communication skills that need to be understood, learned and practised.

¹⁰ According to Dr.Sc. Srđan Šimac (a judge and trainer)



2.1. Learning outcomes

The learning outcomes listed below are the summarised findings from several events organised for training institutions at the EJTN level. The list is not to be considered as final but instead as a guide to be tailored to the training needs of a training institution. Learning outcomes for the “leadership communication” topic can be divided into two segments: **communication inside the organisation** and **communication outside the organisation** focusing on what participants will be able to do after the training.

Communication inside the organisation

- to communicate both positive, but especially negative, news
- to deal with criticism
- to cope with a crisis
- to apply active listening
- to identify verbal and non-verbal communication
- to recognise different communication channels
- to use different communication channels
- to define and use pro-active and re-active communication
- to recognise the nature of conflict
- to recognise the influence of conflict on interpersonal relationships
- to apply appropriate concepts in resolving conflicts
- to demonstrate skills in conflict management
- to present clearly
- to structure communication
- to use appropriate language for communication
- to find meaning and purpose through effective questions
- to analyse best practices at EU level

Communication outside of the organisation

- to report to the media
- to define and manage social media content
- to analyse best practices at EU level

2.2. Methods

The methods in the table below are examples of methods to be used in training, depending on the outcomes and the target group; the list is therefore not exhaustive.

Name of method	Suggested use/Comments
Expertise and external consultants	Training about topics that internal resources cannot provide, for example, psychologists who are essential for topics on communication
Learning by doing, the practical approach <ul style="list-style-type: none"> • Simulation • Case/case study • Try for yourself 	To gain experience and learn from what works and what does not. This can be done in small groups with moderators e.g. simulating difficult conversations, discussing conflict cases, simulating being interviewed by media, showing and analysing non-verbal communication
Inspirational speech by leaders	To get a better understanding of how different leaders interpret their role, what difficulties they see etc.
Swapping experience	To learn from each other e.g. presenting situations to the group and lessons learned
Questionnaires	Can be conducted before and after training, to establish what participants have learnt or to set a situation to be discussed during the training session, e.g. to analyse listening skills or a type of leader.
Reading documents, watching videos on the topic before the training course	These methods work well for attendees to prepare themselves before a trainer-led class, etc.
Workshops	Can be used for every topic that needs to be discussed and reflected on.



2.3. Implementation by the EJTN

Please see the introduction for a summary of the findings that led to the training implemented by the EJTN. As 1.5 days were allocated by EJTN for each of the leadership seminars, not all of the topics and learning outcomes could be selected for implementation.

The first in the series of leadership seminars, *Leadership Communication*, was organised by the EJTN on 2-3 July 2019, at the Judicial Academy of Brandenburg Königs Wusterhausen, Berlin, Germany.

The target group was predefined for all leadership seminars and comprised *presidents of courts and chief prosecutors*.

The aim of the seminar was to familiarise participants with the basic concepts of leadership communication, i.e. verbal and non-verbal communication, listening skills, managing conflicts, social media, and media relations in a judiciary context.

The trainers involved were a judge with relevant leadership experience, together with a mediator, a leadership expert and a media relations expert.

Learning outcomes

- to identify non-verbal communication
- to use adequate language of communication
- to apply active listening
- to recognise the nature of conflict
- to recognise the influence of conflict on interpersonal relationships
- to report to the media
- to define and manage social networks
- to analyze best practices at EU level

Method	Use
Reading documents, assignments before training	The participants were given the assignment of thinking about situations where they had experienced conflict, for discussion during the training session. Participants were also given an assignment to grade their listening skills as a basis for a discussion on that topic.
Icebreaker	The participants were asked to introduce themselves and to present their experience as leaders
Inspirational speech by leaders	An inspirational speech about leading and leaders was given by a trainer at the beginning of the training module
Workshops	The participants were divided into smaller groups with practical assignments on communication (verbal and non-verbal communication)
Presentations	PowerPoint presentations with narration and videos on listening, communication, managing conflict, social networks, media relations
Simulation/learn by doing	The participants were divided into smaller groups and given scenarios about cases to be represented in front of the media. One representative in the group presented the case while the others role-played as the media and asked appropriate and inappropriate questions. Participants were filmed with the intention of showing the footage for discussion
Swapping experiences	Sharing best practices and lessons learned



2.4. Recommendations

- **Topics** - There is potentially a huge number of topics to be covered within this subject depending on the target group and the training needs of the training institutions. EJTN's seminar on leadership in communication only covered general aspects of the designated topics; a more in-depth analysis on each learning outcome listed is definitely recommended when training institutions are deciding on the structure of this aspect of training, whether as a cycle of seminars or a programme lasting several days for the respective target group.
- **Duration** - The duration of the EJTN leadership seminars was determined on the basis of the allocated budget and other resources and was therefore limited to 1.5 days. Participants at the EJTN seminar responded positively to the topics on listening, managing conflict, policy on social media use in the judiciary and media relations, and wished to examine some in greater depth, especially conflict management and media relations for which there was not enough time in a seminar lasting 1.5 days. The length of a training session should be then adapted to the need for deeper analysis of different topics.
- **Methods** - As in any seminar, interactive methods are those most appreciated and ultimately prove to be the most effective. Workshops should be carefully planned and moderated by a facilitator or a trainer. The participants appreciated the simulation exercise. None of them were concerned about being filmed in their respective roles and all were eager to watch the videos afterwards. An adequate portion of time should be devoted to preparing the role-playing for the scenarios, the simulation exercise, then playing back the videos for discussion. In practice, this kind of exercise can take at least half a day, even when media relations is just one of the topics to be covered. The result is that only some participants can play the role of a spokesperson addressing the media in the simulation exercise; there is not enough time for everyone to do so. Nevertheless, it is a valuable training experience for all participants as they are able to learn from observing others.
- **Experts** - As with Personal Leadership, finding appropriate experts in communication is also a challenge for training institutions, as some of the leadership topics are specific and require expertise that can only be found outside of the judiciary. While the private sector is an option, it is difficult to find experts that are familiar with the specific issues that leaders in the judiciary face, so this should be taken into account when deciding on the trainers. An expert in psychology or neuroscience should be considered as well as a media representative with some experience in the judiciary or a judicial official who deals with the media (e.g. a spokesperson).
- **Target group** - The choice of the target group is a matter to be decided by the training institutions (all types of leaders, future leaders, the heads of particular bodies, etc.). The EJTN's leadership seminars were aimed at presidents of court and chief prosecutors. The previous comments on the logistical challenges presented by the senior target group under Chapter 1, Recommendations, are also applicable here.

3. Leadership and change management – What

Change is a constant for all organisations and managing it is a difficult challenge for leaders. It is a commonly cited statistic that 70-80% of all change programmes fail¹¹, often owing to poor leadership. However, while that statistic may not be entirely supported by evidence, one can say that leadership matters as much during any transformation as it does in day-to-day work. Leadership of change cannot be delegated by judicial leaders to project managers or administrators. The presence (or not) of good leadership during change processes is critical to their overall success and sustainability.

What is good change leadership? The specific tasks of leaders in change management will vary greatly depending on their responsibility, but a common theme is the need to lead people through the transition from one reality to another. This means communicating effectively, engaging others through uncertainty, offering a clear and compelling sense of direction and purpose. *'It is not the change that does you in. It's the transition.'*¹² Leadership will often involve difficult conversations, managing significant resistance and challenges and conflicting interests. Presidents of courts and chief prosecutors are professional legal specialists, not change management experts or management consultants, so they will often need to develop the requisite skills and behaviours through on-the-job experience. Learning how to reflect critically on one's leadership during change is therefore an important skill to master.

There are different types of change. Some changes are intentional and can be planned for, such as the merging of courts or services. Some are a reaction to unforeseen pressures or circumstances and require a significantly more flexible and resilient response. Sometimes, for example with culture change or technology-driven change, it is unclear what the nature of the change is until it has begun to take shape. Each situation will require a different response, and wisdom from the leader to recognise this and act accordingly. It is recommended that training for presidents of courts or chief prosecutors focuses on the application of change theory, through real and concrete examples that illustrate the types of change scenarios that they are most likely to encounter, while also emphasising that it is not possible to teach everything or even provide one methodology that is reliable in every situation. Organisational, systemic change is a complex and ongoing process. While it is important to have an awareness of technical project management methods, good change leadership relies more on an open, inquiring mind, creativity, determination and, above all, excellent interpersonal communication that takes into account the psychological impact of change on the people involved. There are obvious connections, therefore, to the other two seminars on leadership provided by EJTN.

¹¹ Source: John Kotter 2008, A Sense Of Urgency

¹² William Bridges 1991, Managing Transitions



3.1. Learning outcomes

The learning outcomes listed below are the summarised findings from several events organised for training recipient institutions at the EJTN level. This list is to be considered as a guide only. Learning outcomes for the “leadership and change management” topic can be divided into three segments: **leading organisational change, understanding the psychological effects of change, and the impact of technology and digitalisation on change** focusing on what participants will be able to do after the training.

Leading organisational change

- Identify the type and scale of change needed and make a suitable plan
- Assess the risks and options of different change strategies
- Understand that different situations and environments require different methods and know how to navigate through them
- Understand project management methodology
- Understand and develop risk analyses
- Describe the key tasks of the leader of a change process and how this relates to, or is different from, project management tasks
- Know some simple theoretical models and tools that can assist with planning and implementing change
- Understand the unpredictable nature of change in complex adaptive systems, e.g. large organisations and programmes

Understanding the psychological effect of change

- Understand the common causes of resistance to change
- Be able to apply strategies to motivate others and manage ‘business as usual’
- Apply some simple psychological theoretical models to assist with managing the communication of change
- Develop strategies to support those whom you lead or manage through change, including wellbeing and resilience
- Understand the need to manage the leader’s own reactions and emotional responses to change

The impact of technology and digitalisation

- Have insights into how technology and digitalisation is driving change in the justice system
- Knowing the risks and opportunities of delegating powers and responsibilities to technical experts
- Describe some examples where technology has been a key factor in change and the opportunities and risks

3.2. Methods

As with most leadership development, the exact methods to be applied cannot be prescribed here and will depend on several factors. The methods listed in the table below are examples that may be preferred, depending on the outcomes and the target group chosen. This list is not exhaustive.

Name of method	Suggested use / Comments
Expertise and external consultancy	Training and learning design about topics where no internal resources exist, for example psychologists or neuroscientists, organisational development professionals, change management consultants.
Swapping experiences <ul style="list-style-type: none"> • Practical application • Case/case study • Peer review 	Change leadership is an ongoing process, so it is vital that participants can exchange ideas and learn from others about what works and what does not. Case-based discussions in small groups with moderators are particularly effective. For example, a scenario simulating a complex change with many difficult options, followed by a peer review of the options chosen, can help with critical thinking and preparedness for real change.
Storytelling by leaders who have managed change	As a learning method, storytelling has two functions in change leadership. Firstly, it is a skill that can be used in communicating the reasons for change and helping others make sense and engage with the new direction, and secondly it serves as a way to distil learning for organisations, which helps to influence cultural change. Successful leaders who tell a story about failure and what was learned also help other leaders to reflect on their own attitudes to change.
Participant presentations	To learn from each other e.g. presenting situations to the group and lessons learned
Questionnaires	For example, psychometric questionnaires or attitude surveys can assist leaders to be self-aware and understand their own biases or default reactions to change. Skills surveys can be run before and after the training, to see what the participant has learnt or to set a situation to be discussed during the training session.
Reading documents, watching videos on the topic before or after a classroom seminar	These methods work well for attendees to prepare themselves before a trainer-led class, etc.
Workshops	Can be used for every topic that needs to be discussed and reflected on.



3.3. Implementation by the EJTN

ABOUT THE LEARNING OUTCOMES AND METHODS USED

The learning outcomes and methods implemented by the EJTN in their training on ‘Leadership and Change Management’ were selected from the previous work on training needs, mentioned in the introduction. As only 1.5 days were allocated for each of the leadership seminars, not all of the topics and learning outcomes could be selected for implementation. The target group for all leadership seminars was defined as *presidents of courts and chief prosecutors*.

The third in the series of leadership seminars, *Leadership and change management*, was run by the EJTN on 28-29 November, 2019 at the Domstolsverket Sveriges, Stockholm, Sweden.

The aim of the seminar was to build on leaders’ existing capacities and skills in managing change, using input from experts and the sharing of experience. Before attending the seminar, participants were asked to prepare a brief summary of a change in which they were involved, using real examples of changes in courts and prosecution offices. Learning methods at the seminar involved a combination of facilitated, interactive group work using participants’ examples, and theoretical teaching through lectures from academic researchers and organisational change management practitioners.

Learning outcomes

- How to recognise various types of change and the leader’s role within them
- Understanding the judicial context of change and its specific features in that context
- Understanding project management as it relates to leadership of change processes
- Greater awareness of typical human responses to change
- How to develop communication strategies to lead others through change
- Awareness of the role of technology as a driver and enabler of change
- To analyse best practice in change leadership at EU level

Method	Use
Assignments before the training	Self-reflection and contextualising. Participants were given the assignment of thinking about a real example of change that they had been involved in, or even led, to discuss at the seminar.
Icebreaker	Putting attendees at ease with each other and the process. The participants were asked to introduce themselves and to present their experience as leaders.



Workshops	<p>Faster-paced learning, to involve everyone equally in smaller groups and to encourage more sharing of experience. Participants were divided into two groups with two expert facilitators. Workshops covered:</p> <p>Definitions of change, exploring different understanding.</p> <p>Key learning points from the 3 presentations, integrating these into participants' own examples where possible.</p> <p>Planning and risk assessment of proposals for change.</p>
Presentations	<p>3 presentations, assisted by PowerPoint, on:</p> <p>the psychology of change and how leaders can adapt their approach to deal with resistance and similar challenges</p> <p>A theoretical framework for implementing change in organisations (Kotter) and the different strategies required for different change environments (Cynefin).</p> <p>The role of information technology as both a driver for change and an enabler / risk to implementation. Leadership required when introducing new technologies.</p>
Swapping experiences	Sharing best practices and lessons learned

3.4. Recommendations

- **Topics** - While institutions may identify a general need to develop project management skills among their leaders, for most senior judicial positions, change leadership is more likely to be about developing 'soft' people skills than deep technical competence. Training attendees can be made aware of the roles of experts and advisers, to understand the value such individuals can add and how to use their guidance. Topics to be covered depend on the target groups' needs and training institutions would do well to study the context and most common causes of failure in change initiatives before deciding on the specifics.
- **Duration** - As already stated, the duration of the EJTN leadership seminars was pre-determined as 1.5 days. However, change leadership is a subject area that merits participants being exposed to a wide range of professional opinions and ideas on an ongoing basis. The skills one might learn on any such course need regular practice, reflection and review over time. The EJTN seminar was a broad introduction to the most common concepts of change leadership, so a deeper examination of the subject should definitely be considered when training institutions are deciding on the organisation of this seminar, whether as a cycle of seminars or a programme lasting several days for the respective target group. Participants ran out of time when discussing how to apply theory to their own scenarios, because there was a need to understand context and compare it to their own, national experiences. Time needs to be built into the seminar to share stories and decide on a few examples for the whole group to work through.
- **Methods** - Judicial leaders often need pragmatic, outcome-focused training that clearly describes how knowledge and skills can be applied to real situations. Methods therefore need



to reflect an orientation towards action and review, with interactive exercises and practical case-based discussions to bring theory into context. Workshops should be carefully planned and moderated by a facilitator or a trainer. Participants should be reminded of the importance of working together on their scenarios, in order to learn. While change *simulation* was not a learning method used at the EJTN seminar, institutions may want to consider consulting psychologists or organisational development experts in using role play, games or realistic workplace simulation exercises, to illustrate different conditions that leaders could face and that require different approaches to change leadership. As learning these skills is an ongoing activity, a learning journal, or online materials that support learning in the workplace, are useful tools to consolidate a leader's practical experience. Forums (e.g. online learning chat rooms) for leaders to share their ideas or challenges may also be useful in that regard.

- **Experts** - as mentioned elsewhere, finding experts in the fields of psychology (or neuroscience), change management, organisational development and information systems can be a challenge for training institutions, particularly those who also understand the judiciary and its unique challenges. In fact most of these experts are found only outside of the judiciary or their supporting organisations. While there are many such experts in the private sector and academia, institutions need to be very clear what practical outcomes they want or need their leaders to have acquired on completion of training, rather than focusing too much on the many topics that experts could potentially cover. There are several design paths that training on change leadership can take; experts should be instrumental in delivering the training, not dictating training course design.
- **Target group** - the choice of the target group is a matter to be decided by the training institutions (all types of leaders, future leaders, the heads of particular bodies, etc.). Previous comments about target groups in the other chapters also apply here, e.g. the need to balance availability of participants with the need to meet their most significant learning needs. It is also important to stress that the target group for training on change leadership should, as far as possible, have the same or equivalent levels of responsibility for change in their part of the judiciary. It is easier to tackle training on change leadership when participants are in a position to exchange views on issues of similar complexity.

Appendix 1: National practices (28 charts)

Summary of questions

- Q1** Please indicate your national training institution and your country
- Q2** Does your institution run a leadership training programme or leadership training?
- Q3** What is the target audience of leadership training programmes/leadership training?
- Q4** What are the learning objectives of the leadership programmes/leadership training (for each target group)?
- Q5** How long is each programme/leadership training? Is it a training cycle or a single event?
- Q6** What is/are the content(s) and topics of the leadership training programme/leadership training?
- Q7** Which methods do you apply for the leadership training programme/leadership training?
- Q8** Is the leadership training programme/leadership training evaluated? If so, how?

Q1 AUSTRIAN FEDERAL MINISTRY OF CONSTITUTIONAL AFFAIRS, REFORMS, DEREGULATION AND JUSTICE, AUSTRIA.

Q2 Does your institution run a leadership training programme or leadership training?
Yes

Q3 What is the target audience of leadership training programme/ leadership training?
Court Presidents and their deputies when in charge of judicial administration; Heads of Public Prosecutor's Offices; Heads of departments/divisions within the ministry; Heads of administrative divisions for court staff within courts

Q4 What are the learning objectives of the leadership programmes/leadership training (for each target group)?
(self-)empowerment, (self-)development, improvement of working conditions/working environment, improvement of team work, motivation of and perspectives for employees, reduction of fluctuation, management of judicial staff and limited resources, best practices, knowledge sharing.

Q5 How long is each programme/leadership training? Is it a training cycle or a single event?
Seminars: 2-3 days on average. Management course for judicial administration: approx. 30 working days over a period of 1.5 - 2 years

Q6 What is/are the content(s) and topics of the leadership training programme/leadership training?
see Q4



- Q7** Which methods do you apply for the leadership training programme/leadership training?
Lectures, presentations, individual exercises, dialogue, reflective discussions, workshops, exchanging experience
- Q8** Is the leadership training programme/leadership training evaluated? If so, how?
Yes: individual evaluation forms for seminars and courses, which are summarised in a report; in addition, yearbooks for courses are published

Q1 IGO – IFJ BELGIAN JUDICIAL TRAINING INSTITUTE, BELGIUM.

- Q2** Does your institution run a leadership training programme or leadership training?
Yes
- Q3** What is the target audience of the leadership training programme/ leadership training?
Magistrates and court staff in a management/leadership position
- Q4** What are the learning objectives of the leadership programmes/leadership training (for each target group)?
Vision and direction. Team leaders must determine the direction of the team. The course ‘INTOSAI’ (policy note tool) teaches them how to set and implement team goals.
Good Leadership. To teach (future) team leaders what it takes to be a good team leader, what their role will be, etc.
Communication. Good leadership requires good communication skills. We offer a number of communication courses from which our participants can choose to develop the communication skills they require.
Coaching of teams. Team leaders learn how to motivate their team and how to create a positive team dynamic.
Coaching of individuals. The Department of Justice of Belgium uses the HRM-tool “Evaluation cycle”. Team leaders are required to take this course so they can help their team members to grow in their function.
Change management. The judicial system in Belgium is undergoing comprehensive change. Team leaders learn how they can lead and motivate their teams in times of change.
- Q5** How long is each programme/leadership training? Is it a training cycle or a single event?
The duration of the trainings differs in form:
- IGO-IFJ has seminars on leadership which are one to several days
 - Introduction course : one day
 - Advanced course : several days
 - Coaching sessions : one to several days
 - Lunch meetings : 2 inspiring hours
- Q6** What is/are the content(s) and topics of the leadership training programme/leadership training?
Our institute offers in 2019 the following courses on leadership to our target group:
- Introduction to “leadership”;

- Situational leadership;
- Coaching of teams;
- Evaluation cycle;
- Communication skills : general communication techniques, how to deal with aggression, conflict management, etc.;
- Leading in times of change;
- Well-being

Q7 Which methods do you apply for the leadership training programme/leadership training?

We apply the following learning methods: Seminars, Open courses, “In-house” courses, and coaching

Q8 Is the leadership training programme/leadership training evaluated? If so, how?

We evaluate and assess each training course in our Judicial Training Institute, including our leadership seminars. Our evaluation method is an online survey which all the participants receive by email and have to fill in.

Q1 NATIONAL INSTITUTE OF JUSTICE, BULGARIA.

Q2 Does your institution run a leadership training programme or leadership training?

Yes

Q3 What is the target audience of the leadership training programme/ leadership training?

Presidents of courts and their deputies, administrative heads of Public Prosecution Offices and their deputies.

Q4 What are the learning objectives of the leadership programmes/leadership training (for each target group)?

To enhance their competence in leadership in general; to learn how to manage human resources, how to manage conflicts and motivate their teams.

Q5 How long is each programme/leadership training? Is it a training cycle or a single event?

We deliver a 3-day training scheme separately for newly-appointed court presidents and the heads of Public Prosecution Offices. One whole day (6 hours) of training is dedicated to leadership. We deliver these training events for each target group at least once per year. Apart from leadership training, we organise another annual seminar on effective communication, the public image of the Judiciary and the role of the administrative heads of judicial entities.

Q6 What is/are the content(s) and topics of the leadership training programme/leadership training?

Prerogatives of the administrative leaders of the Judiciary; representative and organisational duties and skills; differences between management and leadership; inspiring people within the organisation; team management; conflict resolution; motivation of magistrates and court clerks; human resource management; imposing disciplinary sanctions; promotions; communication with internal and external audiences; the ability to listen and react; how to gain public trust through professional behaviour;



Q7 Which methods do you apply for the leadership training programme/leadership training?

For years we have used seminars and organised face-to-face training events. In 2019 the National Institute of Justice published a handbook on Judiciary management. The authors of the various chapters are experts in leadership, as well as judges and prosecutors with solid administrative experience as presidents of court or heads of Prosecution Offices.

Q8 Is the leadership training programme/leadership training evaluated? If so, how?

All training is evaluated through the standard evaluation form the participants are asked to complete. We have compiled this information since 2010. The overall evaluation of the programme content and the lecturers is excellent.

Q1 JUDICIAL ACADEMY, CROATIA

Q2 Does your institution run a leadership training programme or leadership training?

Yes

Q3 What is the target audience of leadership training programme/ leadership training?

Judges, Presidents of courts, Prosecutors, Chief Prosecutors

Q4 What are the learning objectives of the leadership programmes/leadership training (for each target group)?

- To develop and improve strategic planning capacity; Problem solving; Delegation of tasks; Improvement of management capacities

Q5 How long is each programme/leadership training? Is it a training cycle or a single event?

1.5 days for the time being.

Q6 What is/are the content(s) and topics of the leadership training programme/leadership training?

- Communication process and key communication skills; - Management skills; - The role of a manager and key leadership competences; - Human resources management - Task delegation

Q7 Which methods do you apply for the leadership training programme/leadership training?

Group work, work in pairs, case studies, presentations, simulations

Q8 Is the leadership training programme/leadership training evaluated? If so, how?

Yes, using online/paper evaluation forms produced by the Croatian Judicial Academy for evaluation purposes.

Q1 JUDICIAL ACADEMY, CZECH REPUBLIC.

Q2 Does your institution run a leadership training programme or leadership training?

Yes

Q3 What is the target audience of leadership training programme/ leadership training?

Presidents and vice-presidents of the Courts; Chief Prosecutors, Directors of the Court

Q4 What are the learning objectives of the leadership programmes/leadership training (for each target group)?

The objectives match the titles of the seminars comprising the programme: How to effectively lead an organisation (institution); How to chair a meeting and deal with conflicts; Stress management.

Participants learn and develop skills in the areas of planning, organising, managing people, leading people, communication, negotiation, decision making and problem solving.

Q5 Q5 How long is each programme/leadership training? Is it a training cycle or a single event?

It is a cycle of 3 training events. Each training event is 2 days long, therefore the training is 6 day long = 14 hrs

Q6 Q6 What is/are the content(s) and topics of the leadership training programme/leadership training?

The training covers three topics:

- How to effectively lead an organisation (institution);
- How to chair a meeting and deal with conflicts;
- Stress management

Q7 Q7 Which methods do you apply for the leadership training programme/leadership training?

Seminars are facilitated by a psychologist and an expert on leadership, both specialised in judicial training. Seminars involve active participation of all delegates, drawing on their experience. The methods involve theoretical lectures, intervision, role plays, group work, etc.

Q8 Q8 Is the leadership training programme/leadership training evaluated? If so, how?

At the end of the programme participants are asked to complete a test and fill in an evaluation form.

Q1 OFFICE OF THE PROSECUTOR GENERAL, ESTONIA

Q2 Does your institution run a leadership training programme or leadership training?

Yes

Q3 What is the target audience of leadership training programme/ leadership training?

All those in leadership roles within the prosecution service (approx 25-30 leaders)

Q4 What are the learning objectives of the leadership programmes/leadership training (for each target group)?

To develop our leaders and help them to grow in their everyday work.

Q5 How long is each programme/leadership training? Is it a training cycle or a single event?

It depends on the programme. But usually they last about two days as single event.



Q6 What is/are the content(s) and topics of the leadership training programme/leadership training?

Personal leadership, communications, HR work (including how to motivate and give feedback to your team), how to grow as a leader, stress management, organisational psychology etc.

Q7 Which methods do you apply for the leadership training programme/leadership training?

Lectures, discussions, personal work and group work. Mostly training events are organised for small groups, so that they can be very practical.

Q8 Is the leadership training programme/leadership training evaluated? If so, how?

Yes. First of all by evaluation forms, but also conversations and questionnaires half year after the training (what has changed in the participants' behaviour, etc).

Q1 MINISTRY OF JUSTICE, FINLAND (TILL 31.12.2019). FROM 1.1.2019 NATIONAL COURT ADMINISTRATION OFFICE, FINLAND

Q2 Does your institution run a leadership training programme or leadership training?

Yes

Q3 What is the target audience of leadership training programme/ leadership training?

Head of the Courts, Presidents of Courts, The Department Heads of Courts, Foreman of Courts

Q4 What are the learning objectives of the leadership programmes/leadership training (for each target group)?

- to improve leadership skills
- to increase leadership knowledge
- to improve leaders coaching skills, interactive leadership skills, mentoring
- to learn how to receive and give feedback
- to improve leaders change management skills
- to how efficiently use reports: knowledge / talent management of personnel affairs
- to learn / read / understand documents of courts financial situation
- how to handle difficult situations

Q5 How long is each programme/leadership training? Is it a training cycle or a single event?

- mainly single events, but regularly twice or once a year
- one mentoring programme every year
- few 4-day training programmes during 3 months (different target groups) - 1.5 year programme of leadership (national leadership degree)

Q6 What is/are the content(s) and topics of the leadership training programme/leadership training?

The contents and topics change yearly: -leadership skills, leadership knowledge, leaders' coaching skills, interactive leadership skills, mentoring, leaders' feedback skills, leaders' change management skills, efficient use of reports: knowledge / talent management of personnel affairs, court financial situations, and how to handle difficult situations

Q7 Which methods do you apply for the leadership training programme/leadership training?
Face-to-face training, workshops, questionnaires, pre-working tasks, learning diaries, interactive training methods, streaming / webinars (informative subjects)

Q8 Is the leadership training programme/leadership training evaluated? If so, how?

- at the moment, we use Kirkpatrick's models level 1-2-(3)
- training events are evaluated using a training survey.

Q1 FRENCH NATIONAL JUDICIARY (ENM), FRANCE

Q2 Does your institution run a leadership training programme or leadership training?

Yes

Q3 What is the target audience of leadership training programme/ leadership training?

Managers, prosecutors and judges

Q4 What are the learning objectives of the leadership programmes/leadership training (for each target group)?

- how to define a policy for your jurisdiction
- coaching teams
- dealing with difficult situations/crisis
- managing human resources and the budget

Q5 How long is each programme/leadership training? Is it a training cycle or a single event?

We have both :

- 2 cycles (CADEJ and PFC) throughout the year
- 13 leadership training courses which last 3 to 5 days

Q6 What is/are the content(s) and topics of the leadership training programme/leadership training?

- management and digital - project management and change management - conflict management in jurisdiction - governance - HR strategies for gender equality - budget - recognition of skills - team work - institutional environment

Q7 Which methods do you apply for the leadership training programme/leadership training?

Workshops and conferences

Q8 Is the leadership training programme/leadership training evaluated? If so, how?

All our training is evaluated using a specific survey.

Q1 GERMAN JUDICIAL ACADEMY, GERMANY

Q2 Does your institution run a leadership training programme or leadership training?

Yes



- Q3** What is the target audience of leadership training programme/ leadership training?
Leaders in courts and offices of public prosecutors
- Q4** What are the learning objectives of the leadership programmes/leadership training (for each target group)?
To acquire the ability to create an atmosphere in which transparent and respectful communication is being practiced and problems are being solved in a timely fashion.
- Q5** How long is each programme/leadership training? Is it a training cycle or a single event?
Usually one week for a single event. Exceptionally, it might consist of two consecutive training sessions each lasting one week.
- Q6** What is/are the content(s) and topics of the leadership training programme/leadership training?
Methods of communication, empathy, mediation techniques, intercultural aspects, questions of effective work organisation (personally, and for the organisation itself), institutionalisation of discourse (jours fixes, etc.)
- Q7** Which methods do you apply for the leadership training programme/leadership training?
Interactive classes with exercises, camera recordings, and feedback.
- Q8** Is the leadership training programme/leadership training evaluated? If so, how?
It is evaluated through questionnaires filled in by training participants.

Q1 OFFICE OF THE PROSECUTOR GENERAL, HUNGARY.

- Q2** Does your institution run a leadership training programme or leadership training?
Yes
- Q3** What is the target audience of leadership training programme/ leadership training?
There are two types of leadership training programmes organised each year by the Prosecution Service. The leadership training is for prosecutors in the position of Head of Division or above, having spent at least 3-5 years in a management/leadership position. The training organised for Heads of District Prosecution Offices is professional training in the first instance but some parts are aimed at the development of management competences/skills.
- Q4** What are the learning objectives of the leadership programmes/leadership training (for each target group)?
Raising self-awareness and the knowledge of human nature, in-depth look at networking, mastering conflict management techniques, deeper awareness and development of one's own skills, raising awareness and practices of positive leadership approach, demonstration of the benefits of a bias-free approach, and the use of communication techniques for goal attainment.

Q5 How long is each programme/leadership training? Is it a training cycle or a single event?
 Leadership training is held yearly for 15-20 senior prosecutors. One training event lasts about 3 days (25 lessons). The last leadership training course was held 24-26 April 2019. Training for Heads of District Prosecution Offices is held every 3-4 years with the participation of 3x35 persons. Three such training events were held in January 2016, each lasted 4 days.

Q6 What is/are the content(s) and topics of the leadership training programme/leadership training?
 The content(s) and topics of the leadership training include: Conflict management techniques, improving self-reflexion, strengthening conscious behaviour management, development of cooperation skills to achieve common organisational goals, strengthening good countenance as a social skill.

Q7 Which methods do you apply for the leadership training programme/leadership training?
 Applied methods: psychologically-designed small and large group exercises, briefings, demonstrations, structured and role-playing exercises, film and video analysis, etc.

Q8 Is the leadership training programme/leadership training evaluated? If so, how?
 Because of their limited and interactive nature, leadership training sessions are not evaluated on a separate evaluation sheet, but the training itself is extremely popular with those who take it. According to the 112 evaluation sheets filled in after the training for Heads of District Prosecution Offices, the training was useful and necessary; it partly provided new knowledge and partly structured prosecutors' pre-existing knowledge. With regard to usefulness, participants appreciated both the lectures and the more interactive aspects. There is a great need for a practical, case-based form of training.

Q1 NATIONAL OFFICE FOR THE JUDICIARY, HUNGARY

Q2 Does your institution run a leadership training programme or leadership training?
 Yes

Q3 What is the target audience of leadership training programme/ leadership training?
 Our leadership training covers the entire leadership spectrum: district court presidents and deputy presidents, division leaders and deputy division leaders, regional court and regional court of appeal presidents and vice presidents, council leaders and the New Generation Leaders Training Group from amongst judges with leadership ambitions but not yet leading.

Q4 What are the learning objectives of the leadership programmes/leadership training (for each target group)?

The leadership training is built on the three pillars of leadership development. The three pillars include the competencies that enable leaders to perform their leadership duties. These three pillars are:

1. Soft skills: focus on 5 key areas of competence: Communication, motivation, system approach, goal, and task orientation and commitment.
2. Leadership management: helps to master managerial skills and techniques.
3. Management of IT systems: aimed at the skill-level management of IT applications supporting management work and the development of presentation and visualisation skills.



The three basic objectives of leadership training are the same for all target groups.

- At the individual level: Increase leaders' awareness and self-reflection and the development of managerial competencies.
- At group level: Develop trust, personal contact and collaboration among members of a given training team.
- At the organisational level: Exercise influence over the staff of executives through leadership development, improve the efficiency of the administration of courts and thus the judiciary, strengthening co-operation between different courts and external partners.

Q5 How long is each programme/leadership training? Is it a training cycle or a single event?

The regularity and cyclicity of leadership trainings are determined by the needs of the target groups and the organisational development needs of the court organisation. Off-the-job training in leadership is organised into modules. Those training modules are organised on consecutive days, and various training content can be presented in one module. In each group the modules follow each other within a few weeks, at an average of 1 to 1.5 months apart. Basically, off-the-job training for each leadership target group takes place in one given year. On-the-job training is continuous and the cycle is adapted to the individual needs of the target group.

Q6 What is/are the content(s) and topics of the leadership training programme/leadership training?

Each of our courses begins with getting to know the participants, setting out the expectations and offers of the participants, and then setting up the group rules. Finally, the meeting of expectations is discussed, and the training is evaluated.

1. In the **FIRST MODULE** of training, we focus on developing soft leadership skills. The first module covers the following topics: - motivation, - stress/conflict, - personality types, - behavioural preferences, - stress management, - conflict management, - strategy design, - change management, - creativity, - time management, - communication, - personal vision/mission, - target definition, - purpose context, 1 - 0*5 step decision model, - leadership competences, - formulate your own leadership goal, - feedback.
2. In the **SECOND MODULE** we adjust the proportions of the main content of administrative management and IT systems management to the tasks, strengths and development areas of the leaders forming the training's target group. The second module covers the following topics: - methods of efficient human resource management, - management planning skills, - decision making and risk analysis, - complex administrative measures, - written communication with the senior leader, reporting.

Q7 Which methods do you apply for the leadership training programme/leadership training?

1. **OFF-THE-JOB TRAINING:** In our off-the-job leadership training, we prefer modern, interactive methods that are based on individual learning needs and motivation. Since 2017, we have been working in small groups of 12-16 people, with training-based organisational frameworks and methodology. Our most important methods are questions, feedback and evaluation. We willingly use a variety of group problem-solving and decision-making tools, such as brainstorming, world café, snowball techniques or aquarium practice.
2. **ON-THE-JOB TRAINING** for newly-appointed presidents of regional courts and regional courts of appeal and divisional leaders includes features that make it particularly effective, with a low number of participants (1 or max 2-3 leaders participate at a time), personalised support and timely delivery.

Q8 Is the leadership training programme/leadership training evaluated? If so, how?

Yes, it is evaluated. At the end of each training day, we ask participants to give verbal feedback about their impressions of the day, and on the next training day it is possible to reflect or ask questions concerning the previous day. On leadership training we require contemporaneous written feedback from participants on each component of each training day. Participants can use a simple scoring method to indicate how useful the content was, whether they were completely satisfied or would suggest some change or, on the contrary, they believe the content should be omitted. If modification is needed, we expect concrete suggestions for the most appropriate changes. On the feedback sheet, participants can also indicate if a topic raised their interest to the extent that they would like to receive further training, and they also have the opportunity to give feedback on the whole training event in an open section.

Besides evaluating the content of leadership training, we also ask for written feedback on the work of the trainers at the end of both modules. Currently we still use the traditional assessment method: the content and presentation provided by the trainers are evaluated using a five-point interval scale. Besides quality assurance purposes, we use training and trainer feedback for the further development of the training system.

Q1 DIRECTOR OF THE COURTS, ISRAEL

Q2 Does your institution run a leadership training programme or leadership training?

Yes

Q3 What is the target audience of leadership training programme/ leadership training?

The Israeli leadership development program was developed for judges serving in senior management positions in the judiciary (i.e., presidents and vice-presidents).

Q4 What are the learning objectives of the leadership programmes/leadership training (for each target group)?

An extensive evaluation of presidents' and vice-presidents' learning needs in the field of management development was held using focus groups, interviews and a learning needs questionnaire, and showed that judges would greatly benefit from a programme that focuses on two main goals:

- Leadership development – How to motivate judges? How to gain their trust? How to implement work norms? How to evaluate the performance levels of judicial proceedings without affecting judicial independence? How to train new judges? How to lower their burnout curve?
- Operational (planning and organizing) skill development – How to develop and implement extensive work plans? How to balance workloads? How to better manage time? How to prioritize? How to collect and interpret relevant performance indicators?

These main goals we identified have served the development of the programme's learning objectives. First, we developed a programme intended for presidents' development, which was held in 2019. The programme for vice-presidents is being developed currently to be run during 2020. The programme's main objectives are listed below.



Main objectives of the leadership development programme for presidents:

Leadership Development

1. Developing presidents' ability to manage a court alongside co-managing the strategic process as members of the senior management of the judiciary. Meeting this objective involved: a. Formal acknowledgement of the scope and content of the president's managerial duties. b. Developing an organisational vision for the Israeli judiciary. c. Developing a personal managerial vision and set of goals and values for each participant in the program. d. Simulating and implementing change management in each court by each participant. e. Acquiring knowledge of organisational culture design.
2. Developing presidents' ability to manage through other managers. Meeting this objective involved: a. Acquiring team development tools. b. Building a managed apprenticeship process. c. Acquiring tools that heighten organisational resilience and reduce the risk of individual burnout. Operational Skill Development
3. Improving proactive management abilities. Meeting this objective involved: a. Experiencing the International Framework for Court Excellence (IFCE) model and testing its feasibility for implementation in the Israeli judiciary. b. Acquiring knowledge in advanced management theory (Lean and the theory of constraints). c. Acquiring the knowledge and tools needed to develop a work plan.

The leadership development programme for vice-presidents (work in progress):

Main objective: establishing the vice-president's role as meaningful managers of courts.

Objectives:

- Articulating and implementing the vice-president's managerial role definition.
- Increasing the vice-president's level of perceived identification as senior managers at the judiciary.
- Managerial knowledge and skills development.
- Team building and leadership development.
- Operational skill development.

Q5 How long is each programme/leadership training? Is it a training cycle or a single event?

The leadership development programme for presidents comprises six monthly parts of 1-3 days, and spans a little over seven months, with a total of 13 training days. This programme was planned as a single event, followed with a continuing learning plan for 2020 to further develop presidents' leadership. The leadership development programme for vice-presidents is a work-in-progress, and intended to be held annually in order to train newly appointed vice presidents.

Q6 What is/are the content(s) and topics of the leadership training programme/leadership training?

Curricula of the Leadership Development Program for Presidents

Part A: Recognizing the Organisational Surroundings

Part A focused on managing capabilities at the macro-organisational level and asked: what is going on in our environment that has implications for our operations? It is designed both to create a sense of urgency to change, as well as to establish consensus about the perception of management in the judiciary and about the role of presidents as leaders.

Day	Session	Title
One	Morning	Opening ceremony From traditional management to managing in the modern era. Senior lecturer from academia Mapping the leadership challenges of a court presidents. General assembly/ OD consultants
	Break	
	Afternoon	Small group building Getting to know each other from a personal viewpoint In small groups/ OD consultants From dream to reality. Meeting a former senior manager of a hospital. What does all this tell us? Sum of insights in general assembly
	Night event	
Two	Morning	Chaos and complexity in organizations Senior lecturer from academia Leadership workshop: what is the mission of the presidents forum in the Israeli judiciary? OD consultants in general assembly
	Break	
	Afternoon	Leadership workshop: Personal goal setting for the learning program, evaluation of leadership styles. OD consultants in small groups Task Teams Building Identifying themes for exploration OD consultants in general assembly General assembly – review of part A; Goal setting for part B

Part B: “How Do I Lead an Organizational System?” Shifting from developing individual level leadership and management skills to organizational level management, part B includes learning how to manage by values using vision, innovation, organizational learning and organizational culture design.

Day	Session	Title
One	Morning	Organizational culture evaluation and design. Vision and values as managerial tools. Senior lecturer from academia /general assembly Whole-system thinking: leading by values and vision. Senior lecturer from academia /general assembly
	Break	
	Afternoon	Leadership workshop: Authentic Leadership. OD consultants in small groups Research methods. OD consultants in general assembly
	Night event	
Two	Morning	Forum-45: improving communications and process between the senior judicial and administrative managerial forums. OD consultants in general assembly
	Break	
	Afternoon	Continuing General assembly – sum of part B Goal setting for part C



Part C: Managing Performance in Organizations Using Advanced Approaches and Methodologies All OD consultants present in order to establish common ground for future implementation.

Day	Session	Title
One	Morning	Lean workshop (based on the theory of constraints). Senior facilitator in general assembly
	Break	
	Afternoon	Lean workshop continuing
	Night event	
Two	Morning	Mission and vision development OD consultants in general assembly
	Break	
	Afternoon	Organizational evaluation: approaches to organizational exploration. Senior facilitator in general assembly Workshop: operations research in the judiciary Director of Courts Administration in general assembly
	Night event	
Three	Morning	Workshop: developing & building comprehensive work plan Director of Courts Administration in general assembly
	Break	
	Afternoon	Teams' work plans. OD consultants in general assembly. General assembly – sum of part C Goal setting for part D

Part D: Building Personal and Organizational Resilience

Day	Session	Title
One	Morning	Workshop: Adaptive leadership How to identify the adaptive challenge in organizations? Senior lecturer from academia in general assembly
	Break	
	Afternoon	Mission and Vision development Continuing from part C. OD consultants in small groups
	Night event	
Two	Morning	Developing personal & organizational resilience. OD consultants in general assembly Resilience development workshop. OD consultants in small groups
	Break	
	Afternoon	Managing organizational crisis. OD consultants in general assembly General assembly – sum of part D Goal setting for part E

Part E: “How Should I Manage People and Teams”? In part E we shift from the individual and macro-organizational levels to the interpersonal level, focusing on the development of tools to manage teams and individuals.

Day	Session	Title
One	Morning	Growth mind set OD consultants in general assembly
	Break	
	Afternoon	How to build effective teams? OD consultants in general assembly. Managing and working with teams of managers workshop. OD consultants in small groups
	Night event	Mindfulness workshop
Two	Morning	The vice-president. Working with vices. Identifying vice-presidents’ learning needs. OD consultants in general assembly
	Break	
	Afternoon	Workshop: Managing managers and authority delegation OD consultants in small groups. General assembly – sum of part E Goal setting for part D

Part F: Integration and Future Perspective

Day	Session	Title
One	Morning	Change management workshop OD consultants in general assembly and in small groups
	Break	
	Afternoon	Forum-45: Unveiling the Israeli judiciary’s excellence model The mission, core values and vision of the judiciary. The international framework for court excellence [IFCE]. The Israeli framework for judicial excellence. OD consultants in general assembly
	Final part	
Day	Session	Title
Two	Morning	Change management workshop - continuing OD consultants in general assembly
	Break	
	Afternoon	Small group summation What have I learned here? What did this group mean to me? OD consultants in small groups. General assembly summation What have we accomplished? What methods, skills and knowledge can we implement? What do we need to continue learning? OD consultants in general assembly
	Closing ceremony	Chief Justice

The curricula of the leadership development program for vice-presidents is work-in-progress.



Q7 Which methods do you apply for the leadership training programme/leadership training?

Learning Methods: Principals for Implementing the Leadership Development Program for court presidents.

The judges presiding as court presidents in the Israeli judiciary were invited to participate in this program. The program was held in two forums – a general assembly and smaller groups (9–10 judges). Judges were asked to actively implement newly learned tools into their daily routine and present feedback in the next general assembly. Since all judges are highly educated professionals, a strong emphasis was placed on self-learning. Self-learning took place between program meetings via assistance from organisational development (OD) consultants, who have been advising the judges in personal meetings. The personal consultation method also had specific objectives aimed at assisting presidents to prepare projects, individually and in teams of judges, for each phase of the program. The OD consultants have also advised participants during change management implementation. Furthermore, the executive administrators of the courts were invited to assist in some meetings, lectures and workshops focused on work plan development. Finally, it is worth mentioning that the Chief Justice's presence was requested and have ensured the continuity and implementation of policies developed during this program.

In sum, three learning axes illustrate the overall learning process encompassed in this program:

1. Self-learning axis – each judge was asked to define their personal learning objectives and proactively pursue the fulfilment of them.
2. Court level axis – each judge worked, with assistance from an OD consultant, to implement training insights into his own district/court.
3. Organisational axis – all presidents worked together in teams to forge systemic insights and to, thereafter, develop policies and implementation plans.

Q8 Is the leadership training programme/leadership training evaluated? If so, how?

Several processes were held in order to evaluate the leadership development program for court presidents:

- Feedback during general assembly ended each part of the program.
- Feedback was also gathered with the aid of the OD consultants during their meeting with each president personally.
- A steering comity chaired by the supreme court president, included: the director of the courts, three presidents, vice-director of the courts, vice-president and a senior manager from the administrative sector. This comity meet between the parts of the program to evaluate its progress and approve developments made to answer changing needs.
- Presidents were asked to submit the 2020 courts' work plan according to a model learned during the program. This task served to evaluate overall learning effectiveness.
- Several outcome indices (i.e., Clearance rate, backlog, etc.) may also serve to evaluate the programs overall effectiveness, though it will be unreasonable to assume direct correlations between them.

Q1 SSM - SCUOLA SUPERIORE DELLA MAGISTRATURA/ ITALIAN SCHOOL FOR THE JUDICIARY

Q2 Does your institution run a leadership training programme or leadership training?

Yes

Q3 What is the target audience of leadership training programme/ leadership training?

The SSM targets two different types of audience in leadership courses.

1. Future leaders

Pursuant to article 26 bis of the Legislative Decree 26/2006 that established the Italian School for the Judiciary, judges and prosecutors who intend to apply for positions as Presidents of Courts or Chief Prosecutors (both of first and second instance) must undergo judicial training on: managerial methods for complex organisations and models of human, technological and material resources management.

From 2014 to 2019, the SSM has trained 1,186 potential “future leaders”.

2. Actual leaders

The SSM regularly conducts training intended for Presidents of Courts (of first and second instance), Presidents of Courts’ Departments and Chief Prosecutors. The SSM further regularly runs training about management of resources (human, financial, technological, material), intended not only for Presidents of Courts and Chief Prosecutors but also Court Managers (who are not judges or prosecutors).

Q4 What are the learning objectives of the leadership programmes/leadership training (for each target group)?

Leadership programmes aim to achieve the following learning objectives.

- Learning the role of judicial leaders.
- Learning how to manage changes in the organisation. Managerial tools and competences for driving the change.
- Learning how to evaluate the Judicial Office’s performance.
- Learning how to communicate internally and externally.
- Learning tools and procedures for public accountability.
- Learning how to plan the innovation in the judicial organisation.
- Learning how to allocate and manage human, financial, technological and material resources.

Q5 How long is each programme/leadership training? Is it a training cycle or a single event?

All leadership training is in the form of a single event lasting for 3 or 4 full days.

Following the event, participants are asked to draft a concrete action plan, aimed at implementing concepts and methods discussed during the training.

The action plans are sent by the participants to the trainers within four weeks of the training. Trainers assess the action plans and the participants’ leadership skills.

Q6 What is/are the content(s) and topics of the leadership training programme/leadership training?

- The role of leaders in the legal framework of the judicial organisation.
- Analysing, planning and developing the “real” organisation of the judicial office. The leaders’ margin of organisational discretion (manoeuvre).
- Managerial tools and competences for driving the change.
- Evaluation of the Judicial Office’s performance.
- Relations with the external environment: institutions, economy, society.
- Internal and external communication.
- Tools and procedures of public accountability.
- Change management. Case studies and best practices.
- Planning for innovation: project management.
- Allocation and management of human, financial, technological and material resources.



Q7 Which methods do you apply for the leadership training programme/leadership training?

- Work on case studies in small groups.
- Role playing in small groups.
- Interviews with leadership experts.
- Draft of practical action plans.
- Lectures are used only to introduce group work.

Q8 Is the leadership training programme/leadership training evaluated? If so, how?

The leadership training programme is first evaluated at level 1 of the evaluation (immediate reaction). Participants are asked to fill in evaluation questionnaires. The general outcome of the evaluation (not the evaluation regarding individual trainers) is published on the SSM website for the sake of public accountability.

However, the Law that established the SSM (Legislative Decree 26/2006) as mentioned above stipulates that the SSM also has to evaluate participants' skills. Within four weeks of completing training, participants are asked to draft a practical action plan, aimed at implementing the concepts and methods discussed during the training. The action plan is assessed by the course trainers in order to evaluate the leadership skills of participants (evaluation level 2). An evaluation summary is finally transmitted by the SSM to the CSM (Consiglio Superiore della Magistratura).

Q1 NATIONAL COURTS ADMINISTRATION, LITHUANIA

Q2 Does your institution run a leadership training programme or leadership training?

Yes

Q3 What is the target audience of leadership training programme/ leadership training?

Judges, Presidents of Courts

Q4 What are the learning objectives of the leadership programmes/leadership training (for each target group)?

Providing knowledge of a particular area (e.g. team-work, leadership, strategic planning, organisation of work, etc.)

Q5 How long is each programme/leadership training? Is it a training cycle or a single event?

Average length of training is 14 academic hours (an academic hour is considered to be 45 minutes). Since further training for leaders focused on a new topic has to be separately approved every year, it should be considered more as a single event than a cycle.

Q6 What is/are the content(s) and topics of the leadership training programme/leadership training?

The content is different, depending on the topic approved each year.

In 2019 the content of leadership training was as follows:

- 2 academic hours on Leadership in a modern organisation: role and responsibilities of a leader (theories and research on leadership, examples of successful leadership). Leadership in courts: challenges that court Presidents face; essential competences of a Court President.
- 6 academic hours on Leader and a team

- creating a motivating workplace;
- 4-step model towards employee motivation and its' application in courts;
- Matching the expectations of the leader and employees regarding the quality of performance (performance of tasks) and results;
- How to properly communicate requirements and get commitment from staff;
- Corrective feedback (discussion of employee misconduct, uncompleted commitments, mistakes made, and similar situations);
- How to communicate comments in a persuasive and correct manner, and the power of behavioural arguments;
- Delegation of tasks, staff development and empowerment: how to distribute tasks correctly - does the workload have to/can it be the same for everyone;
- Encouraging employees to improve - educational interviews.
- 2 academic hours on The Situational Leadership Model (K. Blanchard) and its Practical Application:
 - Four different levels of employee maturity (competence and commitment); determination of employee maturity levels;
 - Common mistakes when applying the situational leadership model and ways to avoid them.
- 4 academic hours on: Difficult communication situations between the leader and employees, and how to manage them: critical conversations; conflict management; communicating unpopular decisions, identifying and overcoming employee resistance.

Q7 Which methods do you apply for the leadership training programme/leadership training?

Methods are chosen by the lecturer.

Q8 Is the leadership training programme/leadership training evaluated? If so, how?

The training is followed by an evaluation questionnaire (to be filled in at the end of the training event).

Q1 NATIONAL SCHOOL OF JUDICIARY AND PUBLIC PROSECUTION, POLAND

Q2 Does your institution run a leadership training programme or leadership training?

Yes

Q3 What is the target audience of leadership training programme/ leadership training?

Presidents of courts (judges), directors of courts and heads of divisions' secretariats (administrative stuff)

Q4 What are the learning objectives of the leadership programmes/leadership training (for each target group)?

Court presidents/directors:

- to enhance communication skills in relations with court stuff and media;
- to improve time management skills;
- to enhance analytical skills in the area of court management.

Heads of divisions' secretariats:

- to enhance communication skills in relations with court stuff;
- to improve time management skills.



Q5 How long is each programme/leadership training? Is it a training cycle or a single event?
It is a training cycle for presidents and directors of courts (6-7 training sessions, 16 class hours per person per year), and a single training event (16 class hours) for heads of secretariats.

Q6 What is/are the content(s) and topics of the leadership training programme/leadership training?

- being a leader of a team
- different styles of leadership
- standards of shaping of institution
- mobbing.

Additionally, for presidents and directors: communication with the media, and the court as part of the judiciary (court management).

Q7 Which methods do you apply for the leadership training programme/leadership training?
Lectures, supervised workshops, simulations and role playing.

Q8 Is the leadership training programme/leadership training evaluated? If so, how?
Yes, participants fill in evaluation forms after each training event.

Q1 NATIONAL INSTITUTE OF MAGISTRACY , ROMANIA

Q2 Does your institution run a leadership training programme or leadership training?
Yes

Q3 What is the target audience of leadership training programme/ leadership training?
Judges and prosecutors holding management position in courts or prosecution offices.

Q4 What are the learning objectives of the leadership programmes/leadership training (for each target group)?
At NIM we include a leadership component in our training programmes on management. Our experts' main objectives are: to emphasize the difference between being a manager and being a leader and what the different styles of leadership entail, and to help participants in identifying their own leadership style while guiding them in assessing how this influences their management behaviour in either a productive or an unproductive manner.

Q5 How long is each programme/leadership training? Is it a training cycle or a single event?
The management programmes, which include the leadership component, are single events lasting two days.

Q6 What is/are the content(s) and topics of the leadership training programme/leadership training?

As mentioned earlier, leadership is one topic is included in our management training programmes, and the relevant session tackles the difference between the two above mentioned concepts, the principles guiding each of them, the different styles of management and leadership and situational leadership.

- Q7** Which methods do you apply for the leadership training programme/leadership training?
In terms of training methods, our experts use interactive lectures, group discussions and case studies, with debriefings.
- Q8** Is the leadership training programme/leadership training evaluated? If so, how?
The leadership training is evaluated as an integral part of each management programme organised, through questionnaire distributed to each participant at the end.

Q1 JUDICIAL TRAINING CENTRE, SLOVENIA

- Q2** Does your institution run a leadership training programme or leadership training?
Yes
- Q3** What is the target audience of leadership training programme/ leadership training?
Presidents and directors of courts and state prosecutor's office
- Q4** What are the learning objectives of the leadership programmes/leadership training (for each target group)?
Learning objectives are to inform newly-appointed presidents and directors of courts and prosecutors' offices about legal and regulatory provisions in the field of human resources and financial management, and offer practical recommendations in the preparation of annual programmes, reports, drafting of budget proposals, etc.
- Q5** How long is each programme/leadership training? Is it a training cycle or a single event?
This is compulsory initial training that every newly appointed president or director of the court or State Prosecutor's Office and State Attorney's Office must take, and it lasts 4 full days. In terms of continuous training, a two-day seminar is organised every year. It is also organised for heads of departments of courts and State Prosecutor's Office.
- Q6** What is/are the content(s) and topics of the leadership training programme/leadership training?
They are specified precisely by specific rules and cover the following areas:
- human resources management,
 - financial management and budgeting,
 - the field of public procurement
 - directors only: ethics and integrity.
- Q7** Which methods do you apply for the leadership training programme/leadership training?
In the initial training, these are lectures by HR managers and finance professionals and experienced presidents and directors. In the continuous training - annual seminars - we hold lectures and workshops.



Q8 Q8 Is the leadership training programme/leadership training evaluated? If so, how?

Not the leadership training programme, but the training itself is evaluated. Attendees complete the survey questionnaires on how satisfied they were with the implementation of the training (with the venue, the length of individual lectures, etc.), with the lecturers and topics. They can also suggest topics that they would like to see included in their next training event. These questionnaires are processed by the Judicial Training Centre, in its capacity as the training organiser. The results are taken into account when preparing for the next year's training or for additional training in the current year, which are shorter, more informative sessions lasting only a few hours, and are included in regular work meetings, for example. Presidents of the courts with the president of the Supreme Court

Q1 CENTRE FOR LEGAL STUDIES, SPAIN

Q2 Does your institution run a leadership training programme or leadership training?

Yes

Q3 What is the target audience of leadership training programme/ leadership training?

Court staff, Public Prosecutors

Q4 What are the learning objectives of the leadership programmes/leadership training (for each target group)?

Communication skills, directive skills, etc.

Q5 How long is each programme/leadership training? Is it a training cycle or a single event?

1.5 months for the online version. 10 hours for classroom-based training.

Q6 What is/are the content(s) and topics of the leadership training programme/leadership training?

Leadership skills, communication skills, managing human resources, emotional intelligence

Q7 Which methods do you apply for the leadership training programme/leadership training?

Both face-to-face and online courses. In the face-to-face training, we use working groups, role playing, etc.

Q8 Is the leadership training programme/leadership training evaluated? If so, how?

Yes, through an evaluation form at the end of the course

Q1 JUDICIAL SCHOOL, SPAIN

Q2 Does your institution run a leadership training programme or leadership training?

Yes

Q3 What is the target audience of leadership training programme/ leadership training?

Judges in practice and senior judges

- Q4** What are the learning objectives of the leadership programmes/leadership training (for each target group)?
To improve their skills in team working, especially taking into account that some of them will work in a collegiate court
- Q5** How long is each programme/leadership training? Is it a training cycle or a single event?
It is a single event that lasts three days
- Q6** What is/are the content(s) and topics of the leadership training programme/leadership training?
To discover our own strengths and weaknesses. To empathize with our team. To be aware of the needs of our team.
- Q7** Which methods do you apply for the leadership training programme/leadership training?
Proactive methodologies (snowball, role play, world café, workgroups, etc.)
- Q8** Is the leadership training programme/leadership training evaluated? If so, how?
No. There is just a survey to get feedback from attendees.

Q1 SWEDISH NATIONAL COURTS ADMINISTRATION, SWEDEN

- Q2** Does your institution run a leadership training programme or leadership training?
Yes
- Q3** What is the target audience of leadership training programme/ leadership training?
Managers and leaders
- Q4** What are the learning objectives of the leadership programmes/leadership training (for each target group)?

Basic leadership training

The training is aimed at new managers with staff responsibility. After completing this training, the participant should be able to develop relevant ability to use their own leadership to exercise the leadership stated in the Swedish Court’s policy for managers. This by:

- explain what behaviours and own choices affect leadership;
- explain the behaviour of employees and groups and how they can be handled;
- describe how, as a manager with a leadership role, you can create the trust and motivation of e
- explain how, as the closest manager and with his leadership, you can develop your employees.

Indirect Leadership (IL)

The training is aimed at managers who lead through other managers, i.e. where the manager has one or more organisational levels between himself and the employees. After completing training, the participant should be able to use the indirect leadership in their profession as manager. This by:

- be able to explain the importance of indirect leadership and how, as an indirect leader, influence the organisation and reach out with visions and goals in a way that engages employees;
- be able to use the tools of indirect leadership;
- be able to account for action-oriented impact, i.e. how interaction with managers at organisational lower level and how it affects employees and



- be able to explain the image-oriented impact, that is, how the influence occurs with the manager as a role model and how the employees' image of the management affects both interpretation and confidence in the information that is disseminated.

Lead change work

The training is aimed at managers and employees who are responsible for driving change work. After completing training, the participant should have an increased ability to plan and lead change work on their own court / authority. This by:

- describe models and strategies for change work and the change leader role;
- explain common change reactions and how they can be handled as well
- be able to use a model and strategy for change work at the own court / authority.

Developmental leadership

The training is aimed at managers and leaders of large working groups (where one clearly manages the work and is a requirement for other employees and is therefore in a manager-like situation). After completing training, the participant should have developed their own leadership. This by:

- be able to account for their strengths as leaders and how to develop in their daily leadership;
- explain what is required of the leadership role and what a developed leadership means in practice as well
- use concrete methods and tools to find new paths in their leadership.

Development of group and leader (UGL)

UGL is aimed at managers, employees who in the near future will take up a managerial position and employees where it is deemed particularly valuable from the point of view of the business to have the opportunity to complete the UGL training. After completing training, the participant should have developed their own leadership. This by:

- be able to explain how emotions affect the individual and group level and how values affect relationships and leadership;
- distinguish different stages in the development of a group, their own approach related to the different stages and anticipate the need for different leadership styles;
- be able to perform conflict management and work with different conflict management tools;
- use reflection and learning individually and also in groups;
- use direct and clear communication and work with feedback.

Q5 How long is each programme/leadership training? Is it a training cycle or a single event?

- Basic leadership training 3 days, single event
- Lead change work 2 days, single event
- Indirect leadership 3 days, single event divided in two (2+1 days)
- Developmental leadership 4 day, single event divided in two (3+1 days)
- Development of group and leader 5 days

Q6 What is/are the content(s) and topics of the leadership training programme/leadership training?

Basic leadership training

The areas covered during the training are to lead yourself as a manager, lead employees and groups, act to create confidence and motivation and develop your employees.

Lead change work

The course deals with theoretical foundations and explanatory models linked to change leadership, common change reactions and management of the same, as well as strategies and leadership role in implementing changes.

Indirect leadership

During the training, the participant is given the opportunity to analyze, reflect and discuss his or her own indirect leadership, the role model you make yourself and how it affects employees and the organisation.

Developmental leadership

Theoretical background to the model, feedback, what creates developing leaders. The training includes a 360 degree assessment (feedback from lateral, subordinate and superior) of the participant’s leadership behaviours and a survey of how the participant uses a leadership that enables efficient and innovative employees.

Development of group and leader

The training deals with, among other things, the development of groups, what promotes and inhibits positive development and the problems of leadership and opportunities related to the group’s maturity development.

Q7 Which methods do you apply for the leadership training programme/leadership training?
 Experiential learning, individual and group assignments, theoretical review, various exercises e.g. different conversation exercises and reflection exercises and exchange of experience.

Q8 Is the leadership training programme/leadership training evaluated? If so, how?
 The programs are evaluated through two evaluations, one directly after completion of the training and one that, among other things, focuses on the effect the education had, which is carried out 60 days after the training.

Q1 THE PROSECUTION SERVICE, SWEDEN

Q2 Does your institution run a leadership training programme or leadership training?
 Yes

Q3 What is the target audience of leadership training programme/ leadership training?
 Leaders (chief prosecutors and chiefs of administrative staff)

Q4 What are the learning objectives of the leadership programmes/leadership training (for each target group)?
 To become better leaders in all different ways

Q5 How long is each programme/leadership training? Is it a training cycle or a single event?
 3 weeks long



Q6 What is/are the content(s) and topics of the leadership training programme/leadership training?

The topics differ, from internal leadership strategies and Labour law, to how to be a good leader (how to handle conflicts, how to engage your colleagues and so on) and how you recruit the best persons and so on.

Q7 Which methods do you apply for the leadership training programme/leadership training?

E-Learning, movies, class room education

Q8 Is the leadership training programme/leadership training evaluated? If so, how?

Yes, its evaluated at the training venue, and afterwards in a survey

Q1 SSR, THE NETHERLANDS

Q2 Does your institution run a leadership training programme or leadership training?

Yes

Q3 What is the target audience of leadership training programme/ leadership training?

All leadership from lowest level management, to middle management, to Board Members

Q4 What are the learning objectives of the leadership programmes/leadership training (for each target group)?

These are all built around our 'vision of leadership for the judiciary', which encompasses:

- results-oriented leadership
- visionary leadership
- innovative leadership
- human-oriented leadership
- personal leadership.

The focus in each programme differs in accordance with the target group and the situation at hand.

Q5 How long is each programme/leadership training? Is it a training cycle or a single event?

This also differs. We have ad hoc programmes that can last half a day, one day or 48 hours, which often focus on one specific theme. We also have programmes that are open to all members of a specific target group that last for a few days, and leadership programmes that last for one and a half years. We also provide 'on demand' training events for (parts of) organisations or teams.

Q6 What is/are the content(s) and topics of the leadership training programme/leadership training?

These are also very diverse. Examples include change management, team development, business management, internal leadership communication, finance, appreciative inquiry techniques, transformational leadership, personal leadership, stakeholder management, decision making, leadership styles, positive leadership, ICT, governance, moral leadership, coaching, intervision, mission/vision/strategy, individual coaching, and internships.

Q7 Which methods do you apply for the leadership training programme/leadership training?

We apply a variety of methods. As much as possible we try to include our participants and relevant stakeholders from within the organisation during the development of our programmes (co-creation), and thereby aim to start the learning process as soon as possible. We try to have an optimal connection between theory and practice, and recently have shifted our focus from ‘theory and reflection’ onto ‘doing and reflection on doing’.

The work practice of our participants is always the main focus of our training: all theory that we offer (e.g. a key-note speaker on a certain topic) is followed by an actual case study and ‘learning on the job’. Apart from workshops, we use methods such as coaching and intervision, and ‘learning groups’: a group of (maximum) 6 people who work on a certain subject, who are supported by an (external) learning coach. Our online digital learning platform is used to view video content and provide an online communication platform. In certain programmes, we include a ‘social programme’ to further the forming of a group of peers.

Q8 Is the leadership training programme/leadership training evaluated? If so, how?

Yes, all programmes are evaluated. All training events are evaluated using an anonymised evaluation form (either on paper or a digital form) and in some cases, we evaluate programmes while we are still working on them, by oral evaluation, so that we can make adjustments to the programme if needed. We evaluate the content, the trainers, the methods, the locations and the learning effect.

Q1 JUDICIAL COLLEGE OF ENGLAND AND WALES, UK

Q2 Does your institution run a leadership training programme or leadership training?

Yes

Q3 What is the target audience of leadership training programme/ leadership training?

All judicial office holders who have leadership and management responsibility. There are three levels of training offered:

1. ‘Essential Leadership’ foundation level for judges, on appointment for first time into leadership roles
2. ‘Continuation Training’ leadership judges who have experience in a leadership role for more than 12-18 months
3. Senior judiciary leadership training and induction

Q4 What are the learning objectives of the leadership programmes/leadership training (for each target group)?

1. Essential Leadership is in 3 modules. As a result of attending Module
 - Module 1 ‘Leading in the organisation’, participants will:
 - Understand the principles of leadership and management
 - Understand the political and executive environment and the judicial leadership role in that context - Be able to influence and build strong working relationships with key people in that system
 - understand the principles of managing and leading change and achieving results through others
 - Develop a plan of their priorities and strategies for their areas of responsibility.
 - Module 2, ‘Personal leadership’ is an opportunity for delegates to explore their individual leadership roles, responsibilities and style. As a result of attending, participants will:



- Have examined who they are as a leader and their own personal approach to leadership and management
- Have strategies for managing their time and delegating to others
- Have strategies to develop their personal resilience.
- Module 3, 'Leading and managing others' aims to identify the responsibilities leadership judges have for other judicial office holders and provide practical support in carrying these out. Participants explore practically the different kinds of conversations that Leadership and Management Judges need to have to manage and lead others effectively. It highlights the support available to them from Judicial Office and others. As a result of attending, participants will:
 - Be able to recognise the HR issues that they must tackle and how to respond appropriately.
 - Take away tools and techniques to understand others' welfare and how people react differently to change and pressure
 - Know how to challenge unhelpful behaviour
 - Have strategies to help those they lead think about future roles and judicial career.
- 2. Continuation training for experienced Leadership Judges. This is a new course for 2019-2020 and will be a blended learning programme which will combine:
 - an annual one-day symposium (beginning Spring 2020, date tbc)
 - curated online learning materials (short podcasts, video clips and e-learning) available all year round.

There is an optional mentoring scheme and 360-degree feedback. The symposium event will also be piloted in December 2019. The learning objectives for this are fluid, depending on the needs of the group. Participants engaging in this symposium, will have the opportunity to:

- Be more prepared and confident to handle the challenging or sensitive conversations that arise in their leadership roles
 - Acquire broader insights into the most common leadership and management issues and heard how other leadership judges have developed strategies to tackle them
 - Have a good understanding of judicial welfare/wellbeing challenges and how to a) support judicial office holders within their area of responsibility and, b) build their own resilience.
 - Identify and consider the best strategies to achieve results through others, by influencing and building relationships (e.g. with HMCTS, Judicial Office and any other organisations who are vital to ensuring effective justice).
3. Senior Leadership Induction (for High Court judiciary, newly appointed into Presiding Judge role or Chamber Presidents of the Upper Tier Tribunal). By the end of the course, participants will
 - Understand the expectations of the leadership role and how this translates to their jurisdictions in practical ways.
 - Know the security risks of using social media, and be aware of the harassment protocol and other support structures for senior judiciary.
 - Know how to plan and conduct an effective conversation to address sensitive or challenging issues.
 - Have insights, through others' experiences, into some of the effective behaviours and practices that judicial leaders can employ.

Q5 How long is each programme/leadership training? Is it a training cycle or a single event?

1. Essential Leadership is a modular programme of 3 one-day seminars, held over three months. There are supporting online materials, podcasts and videos and delegates are given assignments to prepare for each module.
2. Continuation training for experienced leadership judges. This is a blended learning programme, with a one-day symposium event held once a year for up to 50 delegates. Online resources (podcasts and external links) support all-year-round learning on a variety of topics.

3. Senior Leadership Induction is held as required, usually once per year in the beginning of Autumn term.

Q6 What is/are the content(s) and topics of the leadership training programme/leadership training?

See answer for Q4. More detail can be provided on request

Q7 Which methods do you apply for the leadership training programme/leadership training?

See answer for 4 & 5.

1. Programmes 1) and 2) are a mix of classroom and online learning. For Essential Leadership, the methods used are a mix of expert input on the topics (around 20%), input from experienced leadership judges (25%) group discussion and exercises designed to enable deeper learning specific to the participants' own jurisdictional needs (30%), self-directed learning and reading (20-25%), Mentoring and 360 feedback (optional, around 5%).
2. Continuation training for experienced leadership judges is a blended programme and will be a mix of online, e-learning, podcasts, videos and article links, and a one-day leadership Symposium (face to face event), for up to 50 experienced leadership judges. Methods used at the Symposium will include a) syndicate group problem-solving discussions around topics of interest, guided by experienced judicial leaders b) an interactive theatre exercise, where participants advise and resolve practical pastoral issues between a leadership judge and judge for whom they have responsibility. c) short, timely and focused input from a communications expert and coach, HR experts and experienced leaders, throughout the day.
3. Senior Leadership induction will vary from iteration to iteration, however the next event in October will have the following methods used:
 - Head to head discussion between two senior leaders, followed by question session from the audience - lectures and question & answer session
 - syndicate group conversations to focus on how to apply topics covered in individual jurisdictions and roles
 - interactive theatre exercise, using actors to explore difficult conversations.
 - live coaching demonstration, to show the effectiveness of coaching as a personal development tool and also to show how those skills can be used.

Q8 Is the leadership training programme/leadership training evaluated? If so, how?

Essential Leadership is evaluated using qualitative feedback, at level 2-4 Kirkpatrick.

Q1 THE NATIONAL JUDICIAL COLLEGE, U.S.A.

Q2 Does your institution run a leadership training programme or leadership training?

Yes

Q3 What is the target audience of leadership training programme/ leadership training?

Primarily U.S. judges, although all English-speaking judges from around the world are welcome to attend.

Q4 What are the learning objectives of the leadership programmes/leadership training (for each target group)?

1. Summarise the traits, styles, and practices associated with effective leaders.
2. Identify the skills and practices you want to develop further.



3. Turn a group of individuals into a collaborative, high-performing team through shared mission and collective responsibility.
4. Design an effective team in terms of size, diversity, and levels of interdependence, and identify challenges of working with teams from both a personal and process perspective.
5. Identify principles of small group dynamics that affect group outcomes.
6. Define “mindful leadership” and exercise the practice in your work.
7. Apply Kotter’s elements of change to individual projects.
8. Manage difficult people with greater efficacy.
9. Assess your own personal verbal and non-verbal communication style.

Q5 How long is each programme/leadership training? Is it a training cycle or a single event?
4 days; single event

Q6 What is/are the content(s) and topics of the leadership training programme/leadership training?

Effective Leadership: Leadership theory and practice effective leadership: from transaction to transformation; effective communication in groups; building slides in power point (optional); individual presentations overview and lab teams and team leading; change transformational leadership; mindful leadership; communication skills; leadership behaviours; participants presentations; workshop gems and resources.

Q7 Which methods do you apply for the leadership training programme/leadership training?

Q8 Is the leadership training programme/leadership training evaluated? If so, how?

Yes. Written evaluations after each day of class. We also ask the participants to report on the successes/failures of the implementation of their leadership projects approximately six months after the course.