

# Training to leadership in the Judiciary (from The Netherlands) Prague, 8 November 2017



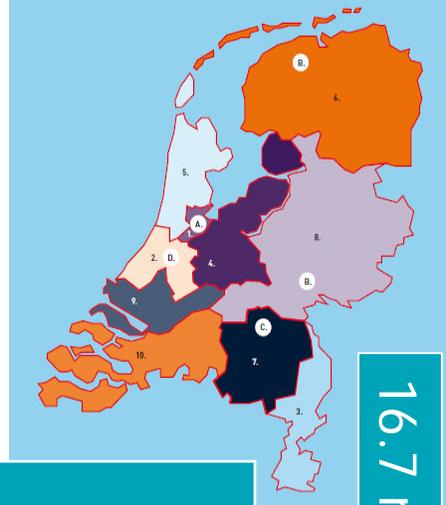
# Content

## Part 1

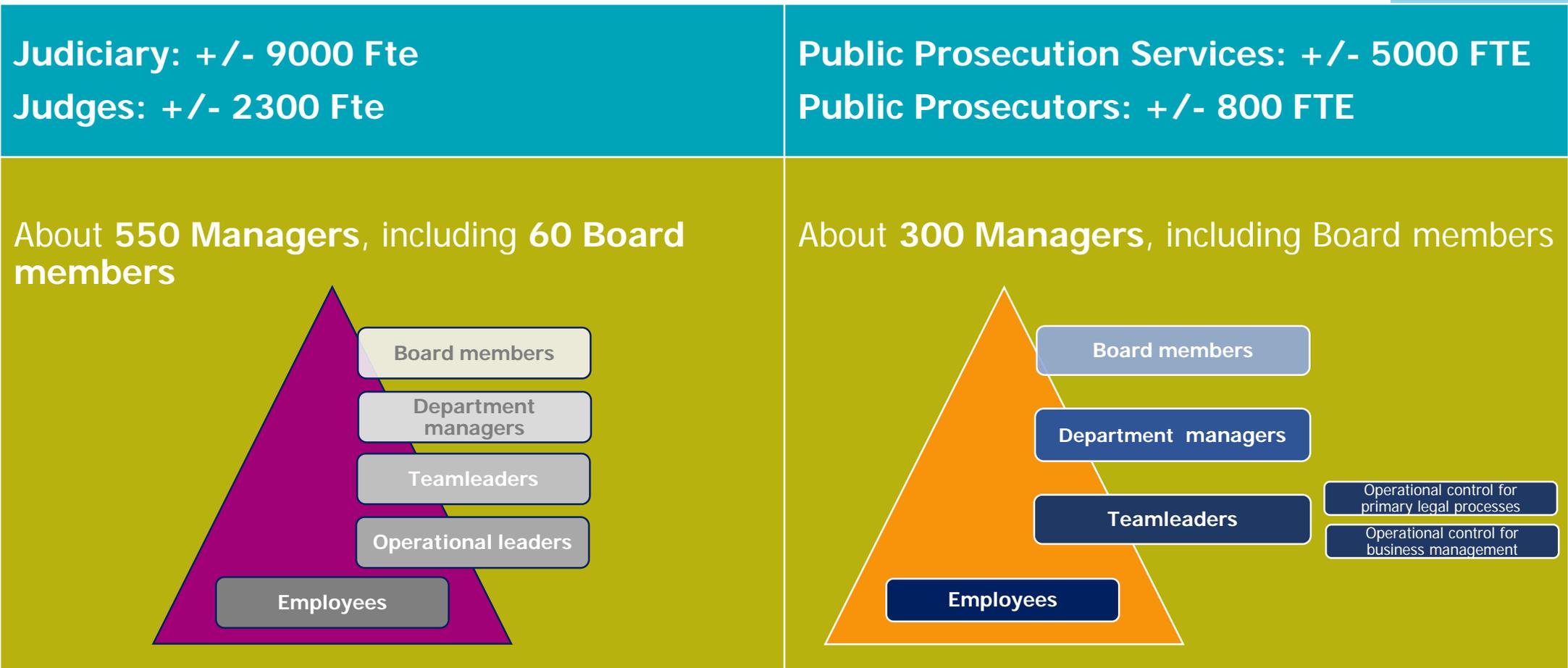
1. Target group in the Netherlands
2. Why train Managers and Leaders in the Judiciary?
3. Two Leadership Academies
4. Visions and educational insights

## Part 2

1. Short reminder
2. Stakeholders
3. Infographic
4. Portfolio



# 1. Target group in the Netherlands



16.7 million inhabitants in the Netherlands

## 2. Why train managers and leaders?

### Starting point

It is a role change: from Professional to a Manager/Leader

*How to identify and develop  
new leaders for the future*

**From the organisation's point of view** (conclusion of numerous studies)

- The current political and social situation highlights the importance of effective leadership in the Judiciary
- Quantity of leaders does not match the organisational needs
- Challenge: to maintain the position of 3rd state power

**From the individual's point of view**

- Managers/Leaders want more training and more flexible educational programmes

## 3. Two Leadership Academies

### Requirements:

Design and execute a leadership academy:

- to learn and develop management and leadership skills
- coherent whole
- continuous educational curriculum
- tailor made
- personal leadership from each participant

### Who can participate?

- All Managers and Board members, and
- all Professionals in the Judiciary who are interested in managing and leading

In 2016: the Council of the Judiciary and the General Prosecution Office proposed the creation of a Leadership Academy

## 4. Visions and educational insights

- a. May people be judged by competences? Are core-competences or 'virtues' perhaps better?
- b. Vision on leadership (different aspects on the role, taking into account current procedures, future ambition and vision of the organisations)
- c. The vision on leadership development of SSR ('circles')
- d. Role change: from professional to Manager/Leader or from manager to board member (3 different worlds)
- e. Stages of professional growth (Transformation process)
- f. How do people learn – The importance of Fellowship
- g. Learning Culture and the positive contribution of Leadership
- h. Partnership – The importance of cooperation

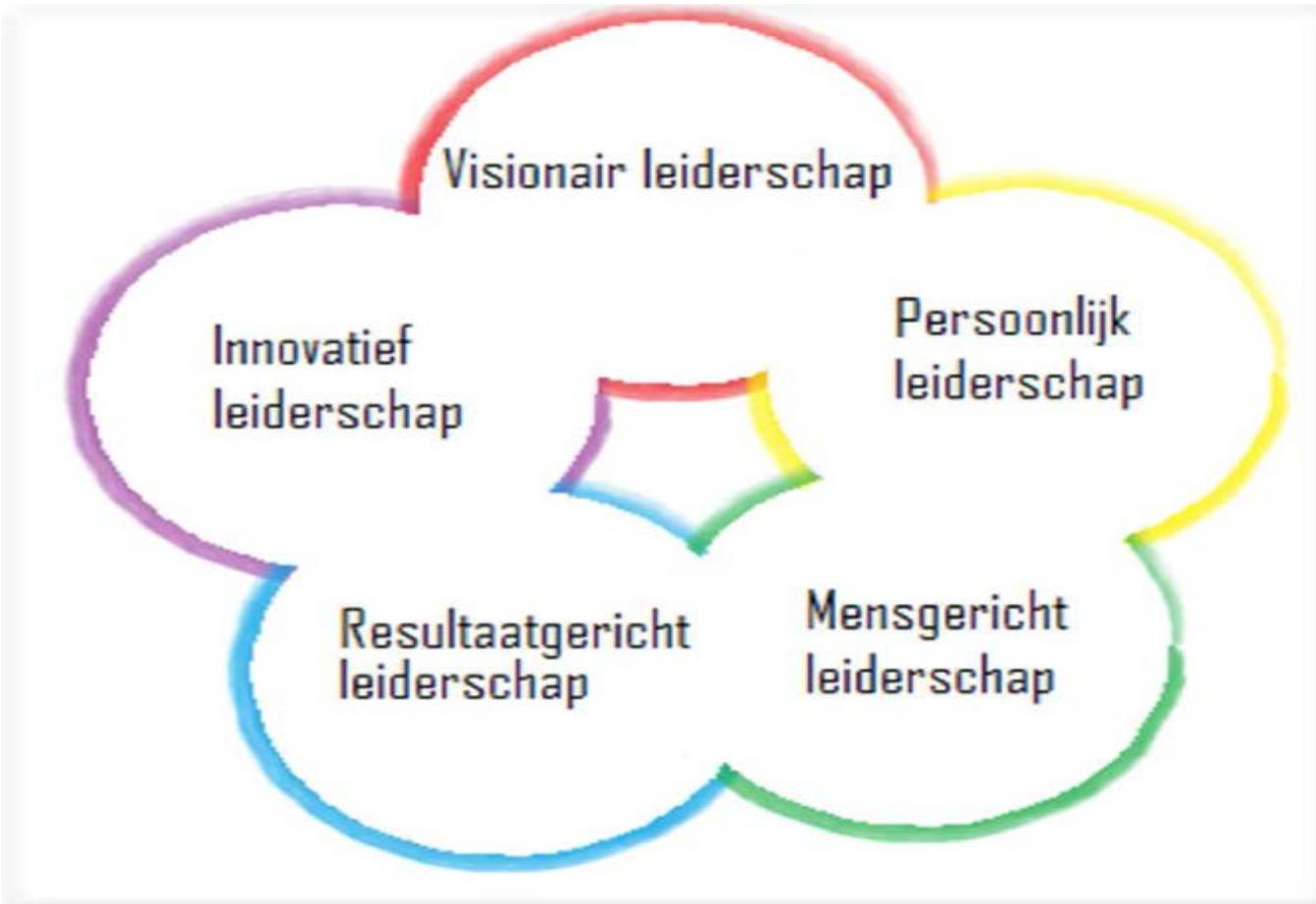
## 4a. Competences, core-competences and 'virtues'



*Leadership is the capacity  
to translate vision into reality.*  
Warren G. Bennis



## 4b. Vision on Leadership



Visionary leadership

Personal leadership

Human oriented leadership

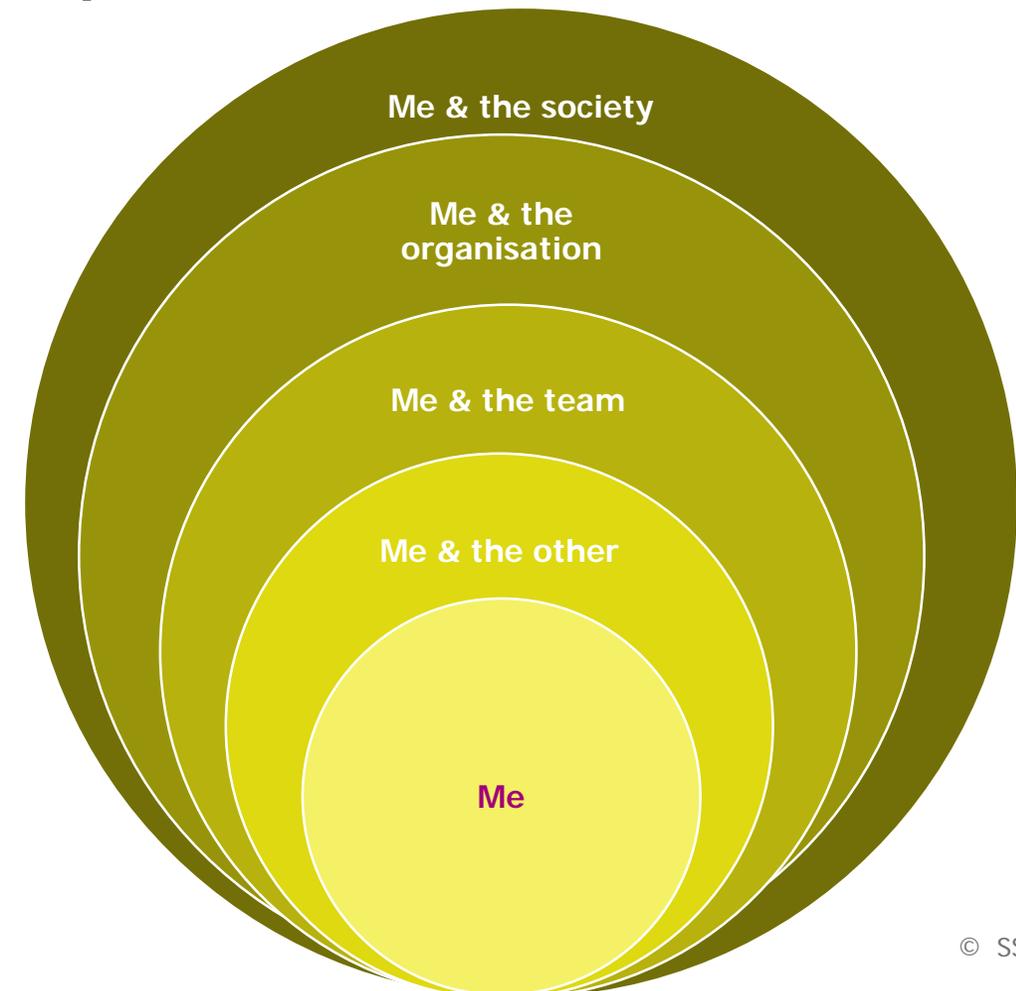
Result driven leadership

Innovative leadership

QuotesHDWallpapers.com

## 4c. Vision on Leadership Development

- Awareness of context
- Power for change
- How to manage yourself
- Starting with leadership of self, expanding towards other individuals, team, organisation and connection with society (external orientation)
- Continuous personal and professional development
- Focus on learning that occurs through work experiences
- This vision is the basis for any programme, whatever the level of Leadership in the organisation



# Learning objectives

General learning objectives in every Leadership Programme

- Personal leadership: self confidence, courage, self reflection, insight in strengths and weaknesses, flexibility, cooperation, orientation on results, ownership
- Professional leadership: leading others, change is continuous in a learning organisation, mistakes and space to learn are necessary

Different learning objectives for each Leadership Programme

Different personal learning objectives for each participant

**Manager has more internal focus,  
Board member has more external focus**

## 4d. Role change – Different worlds

Professional	Manager or Board member
Stability	Change
Autonomy	Control
Perfection	Suboptimal
Solutions	Structure/process
Profession	Finance
Individually	Together
Own Ambition	Organisation ambition
Ties with colleagues	Ties with the organisation
Today	Tomorrow
One thing at a time	Many things at a time

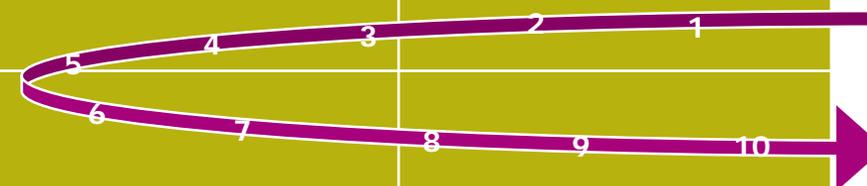
# 4e. Stages of professional growth in a profession

(8-10 years, after Erik Erikson)

years	Phase	Core	Performance now	
1	Baby	Trust		
	Infant	Autonomy	High	Low
+2	Toddler	Initiative	High	Low
	Primary school child	Competency	High	Low
+3	Adolescence	Identity	High	Low
	Early maturity	Intimacy	High	Low
+4	Middle-aged maturity	Productivity	High	Low
	Late maturity	Integrity	High	Low

Expected growth	High	Performance now	
		High	Low
High	Star		Trainee
Low	Productiontiger		Storyteller



## 4f. How do people learn - The importance of Fellowship

Learning through Working	Learning through Reflection	Learning through Teaching
<ul style="list-style-type: none"> <li>• Project, internships, secondment</li> <li>• Administrative and/or committee experience (also outside the Judiciary)</li> </ul> 	<ul style="list-style-type: none"> <li>• Intersession (intern or extern) / Supervision</li> <li>• Coaching</li> <li>• Support on the workfloor (buddy, sponsor, mentor)</li> </ul> 	<ul style="list-style-type: none"> <li>• Leaderships Programmes</li> <li>• Supplementary modules</li> <li>• Masterclasses (from SSR or extern)</li> </ul> 

## 4g. Learning Culture - Contribution of Leadership

[Link film learningculture \(in Dutch\)](#)

[Youtube "Joseph Kessels over leercultuur"](#)

## 4g. Learning Culture - Overwin functional fixedness

Training is meant for **working**

Work is meant for **learning**



- Leaders support people in workplace learning (offer time and space)
- Leaders support people in improving work practices (facilitate and encourage)
- Leaders integrate learning and working

## 4h. Partnership – The importance of cooperation

- The importance of Partnership on all levels

Example:

A perfect training designed without the target group is less effective than a less-perfect training designed together with the target group

# End of part 1

Coming up later ...

## Part 2

1. Stakeholders
2. Infographic
3. Portfolio