COURT ADMINISTRATOR CORE COMPETENCY TRAINING CURRICULUM

Prepared For:
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TABLE OF CONTENTS

Contents

Project Overview

From April 29, 2009 through May 7, 2009, Consultant Jan C. Bouch and Hadeel Hassan Abdel Aziz of the ROLP developed the foundation for court administrator and Chiefs of Diwan education, training and development. The curricula assumes a natural learning progression from novice to expert to ensure 1) foundational knowledge, skills and abilities of court administrative staff, and 2) thoughtful and sequential skills and knowledge acquisition through a career development schema.

Level one training is focused on context and business processes. The primary focus is establishing the core training needed to know and execute court processes, access and use data and information, and establish personal and managerial credibility.

Level one curriculum includes seven sessions and a total of 21 units. The seven sessions are:

1. Purposes and Roles of Courts
2. Establishing Credibility and Building Relationships
3. Principles of Caseflow Management
4. Data and Information for Decision Making
5. Principles of Management
6. Human Resource Basics
7. Executive Planning

As currently designed, these seven sessions amount to 188 hours of core court administrative training. To ensure both foundational knowledge and organizational success, the consultant recommends the following for consideration:

1. All court administrators, Chiefs of Diwan, and designed staff from the MOJ be required to successfully complete the suite of courses in level one training.
2. Level one training is completed within a specified period of time as determined by the Ministry of Justice.
3. Staff from within the Jordanian court system be identified as potential trainers so that continuity of development and education efforts continue through the learning continuum.
4. Identified court content experts co-develop and co-teach with identified court staff to ensure that the content is accurate and that adult learning methodologies are applied in teaching these courses.
5. Course instructors are responsible for recommending minimum competency demonstration in order for participants to progress to the next course in the sequence.

6. Certificates and incentives are provided to recognize and acknowledge successful completion of level one court administrative training and education.

In preparing this report, the consultant assumes the following:

∗ Jordanian court administrative staff comes to this training with diverse backgrounds of skills, experience and knowledge.
∗ Prior to the start of level one training all participants will successfully complete a basic computer course as identified or developed by ROLP staff.
∗ Future course developers and instructors will be identified through their skills and knowledge demonstrated in the core courses.
∗ Some of the course curriculum will be adapted and presented to the Chief Judges.
∗ At the conclusion of the caseflow management and data and information courses there will be facilitated strategy sessions between administrative personnel and chief judges.
∗ Prior to any level one offering, all instructors will successfully complete a train the trainer course and lesson planning session.
∗ A small group of chief judges will work with a designated consultant to begin the process of identifying the appropriate roles and responsibilities of the chiefs.

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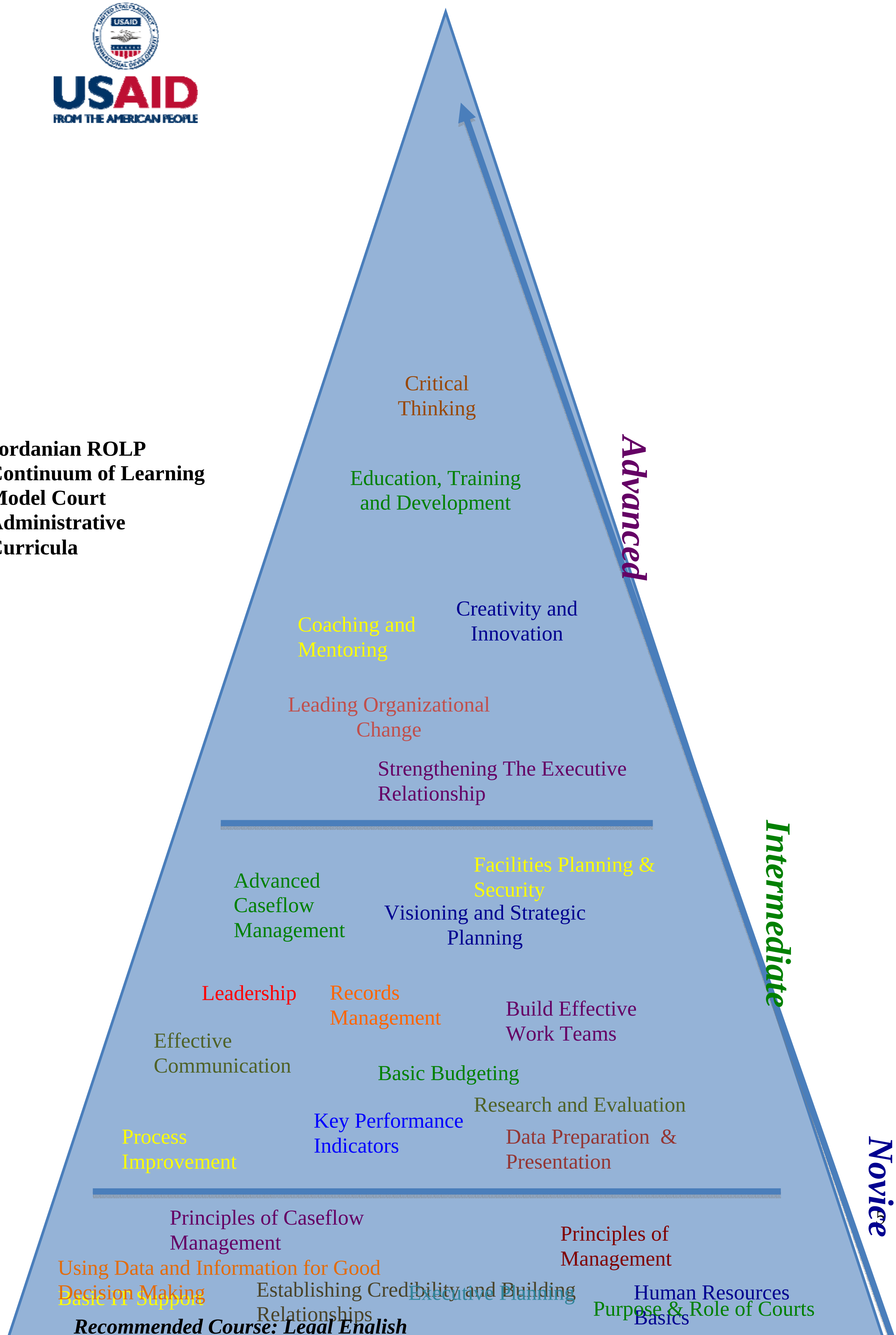
Jordanian ROLP Continuum of Learning Model Court Administrative Curricula



1. Session Title: ***Purpose and Roles of Courts***
    a. Unit 1: Access to Justice
    b. Unit 2: Court Organization
    c. Unit 3: Court Culture

2. Session Title: ***Establishing Credibility & Building Relationships***
    a. Unit 1: Personal Attributes
    b. Unit 2: Building Relationships

3. Session Title: ***Principles of Caseflow Management***
    a. Unit 1: Fundamentals of Caseflow Management
    b. Unit 2: Civil Case Processing
    c. Unit 3: Criminal Case Processing
    d. Unit 4: Court Support Departments
    e. Unit 5: Supreme Courts and Other Judicial Departments

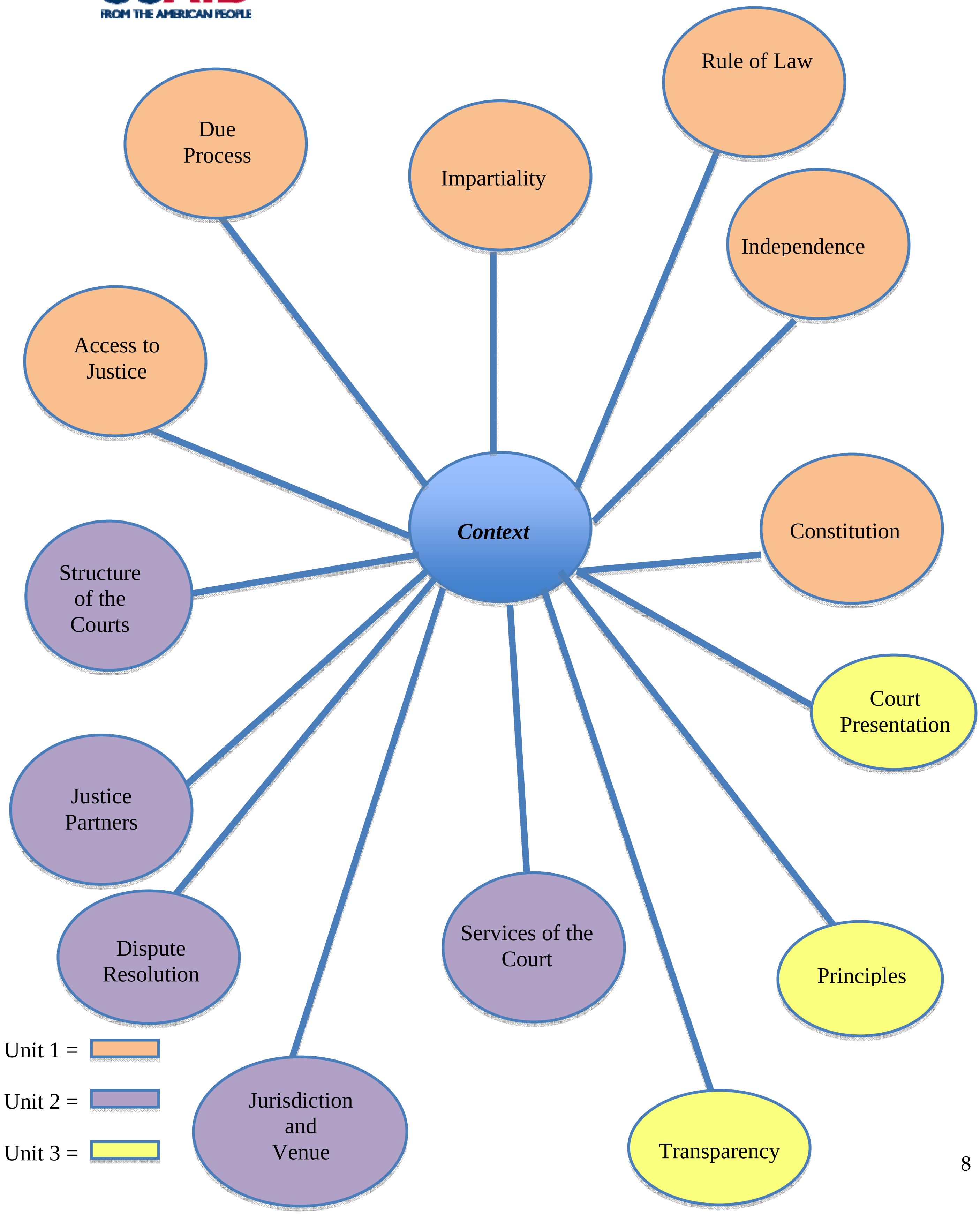
4. Session Title: ***Data and Information for Decision Making***
    a. Unit 1: Using Data and Information
    b. Unit 2: Using Data and Information for Decision Making

5. Session Title: ***Principles of Management***
    a. Unit 1: Managers Who Manage
    b. Unit 2: Establishing Goals
    c. Unit 3: Managing Others
    d. Unit 4: Getting Results

6. Session Title: ***Human Resources Basics***
    a. Unit 1: The Rules of Employment
    b. Unit 2: Staffing and Work Environment
    c. Unit 3: Employee Performance
    d. Unit 4: Performance Development

7. Session Title: ***Executive Planning***
    a. Unit 1: Performance Planning and Outcomes

SESSION ONE: PURPOSES & ROLES OF COURTS


Rule of Law
Due Process
Impartiality
Independence
Access to Justice
Context
Constitution
Structure of the Courts
Court Presentation
Justice Partners
Dispute Resolution
Services of the Court
Principles
Jurisdiction and Venue
Transparency
Unit 1 =
Unit 2 =
Unit 3 =

Session Title: Purpose and Role of Courts

Overall Learning Goal: Context

Participant Learning Level: Novice

Unit Length: 8 hours

Unit: 1 of 3

Unit Title: Access to Justice

Unit Description: This unit will teach court administrative managers and Chiefs of Diwan about the Rule of Law and the rights of individuals to access justice in the Jordanian courts.

Participant Outcomes: At the end of this unit, participants will be able to:

1. Describe the concept and application of Rule of Law.
2. Give examples of how the Rule of Law is applied.
3. Describe due process.
4. List the constitutional rights of individuals.
5. Distinguish the separation of powers and the independence of the judiciary.
6. Explain the impartial delivery of justice.
7. Discuss access and limitations to justice.

Unit Assessments: Participants will be assessed through their:

Pass a written exam or test
Presentation on how access to justice is guaranteed in the Jordanian judicial system
Discussion and observation
Examples

Suggested Teaching Strategies:

Lecture
Small group discussion
Brainstorming
Pair and share
In class research

Suggested Course Materials and Resources:

Copy of the Jordanian Constitution (specific to judicial and Jordanian rights)
Copy of the Jordanian Law for Judicial Independence
Specific articles related to access to justice
Example of the application of Rule of Law

Jordanian Court Culture Considerations for Instructors:

* In any scenarios or role-plays, men and women should not physically interact.
* Don't refer to any religion.
* When teaching, dressing conservatively is very important.
* Touching between genders is not appropriate in a classroom situation (including instructors).
* No use of foul language is acceptable.
* If you are teaching a judicial officer, never use the first name and always refer to a judge as his or her honor or Judge xxx.
* At the beginning of your session, ask participants (other than judges) how they would like to be addressed.
* Establish ground rules at the beginning of the session. It will give you control over the learning environment (e.g. having them shut down their mobile devises).
* Examples and exercises should be court specific.

Session Title: Purpose and Role of Courts

Overall Learning Goal: Context

Participant Learning Level: Novice

Unit Length: 6 hours

Unit: 2 of 3

Unit Title: Court Organization

Unit Description: This unit will teach court administrative managers and Chiefs of Diwan about how courts are organized, and the different services delivered by the courts.

Participant Outcomes: At the end of this unit, participants will be able to:

1. Describe the courts structure.
2. Distinguish between jurisdiction and venue.
3. Describe the different services delivered by the courts.
4. Name the justice partners.
5. Describe the justice partners' respective roles and their relationship to the judiciary.
6. Explain the different dispute resolution options available.

Unit Assessments: Participants will be assessed through their:

Pass a written exam or test
Discussion and observation

Suggested Teaching Strategies:

Lecture
Small group discussion
In class research

Suggested Course Materials and Resources:

Copy of the Jordanian Courts Formation Law
Copy of the Mediation Law
Copy of the organizational structure of the courts

Jordanian Court Culture Considerations for Instructors:

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* No use of foul language is acceptable.
* If you are teaching a judicial officer, never use the first name and always refer to a judge as his or her honor or Judge xxx.
* At the beginning of your session, ask participants (other than judges) how they would like to be addressed.
* Establish ground rules at the beginning of the session. It will give you control over the learning environment (e.g. having them shut down their mobile devises).
* Examples and exercises should be court specific.

Session Title: Purpose and Role of Courts

Overall Learning Goal: Context

Participant Learning Level: Novice

Unit Length: 4-6 hours

Unit: 3 of 3

Unit Title: Court Culture

Unit Description: This unit will teach court administrative managers and Chiefs of Diwan about the culture of the court including court presentation, transparency and operating principles.

Participant Outcomes: At the end of this unit, participants will be able to:

1. Recognize the relationship of justice to the appearance of the courts.
2. Explain the concept of transparency.
3. Apply strategies to ensure that the court decisions and policies are transparent.
4. Explain the courts operating principles.
5. Identify the actions that support the courts operating principles.

Unit Assessments: Participants will be assessed through their:

Accuracy of discussion and presentation
Development of strategies

Suggested Teaching Strategies:

Lecture
Small group discussion
Small group presentation
Full group discussion

Suggested Course Materials and Resources:

Examples of court operating principles from other jurisdictions

Jordanian Court Culture Considerations for Instructors:

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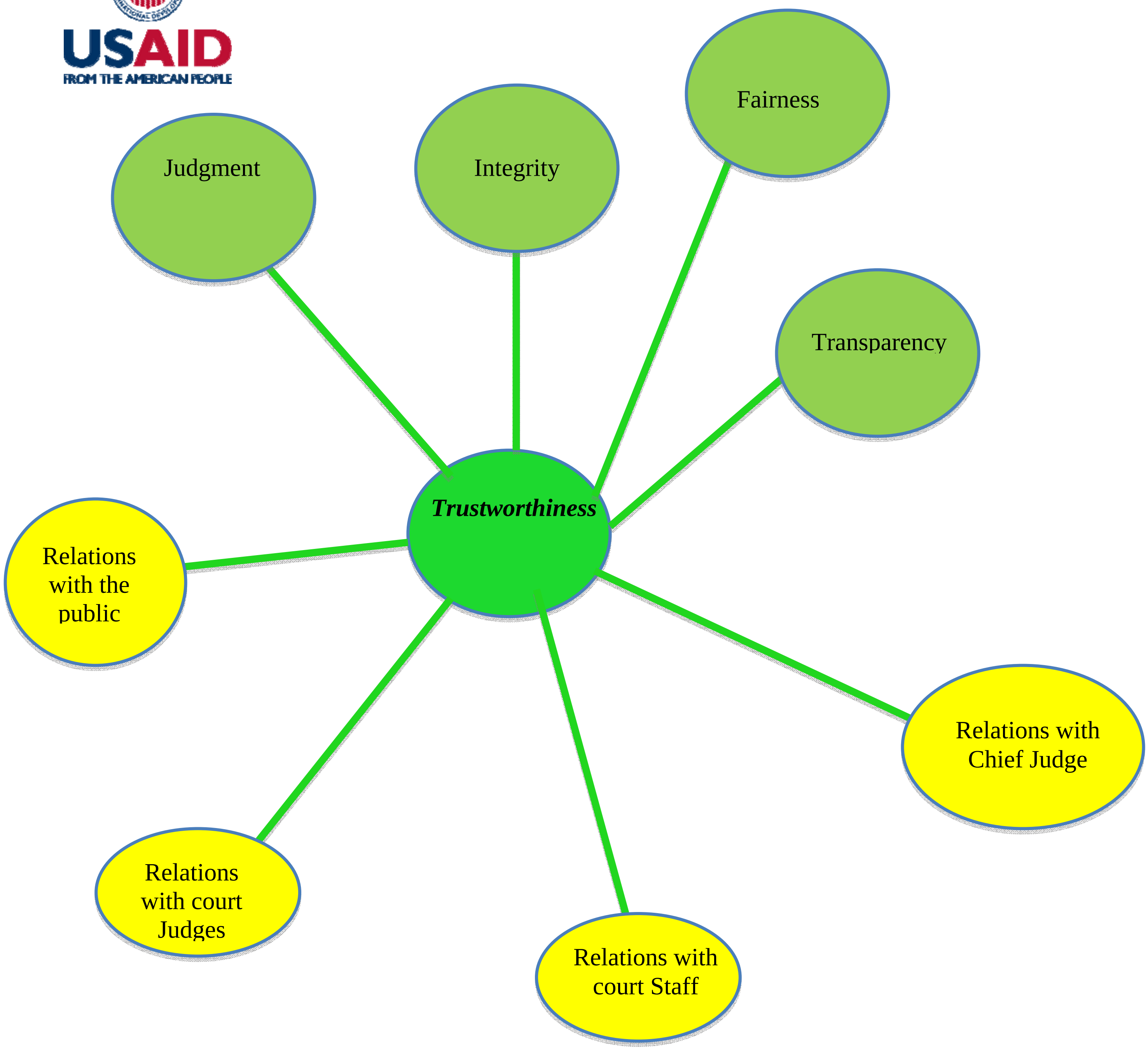
* At the beginning of your session, ask participants (other than judges) how they would like to be addressed.
* Establish ground rules at the beginning of the session. It will give you control over the learning environment (e.g. having them shut down their mobile devises).
* Examples and exercises should be court specific.

SESSION TWO: ESTABLISHING CREDIBILITY AND BUILDING RELATIONSHIPS


Judgment
Integrity
Fairness
Transparency
Trustworthiness
Relations with the public
Relations with Chief Judge
Relations with court Judges
Relations with court Staff

Unit 1 =

Unit 2 =

Session Title: Credibility and Relations

Overall Learning Goal: Trustworthiness

Participant Learning Level: Novice

Unit Length: 4 hours

Unit: 1 of 2

Unit Title: Personal Attributes

Unit Description: This unit will teach court administrative managers and Chiefs of Diwan about the key attributes in establishing and building solid work relationships

Participant Outcomes: At the end of this unit, participants will be able to:

1. Describe the personal attributes required to build credibility and trustworthiness
2. Examine their individual attributes and how they help or hinder building credibility and trustworthiness.
3. Demonstrate skill in establishing integrity, fairness and transparency in the courts.
4. Solve scenarios that require the application of independent judgment.

Unit Assessments: Participants will be assessed through their:

Descriptions
Solving scenarios
Strategy Development

Suggested Teaching Strategies:

Facilitation
Small group discussion
Leadership inventory or assessment
Scenarios
List Creation

Suggested Course Materials and Resources:

Prepared Scenarios
Leadership inventory and assessment tools
Research on leadership attributes

Jordanian Court Culture Considerations for Instructors:

* In any scenarios or role-plays, men and women should not physically interact.
* Don’t refer to any religion.
* When teaching, dressing conservatively is very important.
* Touching between genders is not appropriate in a classroom situation (including instructors).
* No use of foul language is acceptable.
* If you are teaching a judicial officer, never use the first name and always refer to a judge as his or her honor or Judge xxx.
* At the beginning of your session, ask participants (other than judges) how they would like to be addressed.
* Establish ground rules at the beginning of the session. It will give you control over the learning environment (e.g. having them shut down their mobile devises).
* Examples and exercises should be court specific.

Session Title: Credibility and Relations

Overall Learning Goal: Trustworthiness

Participant Learning Level: Novice

Unit Length: 4 hours

Unit: 2 of 2

Unit Title: Building Relationships

Unit Description: This unit will teach court administrative managers and Chiefs of Diwan about the actions needed in establishing and building solid work relationships

Participant Outcomes: At the end of this unit, participants will be able to:

1. Describe the elements needed for successful administrator – chief judge relationship.
2. Design strategies for building partnership and effective working relationship with the chief judge.
3. Describe the elements needed for successful administrator – court staff relationships.
4. Design strategies for building effective working relationship with the court staff.
5. Describe the elements needed for successful administrator – court judges' relationships.
6. Design strategies for building effective working relationship with the court judges.
7. Describe the elements needed for successful relationship with the public.
8. Design strategies for building effective working relationship with the public.

Unit Assessments: Participants will be assessed through their:

Strategy Development
Brain Storming
Discussions

Suggested Teaching Strategies:

Facilitation
Brain Storming
Scenarios

Suggested Course Materials and Resources:

Prepared Scenarios

Jordanian Court Culture Considerations for Instructors:

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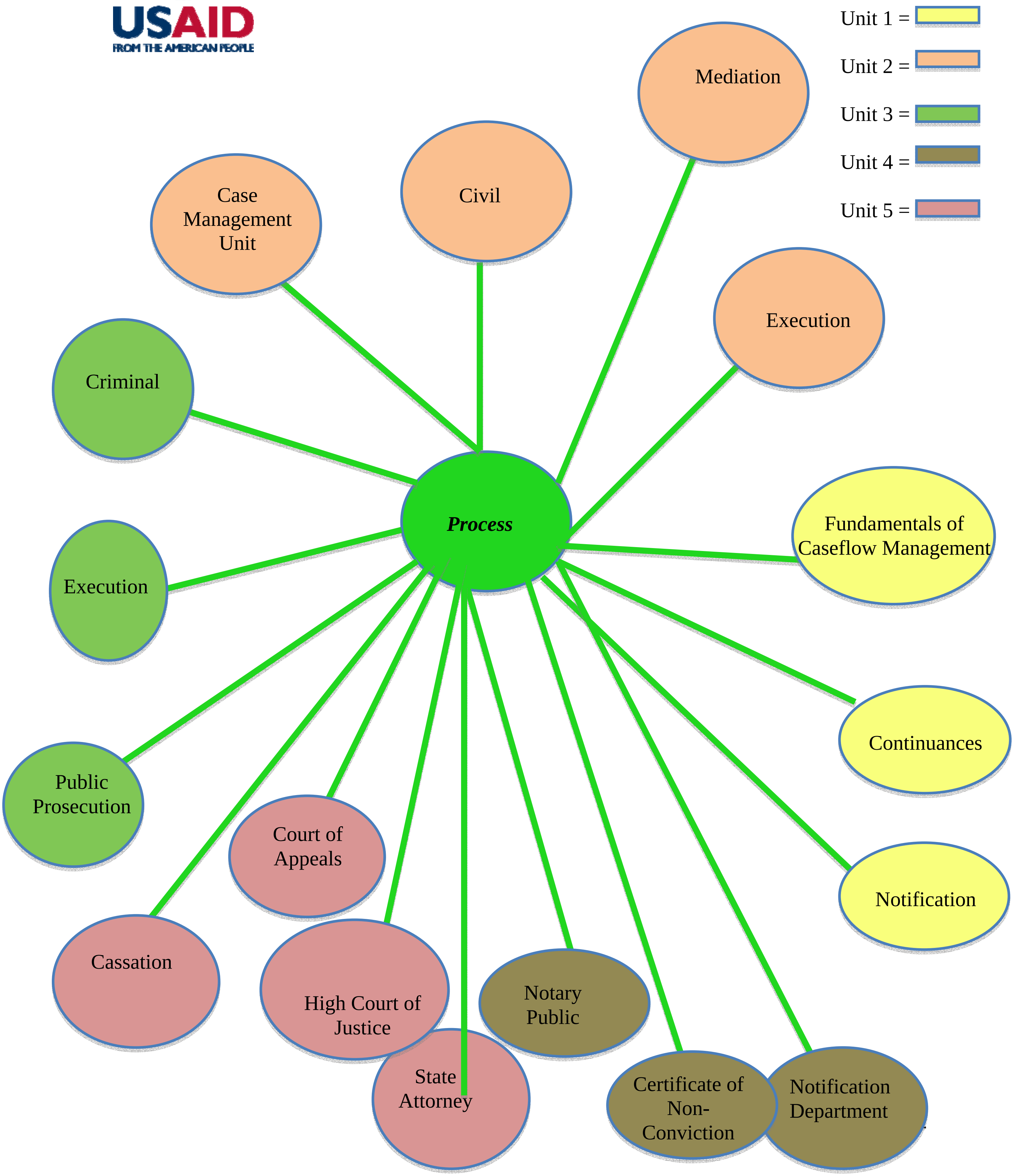
* At the beginning of your session, ask participants (other than judges) how they would like to be addressed.
* Establish ground rules at the beginning of the session. It will give you control over the learning environment (e.g. having them shut down their mobile devises).
* Examples and exercises should be court specific.

SESSION THREE: PRINCIPLES OF CASEFLOW MANAGEMENT



Unit 1 =
Unit 2 =
Unit 3 =
Unit 4 =
Unit 5 =
Mediation
Case Management Unit
Civil
Execution
Criminal
Process
Fundamentals of Caseflow Management
Execution
Continuances
Public Prosecution
Court of Appeals
Notification
Cassation
High Court of Justice
Notary Public
State Attorney
Certificate of Non-Conviction
Notification Department

Session Title: Fundamentals of Case Processing

Overall Learning Goal: Core business of the Courts

Participant Learning Level: Novice

Unit Length: 8 hours

Unit: 1 of 5

Unit Title: Fundamentals of Caseflow Management

Unit Description: This unit will teach court administrative managers and Chiefs of Diwan about the general principles for timely resolution of cases and the impediments to timely resolution.

Participant Outcomes: At the end of this unit, participants will be able to:

1. Describe the effects of delayed justice.
2. Link case delay to the purpose of courts.
3. Tell how continuances contribute to delay.
4. List the human and economic cost of continuances.
5. Explain how delay affects witness memory.
6. Explain how delay affects evidence.
7. Explain how notice compromises individual rights.

Unit Assessments: Participants will be assessed through their:

Discussion and observation
Examples
Questions and answers
Recall

Suggested Teaching Strategies:

Lecture
Small group discussion
Questions and Answers
Simulation
Pair and share
Reflection
List creation

Suggested Course Materials and Resources:

Copy of the Jordanian Constitution (specific to judicial and Jordanian rights)
Copy of the Jordanian Law for Judicial Independence
Specific articles related to access to justice
Example of the application of Rule of Law

Jordanian Court Culture Considerations for Instructors:

* In any scenarios or role-plays, men and women should not physically interact.
* Don't refer to any religion.
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* At the beginning of your session, ask participants (other than judges) how they would like to be addressed.
* Establish ground rules at the beginning of the session. It will give you control over the learning environment (e.g. having them shut down their mobile devises).
* Examples and exercises should be court specific.

Session Title: Fundamentals of Case Processing

Overall Learning Goal: Core business of the courts

Participant Learning Level: Novice

Unit Length: 24 hours

Unit: 2 of 5

Unit Title: Civil Case Processing

Unit Description: This unit will teach court administrative managers and Chiefs of Diwan about the general flow of civil cases.

Participant Outcomes: At the end of this unit, participants will be able to:

1. Chart the flow of cases for First Instance Civil.
2. Chart the flow of cases for Conciliation Civil.
3. Explain the purposes of the Case Management Unit and how it relates to civil case processing
4. Explain the purposes of the Mediation Department and how it relates to the civil case processing.
5. Describe the flow of cases in the Case Management Unit.
6. Describe the flow of cases for Mediation Department.
7. Describe the role of the Civil Execution Department.
8. Chart the flow of cases in the Civil Execution Department.

Unit Assessments: Participants will be assessed through their:

Charts
Accuracy of descriptions
Demonstration of knowledge of relationships among departments

Suggested Teaching Strategies:

Chart Examples
Small group discussion
Questions and Answers
Pair and share
Relational Examples

In class research
Pre-unit reading materials

Suggested Course Materials and Resources:

Prepared Case Flow documents and charts
Copy of the Civil Procedures Code
Copy of the Execution Law
Copy of the Mediation Law

Jordanian Court Culture Considerations for Instructors:

* In any scenarios or role-plays, men and women should not physically interact.
* Don't refer to any religion.
* When teaching, dressing conservatively is very important.
* Touching between genders is not appropriate in a classroom situation (including instructors).
* No use of foul language is acceptable.
* If you are teaching a judicial officer, never use the first name and always refer to a judge as his or her honor or Judge xxx.
* At the beginning of your session, ask participants (other than judges) how they would like to be addressed.
* Establish ground rules at the beginning of the session. It will give you control over the learning environment (e.g. having them shut down their mobile devises).
* Examples and exercises should be court specific.

Session Title: Fundamentals of Case Processing

Overall Learning Goal: Core business of the courts

Participant Learning Level: Novice

Unit Length: 16 hours

Unit: 3 of 5

Unit Title: Criminal Case Processing

Unit Description: This unit will teach court administrative managers and Chiefs of Diwan about the general flow of criminal cases.

Participant Outcomes: At the end of this unit, participants will be able to:

1. Chart the flow of cases in the Public Prosecution Office.
2. Chart the flow of cases for First Instance Criminal.
3. Chart the flow of cases for Conciliation Criminal.
4. Explain the relationship between the Public Prosecution and the courts.
5. Describe the Execution procedures in the Public Prosecution office.
6. Describe the relationship between the Public Prosecution and the Attorney General.
7. Describe the process and relation among the courts and the correctional facilities and the police departments.
8. Demonstrate knowledge of the rights of criminal defendants.

Unit Assessments: Participants will be assessed through their:

Charts
Accuracy of descriptions
Demonstration of knowledge of relationships
Discussions

Suggested Teaching Strategies:

Chart Examples
Small group discussion
Questions and Answers

Pair and share
Relational Examples
In class research
Scenarios
Pre-course reading materials

Suggested Course Materials and Resources:

Prepared Case Flow documents and charts
Copy of the Criminal Procedures Code
Copy of the Conciliation Courts Law

Jordanian Court Culture Considerations for Instructors:

* In any scenarios or role-plays, men and women should not physically interact.
* Don't refer to any religion.
* When teaching, dressing conservatively is very important.
* Touching between genders is not appropriate in a classroom situation (including instructors).
* No use of foul language is acceptable.
* If you are teaching a judicial officer, never use the first name and always refer to a judge as his or her honor or Judge xxx.
* At the beginning of your session, ask participants (other than judges) how they would like to be addressed.
* Establish ground rules at the beginning of the session. It will give you control over the learning environment (e.g. having them shut down their mobile devises).
* Examples and exercises should be court specific.

Session Title: Fundamentals of Case Processing

Overall Learning Goal: Core business of the courts

Participant Learning Level: Novice

Unit Length: 12-16 hours

Unit: 4 of 5

Unit Title: Court Support Departments

Unit Description: This unit will teach court administrative managers and Chiefs of Diwan about the general flow of process in the Notary Public Department, Non Conviction Certificates Department, and Notification Department.

Participant Outcomes: At the end of this unit, participants will be able to:

1. Chart the flow of processes in the Notary Public Department.
2. Chart the flow of processes in the Notification Department.
3. Chart the flow of processes in the Non Conviction Certificates Department.
4. Describe the relation of these departments with the courts purposes and roles.
5. Explain the impact of ineffective notifications on case delay.

Unit Assessments: Participants will be assessed through their:

Charts
Accuracy of descriptions
Demonstration of knowledge of relationships
Discussion

Suggested Teaching Strategies:

Chart examples
Small group discussion
Questions and answers
Pair and share
Relational examples
In class research
Pre-unit reading materials

Suggested Course Materials and Resources:

Prepared Case Flow documents and charts
Copy of the Notary Public Law
Copy of the Civil Procedures Code
Copy of the Case Delay Factors Report

Jordanian Court Culture Considerations for Instructors:

* In any scenarios or role-plays, men and women should not physically interact.
* Don’t refer to any religion.
* When teaching, dressing conservatively is very important.
* Touching between genders is not appropriate in a classroom situation (including instructors).
* No use of foul language is acceptable.
* If you are teaching a judicial officer, never use the first name and always refer to a judge as his or her honor or Judge xxx.
* At the beginning of your session, ask participants (other than judges) how they would like to be addressed.
* Establish ground rules at the beginning of the session. It will give you control over the learning environment (e.g. having them shut down their mobile devises).
* Examples and exercises should be court specific.

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Session Title: Fundamentals of Case Processing

Overall Learning Goal: Core business of the courts

Participant Learning Level: Novice

Unit Length: 8 - 12 hours

Unit: 5 of 5

Unit Title: Supreme Courts and Other Judicial Departments

Unit Description: This unit will teach court administrative managers and Chiefs of Diwan about the general flow of cases in the Court of Appeals, Court of Cassation, High Court of Justice and the State Attorney Department.

Participant Outcomes: At the end of this unit, participants will be able to:

1. Explain the functions of the Court of Appeal.
2. Explain the functions of the Court of Cassation.
3. Explain the function of the Court of High Justice.
4. Describe the relationship between the Court of Appeal and the Court of Cassation and the first level courts.
5. Chart the flow of cases in the Court of Appeal.
6. Chart the flow of cases in the Court of Cassation.
7. Chart the flow of cases in the Court of High Justice.
8. Describe the relationship among the courts and the State Attorney Department.

Unit Assessments: Participants will be assessed through their:

Charts
Accuracy of descriptions
Demonstration of knowledge of relationships
Discussions

Suggested Teaching Strategies:

Chart examples
Small group discussion
Questions and answers
Pair and share

Relational examples
In class research
Pre-course reading materials

Suggested Course Materials and Resources:

Prepared case flow documents and charts
Copy of Civil Procedures code
Copy of Criminal Procedures code
Copy of the High Court of Justice Law

Jordanian Court Culture Considerations for Instructors:

- In any scenarios or role-plays, men and women should not physically interact.
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- Examples and exercises should be court specific.

SESSION FOUR: DATA AND INFORMATION FOR DECISION MAKING

Unit 1 =

Unit 2 =

Evaluate Accuracy
Mizan Reports
Interpret Reports
Correct Errors
Access and Run Reports
Comprehension of Information
Key Performance Indicators
Identify Trends
Analyze Impact
Evaluate Impact
Create Options
Using Data

Session Title: Using Data and Information for Good Decision Making

Overall Learning Goal: Comprehension of Information

Participant Learning Level: Novice

Unit Length: 16 hours

Unit: 1 of 2

Unit Title: Using Data and Information

Unit Description: This unit will teach court administrative managers and Chiefs of Diwan about data and information that is available to them to use to better manage the courts.

Participant Outcomes: At the end of this unit, participants will be able to:

1. List available reports from Mizan and other information sources.
2. Access and run available reports.
3. Interpret data from Mizan reports and other sources.
4. Evaluate accuracy of the data.
5. Describe corrective actions needed for inaccurate data.

Unit Assessments: Participants will be assessed through their:

Ability to list report sources and their descriptions
Ability to demonstrate proficiency in running reports
Correct answering of specific questions about the data
Ability to spot errors in reports
Accurate development of corrective actions for errors in data

Suggested Teaching Strategies:

Using lecture format, teach participants about all the Mizan and other information sources available.

Instructor demonstrates how to access and run available reports.

Using the computer, participants demonstrate how to access and run reports.

Participants work with data and management reports.
Participants work with inaccurate data and are able to create appropriate action for resolving data problems.

Suggested Course Materials and Resources:

Mizan reports
Court manual reports
Computers (ability to access and run all reports)

Jordanian Court Culture Considerations for Instructors:

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* No use of foul language is acceptable.
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* At the beginning of your session, ask participants (other than judges) how they would like to be addressed.
* Establish ground rules at the beginning of the session. It will give you control over the learning environment (e.g. having them shut down their mobile devises).

Session Title: Using Data and Information for Good Decision Making

Overall Learning Goal: Comprehension of Information

Participant Learning Level: Intermediate

Session length: 16 hours

Unit: 2 of 2

Unit Title: Using Data and Information for Decision Making

Unit Description: This unit will teach court administrative managers and Chiefs of Diwan how to use data and information to make informed decisions about court operations.

Participant Outcomes: At the end of this unit, participants will be able to:

1. Identify court operation trends.
2. Analyze impact of court trends on court operations.
3. Evaluate court operations impact.
4. Create options and solutions for consideration.
5. Begin using data and reports to establish court goals for acceptable court operation performance.
6. Explain general concept of using key performance indicators to manage.

Unit Assessments: Participants will be assessed through their:

Ability to answer questions about court trends
Ability to describe impact of trends on court operations
Development of accurate and appropriate options and solutions
Ability to demonstrate their knowledge of what important elements should be considered in establishing court goals
Skill in describing how performance indicators can support meeting court goals

Suggested Teaching Strategies:

Lecture on trending and how that can inform participants about court operations.

Use small groups to work with actual court data.

Participants practice writing court goals.

Lecture on what key performance indicators are and how they can be used to effectively manage.

In small groups hold discussion on application of key performance indicators.

Introduce MOJ key performance indicators.

Facilitation - full group discussion on the MOJ KPI’s and how they apply to court management.

Suggested Course Materials and Resources:

Mizan reports
Court manual reports
MOJ key performance indicators

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- Establish ground rules at the beginning of the session. It will give you control over the learning environment (e.g. having them shut down their mobile devises).

SESSION FIVE: PRINCIPLES OF MANAGEMENT

Follow-Through
Decision Making
Characteristics and Traits
Credibility
Performance Standards
Customer Service
Effectiveness
Fairness
Problem Solving
Evaluation
Feedback
Goal Setting
Training
Motivation
Delegation
Task Distribution
Team Work
Unit 1 =
Unit 2 =
Unit 3 =
Unit 4 =

Session Title: Principles of Management

Overall Learning Goal: Effectiveness

Participant Learning Level: Novice

Unit Length: 12 hours

Unit: 1 of 4

Unit Title: Managers Who Manage

Unit Description: This unit will teach court administrative managers and Chiefs of Diwan about the key personal traits and characteristics of a good manager.

Participant Outcomes: At the end of this unit, participants will be able to:

1. List characteristics and traits of effective managers.
2. Give examples of actions taken by effective managers.
3. Distinguish between managing and leading.
4. Discuss when and how managers should lead.
5. Examine individual decision making style.
6. Discuss improvements in court decision making.
7. Identify the importance of follow-through in decision making.
8. Explain the relationship between follow-through and credibility.
9. Establish personal goals to increase effectiveness and credibility.

Unit Assessments: Participants will be assessed through their:

List creation
Examples
Discussion
Goal Setting

Suggested Teaching Strategies:

Mini-Lecture
Facilitation
Small group discussion
Brainstorming
Instruments for personal examination
Reflection
Pre or in course reading and discussion

Suggested Course Materials and Resources:

Principles of Scientific Management by Winslow F. Taylor
Are you a Cat Herder? The Need for a Strong Relationship between the Court Administrator and the Bench, Court Manager, Stickle, Todd M., and Wilson, Lance, J., Vol. 9, No. 1 (1994), 30.
Seven Communication Mistakes Managers Make, HBR online, Steven Robbins
Add Others

Jordanian Court Culture Considerations for Instructors:

* In any scenarios or role-plays, men and women should not physically interact.
* Don't refer to any religion.
* When teaching, dressing conservatively is very important.
* Touching between genders is not appropriate in a classroom situation (including instructors).
* No use of foul language is acceptable.
* If you are teaching a judicial officer, never use the first name and always refer to a judge as his or her honor or Judge xxx.
* At the beginning of your session, ask participants (other than judges) how they would like to be addressed.
* Establish ground rules at the beginning of the session. It will give you control over the learning environment (e.g. having them shut down their mobile devises).
* Examples and exercises should be court specific.

Session Title: Principles of Management

Overall Learning Goal: Effectiveness

Participant Learning Level: Novice

Unit Length: 8 hours

Unit: 2 of 4

Unit Title: Establishing Goals

Unit Description: This unit will teach court administrative managers and Chiefs of Diwan about their role and responsibility for establishing and monitoring court and individual goals.

Participant Outcomes: At the end of this unit, participants will be able to:

1. Define goal setting and why it is important to organizational and individual performance.
2. Tell how goal setting can provide direction and clarity.
3. Discuss the application of fairness.
4. Explain performance standards and how they are applied.
5. Write a performance standard.
6. Outline the steps for conducting an effective evaluation.

Unit Assessments: Participants will be assessed through their:

Knowledge acquisition
Discussions
Ability to write a performance standard

Suggested Teaching Strategies:

Mini-Lecture
Facilitation
Small group discussion
Pre or in course reading and discussion
In course writing assignments
Examples

Suggested Course Materials and Resources:

Making Success Measurable: A Mindbook-Workbook for setting goals and taking action by Douglas K. Smith

Goal Setting for Results by Gary Ryan Blair

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* At the beginning of your session, ask participants (other than judges) how they would like to be addressed.
* Establish ground rules at the beginning of the session. It will give you control over the learning environment (e.g. having them shut down their mobile devises).
* Examples and exercises should be court specific.

Session Title: Principles of Management

Overall Learning Goal: Effectiveness

Participant Learning Level: Novice

Unit Length: 12 hours

Unit: 3 of 4

Unit Title: Managing Others

Unit Description: This unit will teach court administrative managers and Chiefs of Diwan about their role and responsibility for directing the work of court employees.

Participant Outcomes: At the end of this unit, participants will be able to:

1. Summarize the key components of teams that work well together.
2. List ways to improve team work at the court.
3. Define effective delegation.
4. Demonstrate how to delegate work.
5. Name important motivation techniques.
6. Develop new strategies to motivate employees.
7. Set up ways for fair and effective distribution of tasks.

Unit Assessments: Participants will be assessed through their:

Knowledge acquisition
Strategy development
Improvement techniques

Suggested Teaching Strategies:

Mini-Lecture
Facilitation
Small group discussion
Scenarios
In course writing assignments
Examples
Simulations
Role-plays
Pair and Share

Suggested Course Materials and Resources:

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* At the beginning of your session, ask participants (other than judges) how they would like to be addressed.
* Establish ground rules at the beginning of the session. It will give you control over the learning environment (e.g. having them shut down their mobile devises).
* Examples and exercises should be court specific.

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Session Title: Principles of Management

Overall Learning Goal: Effectiveness

Participant Learning Level: Novice

Unit Length: 8 hours

Unit: 4 of 4

Unit Title: Getting Results

Unit Description: This unit will teach court administrative managers and Chiefs of Diwan about their role and responsibility getting results and effective problem solving.

Participant Outcomes: At the end of this unit, participants will be able to:

1. Explain the ideal court customer and court employee relationship.
2. List methods of getting employee and customer feedback.
3. Link feedback to training needs.
4. Demonstrate effective problem solving techniques.
5. Give examples of providing feedback.
6. Solve a customer problem/complaint.
7. Discuss common problems among court staff and judges.
8. Present solutions for addressing problems with judges and staff.

Unit Assessments: Participants will be assessed through their:

Problem solving skills
Solutions
Demonstration
Discussions
Examples

Suggested Teaching Strategies:

Facilitation
Small group discussion
Role play
Mock scenarios
Examples

Suggested Course Materials and Resources:

Prepare Mock Scenarios
Prepare Role plays
Examples of court customer service standards

Jordanian Court Culture Considerations for Instructors:

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- No use of foul language is acceptable.
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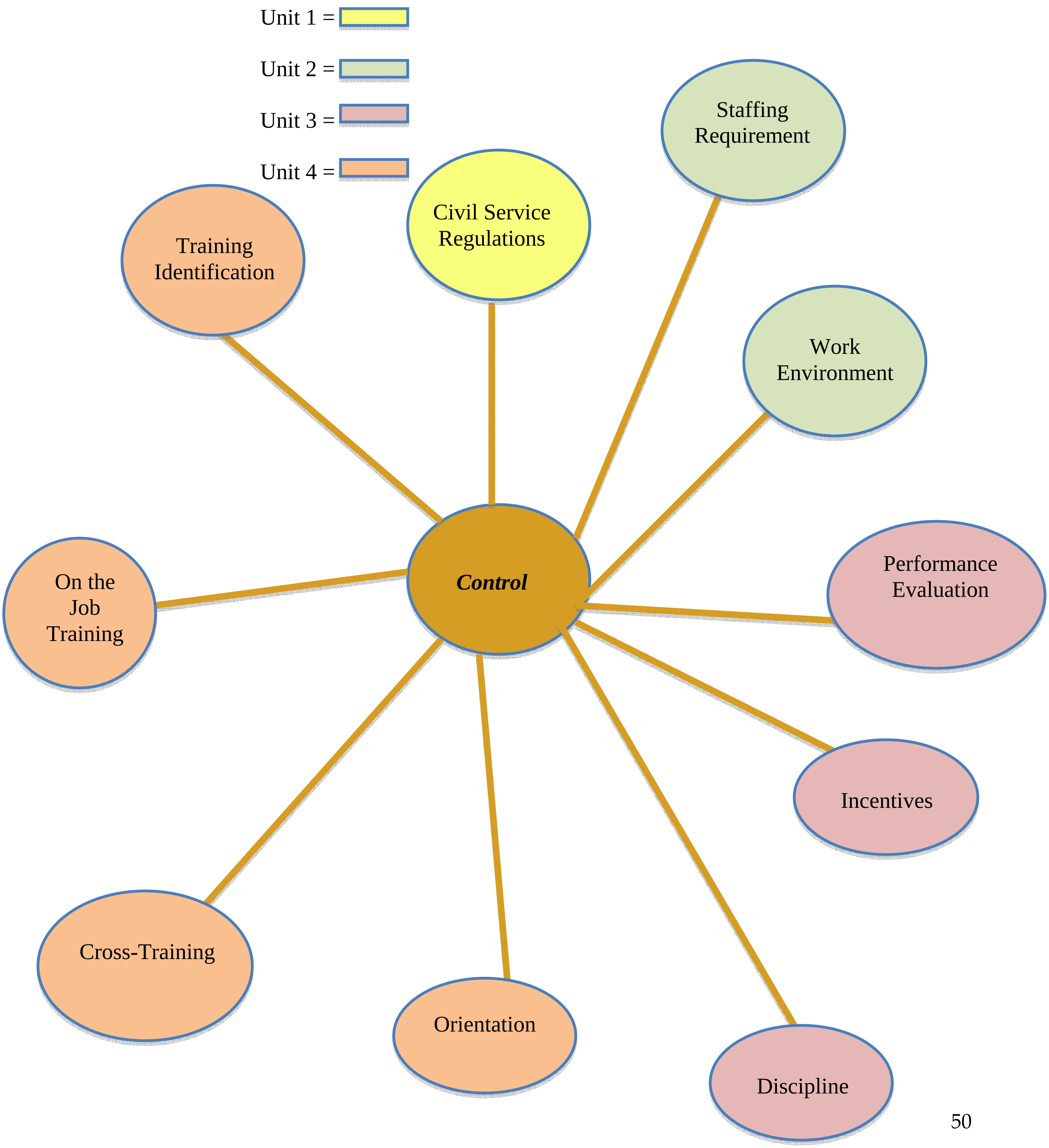
- At the beginning of your session, ask participants (other than judges) how they would like to be addressed.
- Establish ground rules at the beginning of the session. It will give you control over the learning environment (e.g. having them shut down their mobile devises).
- Examples and exercises should be court specific.

SESSION SIX: HUMAN RESOURCE BASICS


Unit 1 =
Unit 2 =
Unit 3 =
Unit 4 =
Staffing Requirement
Civil Service Regulations
Training Identification
Work Environment
Control
On the Job Training
Performance Evaluation
Incentives
Cross-Training
Orientation
Discipline

Session Title: Human Resources Basics

Overall Learning Goal: Control

Participant Learning Level: Novice

Unit Length: 8 hours

Unit: 1 of 4

Unit Title: The Rules of Employment

Unit Description: This unit will teach court administrative managers and Chiefs of Diwan about the civil service regulations that govern the employees of the courts.

Participant Outcomes: At the end of this unit, participants will be able to:

1. Apply the rules of the civil service regulations to specific court situations.
2. Discuss the challenges pertaining to implementing the civil service regulations.
3. Explain their options within the civil service regulations.
4. Answer specific questions related to the civil service regulations.

Unit Assessments: Participants will be assessed through their:
Questions and Answers
Discussion
Explanations
Solutions

Suggested Teaching Strategies:
Questions and Answers
Small Group Discussions
Scenarios

Suggested Course Materials and Resources:
Civil Service Regulations
Court Administrator Practice Guide (still under development)

Jordanian Court Culture Considerations for Instructors:

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* Don't refer to any religion.
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Session Title: Human Resources Basics

Overall Learning Goal: Control

Participant Learning Level: Novice

Unit Length: 4-6 hours

Unit: 2 of 4

Unit Title: Staffing and Work Environment

Unit Description: This unit will teach court administrative managers and Chiefs of Diwan about methods to determine staffing needs and work environment needs.

Participant Outcomes: At the end of this unit, participants will be able to:

1. Identify the elements needed to determine staffing requirements.
2. Create a staffing plan.
3. Name the key components of a good working environment.
4. Discuss challenges faced in courts current environment.
5. Develop strategies to address those challenges.

Unit Assessments: Participants will be assessed through their:

Discussions
Staffing Plans
Strategies

Suggested Teaching Strategies:

Facilitation
Examples of staffing plan

Suggested Course Materials and Resources:

Civil Service Bureau Regulations
Court Administrator Practice Guide (still in development)

Jordanian Court Culture Considerations for Instructors:

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Session Title: Human Resources Basics

Overall Learning Goal: Control

Participant Learning Level: Novice

Unit Length: 8 hours

Unit: 3 of 4

Unit Title: Employee Performance

Unit Description: This unit will teach court administrative managers and Chiefs of Diwan about best ways to evaluate, motivate and change performance.

Participant Outcomes: At the end of this unit, participants will be able to:

1. Know how to read a job description and apply descriptors to the work.
2. Evaluate court staff performance.
3. List incentives available in the court system.
4. Describe effective disciplinary strategies.
5. Demonstrate how to give effective performance feedback.

Unit Assessments: Participants will be assessed through their:

Application
Evaluation
Demonstration
Descriptions
Listings

Suggested Teaching Strategies:

Facilitation
Role Play
Pair and Share
Report out

Suggested Course Materials and Resources:

Evaluation Form used in courts
Ministry of Justice incentive plan
Sample job descriptions

Jordanian Court Culture Considerations for Instructors:

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- At the beginning of your session, ask participants (other than judges) how they would like to be addressed.
- Establish ground rules at the beginning of the session. It will give you control over the learning environment (e.g. having them shut down their mobile devises).

Session Title: Human Resources Basics

Overall Learning Goal: Control

Participant Learning Level: Novice

Unit Length: 4 hours

Unit: 4 of 4

Unit Title: Performance Development

Unit Description: This unit will teach court administrative managers and Chiefs of Diwan about how training and development efforts enhance performance.

Participant Outcomes: At the end of this unit, participants will be able to:

1. Accurately identify court staff training need.
2. Select appropriate methods for court on the job training.
3. Explain the benefits of cross training in a court environment.
4. Define what is important for new and existing court employees to know about how their work is evaluated.

Unit Assessments: Participants will be assessed through their:

Accurate identification
Method selection
Explanation
Discussion

Suggested Teaching Strategies:

Facilitation
Presentation
Small Groups

Suggested Course Materials and Resources:
Ministry of Justice Evaluation Form
Civil Service Regulations about training
Sample training plans

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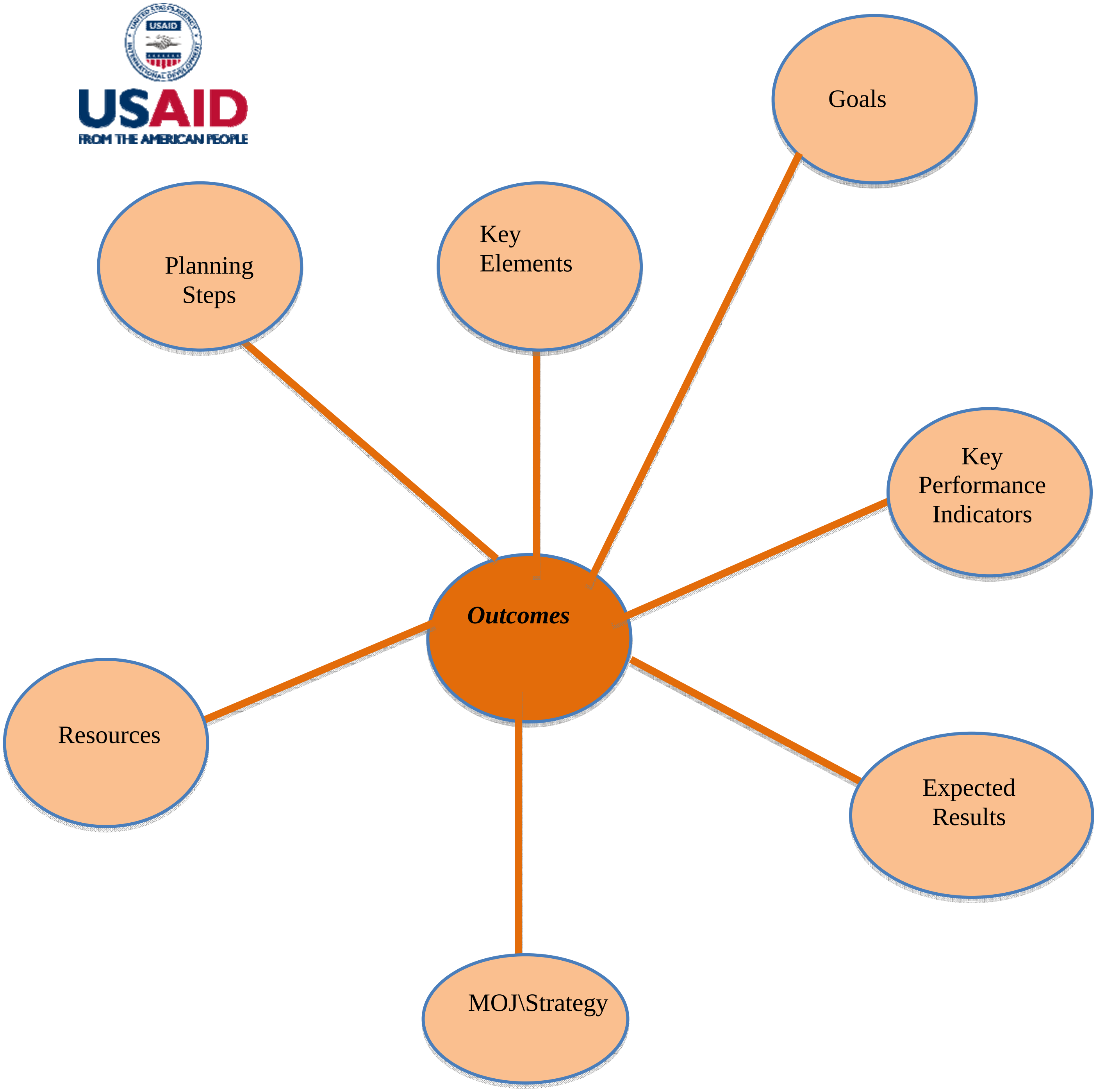
SESSION SEVEN: EXECUTIVE PLANNING


Goals
Planning Steps
Key Elements
Key Performance Indicators
Outcomes
Resources
Expected Results
MOJ\Strategy

Unit 1 =

Session Title: Executive Planning

Overall Learning Goal: Outcomes

Participant Learning Level: Novice

Unit Length: 8 hours

Unit: 1 of 1

Unit Title: Performance Planning and Outcomes

Unit Description: This unit will teach court administrative managers and Chiefs of Diwan about how key elements to effective short and mid-term planning for the courts.

Participant Outcomes: At the end of this unit, participants will be able to:

1. Explain the key elements involved in the planning project.
2. Summarize the overall strategic planning direction of the MOJ.
3. Set court goals that align with the MOJ's strategic plan.
4. Translate their court goals into specific activities.
5. Identify resources needed to put into action the stated activities.
6. Describe measurable results.
7. Select the appropriate KPI's for the Executive Plan.

Unit Assessments: Participants will be assessed through their:

Accuracy in goal setting
Measurable results
Identified resource needs
Correct selection of KPI's
Demonstration of alignment with MOJ Strategic Plan

Suggested Teaching Strategies:

Written goals
Brainstorming
Mini-lecture (planning elements)
Form completion
Written results
Small group work or in pairs
In class research

Suggested Course Materials and Resources:

Ministry of Justice Strategic Plan
Executive plan form
Sample goals and results

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Skills and Abilities that the Court Administrators will have acquired after concluding the foundational training:

1. Knowledge of Jordanian courts culture and structure.
2. Knowledge about the rule of law and due process.
3. Skill in assuring the impartiality of justice.
4. Skill in assuring that the constitutional rights of individuals are protected.
5. Ability to deal effectively with the courts justice partners.
6. Ability to ensure the courts responsibility in transparency of its decisions and policies.
7. Ability to apply basic management practices.
8. Knowledge of the traits and characteristics necessary to build good relationships.
9. Skill in developing credibility and trustworthiness.
10. Ability to act with integrity.
11. Skill in the application of fairness to decisions affecting court staff.
12. Skill in building solid working relationships with the chief judge.
13. Ability to manage effective relationships with the judges.
14. Ability to describe the effects of delay on individual justice.
15. Knowledge of Basic Caseflow principles:
16. Skill in identifying work processes that inhibit the fair and just application of justice.
17. Ability to make recommendations to process improvements.
18. Skill in accessing court data & information.
19. Ability to analyze basic court data and information.
20. Ability to correct errors in data and information.
21. Ability to establish court goals.
22. Skill in delegating tasks.
23. Knowledge of motivational techniques.
24. Skill in providing feedback.
25. Knowledge of court user needs.
26. Knowledge of Civil Service regulations.
27. Ability to accurately apply civil service regulations.
28. Knowledge of court job descriptions.
29. Ability to effectively evaluate court performance.
30. Skill in assessing training needs.
31. Skill in completing the MOJ's Executive plan.
32. Knowledge of the MOJ's strategic plan.
33. Ability to select KPIs needed to complete the executive plan.

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UNIT LESSON PLANS

TEMPLATE

Instructor:	Date
Course Title	Lesson Number
Unit	Specific Topic
Total Time Allotment (including breaks)	# Of Breaks

Instructional Goal (outcome participants should be able to demonstrate upon completion of entire unit)
• Performance Outcomes/Objectives:
Rationale (brief justification – why participants need to learn this topic)
Lesson Content (what is to be taught)
Instructional Procedures a. Focusing event (gets the participants' attention) b. Teaching procedures (methods used) c. Formative check (progress checks throughout unit) d. Participation (how do participants' participate) e. Closure (how the unit ends)

Evaluation Procedures (how are outcomes/objectives measured to determine if the material has been learned)
Materials and Aids (what is needed to teach this unit)
References (materials used to develop this unit)
Student Assignments/Reading:
Observer's Comments (e.g. what might be needed or is missing that would strengthen the program; was the time allocation correct for the content being taught)

Observer/s   Date

Session One: Unit Lesson Plans

UNIT LESSON PLAN 1.1

Instructor	Lesson Plan Development Date **August 17, 2009**
Course Title **Purpose and Role of Courts**	Unit Number **1 of 3**
Unit Title **Access to Justice**	Overall Session Learning Goal **Context**
Total Time Allotment (including breaks) **8 hours (2 four hour sessions)**	# Of Breaks **2– 15 minutes**

Unit Description (outcome participants should be able to demonstrate upon completion of entire unit)

This unit will teach court administrative managers and Chiefs of Diwans about the Rule of Law and the rights of individuals to access justice in the Jordanian courts.

Participant Outcomes: At the end of this unit, participants will be able to

8. Describe the concept and application of Rule of Law.
9. Give examples of how the Rule of Law is applied.
10. Describe due process.
11. List the constitutional rights of individuals.
12. Distinguish the separation of powers and the independence of the judiciary.
13. Explain the impartial delivery of justice.
14. Discuss access and limitations to justice.

Rationale (brief justification – why participants need to learn this topic)

This is the context and foundation for the fair and impartial delivery of justice under the rule of law.

Lesson Content (what is to be taught)

How to ensure the rights of individuals and delivery of justice fairly and impartially.

Instructional Procedures

a. Focusing event (gets the participants' attention)
b. Teaching procedures (methods used)
c. Formative check (progress checks throughout unit)
d. Participation (how do participants' participate)
e. Closure (how the unit ends)

Introduction and unit overview (10 mins.)

Question: What would happen to the communities in the country of Jordan if courts did not exist? (***note to trainer***: most of the time this question is answered in reference to criminal activity e.g. potential anarchy, self-governance, etc…It is important to facilitate this discussion to extend to civil– e.g. commerce does not thrive, compromises are made on an international level) (30 mins. total for discussion)

Exercise: To find out what participants know about how the Jordanian Judicial Branch fits in with the Jordanian Government?

- Self-Test (create a self-test of matching questions/answers from the Jordanian Constitution)

Hold a follow up discussion (45 minutes)

BREAK (15 mins.)

Exercise: Working in pairs, have participants talk about what are the core purposes of courts? (15 mins.)

Mini-presentation: Ernie Friensen's core purposes of courts (PowerPoint Presentation) (20 mins.)

Exercise: Divide participants into six groups. Give each group one of the purposes as presented in the previous presentation and ask them talk about this question and be prepared to present their responses to the full group:

Question: *What are the actions take by the courts to fulfill this purpose?*
(60 mins. for the entire exercise)

Facilitated Discussion: Underlying Principles
Substantive Due Process: the laws are written so people have the right to participate meaningfully in the process. *How do people know what is right and wrong to do?*

Procedural Fairness: *What are examples of things in their system that demonstrate procedural fairness? (*Example: If someone is arrested, how do they know what the charges against them are?)

Issue of Transparency: *How can the people of Jordan trust that courts are fulfilling their purpose? (30 mins.)*

Exercise: Working in triads (groups of three) have the triads answer the following questions:

Who are the strategic partners with the Jordanian Judicial Branch that ensure that the Rule of Law is upheld?

What is their role as court managers in ensuring that the purposes of courts are met?

Have participants present their responses to the full group. (30 mins. total)

Good place for a unit break.

In small (three groups) groups and using copies of the Constitution of Jordan, have each group:

1. Go through the Constitution and identify the rights of individuals that are guaranteed.
2. Where in the Constitution is the role of courts expressed?
3. How is the governmental powers of Jordan organized? What prevents one branch of government from overpowering another?
   (2 hours and then a 15 mins. break)

Presentations: each group presents one question and their responses (45 mins.)

Exercise: Individually have participants answer the following questions:

1. What are they doing to ensure access to the courts?
2. How might they improve?
3. Are limitations to access to the courts appropriate? If so, how? (Note to trainers – concept is closure, finality of judgment, cases can't pend forever – can't re-litigate.

Post-Test: Give the same test (pre) to ensure that participants have knowledge and accuracy of the Jordanian Constitution.

Materials and Aids (what is needed to teach this unit)

LCD projection, screen, computer (instructor may bring own laptop), chart paper, tape, variety of colored markers.

Copies of the Jodanian Constitution
References (materials used to develop this unit) Jordanian Constitution
Student Assignments/Reading: Jordanian Constitution
Instructor Comments/Evaluation (e.g. what might be needed or is missing that would strengthen the program; was the time allocation correct for the content being taught) This can be completed at the end of the session and serve to modify the program, if necessary.

_______________________ _______________

Instructor Date

Session Two: Unit Lesson Plans

UNIT LESSON PLAN 2.1

Instructor	Lesson Plan Development Date **June 25, 2009**
Course Title **Establishing Credibility and Building Relationships**	Unit Number **1 of 2**
Unit Title **Personal Attributes**	Overall Session Learning Goal **Trustworthiness**
Total Time Allotment (including breaks) **4 hours**	# Of Breaks **1 – 15 minutes**

Unit Description (outcome participants should be able to demonstrate upon completion of entire unit)

This unit will teach court administrative managers and Chiefs of Diwan about the key attributes in establishing and building solid work relationships.

Participant Outcomes: At the end of this unit, participants will be able to

1. Describe the personal attributes required to build credibility and trustworthiness.
2. Examine their individual attributes and how they help or hinder building credibility and trustworthiness.
3. Demonstrate skill in establishing integrity, fairness and transparency in the courts.
4. Solve scenarios that require the application of independent judgment.

Rationale (brief justification – why participants need to learn this topic)

Without credibility and the ability to establish and maintain relationships, court administrative and management staff will not have the foundation and tools for success.

Lesson Content (what is to be taught)

Personal attributes and characteristics that generate trust among others. The application of good judgment in decision-making.

Instructional Procedures

f. Focusing event (gets the participants' attention)
g. Teaching procedures (methods used)

h. Formative check (progress checks throughout unit)
i. Participation (how do participants' participate)
j. Closure (how the unit ends)

Introduction, welcome, and unit overview (10 minutes)

Think, Pair and Share Exercise: Working individually, ask participants to answer the following question – ***What is credibility and why is it important to the judicial branch?*** *(10 minutes)*

Then ask participants to pair with another individual and share their responses with the other person (10 minutes).

Pairs will then be asked to share their responses with the full group. Facilitator will generate the list of responses and add to the responses, if necessary. There should also be an introduction and brief discussion about what it means to "walk the talk." (15 minutes).

Mini-lecture: Instructor will talk about the importance of the rule of law and how the actions of the individuals who work in the judicial branch impacts the confidence or lack of confidence that Jordanian citizens have in the court and its decisions (10 minutes).

Exercise: Working in pairs or triads, have participants list the five most critical trust relationships that have to be established and maintained to be an effective court administrative managers/court manager. Tell groups to be prepared to share their list with the full group
(15 minutes).

Instructor asks each pair or triad to present their list and builds a full list (10 minutes).

After the full list is created, instructor has the pairs or triads work together and take each critical relationship and answer the following questions:
1. Why is this relationship important to the success of the judicial branch, and;
2. What strategies could be employed to establish and maintain these important relationships? (45 minutes)

15 Minute Break

Exercise:
Individually, ask participants to think of a person in their life that they trust fully. Ask them to then write down what it is (a behavior) that he or she does that causes him or her to trust that person (5 minutes).

Instructor will then generate a full list and facilitate a discussion about why it can be challenging to generate and sustain that level of trust in a business/work environment (15 minutes).

Scenario: Present this scenario to participants and have them work in pairs to discuss. Tell them to be prepared to present the solution to the full group.

An attorney comes to your office and asks you to date stamp a document for two days earlier. The attorney nicely explains to you that the document had been on his desk but it was accidently moved and he didn't learn about it until this morning.

Questions to ponder:

1. How do respond?
2. Is the request legal and/or ethical?
3. How does the request support the court's commitment to transparency in government?
4. Do you take this request to the Chief Judge? Why or Why not?

Pairs are asked to present their responses to the full group (45 minutes).

Closing Exercise:

In small groups (4-5 per group) have each group complete the following assignment:

Instructions:
Every judicial system has its own set of traditions, traits and important activities. These are important for people to respect and understand, especially in a rule of law system. In your small groups, you are to make a time capsule representing important current traditions, procedures, traits and relationships in the Jordanian Judicial Branch. Make a list of at least five items that you would place in the time capsule and give to future court administrative managers/managers. Before closing your time capsule, be prepared to present your list and the reasons for why you selected what you did (35 minutes).

Closing: Instructor will ask participants for their important learning from today and will provide an overview of the second unit of this session (10 minutes).

Evaluation Procedures (how are outcomes/objectives measured to determine if the material has been learned)

Level of participation in discussion
Creation of lists/characteristics
Scenarios

Materials and Aids (what is needed to teach this unit)

LCD projection, screen, computer (instructor may bring own laptop), chart paper, tape,

variety of colored markers. Index cards and pens for each participant. Some type of time capsule (you may also use index cards) for each group to use in the closing exercise.
References (materials used to develop this unit) Strengths Based Leadership by Tom Rath and Barry Conchie The Leader's Voice, second edition, by Crossland & Clarke
Student Assignments/Reading: Take the online StrengthsFinder Inventory prior to this session. The unit presenter can use any instrument that he/she finds might be easier to access for student use.
Instructor Comments/Evaluation (e.g. what might be needed or is missing that would strengthen the program; was the time allocation correct for the content being taught) This can be completed at the end of the session and serve to modify the program, if necessary.

______________________ ______________

Instructor Date

UNIT LESSON PLAN 2.2

Instructor	Lesson Plan Development Date **August 16, 2009**
Course Title **Establishing Credibility and Building Relationships**	Unit Number **2 of 2**
Unit Title **Building Relationships**	Overall Session Learning Goal **Trustworthiness**
Total Time Allotment (including breaks) **4 hours**	# Of Breaks **1 – 15 minutes**

Unit Description (outcome participants should be able to demonstrate upon completion of entire unit)

This unit will teach court administrative managers and Chiefs of Diwan about the actions needed in establishing and building solid work relationships.

Participant Outcomes: At the end of this unit, participants will be able to

5. Describe the elements needed for successful administrator – chief judge relationship.
6. Design strategies for building partnership and effective working relationship with the chief judge.
7. Describe the elements needed for successful administrator – court staff relationships.
8. Design strategies for building effective working relationship with the court staff.
9. Describe the elements needed for successful administrator – court judges' relationships.
10. Design strategies for building effective working relationship with the court judges.
11. Describe the elements needed for successful relationship with the public.
12. Design strategies for building effective working relationship with the public.

Rationale (brief justification – why participants need to learn this topic)

Without credibility and the ability to establish and maintain relationships, court administrative and management staff will not have the foundation and tools for success.

Lesson Content (what is to be taught)

How to build and strengthen relationships up and down the organization and with strategic partners and the public.

Instructional Procedures

k. Focusing event (gets the participants' attention)
l. Teaching procedures (methods used)
m. Formative check (progress checks throughout unit)
n. Participation (how do participants' participate)
o. Closure (how the unit ends)

Introduction, welcome, and unit overview (10 minutes)

Perspectives on work relationships: Break the full group into groups or 6 or 8 (can count off using the alphabet or numbers). You want each group to explore one of the following four relationships (if there is a large group, it is OK to have more than one group evaluate a relationship):

1. Reflect on your experience with a good leader/boss. What are the characteristics and behaviors that you found that made their relationship with you successful?
2. Reflect on your experience with good direct reports (staff). What are the characteristics and behaviors that you found that made their relationship with you successful?
3. Reflect on your experience with an ineffective leader/boss. What are the characteristics and behaviors that you found that made their relationship with you successful?
4. Reflect on your experience with ineffective direct reports (staff). What are the characteristics and behaviors that you found that made their relationship with you successful?

Give groups 30 minutes to discuss their question and prepare their responses and put on flip chart paper for presentation to the full group. Remind groups that they will be presenting their responses and they should select someone in their group to record responses and present (30 mins.)

Group presentations (depending on the size, 30-45 mins.)
Group Exercise: In the full group, generate lists of what is important and essential to you as leader in the judicial branch in each of these relationships (25 mins.) Instructor records lists.

1. Chief Judge
2. Direct reports
3. Justice partners
4. Ministry of Justice
5. Public

BREAK – before they leave for break tell them that when they return from their break we will be discussing why these identified characteristics are important to the effective operation of the judicial branch.

After break, instructor facilitates full group in discussion on why what is important and essential was generated in their lists (10 mins.)

Lecture using PowerPoint slides (20 mins.)

Ask for reaction to the materials just presented – what opportunities and challenges do they see? (10 mins.)

Scenarios: Each group is given a scenario and told to individually read the scenario. In their group, discuss the challenges of the scenario, options for the way to handle the scenario. Choose one option and be prepared to present why you chose the option and what you hoped to have as an outcome (30 mins.)

Closing Exercise: Give participants a template and ask them to write out their goal for each of the three categories listed. They will not be asked to share their goals. (10 mins.)

Instructor asks participants to mark their calendars for three months from the day this session is taught and to go back to their goal statements and reflect on how they are doing in achieving them (5 mins.)

Evaluation Procedures (how are outcomes/objectives measured to determine if the material has been learned)

Level of participation in discussion
Creation of lists/characteristics
Scenarios

Materials and Aids (what is needed to teach this unit)

LCD projection, screen, computer (instructor may bring own laptop), chart paper, tape, variety of colored markers.

Prepared scenarios

References (materials used to develop this unit) Article by R. Dale Lefever: Judge-Court Manager Relationships: The Integration of Two Culture.
Student Assignments/Reading: None
Instructor Comments/Evaluation (e.g. what might be needed or is missing that would strengthen the program; was the time allocation correct for the content being taught) This can be completed at the end of the session and serve to modify the program, if necessary.

______________________ ______________

Instructor Date

Session Three: Unit Lesson Plans

UNIT LESSON PLAN 3.1

Instructor	Lesson Plan Development Date **October 26, 2009**
Course Title **Fundamentals of Case Processing**	Unit Number **1 of 5**
Unit Title **Fundamentals of Caseflow Management**	Overall Session Learning Goal **Core Business of the Courts**
Total Time Allotment (including breaks) **8 hours**	# Of Breaks **2 – 15 minutes** **Lunch**

Unit Description (outcome participants should be able to demonstrate upon completion of entire unit)

This unit will teach court administrative managers and Chiefs of Diwan about the general principles for timely resolution of cases and the impediments to timely resolution.

Participant Outcomes: At the end of this unit, participants will be able to

15. Describe the effects of delayed justice.
16. Link case delay to the purpose of courts.
17. Tell how continuances contribute to delay.
18. List the human and economic cost of continuances.
19. Explain how delay affects witness memory.
20. Explain how delay affects evidence.
21. Explain how due process supports the rule of law.
22. Define necessary elements of support for effective CFM.
23. Know how to manage individual cases within the CFM system.
24. Explain case assignments systems.
25. Describe the effect of local legal culture on caseflow management.

Rationale (brief justification – why participants need to learn this topic)

Management of court cases is the business of the courts.

Lesson Content (what is to be taught)

Understanding the role and importance of courts in Jordanian Government and the implications of delay on justice.

Instructional Procedures

p. Focusing event (gets the participants' attention)
q. Teaching procedures (methods used)
r. Formative check (progress checks throughout unit)
s. Participation (how do participants' participate)
t. Closure (how the unit ends)

Trainers: The following lesson will describe what the research has found to be the characteristics of high functioning courts with good caseflow management systems. By the nature of this project, we are introducing, for the first time, these elements in the context of the Jordanian Judicial System. Thus, they are aspirational in nature and should be presented as a desired future and a long-term goal for building a competent caseflow management system (CFM) in Jordan. This is important information to share with the participants, as many of the elements being presented are not yet an option for Jordanian Courts.

Introduction and overview **(10 mins.)**

Review the purposes of courts from lesson unit 1 with the participants.
Explore the impact of courts on Jordanian government and society.

Question: What is the impact of delay on the purposes of courts?

Note to Trainer: Use the following exercise to demonstrate the impact of delay.

Exercise: (5 minutes)
Ask the participants to individually recall an item that they saw or experienced within the past 24 hours, for example what they ate for dinner the night before. Then ask them to recall the same item one- week prior. Then ask them to recall a significant event such as a birthday and ask them what they received for their last birthday. Again take them back in time and ask them to recall what they received for their birthday two years ago. Ask the participants to indicate by a show of hands how many were able to answer each question and engage them in a short discussion about the difficulty of recollecting past events over time.

Note to Trainer: Ask the participants if they have siblings? Do they recall discussing an event in their past (such as a vacation) with their siblings and recollecting the event in radically different ways? Why does that occur?

Ask them for their explanation for this inability to recall things from memory and the inconsistency of recall of mutually experienced events (10 mins).

Mini-Presentation: (30 minutes) Using the PowerPoint slides on the Brain and Memory based on the work of Patricia Wolfe, PhD. Discuss the model she uses to conceptualize the workings of memory.

Sensory Memory Notes

This is a model that Dr. Wolfe uses to explain the workings of memory. It is a conceptual model. There are three types of memory. The first is sensory memory and it is brought to the brain through the five senses. For example, ask participants to sit and try to feel their clothes on their body. Can they feel the type of fabric, the weight, etc…? Then ask them to listen to the sounds in the room – background noises, people talking in the hall, cell phone ringing, etc…Is there any smell in the room? Can you detect any smell or any odors? What you are doing here is showing participants how the brain is constantly being bombarded with information. Hence, there is truth to the saying "I'm on overload." Point: your conscious mind cannot process all that information consciously so the brain has committed that sensory information to memory as "normal" sensory input. And your brain continuously compares the incoming stimuli to memories of normal sensory perceptions. The conscious mind does not have to react unless it receives a sound, sight, smell, etc…that is outside of the memory of "normal."

Working Memory Notes

Working memory is the short-term memory one uses to hold information for immediate use or to determine if it is worthy of storage in long-term memory. Give participants the example of someone giving you a phone #. You repeat the number several times or visualize it on a keypad as a way of locking it into your short-term memory. Fact, our short-term memory has trouble remembering more than seven numbers at a time. For something to stay in your working memory you have to rehearse (do something with it). Court example: you are looking for a case file. You need to remember the case number and while you are walking, you are rehearsing the case number. As soon as you get the case file, you have no need for the case number anymore so the case number does not go to your long-term memory. In essence, it is "pruned."

Long-term Memory

It is information that is stored with the intention of future recall or that fits into an organizational structure that already exists in your long-term memory. For example, you are working in the court and you know the procedures for filing and manually recording the statistical data. A new law is passed that adds a step to that processing model. Through your senses, you read about the new law. Your brain puts this new information into the working memory and it is here that it determines if this new information needs to go to long-term memory for future access. The way it is placed in long-term memory is by storing the information inside the organizational construct you already have in long-term memory about the process. That process of elaborating and organizing inside the existing memory is what allows the new information to be stored in long-term memory and is then able to be recalled at a later date.

Optional: Trainer could ask the group the same question – *What is the impact of delay on the purposes of courts?* Trainer will be checking for learning and determining if the participants provide a clearer answer.

Note to trainer: there are many reliable websites that can help provide sound information on the brain and memory. Dr. Wolfe's website is www.patwolfe.com

Break into triads – Discussion Question

What are the human and economic consequences of delay?

Note to Trainer: Ensure that the group covers the following consequences at a minimum:

- Individual lives go on hold and sense of uncertainty and vulnerability
- Economic loss is compounded
- "Shady" dealings are encouraged, damaging the economy for both the individual and the Kingdom

Trainer posts triad responses on flipchart and facilitates discussion (30 mins).

Note to trainer: The conclusion is inescapable, since virtually all evidence is based on memory, the passage of time between the event and the adjudication of a dispute related to the event leads to degraded memories and thus defeats the purposes of courts.

Causes of Delay

This next section is about local legal culture. **Mini-lecture using four PP slides on the history of delay**. Prior to the 1960's everything being looked at in courts (efforts to improve caseflow and reduce delay) focused on the structure or the procedures. Such as, increasing the number of judges, creating specialty courts for a particular case type, adding court staff such as law clerks, research staff, etc. A procedural example includes such efforts as requiring settlement conferences.

With the formation of the Federal Judicial Center and the National Center for State Courts new efforts of research were undertaken to empirically determine those factors that correlate with delay in the courts. Steven Flanders of the Federal Judicial Center and Thomas Church of the National Center did the two most significant seminal studies for American courts. What their research found is that none of the methods that were implemented to reduce delay correlated with a reduction in delay. What their research determined is that it is expectations and practices of the judges, attorneys and staff (local legal culture) that explains the existence of delay more than any other factor.

Key points to emphasize:

1. Early efforts to reduce delay were structural and procedural. That means, it was either adding resources or changing process such as, the rules of court.
2. Research in the US on case delay started in 1978 and examined the pace of litigation in 21 metropolitan courts. They were testing the validity of the commonly held reasons for delay, such as,
    - Cases per judge
    - Staff per judge
    - Research attorneys, or not
    - Number of criminal defense attorneys per judge
3. They found that none of the generally accepted predictors of delay correlated with delay. *Therefore, what emerged was the local legal culture was the best predictor of delay in the courts.*

Facilitate discussion with the full group:

1. What do you think the current expectations are around case processing in the Jordanian Courts?
2. What are the things that court administrative managers can do to help ensure that cases have minimal delay?
   (90 mins. total for session on delay)

Facilitator Note: If managers say they can do nothing to minimize delay, the following are activities which they can have some management of in the course of caseflow management:

1. Make certain case file is in the courtroom on time for the hearing.
2. Make sure notices are sent timely.
3. Make sure case related data is manually or computer entered correctly and timely.
4. Educate court staff about how their individual jobs support the delivery of justice.

<u>Caseflow Management Systems</u>

PP Slides: Show slides on CFM Systems. These slides and discussion should take an hour (60 mins.).

Presentation notes: We are going to look at caseflow management from three perspectives (the three legged stool). The first one will be a discussion of the systems that need to be in place for courts to successfully defeat delay and manage their cases. That is the big picture view of the court and how the parts of the court work together to process cases efficiently. In the big system, the court administrative manager has responsibility for coordinating the work of many of the departments within the court. As such the court administrative manager has managerial responsibility to ensure efficient and accurate business operations of the court.

The second leg is case management and focuses on the principles under which individual cases should be shepherded from filing to disposition. This is a primary role of the judge who relies on the business operations to ensure that cases are ready to be heard when scheduled.

The final leg is assignment systems and calendar structure. Court Administrative Managers should assist the Chief Judge in evaluating whether the workload of the court is being provided effectively, if the service level to the public is high, and exploring opportunities for improvements that makes the court function better.

This first section focuses on what the researchers have found to be present in the courts with effective caseflow management. The key points are:

Court Administrative Management & Commitment
Goals
Caseflow Management Procedures
Information & Consultation
Staff Involvement
Education & Training
Mechanisms for Accountability

Note to trainer: Just introduce these seven elements, as subsequent slides will describe each in more detail.

<u>Management & Commitment</u>: Before you show them what effective court managers do ask the group the question "what do effective court administrative managers do?" That is, what are the characteristics, in their experience, that are most descriptive of great managers. Post on flip chart. In looking at manager/leaders over a number of years, here are the three sub-categories that reflect what most good managers do in their managing and leading role.

<u>Goals</u>: In an ideal world, and because the courts are service organizations, and because the quality of justice diminishes over time, successful courts have adopted some method of goal setting to act as a target for their performance. For example, would you like to go to a laundry service and put your laundry in the machine and not know how long it will take to wash your clothing? Data entry standards are about quality – making sure information is correctly entered and that it is entered timely. Data quality is the validation

of the data (written or computer generated). The judges and the lawyers in processing the cases rely upon all this data entry. Bad data entry affects the quality of justice. For example, ask them if 99% accuracy is good enough. If 99% were not good enough, hundreds of thousands of pieces of mail would not go to the right persons every day. There are industries where 99% accuracy is not good enough (airlines for example) and courts should be one of them because justice is that important.

Caseflow Management Procedures: The court has to have procedures for the way cases move through the system. Procedures should encourage lawyers to prepare, meet the needs of varying case types (felony murder case as opposed to a misdemeanor assault), consistence with goals of which we talked about earlier, and performance and measures against the goals.

Information & Consultation: on the information side, there are 3 basic kinds of information you need to have (foundational). First is volumetric (how many cases in and how many cases out). The second one is the cycle time – how long did it take to dispose of the cases? The third one is inventory – how many unfilled orders for service does the court have pending?

On consultation: the court is an interdependent system and because of that, the strategic partners (essential justice agencies) have to work together collaboratively. When the court embarks on efforts to reduce delay, it must include it strategic partners.

Staff Involvement: Communicating the expectation and the commitment and they know how their job has meaning in the process.

Education & Training: Self-explanatory using the slides. The trainer should review the strategic vision for the courts that is posted on the Ministry of Justice website.

Mechanisms for Accountability: How do courts know whether or not they are doing a good job? Justice is subjective and unlike private businesses, the bottom line (profit) doesn't define whether the court is performing well. One of the ways that courts can evaluate their effectiveness is by looking at the performance of their systems. For example, a successful court might establish that it is reasonable to dispose of misdemeanor cases in two months. That sets a target. How close are we to achieving this target. Another example is to look at the number and reasons for continuances. That allows you to do a diagnostic for why a system is not performing as it should be. Many courts hold regular stakeholder meetings to determine the causes of system failures. Successful courts hold staff members accountable for accurately performing their duties. And many courts do public reporting of court progress towards goals – particularly to funding authorities to show that public money is being used wisely.

Effective Case Management

PP slides and lecture: Tell participants that we are shifting from the macro (systems) view to the micro view. In the first section we talked about the systems that needed to be in place. Now we are talking about judges handling individual cases. Here is where we talk about individual case management. What are the principles that drive effective case management:

1. Early control
2. Continuous case control
3. Meaningful and realistic pre-trial event schedule
4. Credible hearing and trial dates

As in the systems section, just introduce these four principles. We will be discussing each one individually.

Early Control: That means that when the initial document is filed, either by rule or court order, a schedule of the next event dates is created so the case doesn't enter the system and languish. Most of the successful courts have an early case management conference to discuss and come to mutual agreement about what it will take to resolve the case. Such as, is this case appropriate for mediation? Is a negotiated settlement feasible? What are the points of agreement and the points in controversy? How long will it take to prepare for the trial, etc…? It also means that the court should exercise its influence with other justice partners to ensure that the other justice partners are acting promptly in bringing cases before the court. An example of this is the issuance of citations.

Continuous Control: At every stage of the proceedings, the court actively sets expectations about the pace of the case. The court tells the lawyers what is expected of them. Every case should have a future event date.

Meaningful and Realistic Event Dates: To ensure meaningful and realistic event dates, the events necessary for case disposition should be scheduled using the following principles:

1. Short-set events – meaning, that the next event should be set as close to the present day as is practical in light of the case complexity.
2. Reasonable opportunity to prepare: There should be enough time to adequately prepare for the next event – want to keep the case moving forward and there is reasonable accommodation of lawyers.

Credible Hearing & Trial Dates: Intentional setting of all court events in light of your CFM standards. There is no official standard in Jordan Courts, but there is a de facto standard as lawyers can tell you how long, in their experience, it takes to get a certain case type through the court. There is an expectation that what is scheduled to be looked at and reviewed happens in the scheduled hearing. The parties understand what "good cause" is when the request for continuance is made. In well-managed courts, it is clearly understand that continuances will only be granted for "good cause." Court commits to setting cases in a schedule that ensures that the event will be heard, when scheduled (no double and triple setting of cases).

Monitor Granted Continuances: The reasons you monitor the granted continuances is:

1. Identifies designs or operational failures to the CFM system. For example: a case is continued because an in-custody defendant was not brought to court for his hearing. If this happens frequently, you have data that shows a problem with communication between the court and another justice partner.
2. Identifies training needs: self-explanatory – you are able to find where people in the court need training or more training.
3. Supports continuous improvement process – way to make sure your systems are functioning effectively from a design and operational standpoint.
   (45 mins. total)

An Introduction to Case Assignment Systems:

The first slide is self-explanatory offering two ways to look at handling the workload of courts. The two ways are direct (individual) or master calendars and each has their strengths and weaknesses. We will be talking about both.

Direct calendar is the oldest method since it grew out of one-judge courts. There are many one-judge courts in Jordan and so direct calendaring is, by default, the way to calendar cases. Some courts in other countries with multiple judges in individual court locations use a master calendar system.

Direct (individual) randomly assigned cases prevents "job shopping." The judge assigned the case takes the case and follows it through to disposition hearing every scheduled event. It would look something like this – put up slide showing a diagram illustrating direct case assignment.

The strength of the direct assignment system are:

1. Judicial accountability – every judge presumably gets an equal share of the workload.
2. Because the judge stays with the case, he/she knows the case.
3. Litigants know what to expect from that judge, just as judges and court staff know lawyers have certain traits as well as judges traits are known to lawyers – better able to predict the outcomes.
4. Because one judge is handling the case, all rulings in the case are consistent.
5. From the parties' point of view, they see the same judge.
6. Judicial morale tends to be high because judges are controlling their own cases and schedule.

On the other hand, the potential deficiencies are:

1. Because assignment is random, the court can't effectively take advantage of the legal skills and experiences of the judges.
2. Judges have different skills managing cases, the random assignment system may

mean that some people wait months for a case to be decided while others wait weeks.

3. Illnesses, vacations and long trials can put cases in limbo for a long time.
4. Lawyers might have to learn multiple standards of practice – one judge handles something one way and another judge handles the same issue differently.
5. Judges can have a heightened sense of isolation and organizational dysfunction as judges begin to operate as independent silos rather than a collective court.

Master calendar is a system where one judge of the many judges in the court handles all case scheduling for all cases. If a hearing is going to be contested, the master calendar judge assigns it to an "open" judge. Once heard, the case is returned to the master calendar judge until the next contested hearing. Show the slide that illustrates the master calendar system.

The strengths of a master calendar system:

1. Flexibility – can maximize the use of judicial time and work around illness and vacation schedules of judges.
2. Assignment of contested hearings can be made to judges based on strengths of experiences of judges.
3. All cases are treated equally because one judge handles all calendaring; there is one standard of practice and therefore, consistent policies around CFM.

The potential deficiencies are:

1. No judicial ownership so the willingness of the individual judge to work to resolve the case may not be as prevalent.
2. The whole system rests on the calendaring skills of one judge.
3. People may see several judges during the life of their case that raises the problems of inconsistent rulings and judges being less knowledgeable about the case.
4. It creates an unequal workload distribution among judges and the sense of assembly line justice can produce low judicial morale.

Note to trainer: Jordanian courts are mostly a hybrid of both direct and master. This is not unlike most other courts.

Which one is the best? ***It all depends!*** It is a question of court culture and tradition; the question of system partner willingness to align logistical support; skills of the judges, and; impact on the organization. (30-45 mins.)

Closing activity: Ask participants to envision the courts three years from now. They have a good program in place for improvement of case processing and high public satisfaction with the Jordanian Courts. What role did they as administrative managers play in the overall improvement of the court?

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Evaluation Procedures (how are outcomes/objectives measured to determine if the material has been learned) Discussion and observation Examples Questions and answers Recall
Materials and Aids (what is needed to teach this unit) LCD projection, screen, computer (instructor may bring own laptop), chart paper, tape, variety of colored markers.
References (materials used to develop this unit) Book: Brain Matters by Patricia Wolfe, Ph.D
Student Assignments/Reading:
Instructor Comments/Evaluation (e.g. what might be needed or is missing that would strengthen the program; was the time allocation correct for the content being taught) This can be completed at the end of the session and serve to modify the program, if necessary.

__________________ _______________Instructor
Date

UNIT LESSON PLAN 3.2

Instructor	Lesson Plan Development Date **October 28, 2009**
Course Title **Fundamentals of Case Processing**	Unit Number **2 of 5**
Unit Title **Civil Case Processing**	Overall Session Learning Goal **Core Business of the Courts**
Total Time Allotment (including breaks) **16 hours (4 four hour sessions)**	# Of Breaks **4 – 15 minutes**

Unit Description (outcome participants should be able to demonstrate upon completion of entire unit)

This unit will teach court administrative managers and Chiefs of Diwan about the general principles for timely resolution of cases and the impediments to timely resolution.

Participant Outcomes: At the end of this unit, participants will be able to

26. Chart the flow of cases for First Instance Civil.
27. Chart the flow of cases for Conciliation Civil.
28. Explain the purposes of the Case Management Unit and how it relates to civil case processing
29. Explain the purposes of the Mediation Department and how it relates to the civil case processing.
30. Describe the flow of cases in the Case Management Unit.
31. Describe the flow of cases for Mediation Department.
32. Describe the role of the Civil Execution Department.
33. Chart the flow of cases in the Civil Execution Department.
34. Identify system redundancies.
35. Brainstorm a list of ways to streamline or improve processes.

Rationale (brief justification – why participants need to learn this topic)

Management of court cases is the business of the courts.

Lesson Content (what is to be taught)

Understanding the basic flow of civil cases in the courts and the implications of delay on justice.

Instructional Procedures

u. Focusing event (gets the participants' attention)
v. Teaching procedures (methods used)
w. Formative check (progress checks throughout unit)
x. Participation (how do participants' participate)
y. Closure (how the unit ends)

Trainers: This is the first of four sessions that will take all participants through an examination of the case processing of the various major case types and case support systems of the court. In this section, Civil case types to be examined and the Case Management Unit, the Mediation Department and Civil Execution Departments. The goal is to ensure that the participants understand why these departments exist and how the various component parts of the court work together to provide access to justice. It will be a highly interactive session where the experience of the participants will be called upon to help to develop the flowcharts and provide all participants a common understanding of the related court processes.

This process of flowcharting the flow of a case through the civil courts is intended to demonstrate:

1. **the concepts of jurisdiction and venue**
2. **the out of court (administrative processes) and**
3. **the in-court (judicial processes)**

that move a case from filing through disposition and execution. Appeals will be covered in a section 5.

Describe two hypothetical cases that are essentially identical except that one is a Conciliation Court case and the other is a First Instance Court case.

Ask the question:
How can these two cases get into the court system?

Take the students through a discussion of the concepts of jurisdiction and venue. Also ensure that the necessity of representation is covered.

After this discussion, begin the flowcharting of the case flow. (15 mins)

Note: Using the white board in the training room and a <u>different color post-it note for each division of the court</u> <u>administrative support units</u> (for example yellow for the registrar's office, blue for the case management unit, pink for mediation, etc.), flow out the process from beginning to end.

Use the rectangular notes to indicate locations where the activities occur and on the notes indicate what happens at that location. Draw a line between the

location to any decision that must be made by the administrative division and represent that decision by a drawn diamond. Use the attached example as an example to illustrate the process.

Flow out the case from initial filing to disposition and execution. Upon completion, take multiple photographs of the diagram (large enough to read what is on the post-it notes) and retain so that they may be turned into hard copy references for later use by the students.

After completing the flowchart, ask the class to revisit the process, this time from the perspective of either the plaintiff or defendant. Ask them to add the party's home to the list of locations and then using a white board marker of a unique color to "walk" the track that a litigant must take to get their case through the courts. Focus on the number of trips to the courthouse, the number of locations within the courthouse that one must visit during those trips, and the number and frequency of hearings.

This section of the process attempts to give the students a "court user view" of the processes that the CAMs are to administer.

Final Exercise:
Having each student work alone for 10 minutes. Ask them to review what they have learned today and the processes that they have flowcharted. Ask them to generate a list of areas that they see as potential areas for improvement in the court process, or areas of redundancy that they see in their own court location. Ask them to share some of their observations
And encourage them to include them in next years executive plan for their court.

Note to Trainer: This unit is estimated to take 16 hours. Since it has not yet been taught, you will need to make modifications to the time estimates based on your teaching experience. Please note in the instructor comments section.

Evaluation Procedures (how are outcomes/objectives measured to determine if the material has been learned)

Charts
Accuracy of descriptions
Demonstration of knowledge of relationships among departments

Materials and Aids (what is needed to teach this unit)

LCD projection, screen, computer (instructor may bring own laptop), chart paper, tape, variety of colored markers, variety of colored post it notes, and a digital camera.

References (materials used to develop this unit)

Student Assignments/Reading:
Instructor Comments/Evaluation (e.g. what might be needed or is missing that would strengthen the program; was the time allocation correct for the content being taught) This can be completed at the end of the session and serve to modify the program, if necessary.

Instructor ______________________ Date ______________

UNIT LESSON PLAN 3.3

Instructor	Lesson Plan Development Date **October 28, 2009**
Course Title **Fundamentals of Case Processing**	Unit Number **3 of 5**
Unit Title **Criminal Case Processing**	Overall Session Learning Goal **Core Business of the Courts**
Total Time Allotment (including breaks) **16 hours (4 four hour sessions)**	# Of Breaks **4 – 15 minutes**

Unit Description (outcome participants should be able to demonstrate upon completion of entire unit)

This unit will teach court administrative managers and Chiefs of Diwan about the general flow of criminal cases.

Participant Outcomes: At the end of this unit, participants will be able to

36. Chart the flow of cases in the Public Prosecution Office.
37. Chart the flow of cases for First Instance Criminal.
38. Chart the flow of cases for Conciliation Criminal.
39. Explain the relationship between the Public Prosecution and the courts.
40. Describe the Execution procedures in the Public Prosecution office.
41. Describe the relationship between the Public Prosecution and the Attorney General.
42. Describe the process and relation among the courts and the correctional facilities and the police departments.
43. Demonstrate knowledge of the rights of criminal defendants.
44. Identify system redundancies.
45. Brainstorm a list of ways to streamline or improve processes.

Rationale (brief justification – why participants need to learn this topic)

Management of court cases is the business of the courts.

Lesson Content (what is to be taught)

Knowledge of how criminal cases are prosecuted.

Instructional Procedures

z. Focusing event (gets the participants' attention)
aa. Teaching procedures (methods used)

bb. Formative check (progress checks throughout unit)
cc. Participation (how do participants' participate)
dd. Closure (how the unit ends)

Trainers: This is the second of four sessions that will take all participants through an examination of the case processing of the various major case types and case support systems of the court. In this section, Criminal case types will be examined and the Office of Public Prosecution and Criminal Execution Departments, as well and the relationship of law enforcement to the courts.. The goal is to ensure that the participants understand how the various component parts of the court work together to provide access to justice. It will be a highly interactive session where the experience of the participants will be called upon to help to develop the flowcharts and provide all participants a common understanding of the related court processes.

This process of flowcharting the flow of a case through the civil courts is intended to demonstrate:

4. **the concepts of jurisdiction and venue in the criminal context**
5. **the out of court (administrative processes) and**
6. **the in-court (judicial processes)**

that move a case from filing through disposition and execution. Appeals will be covered in a section 5.

Describe two hypothetical cases that are essentially identical except that one is a Conciliation Court case and the other is a First Instance Court case.

Ask the question:
How can these two cases get into the court system?

Take the students through a discussion of the concepts of jurisdiction and venue. Also ensure that representation of the victim and defendant and the rights of victims and defendants are covered.

After this discussion, begin the flowcharting of the case flow.

Note: Using the white board in the training room and a <u>different color post-it note for each division of the court</u> <u>administrative support units</u> (for example yellow for the registrar's office, blue for the courtroom or judges' chambers, pink for execution, etc.), flow out the process from beginning to end.

Use the rectangular notes to indicate locations where the activities occur and on the notes indicate what happens at that location. Draw a line between the

location to any decision that must be made by the administrative division (or court) and represent that decision by a drawn diamond. Use the attached example to illustrate the process.

Flow out the case from initial filing to disposition and execution. Upon completion, take multiple photographs of the diagram (large enough to read what is on the post-it notes) and retain so that they may be turned into hard copy references for later use by the students.

After completing the flowchart, ask the class to revisit the process, this time from the perspective of the victim. Ask them to add the party's home to the list of locations and then using a white board marker of a unique color to "walk" the track that a victim must take to get their case through the courts. Focus on the number of trips to the courthouse, the number of locations within the courthouse that one must visit during those trips, and the number and frequency of hearings.

This section of the process attempts to give the students a "court user view" of the processes that the CAMs are to administer.

Note to Trainer: This unit is estimated to take 16 hours. Since it has not yet been taught, you will need to make modifications to the time estimates based on your teaching experience. Please note in the instructor comments section.

Evaluation Procedures (how are outcomes/objectives measured to determine if the material has been learned)

Charts
Accuracy of descriptions
Demonstration of knowledge of relationships
Discussions

Materials and Aids (what is needed to teach this unit)

LCD projection, screen, computer (instructor may bring own laptop), chart paper, tape, variety of colored markers.

References (materials used to develop this unit)

Jordanian Constitution

Student Assignments/Reading:

Instructor Comments/Evaluation (e.g. what might be needed or is missing that would strengthen the program; was the time allocation correct for the content being taught)

This can be completed at the end of the session and serve to modify the program, if

necessary.

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Instructor Date

UNIT LESSON PLAN 3.4

Instructor	Lesson Plan Development Date **October 28, 2009**
Course Title **Fundamentals of Case Processing**	Unit Number **4 of 5**
Unit Title **Court Support Departments**	Overall Session Learning Goal **Core Business of the Courts**
Total Time Allotment (including breaks) **12 hours (3 four hour sessions)**	# Of Breaks **3 – 15 minutes**

Unit Description (outcome participants should be able to demonstrate upon completion of entire unit) This unit will teach court administrative managers and Chiefs of Diwan about the general flow of process in the Notary Public Department, Non Conviction Certificates Department, and Notification Department.
Participant Outcomes: At the end of this unit, participants will be able to 46. Chart the flow of processes in the Notary Public Department. 47. Chart the flow of processes in the Notification Department. 48. Chart the flow of processes in the Non Conviction Certificates Department. 49. Describe the relation of these departments with the courts purposes and roles. 50. Explain the impact of ineffective notifications on case delay. 51. Identify system redundancies. 52. Brainstorm a list of ways to streamline or improve processes.
Rationale (brief justification – why participants need to learn this topic) Management of court cases is the business of the courts.
Lesson Content (what is to be taught)

Knowledge of how court support departments operate.

Instructional Procedures

ee. Focusing event (gets the participants' attention)
ff. Teaching procedures (methods used)
gg. Formative check (progress checks throughout unit)
hh. Participation (how do participants' participate)
ii. Closure (how the unit ends)

Trainers: This is the third of four sessions that will take all participants through an examination of the case processing of the various major case types and case support systems of the court. In this section, the Notary Public, Non-Conviction Certification and Notification Departments will be examined. The goal is to ensure that the participants understand why these departments exist and how the various component parts of the court work together to provide access to justice. It will be a highly interactive session where the experience of the participants will be called upon to help to develop the flowcharts and provide all participants a common understanding of the related court processes.

This process of flowcharting the flow of a case through these departments is intended to demonstrate:

7. The reasons these divisions exist,
8. the out of court (administrative processes) and
9. how they relate to the in-court (judicial processes)

that move a case from filing through disposition and execution. Appeals will be covered in a section 5.

For the Notary Public Department

Begin by asking the participants what role the Notary Public Department plays in Jordanian Government and the Judicial System. Post the responses to a flip chart until they have exhausted the reasons they can come up with. As the instructor, ensure that they have covered the range of instances where the need for a notary public exists.

Then begin the flowcharting of the processes necessary to obtain the services of the notary public and what happens with the notarized documents when they leave the Notary Public Department. Use the same flowcharting techniques used in the previous two sessions. The goal is to ensure that all participants understand how the notarized documents are used and relied upon in the court processes.

Closing exercise: (30 minutes)
As a close to this section of the Course ask the participants to identify what could happen if there is a failure or fraud in the performance of the Notary Public Division. Then place them in triads and ask them to work together to identify potential methodologies that might be used to ensure that errors or system failures are identified and eliminated. Have them report out and capture the product for later distribution to the participants.

Then turn to the Non-Conviction Certification Department.

Again, start with the "why" question, asking the participants to define the purposes for which the Department exists. As with the Notary Department, list the purposes on the flipchart and ensure that they have covered all of the reasons for the existence of the Department.

Then begin the flowcharting of the processes necessary to obtain the services of the Non-Conviction Certification Department. Use the same flowcharting techniques used in the previous two sessions. The goal is to ensure that all participants understand how the Certification Documents are obtained, used and relied upon inside and outside the court processes. Pay particular attention to identifying the importance of good records management (especially data quality) on the effectiveness of this department.

Closing activity:
Ask the participants to identify the consequences of errors or fraud in this department. Ask them to take 10 minutes and consider what they might do to ensure that the non-conviction department in their court is operating effectively.

For the Notification Department

To begin this section of the course, ask the participants to take five minutes to individually reflect on their prior coursework in the civil and criminal caseflow courses and describe the impact of the notification department on the quality of justice. Then discuss their views with the group.

In that discussion, stress that the notification department is essential to an effective judicial system. Due process requires that all parties be given notice of hearings and deadlines and an opportunity to present their side of a case in all proceedings. Without effective, reliable, impartial service, justice is lost.

Using the flowcharting techniques used in previous sessions, flow out the flow of requests for notices received by the Department in each of the case types covered in sections 2 and 3 of this course.

Use the rectangular "sticky" notes to indicate locations where the activities occur and on the notes indicate what happens at that location. Draw a line between the location to any decision that must be made by the administrative division and represent that decision by a drawn diamond. Use the attached example to illustrate the process.

Upon completion, take multiple photographs of the diagram (large enough to read what is on the post-it notes) and retain so that they may be turned into hard copy references for later use by the students.

Final Exercise:
Having each student work alone for 10 minutes. Ask them to review what they have learned today and the processes that they have flowcharted. Ask them to generate a list of areas that they see as potential areas for improvement in the court process, or areas of redundancy that they see in their own court location. Ask them to share some of their observations
And encourage them to include them in next years executive plan for their court.

Note to Trainer: This unit is estimated to take 16 hours. Since it has not yet been taught, you will need to make modifications to the time estimates based on your teaching experience. Please note in the instructor comments section.

Evaluation Procedures (how are outcomes/objectives measured to determine if the material has been learned)

Charts
Accuracy of descriptions
Demonstration of knowledge of relationships
Discussion

Materials and Aids (what is needed to teach this unit)

LCD projection, screen, computer (instructor may bring own laptop), chart paper, tape, variety of colored markers.

References (materials used to develop this unit)

Prepared Case Flow documents and charts

USAID
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Copy of the Notary Public Law Copy of the Civil Procedures Code Copy of the Case Delay Factors Report
Student Assignments/Reading:
Instructor Comments/Evaluation (e.g. what might be needed or is missing that would strengthen the program; was the time allocation correct for the content being taught) This can be completed at the end of the session and serve to modify the program, if necessary.

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Instructor　　　　　　　　　　　　　　　Date

UNIT LESSON PLAN 3.5

Instructor	Lesson Plan Development Date October 28, 2009
Course Title Fundamentals of Case Processing	Unit Number 5 of 5
Unit Title Supreme Courts and Other Judicial Departments	Overall Session Learning Goal Core Business of the Courts
Total Time Allotment (including breaks) 8 hours (2 four hour sessions)	# Of Breaks 2 – 15 minutes

Unit Description (outcome participants should be able to demonstrate upon completion of entire unit) This unit will teach court administrative managers and Chiefs of Diwan about the general flow of cases in the Court of Appeals, Court of Cassation, High Court of Justice and the State Attorney Department.
Participant Outcomes: At the end of this unit, participants will be able to 53. Explain the functions of the Court of Appeal. 54. Explain the functions of the Court of Cassation. 55. Explain the function of the Court of High Justice. 56. Describe the relationship between the Court of Appeal and the Court of Cassation and the first level courts. 57. Chart the flow of cases in the Court of Appeal. 58. Chart the flow of cases in the Court of Cassation. 59. Chart the flow of cases in the Court of High Justice. 60. Describe the relationship among the courts and the State Attorney Department. 61. Identify system redundancies. 62. Brainstorm a list of ways to streamline or improve processes.
Rationale (brief justification – why participants need to learn this topic) Management of court cases is the business of the courts.
Lesson Content (what is to be taught) Knowledge of how the Supreme Courts and other Judicial Departments operate.
Instructional Procedures jj. Focusing event (gets the participants' attention)

kk. Teaching procedures (methods used)
ll. Formative check (progress checks throughout unit)
mm. Participation (how do participants' participate)
nn. Closure (how the unit ends)

Trainers: This is the last of four sessions that will take all participants through an examination of the case processing of the various major case types and case support systems of the court. In this section, Appellate case process will be examined. The goal is to ensure that the participants understand how the various component parts of the court work together to provide access to justice. It will be a highly interactive session where the experience of the participants will be called upon to help to develop the flowcharts and provide all participants a common understanding of the related court processes.

This process of flowcharting the flow of a case through the appellate courts is intended to demonstrate:

10. the concepts appellate review and finality of judgment,
11. the jurisdiction and venue for appellate courts
12. the out of court (administrative processes) and
13. the in-court (judicial processes)

that move a case from notice of appeal through decision.

Describe a hypothetical case that could travel the path of appeal from the First Instance Court through the Court of Cassation.

Ask the question:
How does a case get into the appellate court system?

Take the students through a discussion of the jurisdiction of the appellate courts and the concepts of appellate review and finality of judgment. Ensure that the students understand the appellate role of the First Instance Court and of the Court of High Justice.

After this discussion, begin the flowcharting of the case flow.

Note: Using the white board in the training room, post-it notes and a dry-erase marker, flow out the appellate process from beginning to end.

Use the rectangular notes to indicate locations where the activities occur and on the notes indicate what happens at that location. Draw a line between the location to any decision that must be made by the administrative division and represent that decision by a drawn diamond. Use the attached example as an example to illustrate the process.

Flow out the case from initial filing to disposition. Take multiple photographs of the diagram (large enough to read what is on the post-it notes) and retain so that they may be turned into hard copy references for later use by the students.

After completing the flowcharting, engage the students in a discussion regarding the importance of caseflow management in the appellate courts.

Note to Trainer: This unit is estimated to take 16 hours. Since it has not yet been taught, you will need to make modifications to the time estimates based on your teaching experience. Please note in the instructor comments section.

Evaluation Procedures (how are outcomes/objectives measured to determine if the material has been learned)

Charts
Accuracy of descriptions
Demonstration of knowledge of relationships
Discussions

Materials and Aids (what is needed to teach this unit)

LCD projection, screen, computer (instructor may bring own laptop), chart paper, tape, variety of colored markers.

References (materials used to develop this unit)

Prepared case flow documents and charts
Copy of Civil Procedures code
Copy of Criminal Procedures code
Copy of the High Court of Justice Law

Student Assignments/Reading:

Instructor Comments/Evaluation (e.g. what might be needed or is missing that would strengthen the program; was the time allocation correct for the content being taught)
This can be completed at the end of the session and serve to modify the program, if necessary.

Instructor   Date

Session Four: Unit Lesson Plans

UNIT LESSON PLAN 4.1

Instructor	Lesson Plan Development Date **August 24, 2009**
Course Title **Using Data and Information for Good Decision Making**	Unit Number **1 of 2**
Unit Title **Using Data and Information**	Overall Session Learning Goal **Comprehension of Information**
Total Time Allotment (including breaks) **16 hours (4 four hour sessions)**	# Of Breaks **4 – 15 minutes**

Unit Description (outcome participants should be able to demonstrate upon completion of entire unit) This unit will teach court administrative managers and Chiefs of Diwan about data and information that is available to them to use to better manage the courts.
Participant Outcomes: At the end of this unit, participants will be able to 1. List available reports from Mizan and other information sources. 2. Access and run available reports. 3. Interpret data from Mizan reports and other sources. 4. Evaluate accuracy of the data. 5. Describe corrective actions needed for inaccurate data.
Rationale (brief justification – why participants need to learn this topic) The courts' need to be able to generate and use good information to further the purpose, vision and goals.
Lesson Content (what is to be taught) Accessing and using reports from Mizan.
Instructional Procedures f. Focusing event (gets the participants' attention) g. Teaching procedures (methods used)

h. Formative check (progress checks throughout unit)
i. Participation (how do participants' participate)
j. Closure (how the unit ends)

Focusing Activity (15 Minutes)
To begin the session, ask the participants to individually think of the greatest Jordanian football player or team of all time. Ask them to build an argument to support that assertion. Work the group down to two players and then divide them into two groups – one in support of each player. Have each group make their presentation to the other.

Then move to an overview of the course and its two sections.
In the first section, they will review how to use Mizan to look up individual cases (identify the current status of a case) and determine what has already transpired in that particular case. *This answers the question what is happening to an individual case now.*

Then the students will be introduced to the basic elements of quantitative data utilization: collection, collation, cleaning, and analysis. *This will answer the question how have things happened with a group of cases over a given period of time in the past.*

Overview of Mizan as a data resource: (2.5 hours)

Through hands on guided training, the participants will log onto and explore the organizational structure and content of Mizan. They will identify the tables and information in Mizan that is capable of being reported on an ad hoc basis and the standard reports that are available on demand. Each standard report (other than the dashboard) will be described and the purpose of the report explained.

Exercise 1: Have each participant run the standard reports for their court but have them run each report as a group. Have them review each report as it is printed and make an initial assessment of the accuracy of the data and what the data tells them. After they report out, the trainer can elaborate on anything that the participants failed to identify that is an intended purpose of the reports.

Trainer Presentation on Quantitative Data Basics (1.5 hours)
Using court related data, the trainer will present the basic elements of the quantitative data assembly process (collection, collation, cleaning), descriptive statistics of central tendency (mean, median and mode) and variability about the average (range).

Note to trainer: Work with Mizan staff to get a report that would be relevant to the courts that is short enough to handle and long enough to do a good job of demonstrating the statistical concepts as well as the impact of poor data quality. Do the analysis with the poor data and then clean the data and do the analysis again. Explore the impact of the "unclean" data and methods for doing data cleaning.

Practice Exercise 1: 1.5 hours

Give each participant the identical data set and ask them to collate and clean the data, and then produce the basic quantitative data presented in the trainer's presentation: mean, median, mode and range.

Have the participants compare their results and discuss the affect of inaccurate data and the potential ways that their courts can help to assure good data for future analysis.

Closing (1.75 hours)
As a closing exercise for the group, put them into three groups. Tell them that their task is to build a series of charts or graphs that describes the data as completely as possible, and to point out any anomalies or irregularities in the data that the audience should be aware of. Have the three groups present and compare and contrast the work products.

During the discussions, discuss the basic concepts of charting and graphing to the participants, including the issues of the complexity of the message being sent, the use of color and the choice of graphical representation.

Evaluation Procedures (how are outcomes/objectives measured to determine if the material has been learned)

Ability to list report sources and their descriptions
Ability to demonstrate proficiency in running reports
Correct answering of specific questions about the data
Ability to spot errors in reports
Accurate development of corrective actions for errors in data

Materials and Aids (what is needed to teach this unit)

LCD projection, screen, computer (instructor may bring own laptop), chart paper, tape, variety of colored markers. Participants will need access to Mizan and Microsoft Excel.

References (materials used to develop this unit) Mizan Reports
Student Assignments/Reading:
Instructor Comments/Evaluation (e.g. what might be needed or is missing that would strengthen the program; was the time allocation correct for the content being taught) This can be completed at the end of the session and serve to modify the program, if necessary.

Instructor   Date

UNIT LESSON PLAN 4.2

Instructor	Lesson Plan Development Date **November 1, 2009**
Course Title **Using Data and Information for Good Decision Making**	Unit Number **2 of 2**
Unit Title **Using Data and Information in Decision Making**	Overall Session Learning Goal **Comprehension of Information**
Total Time Allotment (including breaks) **16 hours (4 four hour sessions)**	# Of Breaks **4 – 15 minutes**

Unit Description (outcome participants should be able to demonstrate upon completion of entire unit) This unit will teach court administrative managers and Chiefs of Diwan how to use data and information to make informed decisions about court operations.
Participant Outcomes: At the end of this unit, participants will be able to 1. Identify court operation trends. 2. Analyze impact of court trends on court operations. 3. Evaluate court operations impact. 4. Create options and solutions for consideration. 5. Begin using data and reports to establish court goals for acceptable court operation performance. 6. Explain general concept of using key performance indicators to manage.
Rationale (brief justification – why participants need to learn this topic) To be able to examine trends in caseload and workload in order to anticipate future need, modify workforce deployment and allocate other resources.
Lesson Content (what is to be taught) Accessing and using reports from Mizan. How to produce and use trending data and make projections.
Instructional Procedures a. Focusing event (gets the participants' attention)

b. Teaching procedures (methods used)
c. Formative check (progress checks throughout unit)
d. Participation (how do participants' participate)
e. Closure (how the unit ends)

Focusing event: (15 Minutes)
The instructor should reflect on the learning from the first section on data and information. Briefly cover the main concepts and stress that the first session discussed data that identified the state of the system studied at a given point in time. This session is intended to focus on the availability and utilization of trending data to predict future challenges and opportunities, establish performance goals, and manage the allocation of resources to maximize court efficiency and effectiveness.

Instruction: The Dashboard – What does it tell us. (1.5 hours)

Using the Mizan dashboard, or as much of the data that is available so far, take the participants through the dashboard components and the reasons for including the data in the dashboard. Include a discussion of the access rights of the Ministry, chief judges, judges, court administrative managers and staff.

The instruction should be focused on the use of the trending data available in Mizan and instruct on the fundamentals of forecasting using trends as a tool in managing.

Activity – What does this mean to me? (1.0 hour)

Breaking the participants into three groups, ask them to brainstorm the number of ways that this data can be useful to them as managers of the court's administrative workload. Ask them to elect one of their members to be the scribe and to be ready to report out for the group. The instructor should capture the report of each group to create a master list of possibilities. The instructor should feel free to add to the list if there are significant omissions.

Activity 2: Examine Dashboard Data for Your Court (1.0 hour)
The instructor should ask each participant to log onto Mizan and print out the dashboard data for their court. Using the data from their court, they are to identify ways that they will use the dashboard data to help manage their court.

Each participant should be able to identify at least three ways that they can use the data from the dashboard to help lead and manage the work of the court.

Report out and collate the responses for duplication and return to all of the participants.

Then ask the follow-up question:
How can this information be used to add value to the executive plan? (Note to instructor – Executive Planning will be covered in full in a later segment, we just want to tie this section on data to the EP session for continuity and integration of the coursework.)

Instruction on Operational Performance Management – Using data to manage. (1.5 hours)
The instructor should prepare a presentation that covers the following topics:

- What are key performance indicators
- How do Key Performance Indicators inform court leaders
- Managing to the metrics
- Monitoring the metrics
- Avoiding unintended consequences – be careful what you count

Activity 3: Operational Performance Management in My Court (1.5 hours)

Assemble the participants into three groups to discuss the places in court operations where they see opportunities for implementing operational performance measures – Key Performance Indicators – in the administrative operations of the various departments of the courts.

Ask the groups to share their work product with the other groups. Put the list of opportunities on flip charts as they are reported out and place them around the room. Photograph the charts for reproduction and return to the participants.

Closing Activity: (1.5 hours)
Working independently, ask the participants to focus on their individual court and the opportunities posted around the room. Select two administrative KPI's that they think will add the most value to the court operations and develop a proposed strategy to implement them in the court. Using the information provided in the session today, ask the participant to list the KPI and then do a Strengths, Weaknesses, Opportunities and Threats (SWOT evaluation). Then ask them to review their proposed strategy for implementation and redraft it in light of the SWOT evaluation.

In closing encourage continuing thought regarding the place KPI's play in the sustained operational excellence of their court.

Evaluation Procedures (how are outcomes/objectives measured to determine if the material has been learned) Ability to answer questions about court trends Ability to describe impact of trends on court operations Development of accurate and appropriate options and solutions Ability to demonstrate their knowledge of what important elements should be considered in establishing court goals Skill in describing how performance indicators can support meeting court goals
Materials and Aids (what is needed to teach this unit) LCD projection, screen, computer (instructor may bring own laptop), chart paper, tape, variety of colored markers.
References (materials used to develop this unit) Mizan Reports KPI
Student Assignments/Reading:
Instructor Comments/Evaluation (e.g. what might be needed or is missing that would strengthen the program; was the time allocation correct for the content being taught) This can be completed at the end of the session and serve to modify the program, if necessary.

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Instructor Date

Session Five: Unit Lesson Plans

UNIT LESSON PLAN 5.1

Instructor	Lesson Plan Development Date **August 19, 2009**
Course Title **Principles of Management**	Unit Number **1 of 4**
Unit Title **Managers Who Manage**	Overall Session Learning Goal **Effectiveness**
Total Time Allotment (including breaks) **12 hours (3 four hour sessions)**	# Of Breaks **3 – 15 minutes**

Unit Description (outcome participants should be able to demonstrate upon completion of entire unit) This unit will teach court administrative managers and Chiefs of Diwans about the key personal traits and characteristics of a good manager.
Participant Outcomes: At the end of this unit, participants will be able to 63. List characteristics and traits of effective managers. 64. Give examples of actions taken by effective managers. 65. Distinguish between managing and leading. 66. Discuss when and how managers should lead. 67. Examine individual decision-making style. 68. Discuss improvements in court decision-making. 69. Identify the importance of follow-through in decision-making. 70. Explain the relationship between follow-through and credibility. 71. Establish personal goals to increase effectiveness and credibility.
Rationale (brief justification – why participants need to learn this topic) Good managers are the key to leading a court that performs effectively and efficiently.
Lesson Content (what is to be taught) Defining characteristics and traits of good managers; differences between leading and managing; techniques for effective and thoughtful decision-making.
Instructional Procedures

oo. Focusing event (gets the participants' attention)
pp. Teaching procedures (methods used)
qq. Formative check (progress checks throughout unit)
rr. Participation (how do participants' participate)
ss. Closure (how the unit ends)

Introduction and overview of session (10 mins.)

Pre-Test

- ✓ Distribute copies to the group and ask that they individually assess themselves on the items shown. Do not collect the form. Ask them to keep the form with them because they will be using it again at the end of this session (15 mins.)

Discussion Questions

Working in triads (groups of three) have participants discuss and answer the following questions:

1. What are the traits/characteristics of great managers?
2. What talents do great managers have?
3. What do great managers actually do?

Each triad will present their responses to the full group (45 mins. total)

Exercise *(objective: to illustrate the traits and qualities that are imperative for success in dealing with today's workforce)*

Ask the group to individually think of five or six people that they consider real "leaders/managers" today. These names can come from business government, religion, education or any other area.

Give them a few minutes to think about and jot down their list, and ask that they also add a note as to why each of the names come to mind.

Then form groups of four people and ask them to compare and contrast their lists, and, more importantly, why these names surfaced.

Facilitator discussion questions

1. What are some of the names most of you had in common?
2. Of the names that came up most often, what were the common characteristics that caused him/her to be on your list?
3. How do you think your list might differ if we did this ten or fifteen years ago?

Facilitator tips:

- ✓ To start the discussion, you might throw out a few names that will start their

thinking.
- ✓ Also, suggest that the names can be past or present leaders such as King Hussein (45 mins. total)

BREAK

Lecture (using PowerPoint) (60 mins.)

Pass out index cards and have participants, individually write down their most important learning so far (10 mins.)

This is a good place to end the first segment.

Using the Right Decision Making Process

Working in pairs, ask participants to talk about what steps are important in making basic court administrative management decisions (15 mins.)

Ask pairs to share their list and facilitator writes list on chart paper and posts (15 mins.)

Note to facilitator: We want to be sure that they include such elements as
1) Defining the problem
2) Identification of the criteria
3) Weighing the criteria
4) Generating alternatives
5) Rating each alternative on each criterion
6) Computing the optimal decision

Reading

Distribute the article *Why Good Leaders Make Bad Decisions.* Ask participants to read the article and then, working in triads, discuss the key points they took from the article. Each triad will present their most important key points from the article (90 mins.)
BREAK

Lecture – Making Smart Decisions PP Slides (60-90 mins.)

Ethical Decision Making

Scenario: A judge asks you to promote his nephew over promoting a more qualified internal candidate.

In pairs, ask and answer these four questions and then be prepared to share with the group your final decision. (Facilitator should post these four questions on chart paper).

1. Is it legal?
2. If someone else did it to you, would you think it was fair?
3. Would you be content if it appeared on the front page of your hometown newspaper?
4. Would you like your mother to see you do it?

(20-30 mins.)

This is a good place to end the second segment.

Exercise (2 hours to 2 hours and 30 minutes)
Description: This exercise identifies problem-solving and decision making technique. It can also be a powerful way for managers and supervisors to reduce stress and feelings of isolation by beginning to make closer relationships with others who may face similar problems.

Exercise Objectives: By the end of this activity participants will:

- *Have practiced a decision-making technique and applied it to an actual work issue*
- *Be aware of the extent to which work self-disclosure can create rewarding interpersonal relationships and can help to minimize stress, feelings of isolation and problem-solving blockages*
- *Have identified the interpersonal skills necessary to ensure the success of implementing the technique at work.*

Resources needed for the activity:

- *One copy of handout for each participant*
- *One sheet of flipchart paper for each participant*
- *Marker for each pair of participants*
- *Flipchart stand and marker for trainer.*

Activity: *Notes to trainer will be highlighted in green.*

Step 1: Introduce the activity. The activity is probably best introduced as an aid to decision-making. It has been successfully used by managers to "unblock" themselves when faced with complex decisions. It is natural to become locked into the gnawing anxiety produced by the "What if…?" syndrome. We start to fear the worst and this brings not only stress but often the inability to make the decision. This activity will give participants experience of using a simple technique or analyzing the realities of the well know "What if…?" syndrome.

Step 2: Ask the group to divide up into pairs. (one triad will do if there is an odd number of participants. Pairing should be on a voluntary basis with individuals allowed to choose a partner with whom they feel comfortable.

Step 3: Distribute a copy of the handout – one to each participant together with two sheets of flipchart paper and one marker to each pair (3 sheets for a triad). Allow a few minutes for participants to read the handout.

Step 4: Explain that you will now allow each pair/triad 60- 90 minutes to explore the issues and questions raised in the exercise. Instructions for the exercise are contained in the introduction to the exercise.

Step 5: Start the exercise. Keep an eye on the pairs to ensure that judgments are being suspended in the early part of each exploration. Give a time check after 45 minutes have elapsed.

Step 6: Stop the exercise. If possible, have a short break and then reassemble for some immediate reactions to the technique.

Questions you might ask

- Was that an easy exercise to carry out?
- It was rooted in "real life"; did that make it any different from other sorts of off-the-job training activity. Why?
- Was it easy to share the problem/issue? If so, why? If not, why not?
- Is it a technique you might use again? If not, why not?
- If you would use it again, who would you discuss it with in the work situation? Or could it be done on your own? What would be the advantages and disadvantages of sharing versus doing it on your own?

Step 7: Try to determine the outcomes of the activity as far as the problems under scrutiny are concerned.

Questions you might ask:

- Is the problem really as bad, after analysis, as it seemed on the basis of initial, unconsidered fears?
- Does each person feel that s/he has identified some plan or action that might reduce the probability of the catastrophe happening or at least provide a measure of "damage control"?
- If not, what happened?
- If "yes," how does it feel to have some kind of contingency plan in mind should the worst happen?

Step 8: Now discuss the interpersonal relationships aspects of this activity.

Questions you might ask:

- Is the idea of sharing a complex work problem with someone (probably) not directly involved with it a technique you already use?
- If so, does it work? What are the beneficial effects? Are there any disadvantages?
- If you haven't tried it before, how do you feel about it now?
- Is self-disclosure painful? Does it help toward a close mutual understanding of the work of the court? Might practicing it as a conscious technique improve how you communicate or not? Why?
- How do you feel about your partner now? Could you use his/her help again in a similar situation? Would you?
- Decision-makers are often conditioned into thinking that admission of uncertainty or indecision is a sign of weakness. Is it?
- We should, perhaps, have these discussions of problem analysis with our chief judges. To what extent can we do this, in reality?
- If today's partner is not available, or is not appropriate, can you think of anyone else with whom you could develop such a relationship?
- To what extent are feelings of isolation experienced by decision-makers in courts?
- What interpersonal skills are necessary in each partner for this activity to be a successful tool? Try listing them. (They are likely to include such skills as empathy, listening, counseling, ability to be non-judgmental, sense of humor, and so on.)
- Could such a skills inventory help to identify a potential future partner?
- Does such a partner have to be a co-worker? What are the pros and cons of using friends, relatives and other non-work contacts?

Unit Closing Activity: Ask participants to think about the new tips, strategies, or skills from this unit on management they will take back and use in their court administrative management job. Have each participant present one of their tips, strategies or skills to the full group. (30-45 mins.)

Evaluation Procedures (how are outcomes/objectives measured to determine if the material has been learned)

List creation
Examples
Discussion
Goal setting

Materials and Aids (what is needed to teach this unit)

LCD projection, screen, computer (instructor may bring own laptop), chart paper, tape, variety of colored markers.

Paper, pens or pencils for each participant. Copies of Management pre/posttest Copies of the Harvard Business Review Article *Why Good Leaders Make Bad Decisions* – *Note:* this article needs to be ordered from the HBR. It can be ordered online through www.hbr.org - in search, type in R0902D. Cost is $6.50 (US) per article. Copies of PowerPoint slides. Exercise Handout
References (materials used to develop this unit) The big book of business games by John Newstrom & Edward Scannell The One Thing You Need To Know by Marcus Buckingham 50 Activities for Interpersonal Skills Training
Student Assignments/Reading:
Instructor Comments/Evaluation (e.g. what might be needed or is missing that would strengthen the program; was the time allocation correct for the content being taught) This can be completed at the end of the session and serve to modify the program, if necessary.

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Instructor Date

UNIT LESSON PLAN 5.2

Instructor	Lesson Plan Development Date **August 19, 2009**
Course Title **Principles of Management**	Unit Number **2 of 4**
Unit Title **Establishing Goals**	Overall Session Learning Goal **Effectiveness**
Total Time Allotment (including breaks) **8 hours (2 four hour sessions)**	# Of Breaks **2 – 15 minutes**

Unit Description (outcome participants should be able to demonstrate upon completion of entire unit)

This unit will teach court administrative managers and Chiefs of Diwans about the their role and responsibility for establishing and monitoring court and individual goals.

Participant Outcomes: At the end of this unit, participants will be able to

72. Define goal setting and why it is important to organizational and individual performance.
73. Tell how goal setting can provide direction and clarity.
74. Discuss the application of fairness.
75. Explain performance standards and how they are applied.
76. Write a performance standard.
77. Outline the steps for conducting an effective evaluation.

Rationale (brief justification – why participants need to learn this topic)

Without goals and direction, all roads will lead you there.

Lesson Content (what is to be taught) Setting goals; setting direction; setting strategy; improving individual and organizational performance.

Instructional Procedures

tt. Focusing event (gets the participants' attention)
uu. Teaching procedures (methods used)
vv. Formative check (progress checks throughout unit)
ww. Participation (how do participants' participate)
xx. Closure (how the unit ends)

Introduction and unit overview (10 mins.)

In pairs, ask participants to discuss what a goal is and why they are important to court operations (10 mins.).

Pairs present their responses and facilitator generates a list to post (10 mins)

PowerPoint Presentation: *Introducing S.M.A.R.T. Goals*

(Note to trainer) S.M.A.R.T. goals are Specific, Measurable, Attainable, Realistic and Timely)(15 mins.)

Exercise: Working at their tables, have participants brainstorm and create a list of all the things they would like to accomplish at their respective court or organization. (15 mins.) Next, from the list generated, ask the groups to determine which three they would like to turn into goals. For each of the three, have them write a goal statement (30 minutes). Next, have the groups test their three goal statements against the S.M.A.R.T Goal technique just introduced to see if their goals are:

- Specific
- Measurable
- Attainable
- Realistic
- Timely (45 mins).

BREAK

For this next part, pass out three Goal Statement Worksheets #1 for each participant. You will explain that with this form they are to take one of the agreed upon goal statements and write in the space “goal statement”. Then have them break out the goal into specific components (what are the steps required to reach the goal – for each related component (there could be many that are all related to each other – have them assign a letter from the alphabet starting with A. When a component (objectives related to the goal – what related steps are involved in meeting this goal) changes, assign it the next alphabet letter. Have each table work on this exercise until they complete all three of the goals

For this last part, pass out goal statement worksheets #2 (one for each participant) – Potential Problems. They are to take each of the goals and try to identify potential problems with the goal. After they generate a list, they are to rate in the three columns – **P** stands for the probability (that is, how likely is it to occur), **S** – stands for seriousness (that is, if this were to happen, how serious would it be to achieving the goal), **C** – cost (what are the resource needs), and, **AR** – stands for accept-the-risk (this column should only be checked if, after assessing probability, seriousness, and cost the decision is an acceptable risk. The rating scale is **L** = Low, **M** = Medium, **H** = High.

Close out this first half of the unit and tell participants that the next half will focus on performance and evaluation and how goal setting can assist employees in meeting individual and court goals. After assessing and determining the performance issue, it is important to align individual performance goals to the goals and direction of the court and its overall goals. (2 hours for both worksheets)

"We have a problem"

Trainer introduces this next part of the unit by asking the group to generate a list of commonly experienced performance problems. (10 mins.)

Define a human performance discrepancy as those differences between what *people* are actually doing (or not doing) and what they should be doing. Ask the group how they determine or how they know that there is a mismatch between what someone is dong or should be doing – what evidence will they need to confirm there is a problem (20 mins)?

Scenario: Hakeem is a relatively new court employee having completed his probationary period six months ago. Recently he has been coming to work late and his work product often contains many errors. His supervisor has talked to Hakeem on two occasions and Hakeem always promises to make it better. There have been no significant changes and now the supervisor has brought the problem to you and is seeking your assistance with a resolution.

At their tables, ask the group to prepare a set of questions they would ask the supervisor to more thoroughly learn about the presenting problem and what may be the real problem. (20 mins.) Have each table present their questions and make a list of the questions on flip chart. (20 mins.)

As the trainer, you know that Hakeem's father recently died and he has had to take on additional work to support his mother and siblings. He was very close with his father and in the midst of taking care of his family he is also experiencing his own grief.

After the group generates their list of questions, share what you know about Hakeem's situation and with the group, determine if the questions they asked would bring them to an accurate understanding of the real issue. (20 mins.) ***Trainer note****: it is important to emphasize that we often react to initial unverified information in setting out a performance standard and expectation for change. Good inquiry and accurate assessment are especially important to set out the appropriate intervention.*

Question for the Group – *What is the Hakeem's actual performance problem? Knowing what you know now, what is the desired performance?* (Pass out the performance improvement specification form to each table). At their tables have participants complete the form based on the scenario they just completed (30 mins.).

Have each group present their completed form along with their recommended intervention (30 mins.). BREAK Working in triads, ask the triads to talk about the following questions and be prepared to share their responses with the entire group: *What does it mean to be fair to all employees of the court? What are the principles, rules, references, and laws that guide the fairness doctrine applied at the court? Is fairness the same as equality? How do you distinguish? (45 mins.)* Triads present their responses (45 mins.) Writing a performance standard: Trainer goes over the principles of writing a performance standard – Is it measurable? Is it action oriented? Have the triads write one performance standard to address the gaps in Hakeem's performance. Triads present their performance standard. Unit closing: Ask the group to tell you why alignment of court goals to individual goals is vital to successful court and individual performance?
Evaluation Procedures (how are outcomes/objectives measured to determine if the material has been learned) Knowledge acquisition Discussions Ability to write a performance standard
Materials and Aids (what is needed to teach this unit) LCD projection, screen, computer (instructor may bring own laptop), chart paper, tape, variety of colored markers.
References (materials used to develop this unit) Analyzing Performance Problems by Robert F. Mager and Peter Pipe Performance Improvement Specification Form PowerPoint slides on SMART goals
Student Assignments/Reading:
Instructor Comments/Evaluation (e.g. what might be needed or is missing that would strengthen the

program; was the time allocation correct for the content being taught) This can be completed at the end of the session and serve to modify the program, if necessary.

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Instructor Date

UNIT LESSON PLAN 5.3

Instructor	Lesson Plan Development Date **August 19, 2009**
Course Title **Principles of Management**	Unit Number **3 of 4**
Unit Title **Managing Others**	Overall Session Learning Goal **Effectiveness**
Total Time Allotment (including breaks) **8 hours (2 four hour sessions)**	# Of Breaks **2 – 15 minutes**

Unit Description (outcome participants should be able to demonstrate upon completion of entire unit) This unit will teach court administrative managers and Chiefs of Diwans about their role and responsibility for directing the work of court employees.
Participant Outcomes: At the end of this unit, participants will be able to 8. Summarize the key components of teams that work well together. 9. List ways to improve team work at the court. 10. Define effective delegation. 11. Demonstrate how to delegate work. 12. Name important motivation techniques. 13. Develop new strategies to motivate employees. 14. Set up ways for fair and effective distribution of tasks.

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Rationale (brief justification – why participants need to learn this topic)

Motivation of individuals and teams assures alignment of organizational goals.

Lesson Content (what is to be taught)
Building effective work teams; techniques for delegation; strategies to motivate

Instructional Procedures

yy. Focusing event (gets the participants' attention)
zz. Teaching procedures (methods used)
aaa. Formative check (progress checks throughout unit)
bbb. Participation (how do participants' participate)
ccc. Closure (how the unit ends)

Introduction and unit overview (10 mins.)

Self-Test: Distribute Management Styles Questionnaire and ask individuals to take this self-test and then individually score it (15 mins.)

Trainer presents short explanation about how we each have a style of management and that the key is to know how and when to adapt that style to get high level performance from employees and work teams (10 mins.)

At their tables, ask the groups to generate all the characteristics of effective teams (10 mins.)

Generate full list and post in the room for future reference (15 mins.)

Lecture: PowerPoint slides on Effective Teams and Team Building (2 hours)

BREAK (Note to trainer: you may want to take a break mid-way through the PP presentation)

At their tables, have participants discuss a time at work when they were either part of a very effective team or witnessed a very effective team. Questions for them to answer:

- How did the team learn about or know what it was expected to do?
- What role did you or another person play as a leader in the organization? How did the leader specifically support the team's ability to perform?
- How did the team handle any conflict?
- What gave the team its energy and how did team members motivate each other? (20 mins.)

Trainer asks for presentation of two or three examples (10 mins.)

Personal Reflection: Distribute one index card to each participant. Ask participant to write down ways in which they want to work differently to improve the work teams at their court or court organization? (Individuals are to keep their index cards and use to refer to when they return to their jobs) (10 mins.) ***Note to trainer:*** *you might to ask if a couple of individuals would like to share what they want to improve (add 10-15 more mins.)*

Shift this part of the session to delegation and motivation.

Post this statement on flipchart and ask class participants what they make of it (10 mins.):

- ***There Is Nothing So Unequal As The Equal Treatment Of Unequals***

In pairs, ask participants to talk about the links between delegation and motivation. How do they know when someone is ready to take on more responsibility? Create a list from the full group discussion of this topic (20 mins.).

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Lecture and presentation on Situation Leadership (45 mins.) ***Note to trainer:*** *prior to this session, students should have read the short book – "Leadership and the One Minute Manager by K. Blanchard, P. Zigarmi, D. Zigarmi. (Note to trainer: participants may have already been introduced to Situational Leadership in HR. That is OK. In this unit, the focus is on delegation and motivation and using the Situational Leadership model is appropriate.)*

Scenarios and application of situational leadership. Develop 3-4 court related scenarios that will allow participants to demonstrate their understanding of the application of situational leadership. You can have them work in groups and then present their responses to the full group (60 mins.)

BREAK

Delegation Activity: This activity introduces participants to some basic principles of delegation. Activity Objectives:

- Understand the basic principles of effective delegation
- Understand the individual, team and organizational impact of ineffective delegation
- Be able to analyze their delegation practice and to improve and monitor it.

Method	Notes
Step 1: Introduce the activity.	Refer to the objectives.
Step 2: Reveal the prepared flipchart (see	Allow 10 minutes for this step.

trainer's notes). Ask the group to agree (the items are not in paired order) on which statement in the "consequence" column matches one in the "approach" column.	It is a lighthearted introduction to styles of delegation but it provides a useful introduction and focus. Participants should be clear about the distinctions between the four approaches and their consequences. The rationale is as follows. *Approach 1 = Consequence C* The manager will not let go of anything because no one can be trusted to do it as well as he/she can. Subordinates thus do not develop skills of their own. *Approach 2 = Consequence D* The manager allows subordinates to make important decisions, but fails to ensure that they take adequate responsibility for those decisions. This will ensure a cavalier approach to decision making with chaos (anarchy?) that results from irresponsibility. *Approach 3 = Consequence B* The manager requires subordinates to carry out responsible tasks, but fails to give them the authority to do so effectively. They must always obtain authority for decision making from the manager. Such subordinates will feel "dumped on" by the manager because they are not trusted to do the job properly and are therefore only getting jobs that are not really important. *Approach 4 = Consequence A* The manager has handed over responsibility and authority—the ability to

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Step 3: Divide the group into two smaller groups. Give a sheet of flipchart paper and marker to each group. Ask Group A (if the size is too large for one group it is ok to have more than one Group A – they will all work on the same assignment. The same goes for Group B) to identify and list the signs that they would look for in a manager who is unable to delegate. Ask Group B to identify and list the signs that they would look for in subordinates of a manager who fails to delegate.
Step 4: Reassemble as a full group. Each group/s takes turns presenting its findings.
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make decisions. Implicit in this approach is delegating of the right to make mistakes too. Individual development of the subordinate results and the manager is more effective.
Allow 10 minutes.
See Trainer’s Notes for suggestions of the kinds of issues that the groups should be looking for (see also Step 5). You might also suggest that, as a way of getting started, the groups think of managers they know who cannot delegate properly.
Allow 20-30 minutes total for presentations, to include questions.
Questions you might ask

Do any items from one group’s list match another’s, i.e. approaches and consequences’? If so, which and why?
Does anyone have personal experience of these failures? How does it feel?
What is the effect of poor delegation on a team?
What is the effect of poor delegation on an organization?

Allow 20 minutes
See Trainer’s Notes for an example of the kinds of questionnaire entries you might expect.
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Step 5: Using the previous step's presentations and discussion derive a Manager's Questionnaire on Delegation Good Practices. Write the ideas on the flipchart as they arise. *Step 6:* If possible, arrange for information recorded on the flipchart to be distributed as a handout (or participants can take their own notes).	Groups usually place greater value on handouts that they have been directly involved in producing.

TRAINER'S NOTES

DELEGATION

In advance of the activity, prepare a flipchart as follows:

Approach to delegation	*Consequence*
Manager gives to subordinates:	
1. Neither authority nor responsibility	A. Perfection!
2. Authority but not responsibility	B. Dumping!
3. Responsibility but no authority	C. Resignation(s)!
4. Authority and responsibility	D. Anarchy!

Some Suggestions for a questionnaire on good delegation practice.

1. Are you often interrupted by subordinates asking you about the job, e.g. what, why, how and who is to do it?
2. Do *you* have to decide all important matters yourself, or does your staff have some power over decision making?
3. Do you sometimes find yourself doing the job of one of your staff, when that person really ought to be doing it?
4. Do you have time to plan your work and supervise and develop your staff properly?
5. Are you good at organizing the job to be done and leaving the details to the person who is to carry it out?
6. Are you an habitual "checker-upper?"
7. If you have confidence in your staff's ability to do the job, do you *show* it?
8. Do you set standards so high that only *you* can obtain them?

9. Do you like to maintain an air of secrecy or do you give people all the information they need to do the job properly?
10. How often do you get your subordinates involved in thinking *about* a job as well as *doing* it?
11. How do you react when a subordinate gets it all wrong after you have carefully explained a job to him/her?
12. Are you always rushing around?
13. Do you delegate the "right to be wrong?"
14. Do your staff come to you with suggestions and solutions, or just problems?

Session Closure: Ask participants what was their most important learning from this unit? Generate a list. (10-15 mins).

Evaluation Procedures (how are outcomes/objectives measured to determine if the material has been learned)

Knowledge acquisition
Strategy development
Improvement techniques

Materials and Aids (what is needed to teach this unit)

LCD projection, screen, computer (instructor may bring own laptop), chart paper, tape, variety of colored markers.

References (materials used to develop this unit)

- Leadership and the One Minute Manager, K. Blanchard, P. Zigarmi, D Zigarmi
- Activities for Interpersonal Skills Training by Sue Bishop and David Taylor
- Team Building PowerPoint Slides
- Management Styles Questionnaire

Student Assignments/Reading:

Leadership and the One Minute Manager

Instructor Comments/Evaluation (e.g. what might be needed or is missing that would strengthen the program; was the time allocation correct for the content being taught)
This can be completed at the end of the session and serve to modify the program, if necessary.

Instructor Date

UNIT LESSON PLAN 5.4

Instructor	Lesson Plan Development Date **August 19, 2009**
Course Title **Principles of Management**	Unit Number **4 of 4**
Unit Title **Getting Results**	Overall Session Learning Goal **Effectiveness**
Total Time Allotment (including breaks) **8 hours (2 four hour sessions)**	# Of Breaks **2 – 15 minutes**

Unit Description (outcome participants should be able to demonstrate upon completion of entire unit)

This unit will teach court administrative managers and Chiefs of Diwans about their role and responsibility getting results and effective problem solving.

Participant Outcomes: At the end of this unit, participants will be able to

78. Explain the ideal court customer and court employee relationship.
79. List methods of getting employee and customer feedback.
80. Link feedback to training needs.
81. Demonstrate effective problem solving techniques.
82. Give examples of providing feedback.
83. Solve a customer problem/complaint.
84. Discuss common problems among court staff and judges.
85. Present solutions for addressing problems with judges and staff.

Rationale (brief justification – why participants need to learn this topic)

Court employees are often the only contact the public has with the court system. Their actions, decisions and problem solving abilities help determine the public's trust and confidence in their court system.

Lesson Content (what is to be taught)

Court customer relations; effective problem solving skills.

Instructional Procedures

ddd. Focusing event (gets the participants' attention)
eee. Teaching procedures (methods used)
fff. Formative check (progress checks throughout unit)

ggg. Participation (how do participants' participate)
hhh. Closure (how the unit ends)

Introduction and overview (10 mins.)

Ask the full group to brainstorm and generate a list of the most common problems and issues **they** experience with and among employees. Trainer writes list on the flipchart (10 mins.)

Next, working in pairs, ask them to discuss the following questions related to the list just generated:

- What is the evidence that supports the list of common problems/issues?
- Taking each problem/issue separately, discuss what conditions may exist that contribute to the problem/issue.

Ask the pairs to share their responses with the full group (30 mins.). Trainer should be prepared to challenge or add to the discussion.

Next, repeat this exercise only this time ask the full group to brainstorm and generate a list of the most common challenges/issues they and court staff experience with and among judges.

Next, working in pairs, ask them to discuss the following questions related to the list just generated:

- What is the evidence that supports the list of common problems/issues?
- Taking each problem/issue separately, discuss what conditions may exist that contribute to the problem/issue.

Ask the pairs to share their responses with the full group (30 mins.). Trainer should be prepared to challenge or add to the discussion.

Lecture with PowerPoint slides on Giving and Receiving Feedback (45-60 mins.)

BREAK (either before or after the lecture)

Role Plays: Tell the group that they are going to practice feedback through four prepared scenarios. Ask for volunteers (you'll need 8 in total). If you don't get willing volunteers, have a plan in place for how to select your role-play actors. Tell the other participants that they will serve as observers and that you will be asking them for their observations and comments after each role-play. **Note to trainer: always ask the role-play participants their observations before asking the full group to comment.**

Role Play One:

A long-term court employee who serves in a lead role is not supervising his staff appropriately. He always avoids having difficult conversations and recently his department error rate is going up.

Role Play Two:

A complaint comes to you from a member of the public who complains that one of the staff members is showing bias for the other party by making comments in support of the other party. The individual launching the complaint is the moving party in this civil case.

Role Play Three:

An employee comes to you with a complaint that she is doing more work than her peers. One employee in particular dumps his work on her. She has complained to her supervisor on two different occasions and nothing has happened.

Role Play Four:

You overhear a staff member make an inappropriate comment to a judge about a case pending before that judge. **Note to trainer:** *There are two different conversations that need to happen here. (90 mins.)*

This is a good place to break for the first session of this unit.

Before starting this next session, ask participants if, since the last time session, did they have any difficult conversations? If so, ask if they would be willing to share (no names) just the basis of the difficult feedback and how they felt they handled it (10-15 mins.)

This next session will be focusing on customer service and court transparency.

Lecture with PP slides (20 mins.)

Discussion Questions: Pass out handout of questions to each participant and have them works in groups of four. Tell them they have one hour and 30 minutes to discuss the questions in the handout and then select a member of the group to be prepared present their responses when the group reconvenes. (Tell them that they are to take their break during this allotted time) (90 mins.)

The questions in the handout are:

1. How is justice perceived in your court system? How do you know this?
2. What are the things that courts do that influence the public's perception of

fairness?

3. How does the court know that litigants understand their court order and can take appropriate action?
4. What does public trust and confidence in the court system mean?
5. What is it to be transparent? What steps does the court take to ensure its transparency?
6. How is public trust and confidence in the courts enhanced through the creation of the record?
7. What are the methods that courts' have used (or should be using) to solicit good feedback from court users and justice partners?

Have each group respond to each question and trainer creates a list of responses to each question (these should be typed up and distributed to all participants) (60 mins.)

Trainer notes: *Trainer should ensure that these points have been covered by the participants:*

How are people treated when they come to court?
The rules are fair and applied equally.
Court processes are understood.
Hearings are noticed by all parties.
Ex parte communications are not allows.
People feel safe when they come to court.
People get to "tell their story."
The court is open.
There are predictable results (not outcomes).
Cases are decided on merit, not social status.

How do we know if people understand their court orders?

- *Do people ask a lot of questions?*
- *Do they do the appropriate follow-up?*
- *Do they know where to go to fulfill their orders?*
- *Do they know how to get their questions answered?*

Re: public records

- *The public should be able to view a court case from beginning to end*
- *Records are uniformly kept*
- *People can get copies*
- *Records are secure and can't be tampered with*
- *Records are protected from loss*
- *Filings are current*

Next, in the full group, ask participants to list all the methods and strategies they have used to improve customer service and transparency in their respective courts? What methods and strategies have they used to determine how effective their customer service efforts are working? (30 mins.) **Individual reflection and exercise:** pass out handout and ask individuals to complete these short term and long-term improvements to their court customer service. (15-20 mins.) **Wrap up:** Ask 4-5 participants to share their short and long-term customer service goals (15 -20 mins.)
Evaluation Procedures (how are outcomes/objectives measured to determine if the material has been learned) Problem solving skills Solutions Demonstration Discussion Examples
Materials and Aids (what is needed to teach this unit) LCD projection, screen, computer (instructor may bring own laptop), chart paper, tape, variety of colored markers.
References (materials used to develop this unit)
Student Assignments/Reading:
Instructor Comments/Evaluation (e.g. what might be needed or is missing that would strengthen the program; was the time allocation correct for the content being taught) This can be completed at the end of the session and serve to modify the program, if necessary.

Instructor Date

Session Six: Unit Lesson Plans

UNIT LESSON PLAN 6.1

Instructor	Lesson Plan Development Date **August 18, 2009**
Course Title **Human Resources Basics**	Unit Number **1 of 4**
Unit Title **The Rules of Employment**	Overall Session Learning Goal **Control**
Total Time Allotment (including breaks) **8 hours (2 four hour sessions)**	# Of Breaks **2 – 15 minutes**

Unit Description (outcome participants should be able to demonstrate upon completion of entire unit)

This unit will teach court administrative managers and Chiefs of Diwans about the civil service regulations that govern the employees of the courts.

Participant Outcomes: At the end of this unit, participants will be able to

5. Apply the rules of the civil service regulations to specific court situations.
6. Discuss the challenges pertaining to implementing the civil service regulations.
7. Explain their options within the civil service regulations.
8. Answer specific questions related to the civil service regulations.

Rationale (brief justification – why participants need to learn this topic)

Employees of the courts are governed by civil service regulations and court administrative managers need to know and be able to apply them fairly.

Lesson Content (what is to be taught)

Civil service regulations and their application in a court environment.

Instructional Procedures

iii. Focusing event (gets the participants' attention)
jjj. Teaching procedures (methods used)
kkk. Formative check (progress checks throughout unit)
lll. Participation (how do participants' participate)
mmm. Closure (how the unit ends)

Trainer Note: This unit is very important as it protects the court from liability and decreases the chances of undue influence. The Civil Service Rules also ensures application of fair treatment and merit based decision-making and advancement. These rules model the Rule of Law and help build and sustain Public Trust and Confidence in the Jordanian Judicial Branch.

The 5 Why's: Distribute to each participant a piece of paper that has five Why's listed. Post the following question for them to answer (you can have them work in pairs):

- Ask them to write down five different reasons why the Civil Service Statute is important to them, the court, and court employees. (Note: if they don't list the points described in the trainer note above, make sure those are added. Post on chart paper and keep up throughout the session (30 mins.).

Self-Test: Create a self-test of 15-20 questions (true or false) from the Civil Service Rules. **Note to trainer:** collect the tests (make sure they put their name on the test) and score them. This information will help you to put them in work groups – ensure that you have someone fairly knowledgeable about the rules in each group (20 mins.).

Instructions for trainer: As all educators know, the best way to learn a subject is to teach it. You will be breaking participants into four working groups and tell them that they will be given specific sections of the civil service rules to read and then prepare to teach their section to the rest of the class.

After the groups are formed, assign the following sections of the Civil Service Rules:

- Group One – Chapters 1-8
- Group Two – Chapters 9-12
- Group Three – Chapters 13-15
- Group Four – Chapters 16-19

Tell the group that they have the remainder of this unit (approximately 2 to 2 ½ hours to include a break) to prepare their chapters for how they will teach to the rest of the class. They will have **30 minutes** to teach their chapters. Trainer should talk a bit about teaching methodologies and demonstrate how the participants might consider teaching their respective sections. E.g., role play a work situation, Q and A with small prizes for correct answers, Scenarios, tests, etc…

Before this second unit begins, pass out 4 index cards to each participant and explain that for each group teaching, they should write down any questions they have or any area that they would like further clarification.

Begin teaching starting with group one and ending with group four. Take a 15 minute break after group two (2 hours and 15 mins.)

Scenarios: Give each group a different scenario and ask them to respond to these questions:

1. What does the law say?
2. What would make implementing that rule difficult?
3. How do you deal with it?

Each group should be prepared to present their responses to the full group (45 mins).

What's the expert say? If possible, get a human resources civil services rules expert to appear in person (or by phone) and let the group ask their questions or get further clarification from the expert.

Evaluation Procedures (how are outcomes/objectives measured to determine if the material has been learned)

Question and answers
Discussions
Explanations
Solutions
Scenarios

Materials and Aids (what is needed to teach this unit)

LCD projection, screen, computer (instructor may bring own laptop), chart paper, tape, variety of colored markers.

References (materials used to develop this unit)

Civil Service Regulations

Student Assignments/Reading:

Civil Service Regulations

Instructor Comments/Evaluation (e.g. what might be needed or is missing that would strengthen the program; was the time allocation correct for the content being taught)
This can be completed at the end of the session and serve to modify the program, if necessary.

Instructor Date

UNIT LESSON PLAN 6.2

Instructor	Lesson Plan Development Date **August 18, 2009**
Course Title **Human Resources Basics**	Unit Number **2 of 4**
Unit Title **Staffing and Work Environment**	Overall Session Learning Goal **Control**
Total Time Allotment (including breaks) **4 hours**	# Of Breaks **1 – 15 minutes**

Unit Description (outcome participants should be able to demonstrate upon completion of entire unit) This unit will teach court administrative managers and Chiefs of Diwans about the methods to determine staffing needs and work environment needs.
Participant Outcomes: At the end of this unit, participants will be able to 9. Identify the elements needed to determine staffing requirements. 10. Create a staffing plan. 11. Name the key components of a good working environment. 12. Discuss challenges faced in courts current environment. 13. Develop strategies to address those challenges.
Rationale (brief justification – why participants need to learn this topic) Court administrative managers need to know how to staff for the courts’ responsibilities and how to create and sustain a good work environment.
Lesson Content (what is to be taught) Strategies and techniques for creating and sustain a good work environment with adequate resources.
Instructional Procedures nnn. Focusing event (gets the participants’ attention) ooo. Teaching procedures (methods used) ppp. Formative check (progress checks throughout unit) qqq. Participation (how do participants’ participate) rrr. Closure (how the unit ends)

Intro and overview (10 mins.) Trainer should introduce the course and present this commonly held understanding about planning:

"Failure to plan is planning to fail."

Small Group Exercise: Trainer divides participants into six groups. In advance of this exercise, trainer should write or type **separately** the following six questions:

1. Do the skills of your current staff meet the business needs of the court? How do you know?
2. Thinking of where your court is going in the future, will your court staff have the skills to meet the needs of the court in the next 5-10 years? If not, what do you need to do?
3. How do your currently evaluate staffing needs today? How do you assure alignment with the court's purpose and plans?
4. What reports and data do you use to plan for the courts' staffing needs? What additional information would be helpful to you in planning future staffing needs?
5. How do you explore the goals of your staff as it relates to the goals and planning of the court?
6. What is the single most important thing you can do to make staff more effective now?

In some type of container or bowl, put in the six questions. Have one person from each group come up and select a question. Each group will then have 15 minutes to discuss their question. Have each group present their question and responses. Trainer should record the responses and facilitate an open discussion of each question adding comments from the other participants. (1 hour total)

Keep the same six groups and pass out the mock scenario for the groups to work on (30-45 mins).

BREAK

Each group presents their questions and draft-staffing plan for the "Village of Oz" (45 mins.).

Note to trainer: Ensure that groups have, at a minimum, included the following questions (trainer could also prepare these questions as a handout):

- How important is adequate staffing to the overall success of this new court?
- What is the position descriptions/qualifications needed for each role in this new court?

- Who are the key personnel?
- What level of effort will they contribute?
- What roles and responsibilities will each position have?
- How will replacement of staff be handled, if necessary?
- How will you recruit new personnel?
- How will new court staff be oriented and trained?
- What on-going training/skills enhancement will be provided to court staff?
- How will staff be supervised?
- What is the plan for retaining staff and achieving low turnover?
- How will staff performance be evaluated?
- What skills are required for the successful opening of this new court?

Facilitation: Trainer facilitates the full group in creating a list of the key elements that contributes to a good working environment. At a minimum, ensure that the following components are listed:

- Safe working environment
- Challenging work
- Clear procedures and processes
- Fair application of the rules
- Constructive feedback
- Education, training and development opportunities
- Appropriate work space
- Opportunities to be heard
- Good leadership
- Understanding of the court's purpose, mission, values and ethics
- Fair compensation
- Promotional opportunities

(20 mins.)

In small groups, from the list generated, have the groups discuss the key challenges they face in building and sustaining a good working environment. For each challenge, have them design a strategy to address the challenge (30 mins.)

Facilitate group presentation of their discussions (15-20 mins.).

To close out this unit, ask participants to give you some of the important learning they received today.

Evaluation Procedures (how are outcomes/objectives measured to determine if the material has been learned)

Discussions Creation of a staffing plan Development of strategies
Materials and Aids (what is needed to teach this unit) LCD projection, screen, computer (instructor may bring own laptop), chart paper, tape, variety of colored markers. Handout
References (materials used to develop this unit)
Student Assignments/Reading:
Instructor Comments/Evaluation (e.g. what might be needed or is missing that would strengthen the program; was the time allocation correct for the content being taught) This can be completed at the end of the session and serve to modify the program, if necessary.

________________________ _______________

Instructor Date

UNIT LESSON PLAN 6.3

Instructor	Lesson Plan Development Date **August 18, 2009**
Course Title **Human Resources Basics**	Unit Number **3 of 4**
Unit Title **Employee Performance**	Overall Session Learning Goal **Control**
Total Time Allotment (including breaks) **8 hours (2 four hour sessions)**	# Of Breaks **2 – 15 minutes**

Unit Description (outcome participants should be able to demonstrate upon completion of entire unit)

This unit will teach court administrative managers and Chiefs of Diwans about best ways to evaluate, motivate and change performance.

Participant Outcomes: At the end of this unit, participants will be able to

14. Know how to read a job description and apply descriptors to the work.
15. Evaluate court staff performance.
16. List incentives available in the court system.
17. Describe effective disciplinary strategies.
18. Demonstrate how to give effective performance feedback.

Rationale (brief justification – why participants need to learn this topic)

Most of the work of the courts is done through people and it is critical that court administrative managers know how to effectively and legally evaluate, motivate and change performance.

Lesson Content (what is to be taught)

Job duties and job performance.

Instructional Procedures

sss. Focusing event (gets the participants' attention)
ttt. Teaching procedures (methods used)
uuu. Formative check (progress checks throughout unit)
vvv. Participation (how do participants' participate)
www. Closure (how the unit ends)

Introduction and session overview (10 min)

Opening Exercise: Trainer informs the group that they are going to generate as many myths as they relate to job performance issues. Define "myth" for the group (post on chart paper): a "myth" is a fiction or half-truth that appeals to the consciousness of people while expressing some of their deep, commonly felt emotions. You can give them some examples of "myths" before facilitating this exercise.

- You are only as old as you feel.
- One size fits all.
- The check is in the mail.
- It will only take a minute to fix this.

Facilitate the whole group in creating a list about the common "myths" around job performance, motivation and change. E.g. There is nothing that will motivate government employees.

Once the group has generated their list of myths, take each myth separately and use the following questions to facilitate a discussion about each myth:

1. Where might this myth have come from?
2. What factors contribute to its perception?
3. What can we do to dispel this myth?
4. Is it indeed a myth, or is there a large measure of truth to it?

(45-60 mins.)

Self-Test: Provide participants with the feedback self-test and give them 10 minutes to complete. Then go over the answers with them as they grade themselves. (30 mins. total)

Lecture: Using PP slides present the concept and principles of Situational Leadership (**Note to trainer:** These PP slides are developed from the book *Leadership and the One Minute Manager* and depending on copyright law in Jordan and US may require permission to use) (30 mins.)

BREAK

Trainer should develop four scenarios that can be used by participants (working in small groups) to identify the leadership style required of the leader in each of the scenarios (have them use the situational leadership model). Groups then present how they assessed and made their decision on the appropriate leadership style (45 mins.)

Question: Working in pairs, ask the pairs to discuss how they currently evaluate staff and what challenges do they face when needing to evaluate staff performance. Create a list of responses generated from the pairs (40 mins.)

Next, trainer should explain the concept of "untested assumptions." That is, an assumption is a thing that is accepted as true or as certain to happen, without proof.

Put participants back into pairs and ask them to create a list of assumptions that they hold about job descriptions and performance reviews. Facilitate full group and create a list. Ask them to look over the list and to determine if any of the assumptions should be tested further to ascertain if they are true, or not (45-60 mins.)

Before ending this half of the session, ask participants to be prepared to bring to the next session all the resources and tools they have available to them to motivate their employees.

Begin next part of this unit by asking the following question:

- Why do job descriptions exist?
- What relevance do they have to the court?

Note to trainer: be sure that the group has addressed these elements:

- Tell prospective employees what you are looking for and what to expect from the job
- Differentiates work and levels of compensation
- Describes knowledge, skills and abilities needed to perform the work
- Lists educational requirements

- Defines reporting relationship and levels of supervision
- Describes minimum qualifications for the job

(30 mins.)

Exercise: Working in small groups, tell participants that they have 45 minutes to complete the following exercise:

They are to describe, as many steps as they know, the process from the time a position becomes available to the time an employee completes his/her probationary period. What needs to happen to ensure that the new employee is 1) the right hire and fit for the court, and 2) that they can be successful in their new role.

BREAK

Small groups present to the full group (45 mins).

Giving Feedback Exercise: (1 hour and 30 mins.)

Method	Notes to Trainer
Step 1: Introduce the activity, defining feedback and its usual applications.	Feedback, given skillfully, whether positive or negative, can be important and useful. It is a way of finding out another's opinion of how we are performing at our job; how we function (as a training course participant for example, or as part of a team); how we are advancing in our careers; areas where there could be improvement; where further training, study or application would be useful, etc. It is a way of learning more about ourselves and the effect our behavior has on others. There are occasions when managers are expected to give feedback—after an interview, or as part of an appraisal. Because constructive feedback can increase our self-awareness, offer options which we are free to accept or reject, and encourage learning, feedback from others should be a right which we can request in our work in order to help us develop. Even negative feedback, given skillfully (suggesting options for improvement), can be important and helpful. There is a difference between negative feedback and destructive feedback, which is criticism unskillfully delivered, offering the recipient nothing on which to build. This activity looks at ways in which feedback can be given that, whether accepted or rejected, leave the recipient feeling valued and respected.
Step 2: Brainstorm the advantages of actively seeking feedback. Use a flipchart to record these for discussion.	Instruct the group to name the advantages of asking for feedback from co-workers or managers. These may include: • To receive constructive comment

	on what I do, and I do it • To be reassured that what I'm doing is correct • To be given ideas on how to improve performance • To have another's view of my strengths and weaknesses • To look at alternative ways of working • To see if self-perception matches how other people see me • To consider if there is anything about my image, behavior, attitudes etc. that I could improve.
Step 3: Brainstorm the risks involved in offering/giving negative feedback. Use a flipchart to record these for discussion.	Ask the group to name the reasons one might hesitate in giving negative feedback. These might include: • The recipients may vehemently disagree • They may become upset and angry • I may not be able to cope with their upset/anger • The recipients may become even more set in their ways • It might affect the relationship I have with them • They may not like me anymore • They may misunderstand what I'm trying to say • They may distort what I'm saying to suit their own needs • Even if I give them feedback, it might not have any effect on how they behave • It will make me feel bad telling them something they may find difficult or painful to hear.
Step 4: Discuss and record the implications of *not* giving feedback.	There are few people who enjoy taking risks with relationships; most of us dislike telling subordinates, co-workers or friends things which may provoke their anger, feelings of indignation or hurt. How we

	give negative feedback is most important, but, first, we should perhaps consider the implications for that person and/or the relationship if negative feedback is *not* given. Reasons may include: • If feedback is not given there is very little chance of there being any change. • The other person may be unaware that there is anything wrong with her/his behavior or performance. • If feedback is not given as soon as is appropriate, there is an increasing chance that it will eventually become a confrontation. Small issues and emotions build up until we blow up. • At best the status quo will be maintained, but there will be no opportunity for the other person to learn and develop, or the relationship to grow. • At worst, the problems will develop and relationships will suffer when we put up barriers by not sharing our feelings and perceptions with the other person.
Step 5: Distribute and review Handout.	Take the time to explain each of the tips because the next stage of the activity asks participants to practice giving feedback to group participants, so it is important that they are confident about the "do's and don'ts" of skillful, constructive feedback.
Step 6: Outline the procedure and timing for the next part of the activity.	Participants will work in pairs. Assuming that by this stage individuals will have realized the benefits that can be gained by asking for constructive feedback from co-workers or managers, as a means of self-awareness, self-appreciation and ultimately confidence building, instruct participants to work alone at first. Each person should decide how to ask his/her

	partner to offer constructive feedback on his/her functioning as a training course member. Participants should then concentrate on their partner and decide on the most useful positive and negative statement they can offer in response to the request for feedback which they will receive from them. Allow 5-10 minutes for preparation, instructing individuals to think carefully about how to make the feedback clear, direct and useful to their partner.
Step 7: Instruct partners to take turns asking for, receiving, and giving feedback orally to each other.	After each has given and received feedback, individuals should consider how they felt about the experience, and discuss with their partner what they learned about giving and receiving feedback from this brief exchange.
Step 8: As a full group, ask if anyone would like to share learning points with the whole group.	The discussion should concentrate on the practical aspects of giving feedback and positive recommendations for more effective communication.

Close this unit by checking with participants for their most important learning.

Evaluation Procedures (how are outcomes/objectives measured to determine if the material has been learned)

Application
Evaluation
Demonstration
Descriptions
Listings

Materials and Aids (what is needed to teach this unit)

LCD projection, screen, computer (instructor may bring own laptop), chart paper, tape, variety of colored markers.

References (materials used to develop this unit)
Giving and Receiving Feedback – Harvard Business School Publishing, Product number 4295

Student Assignments/Reading:

Instructor Comments/Evaluation (e.g. what might be needed or is missing that would strengthen the program; was the time allocation correct for the content being taught)

This can be completed at the end of the session and serve to modify the program, if necessary.

Instructor   Date

UNIT LESSON PLAN 6.4

Instructor	Lesson Plan Development Date **August 18, 2009**
Course Title **Human Resources Basics**	Unit Number **4 of 4**
Unit Title **Performance Development**	Overall Session Learning Goal **Control**
Total Time Allotment (including breaks) **4 hours**	# Of Breaks **1 – 15 minutes**

Unit Description (outcome participants should be able to demonstrate upon completion of entire unit)

This unit will teach court administrative managers and Chiefs of Diwans about how training and development efforts enhance performance.

Participant Outcomes: At the end of this unit, participants will be able to

19. Accurately identify court staff training need.
20. Select appropriate methods for court on the job training.
21. Explain the benefits of cross training in a court environment.
22. Define what is important for new and existing court employees to know about how their work is evaluated.

Rationale (brief justification – why participants need to learn this topic)

Without training and development employees and organizations are not able to operate at their optimal.

Lesson Content (what is to be taught)

Key components of a good education, training, and development plan.

Instructional Procedures

xxx. Focusing event (gets the participants' attention)
yyy. Teaching procedures (methods used)
zzz. Formative check (progress checks throughout unit)
aaaa. Participation (how do participants' participate)
bbbb. Closure (how the unit ends)

To start this session, ask participants to generate a list of all the factors that contribute to employee satisfaction, employee well-being, and employee motivation (15 mins.) **Note to trainer:** if education, training and development of employees do not come up in the facilitation, you need to explore why.

Next, ask participants to silently reflect on their experiences when they first began their work with the court or MOJ. Specifically, ask them to reflect on how they learned to do their job. Then have them share with a partner. Finally, ask participants if a few of them will share their experiences with the full group (30 mins.) **Note to trainer:** you can ask participants how they wish their experience had been different.

Lecture: Using PP slides, introduce participants to adult learning and key elements of adult learners. These slides also include mechanisms for assessment and evaluation (30-45 mins.)

BREAK

You are going to present them with a series of questions (prepare the questions on separate sheets of paper prior to the session) and after each section, you will come together as a full group and debrief. Have them work in triads or at their table.

<u>Section 1:</u>

1. What do new employees need in their first year of employment to ensure their successful integration?
2. How do you know that this is happening?

Debrief in full group.

<u>Section 2:</u>

1. Once an employee has successfully integrated into the court, what do you do to ensure that they have ongoing access to education, training and development opportunities?
2. What resources are available to support education, training and development?
3. How can the process for education, training and development be improved?

Debrief in full group.

<u>Section 3:</u>

1. How do you currently assess current employee performance and desired employee performance?
2. How do employees know what is expected of them and how their work is being evaluated?

3. Once you have identified a gap in performance and have developed a plan to address, how do you evaluate?
4. What options are available to you if a poor performing employee fails to improve after receiving focused training and feedback?

Debrief in full group
(90 mins)

Working in pairs, ask participants to discuss why and how cross training of court employees can enhance customer service and increase public trust and confidence in the courts? Have pairs report out to full group (30 mins.)

Closing activity: Give each participant an index card and ask them to write down 2 or 3 actions they will take when they return to the court to improve education, training, and development for themselves and court employees. If time allows, ask them to report out.

Evaluation Procedures (how are outcomes/objectives measured to determine if the material has been learned)

Accurate identification
Method selection
Explanation
Discussion

Materials and Aids (what is needed to teach this unit)

LCD projection, screen, computer (instructor may bring own laptop), chart paper, tape, variety of colored markers.

Index cards

References (materials used to develop this unit)
Ministry of Justice Evaluation Form
Civil Service Regulations about training
Sample training plans

Student Assignments/Reading:

Instructor Comments/Evaluation (e.g. what might be needed or is missing that would strengthen the program; was the time allocation correct for the content being taught)
This can be completed at the end of the session and serve to modify the program, if necessary.

FROM THE AMERICAN PEOPLE

Instructor Date

Session Seven: Unit Lesson Plans

UNIT LESSON PLAN 7.1

Instructor	Lesson Plan Development Date **October 28, 2009**
Course Title **Executive Planning**	Unit Number **1 of 1**
Unit Title **Performance Planning and Outcomes**	Overall Session Learning Goal **Outcomes**
Total Time Allotment (including breaks) **8 hours (2 four hour sessions)**	# Of Breaks **2– 15 minutes**

Unit Description (outcome participants should be able to demonstrate upon completion of entire unit)
This unit will teach court administrative managers and Chiefs of Diwan about how key elements to effective short and mid-term planning for the courts.

Participant Outcomes: At the end of this unit, participants will be able to

23. Explain the key elements involved in the planning project.
24. Summarize the overall strategic planning direction of the MOJ.
25. Set court goals that aligns with the MOJ's strategic plan.
26. Translate their court goals into specific activities.
27. Identify resources needed to put into action the stated activities.
28. Describe measurable results.
29. Select the appropriate KPI's for the Executive Plan.

Rationale (brief justification – why participants need to learn this topic)

The MOJ has an expectation that courts' will be actively participating in planning and ensuring alignment of court and MOJ goals.

Lesson Content (what is to be taught)

How to use the planning form; what planning is and why it is important to courts.

Instructional Procedures

cccc. Focusing event (gets the participants' attention)
dddd. Teaching procedures (methods used)

eeee. Formative check (progress checks throughout unit)
ffff. Participation (how do participants' participate)
gggg. Closure (how the unit ends)

Introduction: Every year (usually in December) courts are expected to complete an Executive Plan that is prepared by the Ministry of Justice. The purpose of the plan is to set forth objectives, and outcomes for meeting expressed goals.

Why do planning? In groups, ask participants to list three of the most important ways in which planning helps the courts? Have groups report out and create a list to post and refer to throughout the session. (30 mins.)

Show PP slides of the reasons for goal setting as adapted from the National Center for State Courts Courtools. They are:

1. Our perceptions of how work is getting done are often not very accurate.
2. It provides us the ability to focus on what is important in serving a diverse audience.
3. Setting clear goals helps court staff to know what is expected of them and their individual contribution.
4. Good performance data supports resource requests (e.g. additional staffing, technology updates, etc…
5. Demonstrates the courts accountability for the use of public resources (continuous improvement).

Ask the group the question "What is goal setting?" In general, it encompasses intentions, tasks, deadlines, purpose, activities and objectives.

Next, go over slides of S.M.A.R.T. and remind participants that they were first introduced to this topic in Unit 2 of Principles of Management.

There are two PP's – one showing an example of the MOJ's exeutive plan and the required elements to be completed. The second example is one that is prepared using the principles of a S.M.A.R.T. Instructor will want to spend time going between these two slides to discuss the differences in administrative commitment to actions necessary to execute the expressed goal (45-60 mins.)
Exercise: Working in pairs, have participants complete another MOJ Goal using the principles of S.M.A.R.T. Have each pair be prepared to present their plan to the full group (90-120 mins.)

Break or Lunch (depending on whether the session is taught in one full day or two half days.

Exercise: Work in groups of 4-6 each. Pass out exercise, part 1 and allow 20 mins. for completion. Have each small group present their responses to the full group. **Note to**

trainer: re question 1 – the obvious answer is no. They do not have enough information to include this request in the executive plan. Re question 2 – make sure that they include "why do we need it?" as one of the essential unanswered questions. Other responses could include:

- What has changed since last year?
- What criteria did he use to determine that two staff is needed?
- What is the cost of adding two additional staff?

At this point in the exercise, we are not looking for them to identify performance measure or metrics. (20 mins. to facilitate full group discussion).

Mini-Lecture: Show PP slides on performance measures (in Jordan they are referred to as KPI's – Key Performance Indicators) 20 mins.

Exercise: Break into five groups. Each group is to take one of the 5 standards (put up on chart paper)

1. Access to justice
2. Expedition in case processing & timeliness in the implementation of new law and procedure
3. Equality, fairness & integrity
4. Independence & accountability
5. Public trust & confidence

Tell the groups that they have 30 mins. to discuss and decide how they will measure their assigned standard in the Jordanian Courts. Groups need to be prepared to present their measures to the full group.

Each group presents their measures (30 mins.).

Tell the group that they are returning to the first exercise (go back to working with their original group of 4-6-) and complete part 2. Again, have them be prepared to present their responses to the full group (30 mins. total).

Closing activity: Ask them to work in pairs and discuss, at a minimum, the three things they will do differently when they complete their next executive plan (20 mins.). Ask for some volunteers to share their responses (10 mins.)

Evaluation Procedures (how are outcomes/objectives measured to determine if the material has been learned) Accuracy in goal setting Measurable results Identified resource needs Correct selection of KPI's Demonstration of alignment with MOJ Strategic Plan
Materials and Aids (what is needed to teach this unit) LCD projection, screen, computer (instructor may bring own laptop), chart paper, tape, variety of colored markers.
References (materials used to develop this unit) MOJ's strategic plan MOJ executive planning materials
Student Assignments/Reading:
Instructor Comments/Evaluation (e.g. what might be needed or is missing that would strengthen the program; was the time allocation correct for the content being taught) This can be completed at the end of the session and serve to modify the program, if necessary.

Instructor Date

APPENDIX A

Course Handouts and Additional Teaching Materials

Session 1, Purposes & Roles of Courts

Unit 3 Fundamentals of Caseflow Management

Handout

HOW CAN THE COURT IMPROVE ITS SERVICE AND ENSURE TRANSPARENCY OF COURT OPERATIONS?

ASSIGNMENT: LIST THE CURRENT STATE (The way the court is now) OF THE COURT IN RELATION TO THE QUESTION. THEN DESCRIBE WHAT DESIRED STATE (how you would like it to be) YOUR COURT IS OR SHOULD BE TRYING TO ACHIEVE IN RELATION TO SERVICE AND TRANSPARENCY

Current State	*Desired State*

Unit 2 Building Relationships

Exercise Scenarios

Scenario One:
A member of the public comes to you with a complaint that a member of the court staff refused to accept a document for filing. The person complaining alleges it was retaliation for a past personal relationship.
What additional information do you need and what are the options?

Scenario Two:
A staff member who is an in-law to an influential figure violates a court policy on records security after you have counseled him on the correct way of dealing with court records.
What is the legal or personnel rules process for dealing with this issue? How could the employee's relationships challenge or compromise the legal or personnel rules?

Scenario Three:
A member of a public agency approaches a court staff member and asks for access to unauthorized confidential material. The court staff complies with the request without consulting you first and comes to you after they have granted access.
How do you deal with the employee? How do you deal with the public agency?

Scenario Four:
A judge, other than the chief judge, undertakes a project that you know is contrary to the expressed policy of the Chief Judge. The judge undertaking the project is a personal friend of yours.
What options do you have? Which would you choose and why?

Scenario Five:
An individual who is a favorite of the Chief Judge supervises one of your most underperforming divisions. This supervisor's performance review is due in the next month. The Chief Judge has requested to see a copy of the review before it is given to the supervisor.
How might the Chief Judge's relationship with the supervisor influence your performance review? What are your options?

Unit 1 Managers Who Manage

Court Administrative Management Pre-/Posttest

Name____

Assess your court administrative management skills on a scale from 1 to 10 (where 1 = low and 10 = very high). Mark an X on the number below each statement.

_____ 1. How much do you know about how to motivate people?

1 2 3 4 5 6 7 8 9 10

_____ 2. How good are you at talking to groups and communicating?

1 2 3 4 5 6 7 8 9 10

_____ 3. How do you think others would rate you as a court administrative manager?

1 2 3 4 5 6 7 8 9 10

_____4. How would you rate yourself as a court administrative manager?

1 2 3 4 5 6 7 8 9 10

_____5. How good are you at dealing with difficult people?

1 2 3 4 5 6 7 8 9 10

_____6. How likely are you to introduce yourself to people you don't know?

1 2 3 4 5 6 7 8 9 10

_____ 7. How much do you know about court management?

1 2 3 4 5 6 7 8 9 10

_____8. How much court management experience do you have?

1 2 3 4 5 6 7 8 9 10

______ 9. How well do you work under pressure?

1 2 3 4 5 6 7 8 9 10

_____ 10. How important are you to the overall success of your court?

1 2 3 4 5 6 7 8 9 10

TOTAL SCORE (Add your answers (X's) and mark the total in the total score column.)

Unit 2 Establishing Goals

GOAL COMPONENTS WORKSHEET #1

GOAL STATEMENT:			
COMPONENTS		DEPENDS ON	WHO?

Session 5, Principles of Management

Unit 2 Establishing Goals

GOAL COMPONENTS WORKSHEET #2

Potential Problems Worksheet

***P** = PROBABILITY**, S**=SERIOUSNESS**, C**=COST**, AR**=ACCEPT THE RISK*

RATING SCALE: L=LOW, M=MEDIUM, H=HIGH

GOAL STATEMENT					
POTENTIAL PROBLEMS		**P**	**S**	**C**	**AR**
A					
B					
C					
D					
E					
F					
G					
H					
I					
J					
K					
L					
M					

N					
O					

Unit 4 Getting Results

Customer Service Planning Worksheet

a) What are three short-term goals (to do in the next six months) you have for improving court transparency and customer service?

1.

2.

3.

Unit 4 Getting Results

Customer Service Planning Worksheet continued

b) What are three long-term goals (to do in the next two years) you have for improving court transparency and customer service?

1.

2.

3.

Unit 4 Getting Results

Discussion Questions

1. How is justice perceived in your court system? How do you know this?

2. What are the things that courts do that influence the public's perception of fairness?

3. How does the court know that litigants understand their court order and can take appropriate action?

4. What does public trust and confidence in the court system mean?

5. What is it to be transparent? What steps does the court take to ensure its transparency?

6. How is public trust and confidence in the courts enhanced through the creation of the record?

7. What are the methods that courts' have used (or should be using) to solicit good feedback from court users and justice partners?

Unit 2 Staffing and Work Environment

Mock Scenario

The make believe "Village of Oz" has seen significant growth in the past five years. Oz has grown from 1,000 residents to 3,000 residents and the Ministry of Justice has recently determined that a Conciliation Court is now needed to serve the needs of this growing community.

YOUR TASK:

Your group has been tasked with determining the initial staffing needs for this new court. Specifically, determine what questions need to be asked and answered in order to adequately project the staffing needs for this new court location.

Constructive Feedback Handout

The following is a long list of tips, but you will not need to follow them all every time! Some are general guidelines; others refer more specifically to formal post interview or appraisal feedback.

Give positive feedback before negative

Most people respond to praise, encouragement, and recognition. Preface negative feedback with a positive statement, and it is more likely to be favorably received. For example: I'm very pleased with the way you've settled in—you're really popular with the clients. I do fee, though, that you need to take more care with your paperwork…"

Encourage

If you like something about a person, or feel he/she has done something particularly well, recognize this, give positive feedback, encouraging the person to build on strengths.

Be specific

Avoid general comments such as "that was good." Instead say what was good. Try to comment on observable behavior. Avoid commenting on something a person can do nothing about, on their apparent motives or shortcomings.

Concentrate on what can be changed

Direct feedback only toward behaviors that an individual can do something about.

Give details

Detailed feedback gives more opportunity for learning. For example: "The way you phrased that question was helpful to the client because it gave him the opportunity to explain…"

Allow the other person to accept or reject your feedback

You cannot impose beliefs, opinions, and attitudes on others. At best, *demands* for change are met with initial resistance: at worst, intransigence and feelings of resentment. Skillful feedback offers people information about themselves that they can consider and from which they can learn. Whether or not your feedback is acted upon is a matter for their decision.

Offer alternatives

Turn negative feedback into positive suggestions. For example: "It would save time if you collated all the information first, rather than…"

Describe rather than judge

If you evaluate, do so by referring to criteria that you saw or heard and the effect it had on you. This will be far more useful than offering value judgments and comments such as "that was awful," or "that was really great." For example: "The way you listened to y problem, the way you sat forward; your facial expressions; your obvious concern, made me feel important and valued as a person."

Take responsibility for feedback

Avoid "you are…" statements that suggest unanimous opinions of the other person. Open with "I think…" or "in my opinion." It is important to take ownership of proffered feedback.

Leave the recipient with a choice, but try to make him/her aware of the implications of ignoring feedback

Be aware that things may not change as a result of your feedback

Be aware that things may change as a result of your feedback

There is always the chance that the recipient will be annoyed, or hurt by negative feedback, or that your relationship might change as a result. You need to weigh the pros and cons of *not* offering feedback before proceeding.

Check that you have been heard and understood correctly

Ask whether or not the recipient agrees with your feedback

Give the other person a chance to think about and discuss the feedback in your presence. S/he is unlikely to act upon feedback with which s/he disagrees.

Ask recipients if they have ever been given similar feedback before

If they have, your feedback will reinforce the fact that some kind of change is needed (or if positive feedback, self-confidence will be enhanced by your reinforcement). If they have not, it will at least establish that the issue is between just the two of you.

Ask recipients to suggest alternative forms of behavior etc.

The most positive step toward setting a clear objective about change is to enable people first to acknowledge the need for change and, second, to reach their own conclusions about how things could be done differently.

Ask recipients to specify what they intend to do differently, when they will put it into practice and how they can find out if it has been effective

Ask recipients to consider the consequences of not acting upon negative feedback

Session 6, Human Resource Basics

Unit 3, Employee Performance

Feedback self test

Instructions: Circle the answer for each question.

1. Feedback has been described as the sharing of observations about job performance or work-related behaviors. Which of these best describes the recommended directions in which feedback can be productive?

    a. Downward or laterally (with a colleague).
    b. Downward to someone who reports to you.
    c. Upward, downward, or laterally.

2. Doing your homework before a feedback session makes a difference in the success of the session. A key thing to keep in mind as you are planning is the receiver's perspective on the issue you'll be dealing with. What are potential sources of a crucial difference in perspective between the giver and the receiver?

    a. Your intuition, which tells you the receiver is headed for trouble.
    b. Race, gender, communication style, age.
    c. Your personal involvement with the receiver.

3. We all recognize that there are times when giving feedback isn't advisable. Which of the following is a ***false*** statement?

    a. DO NOT give feedback if either you or the receiver is too emotional to handle the process.
    b. DO NOT give feedback if you're not prepared to receive feedback in return.
    c. DO NOT give feedback if someone's actions or behavior have affected you personally and interfered with a good working relationship.

4. Feedback is not always easy to give or receive. Both the giver and the receiver need to be open to one particular possibility. Which of the following should both giver and receiver be ready to accept?

    a. The feedback being given may be based on false assumptions.
    b. The feedback session may damage your personal relationship.
    c. Misguided actions based on faulty conclusions may result.

5. Often feedback calls for change in the giver or receiver. Experts have learned that some changes are easier to accomplish than others. Which of the following is the most difficult to change.

    a. Job skills.
    b. Personality characteristics.
    c. Attitude.

6. Suppose the person to whom you are giving feedback is particularly shy and quiet. How might you best handle this situation?

    a. Ask open-ended questions that require a response.
    b. Work on making small agreements, one step at a time.
    c. Don't settle until you have all the details.

7. When you need to give feedback, should you give it as soon as possible or wait until you and the receiver have put some space between the event and the feedback session?

    a. Take time to do a thorough evaluation of the situation.
    b. In general, give feedback as soon as you can after the event or behavior you want to encourage or correct.

8. Both feedback and performance evaluations focus on an employee's work and behavior. In what ways would a feedback session differ from a performance evaluation?

    a. One involves a face-to-face meeting; the other is a written review.
    b. One is looking at the past, and the other is looking toward the future.
    c. One is between two people; the other includes a whole team.

9. When planning on giving feedback upward, what is the first step you should take?

    a. Decide whether the payoff is worth the risk.
    b. Gather all the data and information you will need.
    c. Make an appointment ahead of time.

10. Which of the following are NOT consequences of giving inappropriate feedback?

    a. Failing to solve the problem.
    b. Raising the anxiety level of your direct reports.
    c. Retaining the status quo.

Session 6, Human Resource Basics

Unit 3 Employee Performance

Answers to feedback test questions

1. **c.** Feedback can be effectively given in different directions.

2. **b.** Be alert to ways in which gender, race, age, and communication style may lead to different perspectives on an issue.

3. **c.** It is important to give feedback when another person's actions or behavior have affected you personally.

4. **a.** There is always the possibility that the evidence on which the feedback is based may not be correct. One of the benefits of having a feedback session is that incorrect evidence of assumptions may be discovered and corrected.

5. **b.** Job skills are the easiest to change, and personality characteristics are the most difficult. Before you expect change in yourself or another person, make sure that the expectations reflect the nature of the change called for.

6. **a.** Asking open-ended questions makes it difficult for the other person to remain silent and distant.

7. **b.** Frequent feedback that is delivered during day-to-day working hours is more effective than infrequent feedback given at the end of an annual performance review.

8. **b.** During a performance evaluation, the supervisor reviews the employee's past work. During a feedback session, the emphasis is on the future and how the employee can grow.

9. **a.** Make sure the problem is severe enough and the potential change worth the risk of offending your boss.

10. **c.** Typically, inappropriate feedback makes a situation worse—not better, not even the same.

APPENDIX B

Training of Trainers Material

Developing Visual Aids

Purpose

Visual aids make learning more interesting and more effective. Learning is enhanced when information is presented in more than one way. Some learners learn more efficiently and effectively through visual images. Visual aids can assist in the following teaching and learning processes:

Reinforcing	Discriminating among, between
Summarizing	Giving directions
Illustrating	Outlining
Emphasizing	Making abstractions concrete
Recording comments	Showing examples
Getting attention	Providing variety
Recording group work	Focusing attention
Comparing, contrasting	Highlighting certain aspects or features
Sequencing	Showing the hard-to-describe

Guidelines

* Know your audience. Use appropriate cues.
* Use text sparingly: limit text to six lines and six words per lines
* Use contrasting colors. Blue and green not distinguishable by some viewers.
* Simplify: limit images to single concept or idea.
* Use symbols in place of text (arrows, dotted lines, boxes).
* Use tables, charts, and graphs to display data efficiently.
* Make visuals easy to see:
    - Text size must be adequate
    - Space between lines enhances readability
    - All upper case is hard to read; implies shouting
    - Font style must be easy to read
    - Limit number and kinds of fonts in visuals
    - Use horizontal rather than vertical orientation
    - Use upper 2/3 page of transparency or easel sheet

* Remember:
  Visuals should not be script of your presentation.
  Don’t overload kind or amount of visual aids.
  Do not read text of visuals to audience.
  Do not stand between visual and audience.
  Visuals must be free from error.
  Visuals must be free from bias and discrimination.

Plan use of your visuals:

* Organize in order of use.
* Practice using equipment.
* Test for visibility in room where they will be used.
* Test sound systems for adequacy as well.
* Have plan B. What if the system breaks?

Examples of Instructional Media:

Charts
Posters
Overhead projectors (transparencies)
Easels
Films
Video tapes
Audio tapes
Music
Computer-generated images
Real objects
Colored paper
White or chalk board
Handouts

Examples of Outcomes/Objectives on Each Level

Knowledge: List the purposes of courts.
Recall the steps for solving this problem.
Name the chief judges in the Jordian courts.

Comprehension: Give an example of customer service in the courts.
Explain how you would solve this problem.
Describe the role of the chief judge.

Application: Give a present day example of the kind of economic challenges the court system face.
Solve this personnel problem.
Tell me about a time when you have successfully solved a conflict between two employees.

Analysis: Compare the causes of crime in our community.
Analyze this problem and tell how to solve it.
Look at this report and tell what's missing from the list of important elements.

Synthesis: Build a scenario dealing with a decrease in court funding.
Create three solutions to this budget crisis.
Rewrite the budget scenarios to show impact of the budget cuts.

Evaluation: Evaluate the Ministry of Justice's decision to support strengthening the role of court administration.
Appraise the clarity of the response issued by the chief judges.
Rate this program and give reasons for your rating.

Creative Ideas for Teaching and Learning

This is a collection of ideas that may enhance your presentation. Do remember, however, that creative strategies have limitations:

Lesson must be solid. Creative, cute ideas cannot save a bad lesson plan.
Creative strategies should reinforce key message and be linked to outcomes.
Not all individuals like creative and cute. Be careful not to offend.
Overuse can cause fatigue. Enough is enough.
Audiences can get carried away. Be prepared to manage "fun."
You must carefully plan use. Plan ahead, practice, make notes for next time.

Color

Felt pens, paper transparencies, slides, chalk, your outfit

Small Groups/Partners/Leaders

Color-coded name tags, handouts, chairs, ribbons
Matching – parts of puzzle, words to songs, birthday months, years on job
Math – most siblings, largest pet, oldest living relative
Reverse volunteers – choose volunteer and then he/she chooses leader

Room Arrangement

Switch front to back
Move tables, chairs
Group and regroup
Add new items

Movement (be aware of mobility issues here)

Take a stand – vote along continuum, move to corner, place selves in order
Take long way to front of room
Encourage participants to leave room during break
Have short "stand up" discussions

Time allocations

Vary times: begin at 8:07; give 12 minutes for task not 10 or 15
Start and end on time (adapt time to culture)
Welcome back from break; make first activity important

Shapes

Folds, cuts, cutouts
Table arrangements – squares, circles, triangles
Borders, boxes, symbols

Boxes, bags, envelopes

Agenda Building

Make agenda known
Make promises about what is to come
Add audience input
Build agenda collectively

Games, Toys, Puzzles, Props

Can enhance imagery; appeal to different learner styles
Can serve as metaphors
Can provide movement, activity
Can distract, disrupt, diminish learning environment

Art Supplies

Use for creative projects
Use to create self-identify materials – posters, name tags
May include pens, glue, magazines, string, yarn

Gifts and Give Aways

Little items – pencils, coupons, bookmark
Prizes for contests
Rewards – 2 minutes free time, choice of presentation color

Bulletin Boards, Posters, Banners, Butcher Paper

Graffiti Area – quotes, thought for day, art work
Question Board – unanswered questions, need-to-know, networking
Worry Tree – problems, issues, uncertainties
Message Center

Material Assembly and Distribution

Packets
Team leaders get materials for all team members
One person comes forward
Notebooks
Materials handed to people as they leave or arrive

Brainwriting

Brainwriting is an alternative way of generating ideas, similar to brainstorming. It follows the general rules for brainstorming:

Any idea is a good idea.
Piggy-backing is OK (building on other ideas)
No criticism, editing, or evaluation is permitted

Unlike brainstorming, brainwriting is done silently. Ideas are written on a form, one that is designed to focus attention on the problem or issue. The form is structured with the problem, issue or question at the top.

The strategy favors participants who like to think before speaking, shy persons, and those who like to reflect. Non-native speakers, new group members, or others with less authority may find their "voice" in this process.

The form contains three columns and as many rows as there are people in a group. A sample form for groups of five is part of this handout.

Forms are distributed to each group. Each group needs one form for each group member, plus one. A group of five, for example, would get six forms. Groups should be seated at small tables so that each person can easily reach forms that are placed in the middle of the table.

Instructions:

1. Please observe the brainstorming rules (may need to review or post).
2. Work in silence.
3. When asked to begin, take a form and write three ideas in row 1.
4. Now, return your form to the middle of the table. Take a different form.
5. The second form may be blank, or someone else may have written on it.
6. Write three more ideas on the second form. You may build on other ideas listed on the form.
7. Now place the second form back in the middle and take a third form. Write three ideas on it and continue the process until ideas have been written on all forms you have given your group or until time is called.

Management of Technique:

1. Time management is critical. You want to give enough time for process, but not too much. If groups have five members, I have found 15 minutes to be a reasonable estimate of time needed.
2. Summarize information gained from brainwriting. Can information be gleaned during lunch or break and key findings posted or shared?

3. Silence is essential for this technique to work. Conversation is distracting and destroys the advantages of this process.

Brainwriting: Sample Form

Problem: How can court administrators reward court staff for exceptional performance?

1.		
2.		
3.		
4.		
5.		

This form would be suitable for groups of 5. Each group would need 6 copies of this form (one per person, plus one). Each person is asked to make three suggestions on each of the forms given to his or her group until all forms are full or time is called.[i]

Giving Directions

Small group work, out-of-class assignments, individual tasks and other instructional processes require clear and cogent directions and instructions. These guidelines are also useful if you are giving a demonstration of a process or procedure. Poorly constructed directions can cause confusion, misunderstanding, mis-directed activity, and actually squander precious instructional time.

During instructional planning, think through the activities that are included in your lesson. Which ones need directions or instructions to be effective? Try these steps:

1. Think through the activity from beginning to end. Develop sketch or outline of key stages or phases. Use this sketch to estimate:
   - Materials and resources needed
   - Room-set up or groupings of students
   - Time estimates for each phase or stage

2. Script directions for the activity. Be sure to include at least the following:
   - Purpose of activity
   - Time allocations
   - Location of necessary materials
   - Group formation (process, # members, assigned location)
   - Procedural sequence (first, then, next, finally)
   - Opportunity for clarification of activity by audience

3. Rehearse and visualize process. Revise as needed.

4. Use script to introduce activity. You may not need to read script, but do use it to support your directions.

Example: Think, Pair, Share

Think, Pair, Share is a strategy for encouraging participation and discussion among all group members. It moves from individual processing, to shared processing to large group discussion. The directions for getting a large group to engage in this process might look like this:

We have been discussing the importance of well-crafted instructional objectives and how learners benefit from knowing the objectives at the beginning of the instructional process. The next activity is designed to have you respond to the content presented and identify your experience as a learner where learning objectives were ambiguous or missing and where they were visible and clearly defined.

This process includes three phases: work as individuals, work in pairs, and then small group work. As individuals, please identify two learning events in your experience. The first one should be where objectives were missing or ambiguous. The second one should be where the objectives were clearly defined and visible to the learners. What were the benefits of having clearly stated objectives? What were the disadvantages of missing or ambiguous objectives?

In about three minutes, I will ask that you pair with another class member and share your experiences and your analysis. Develop a combined list of advantages and disadvantages. Pairs will have about five minutes to work.

Finally, three pairs will form a group of six. Each group should list advantages and disadvantages on a transparency. You may use two transparencies – one for the benefits and one for the disadvantages. The groups will have about five minutes to develop a collective list. You do not need to share the actual experiences in the larger group; just focus on the resulting advantages and disadvantages. Each group will then be asked to show their list using the overhead projector.

I will monitor the time and ask you to move quickly to the next phase when time is up. Transparencies and pens are on the back table. Each large group should take one pen and two pieces of film when you are ready to write.

Do you have any questions?

Let's begin. Please work quietly as individuals for the next three minutes to identify two learning events and the relative advantages and disadvantages.

Developing Questioning Strategies

Good questions stimulate thinking and reasoning, reinforce import concepts, promote active learning and give an opportunity for assessment.

Designing and managing a question and answer session take some forethought. Here are some suggestions for managing a vital, stimulating question and answer session.

* Develop key questions during instructional planning. Questions should be at a "right level" for audience and intended instructional outcomes. For example, if your instructional objectives focus on higher-order thinking (synthesis, evaluation), then your questions should ask questions calling for synthesis, analysis or evaluation.

* Major questions may be developed and asked in a series, building from fact level to more sweeping summary questions. This sequence will allow you to make sure that final responses are based on correct underpinnings.

* Decide how questions will be asked and answered. Will you ask questions of whole group and call on volunteers to answer? Will you divide audience into smaller groups and give them the questions to answer as a group? Will you call on participants whether or not they raise their hands? How will you deal with the individual who is always first to be ready to respond?

* Plan how to answer wrong answers. Consider need to correct wrong information while allowing individual to save face.

* Learn to wait for responses. Instructors frequently answer own questions when no one else does in 10 seconds or less. Participants need to hear question, develop response and then raise their hands. If English is not their first language, or if they are shy, a longer wait time may be needed. Do not be afraid of silence.

* Develop strategies for encouraging participant-to-participant responses.

1. "Does anyone else know how that might work?"
2. "Sally what is the procedure in your country?"
3. Does anyone else have a strategy that they have used?"

* Balance the kinds of questions asked. There are many different kinds of questions that can be asked, each calling for a different kind of response. Here are some suggested types of questions:

1. Fact and basic knowledge (use in limited quantity)
2. Challenge questions. "How can you be sure that…"
3. Relational questions. How are X and Y similar? Different?

4. Diagnostic questions. “What if you find this and that?”
5. Clarification questions. “Are you suggesting…”
6. Open questions. “What are the issues presented by this book?”
7. Cause and effect questions. “If this is true, what will be the result?”
8. Extension or linking questions. “How will this be applied to…?”
9. Hypothetical questions. “What if…?”
10. Priority questions. “What are the two most important causes…?”
11. Summary or synthesis questions. “What have we learned from…?”
12. Probing questions. “What else can you tell us about?”

∗ Tactics for asking questions:

1. Ask one question at a time.
2. Avoid yes/no questions.
3. Pose questions for which there is no single right answer.
4. Ask focused, rather than very broad questions.
5. Avoid leading questions.
6. Search for consensus regarding right answer.
7. Ask questions that ask participants to demonstrate comprehension.[ii]

Responding to Participant Questions

One way to increase participant involvement in learning activities is to provide opportunities for participants to ask questions about the content and related issues. These opportunities can help participants make meaning of the material presented, clarify issues, and see relevance to job requirements.

Faculty should create frequent opportunities for participant questions. Once a participant formulates a question, he or she will find it hard to take in new information. They stop listening. Opportunities for participant questions should be a integral component of the instructional process.

As you invite questions from the participants, keep in mind these key guidelines:

* Be aware of your response. Watch posture, facial expressions, and off-hand comments. Negative responses are quickly communicated to participants.

* Reinforce question-asking. “Thanks for asking that.” “Great question!”

* Repeat questions so all can hear, especially in a large room.

* Clarify questions. “Are you asking…?” Is your question…?”

* Encourage participants to answer own questions. “What do you think?”

* Develop strategy for coming back to questions that are out of sequence with presentation or not relevant at the time. Some strategies include:

1. Parking Lot: Section of board or poster where unanswered questions are posted.
2. Individual consultation: “Could we talk at break?”
3. Refer to other sources: “The best place to find that is to read…”

* Admit when you don’t know an answer. Do not bluff. See if others present do know the answer. Be willing to find answer and share information at later time.

* Develop strategy for controlling participant domination.

1. “You have asked a number of great questions. We need to see if others have questions, as well.”
2. “To be fair to others, I will answer this question and then move to another person.
3. “I would be glad to continue this discussion after the session, but now we must let others get their questions asked.”[iii]

Listening for Style

David Merrill and Roger Reed, founders of Tracom Corporation and PPR (Performance Prediction Results) tests found that individuals have listening behaviors that tend to reveal their learning style preferences.

When speaking to an individual, the speaker can match styles.

When speaking to a group, the speaker needs to balance many elements of speaking.

Type one learners tend to care for the speaker as well as the other members of the group. Ones may look concerned or worried if someone is ignored, if there is conflict, etc. Ones tend to smile to encourage the speaker or others in the group. They tend to devote their attention to the speaker in a one-to-one conversation and appreciate the same attention when they are speaking.

Type two learners tend to look puzzled, questioning, thoughtful, and skeptical when listening. They tend to rub their chin or brow. They are evaluating and critiquing as they listen.

Type three learners are result-oriented listeners. They want action and ask “How can I use it now?” “What’s practical?” “What’s the point?” and may act impatient if the answers to these questions aren’t apparent or forthcoming.

Type four learners like to be involved listeners. They are easily bored with technical data. They may become fidgeting or “class clowns.” They have good intuition and often grasp or add insights to conversations.

Merrill and Reed also found that speakers must be aware of these four different styles of listeners if they hope that what they have to say will be communicated effectively.

In a group or meeting, there must be enough technical data to please the type twos but not so much that the fours will be bored. The speaker needs to show enough openness and comfort to allow for type ones’ questions yet move fast enough to satisfy the goal oriented type three.

Managing Discussion

Brookfield and Preskill (1999) list fifteen benefits of discussion:

1. It helps students explore a diversity of perspectives.
2. It increases students' awareness of and tolerance for ambiguity or complexity.
3. It helps students recognize and investigate their assumptions.
4. It encourages attentive, respectful listening.
5. It develops new appreciation for continuing differences.
6. It increases intellectual agility.
7. It helps students become connected to a topic.
8. It shows respect for students' voices and experiences.
9. It helps students learn the processes and traits of discourse.
10. It affirms students as co-creators of knowledge.
11. It develops the capacity for clear communication of ideas and meaning.
12. It develops habits of collaborative learning.
13. It increases breadth and makes students more empathic.
14. It helps students develop skills of synthesis and integration.
15. It leads to transformation. (pages 22-23)

As you utilize discussion and discussion groups in your teaching forums, you may need to develop guidelines for discussion. If groups will be together over longer time periods, it is useful for the group members to develop their own guidelines for managing discussion. Such guidelines may focus on turn-taking, interrupting those speaking, presenting disagreements and other democratic group processes.

To foster discussion, it is best if members of the group have been prepared. Because of the diversity of adult learners, you may need to provide pre-discussion activities to assure that all participants have the same preparation for discussion. Structured pre-readings are essential for stimulating discussion. "Jigsaw" is an effective strategy for preparing groups for discussion. Each group member (or pairs) are asked to read a particular article or segment of the material and be prepared to be the "expert" for his/her group on that content. When each member (or pairs) report, the group has a complete picture.

Be sure that participants have a clear understanding of the purpose and focus of the discussion. Clarify expectations, time limits, and follow-up results. Will groups be required to report on their discussion? If so, how? Reports can take many forms including visuals, posters, oral reports, sample reports. Remember that not all groups have to report after every discussion session.

Think through group size and group membership. If smaller groups are used, five to eight members is an excellent size to promote participation and interaction. Vary the size of the groups from time to time and vary group membership. You may want to assign members of each group roles (leader, recorder, reporter) to facilitate group work.

As you start a discussion, avoid these mistakes:

1. Don't lecture about topic before discussion, giving y our ideas and opinions.
2. Don't be vague about discussion focus. Avoid "What do you think?"
3. Don't play favorites in choosing respondents.
4. Don't fear silence. Thinking takes time.
5. Don't misinterpret silence. Silence does not mean non-involvement.

Try these tactics to get a discussion started:

1. Focus discussion on participant concerns, questions, and issues.
2. Ask participants to identify concrete image, picture, scene or event related to reading or discussion focus. Concrete, visual learners can easily respond and then move to abstractions.
3. Start with sentence completion:
    a. The one thing I would like to ask the author…
    b. What really bothered me about this reading was…
    c. I still don't understand how…
    d. It seems that this author presents issues that are in conflict with…
4. Ask participants to recall personal experience aligns with discussion topic.
5. Ask participants to describe scenario from work environment that compares or contrasts with topic.
6. Ask all members of group to make one statement related to topic, in turn.
7. Use brainstorming strategies to get discussion going.
8. Employ "spend a penny" strategies that limit number of times one person can speak.

Monitor group discussion and decide when and how to bring closure. Sometimes groups will work at different paces. Do you want faster groups to move to something else? It is wise to give groups more than can be done in assigned time with priority action items noted. Be sure to give adequate warning regarding closure and transition. Bring closure to discussion and restate purpose. Link discussion to learning objectives and other instructional activities.[iv]

Managing Instructions

In a Winter 1997 article in the Human Resource Development Quarterly, the authors, Swanson & Falkman surveyed 371 trainers and asked them to list training delivery problems they had experienced as novices. The survey resulted in 1,098 responses, which were synthesized into twelve common problems.

The problems were:

1. **Fear.** Trainers lacked confidence and felt uneasy during training delivery.
2. **Credibility.** Trainers felt that they lacked credibility as subject matter experts.
3. **Personal Experiences.** Trainers lacked personal experiences to incorporate into their training.
4. **Difficult learners.** Trainers lacked ability to handle difficult learners.
5. **Participation.** Trainers had difficulty getting people to participate.
6. **Timing.** Trainers had difficulty with the pacing of the materials, and assuring that there was a match between the amount of material and the time allotted.
7. **Adjusting Instruction.** Trainers had difficulty in adjusting the training to the learner's needs.
8. **Questions.** Trainers had difficulty in effective questioning.
9. **Feedback.** Trainers were unable to "read" the learners in order to make adjustments to the training.
10. **Media, Materials, and Facilities.** Trainers were uneasy about how to use media and how to handle breakdowns.
11. **Opening and Closing Techniques.** Trainers lacked techniques to use as introductions and icebreakers, and as summaries and closings.
12. **Depending on Notes.** Trainers felt too dependent on notes.

The twelve problems were then posed to 20 expert trainers who provided strategies for dealing with each problem. Some of the suggested solutions are:

1. *Fear*

   a. Be well prepared—have a detailed lesson plan, know the material and practice.
   b. Use icebreakers—they can help to relax all participants, including the trainer.
   c. Acknowledge the fear—understand that fear is normal when new at teaching.

2. *Credibility*

   a. Don't apologize—be honest about your knowledge.
   b. Share your personal background—share your areas of expertise with the learners.

3. *Personal Experiences*

   a. Relate personal experiences—tell about experiences that relate to the topic.
   b. Report the experiences of others—collect and share incidents from others.

c. Use analogies, refer to movies of famous people—use familiar events and situations to relate the material.

4. *Difficult learners*

a. Talk to the learner during a break.

5. Participation

a. Ask open-ended questions—open-ended questions encourage increased participation.

b. Plan small group activities—shy people will often more actively participate in small groups.

c. Invite the participation—encourage people to share as soon as possible.

6. *Timing*

a. Plan well—include additional material if your presentation is short, and identify material that may be eliminated if the presentation is long.

b. Practice, practice, practice—this will allow you to know how far you should be at any given time.

7. *Adjusting Instruction*

a. Know group needs—determine what the group needs as early as possible.

b. Request feedback—this can be done on breaks.

c. Redesign during breaks—have a contingency plan that will allow you to modify your presentation.

8. *Questions*

Answering Questions

a. Anticipate questions—write out potential questions that the learners may ask.
b. Paraphrase learners questions—this allows everyone to hear the question and give you time to think of the answer.
c. "I don't know" is OK—try to find answers during breaks, or after the presentation.

Asking Questions

a. Ask concise questions—but avoid questions that can be answered with either a yes or no.

9. *Feedback*

a. Solicit informal feedback—this can be done either during the class or during breaks. Also, watch for nonverbal clues.

b. Do summative evaluations—have the learners fill out evaluations at the end of the presentation.

10. *Media, Materials and Facilities*

Media

a. Know the equipment—know how to operate the equipment and how to replace bulbs, etc.

b. Have backups—carry spare bulbs, markers, chalk, extension cords, and masking tape. Have an alternate media, such as, copies of all overheads to handout if required.

Materials

a. Be prepared—have all materials ready, and stacked for distribution.

Facilities

a. Visit facility beforehand—visit before to see the room's layout, what equipment is present, and determine how to set up for your presentation.

b. Arrive early—arrive in sufficient time to set up and deal with any problems prior to the learners arriving.

11. *Opening and Closing Techniques*

Openings

a. Develop an "opening file"—develop icebreakers and keep a file of them.

b. Relax trainees—greet them as they arrive, and take time for introductions.

12. *Dependency on Notes*

a. Notes are necessary—recognize that they are crucial.

b. Use visuals—make notes on transparency frames and on your copies of handouts.

c. Practice—not only what you say, but how you will distribute handouts and use media.

TAXONOMY

TAXONOMY	IDENTIFYING CHARACTERISTICS	VERBS
Knowledge	Eliciting factual answers, testing recall and recognition: recall	Define, recall, select, label, recite, point out, list, record, reproduce, name, repeat, memorize
Comprehension	Translating, interpreting, extrapolating; putting information in own words	Describe, outline, translate, discuss, recognize, match, explain, restate, tell, identify, select, summarize, indicate
Application	Use of information or skill, application to situations that are new, unfamiliar, or have a new slant for participants	Apply, identify, demonstrate, construct, illustrate, show how, explain, interpret, employ, select, dramatize
Analysis	Breaking down into parts; relating parts to the whole Higher order thinking beings with analysis.	Analyze, diagram, debate, arrange, dissect, relate, chart, criticize, contrast, compare, examine, plan, distinguish
Synthesis	Combining elements into a pattern not clearly there before; involve divergent thinking and many possible answers.	Arrange, formulate, compose, write, make, forecast, construct, plan, estimate, create, prepare, tell, design, propose, do, develop, solve
Evaluation	Judge according to some set of criteria and state why.	Appraise, dispute, verify, assess, evaluate, decide, defend, grade, judge, criticize, choose why

ENDNOTES

[i] Renner,P. (1980). The instructor's survival kit. Vancouver, BC: Training Associates Limited, p. 3-27.
[ii] Brookfield, S. & Preskill, S. (1999). Discussion as a way of teaching. San Francisco: Jossey-Bass.
Davis, B. (1993). Tools for teaching. San Francisco: Jossey-Bass.

[iii] Brookfield, S. & Preskill, S. (1999). Discussion as a way of teaching. San Francisco: Jossey-Bass.
Davis, B. (1993). Tools for teaching. San Francisco: Jossey-Bass.

[iv] Brookfield, S. & Preskill, S. (1999). Discussion as a way of teaching. San Francisco: Jossey-Bass.
Davis, B. (1993) Tools for teaching. San Francisco: Jossey-Bass.