

PN-ACG-794

**Revised Workflow Process for the Development of  
NCJS Education Programs  
Tony Fisser  
Contract No 263-C-00-95-00134-00  
Administration of Justice Support Project  
AMIDEAST/ AOJS Cairo  
March 1999**

Phase II

REVISED WORKFLOW PROCESS

FOR THE DEVELOPMENT OF

NCJS EDUCATION PROGRAMS (1999)

-- Recommendations --

-- Workflow Diagrams --

-- Forms --

Anthony B Fisser

150 Kings Highway

North Haven CT 06473

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Anthony B Fisser  
150 Kings Highway  
North Haven CT 06473  
203-234-8955

## REVISED WORKFLOW PROCESS FOR THE DEVELOPMENT OF NCJS EDUCATION PROGRAMS (1999)

This Revised Workflow Process is submitted to AOJS/Amideast for consideration by the National Center for Judicial Studies of Egypt (NCJS). It consists of fourteen pages of process diagramming, eleven sample Forms, and the below Commentary containing recommendations.

### Introduction

This material completes the second of two Project phases. The first phase consisted of my initial meetings with the Director, judges, and various professional staff of NCJS to study the existing process by which education and training programs were designed, developed, and produced for Egypt's judiciary, prosecutors, and numerous other law-related professionals. Based on that study, a workflow diagram was created to capture graphically the current process. In accordance with the project plan, it was reviewed by NCJS, modified to incorporate some revisions, and a final draft was submitted, completing the first phase of the project.

The second phase of the project creates another basic workflow diagram, this time incorporating aspects of recommended enhancements in the education program development process. It also provides sample Forms that could facilitate and enhance the process if realized through utilization of the Center's new computer capabilities.

Several caveats from the earlier, phase one work, deserve to be repeated. One is that the workflow diagram is a generalization of a complex process. It illustrates major steps, major inputs, and major outputs. Similar systems analysis work on an unrelated project identified more than twelve hundred data elements involved in creating an educational event. Therefore, supplemental work by NCJS to further analyze, discuss, and modify some large number of lower level processes, also would be worthwhile. At the same time, this would assist NCJS in ensuring all processes, major and lower level ones, adapt to practical needs and, taken together, demonstrate how that organization wishes to function.

The second caveat is that this analysis concentrates on the process through which an education program develops.

Administrative and support operations such as fiscal services, purchasing, record keeping, and facility management, are referenced only as they interface with the program process

#### Workflow Diagram

For greater clarity, and to illustrate the flow of information and needs, I have separated the overall education program process illustrated in the accompanying diagram into five components. Each has its own stream of activities that must be completed. The components are TRAINEES (participants/students), CURRICULUM DESIGN AND DEVELOPMENT (the substantive contents of an education program which, through effective design, successfully meet education and training needs), CURRICULUM SUPPORT (legal research and any other materials which facilitate the learning process), FACULTY (teachers/instructors), and, ADMINISTRATIVE SUPPORT (facilities/record-keeping/data processing/accounting/purchasing)

#### Recommendations

Although the central task of phase two is workflow diagramming and not a stand-alone, narrative report, aspects of various recommendations for process modifications are integrated into the diagram itself. Therefore, some description of the key recommendations being submitted for further consideration by NCJS are set forth below.

To accomplish the task of this second phase, I considered five important objectives of process improvement. These were

- To reduce redundancies or repetitive work (work is done by one person or team, one time)
- To increase efficiencies (do more with less, and in a shorter time),
- To access information and data when needed,
- To monitor and evaluate, and
- To maximize use of available resources

In addressing these overall objectives, a number of recommendations are made. They fall in the areas of

- I Organization
- II Control, Delegation, and Communication
- III Planning
- IV Utilization of Resources

I Organization

*\* Separate and Clear Responsibilities for Program Development and Administrative Support*

The group of skills required to conceptualize and develop education and training programs are substantially different than those required to provide efficient and effective administrative support through such functions as finance, housing, transportation, record-keeping, etc. When the education and training programs are in a specialized subject such as law, the differences in goals and activities increase. Further adding to the differentiation is the fact that both trainees and Center staff developing their programs have specialized legal professions of judge and prosecutor. Such individuals, in every country, look to their profession first for their identity and status.

In recognition of the differences, it is recommended that the Center maintain two major operational divisions, one for Program Development and one for Administrative Support. The most recent, proposed Organization Chart provided me does contain a similar concept and I suggest it be implemented. (The Chart also sets forth other changes. In general, they too seem similarly justified and would be positive steps to clarify responsibilities and expectations.)

Organization chart changes do not however preclude the critical need to make sure all groups work together effectively on a day-to-day basis. (See recommendation II). In fact, successful implementation of change is one of the greatest challenges for top management and the organization itself.

*\* Fully-Operational Research Capacity*

Research can take many forms. As used here, it refers to the ability to study, analyze and report on questions and issues of importance in Egyptian law and court procedure.

NCJS requires this ability in order to train judges, prosecutors, and others in the correct application of law and procedure. It is strongly recommended that the NCJS research capacity be substantially expanded and its operations be clarified and systematized. This is reflected in the accompanying Workflow Process diagrams in which Curriculum Support/Research is highlighted as one of the five components needed for an effective education and training program.

Greater capacity will serve three purposes. First, it will provide needed support to all programs being produced by NCJS. Education programs must be accompanied by written materials that facilitate and promote the learning process while the trainee is in the program (cases, handouts, tests, sample scenarios), and that remind or refresh the trainee on what was learned, when back on-the-job (summary of law and procedure, key items to remember, checklists, sample forms or memoranda). It is estimated that perhaps only 30 percent of the faculty of the new judge orientation program have materials for trainees.

The second purpose of expanded research will be to provide greater support to faculty and course coordinators. Currently, it appears that there is minimal research assistance available to develop materials. Faculty choose what they want, with limited reference to useful past work, unless remembered by staff. The tendency is to use whatever was used in the past, as busy faculty and course coordinators have other full-time job duties that do not permit the time required to undertake thorough, law-related research.

The third purpose of an expanded research capability will be to create a source of, and repository for in-depth research on court-related matters for Egypt. I understand this activity is in the charter or stated mission of NCJS, but it has not been implemented, nor resources assigned. It is possible that NCJS could be an intellectual center for study and learning on law and courts, serving the Ministry of Justice as a university serves others.

- research operations issue is the difficulty in the process to use the Case Bank. The Case Bank is the key source for classroom materials used by faculty and course coordinators in their new judge and new prosecutor courses. However, full and effective use is severely limited by lack

of a computerized database. Personnel do a good job manually, but, without the database, storing, cataloguing, searching, analyzing, and reporting cases and other training materials is a time-consuming process to be avoided. (Expansion of the Center's capacity to undertake additional legal and court-related research duties on a national level, as noted above, could only follow computerization improvements.) Plans to do such work were presented last year but appear to be on hold. The recommendation is that they be implemented promptly because of the central role the Case Bank can, and should play in the education process.

The workflow diagram does illustrate the recommended process of the course coordinator managing the production of all materials which support a program, including what the faculty uses, but the work is actually completed by experienced research specialists knowledgeable in law, procedure, and the job judges, prosecutors, and others do.

## II Control, Delegation and Communication

### *\* Delegation of Decision-Making to Teams and Supervision by Review of Work Products*

This key recommendation for process improvement has two parts. The first is that every program produced by NCJS be the responsibility of a Team composed of at least three persons: the course coordinator, an individual from the research section, and, an administrative coordinator. The latter person is part of Administrative Support but handles day-to-day administrative or clerical matters such as computer entry, phone calls, files, and the numerous other administrative activities that must be done, as well as coordination of work from various Administrative Support units (finance/housing/record-keeping, etc.). The course coordinator is the head of the team but responsibility is shared.

As shown by the workflow diagram, the Team will meet at various points during program development and while the program is being conducted.

The second part of this recommendation follows from the first. It is that top management of NCJS delegate responsibility for success of program development to the

Teams and supervise through reviews of what they produce. Therefore, the workflow diagram has the Director reviewing periodic reports that will help him monitor all programs, alert him to problems, and show actual products when they are due. This recommendation is supported by the advent of computer technology at NCJS. Several sample Forms (see Course Coordinator Status Report, NCJS Courses) provide examples of the kind of reports the Director and other top executives of NCJS should have available for their review and monitoring.

Perhaps one of the greatest benefits of supervision by periodic reviews of work products, greatly aided by computerization, is freeing top management for higher level tasks such as long-range planning, public relations, advocacy for increased resources, and similar executive functions.

*\* Utilization of Judicial Education and Other Committees*

The diagram makes use of committees and the joint work of individual members to help get things done. One, on-going committee would be an Education Committee for each major type of trainee (Judges, Prosecutors, etc). It would be composed of experienced individuals, who also have some experience with the program development process. Such a committee would not only provide the Annual Plans discussed in III but would be a constant source of information that a course coordinator needs as programs go through various stages of development. They should be utilized throughout the process, not just at one stage, especially in the identification of needs that meet the criteria of training needs, and the establishment of detailed goals for a program, well before work on it is approved.

Other committees could be created for specific needs, such as a Faculty Development Committee to identify what faculty needs to improve their skills.

III Planning

*\* Greater Reliance on Annual Plans*

The workflow diagram begins with the start of all programs - the expression of need by various persons. It demonstrates the ideal whereby each of the many groups

served by NCJS permits the Center to plan properly through submission of Annual Plans that state the education needs. This permits the Center to allocate resources effectively and to complete such time-consuming parts of the process as curriculum design, research, and writing of materials. In other words, it permits the Center to have a process that is followed. It is recommended that the Center improve the process for the development and use of Annual Plans.

\* *Long-Range Planning*

It is clear that NCJS is undergoing many organizational and operational changes. It is suggested that a long-range plan be developed by NCJS and that annual priorities be established, then promulgated, so all levels of employees are aware of, and can join the organization's direction. Workflow processes follow goals, whether formal or informal. The greater the clarity of goals the greater the clarity in processes.

A related need will arise from the introduction of computer automation. It is recommended that clear processes for the creation, review, and approval of standard NCJS documentation and reports be established.

iv *Utilization of Resources*

*Increased Development of Computer Systems*

A critical tool for improvements in almost every area of the process whereby education programs are produced is the computer. They offer high-speed communication within NCJS' various offices and outside as information needed as part of the program development progress is sent to, or received from faculty, trainees and others. They also can help increase accuracy and reduce or eliminate redundancies.

It is suggested that NCJS vigorously promote the regular use of computers, perhaps even mandating that certain jobs or reports be completed solely through their use. NCJS should also identify which documents should always be maintained and as soon as possible develop databases and spreadsheets that provide needed information to management and staff. The workflow diagram and sample forms incorporate computers into all aspects of the program process.

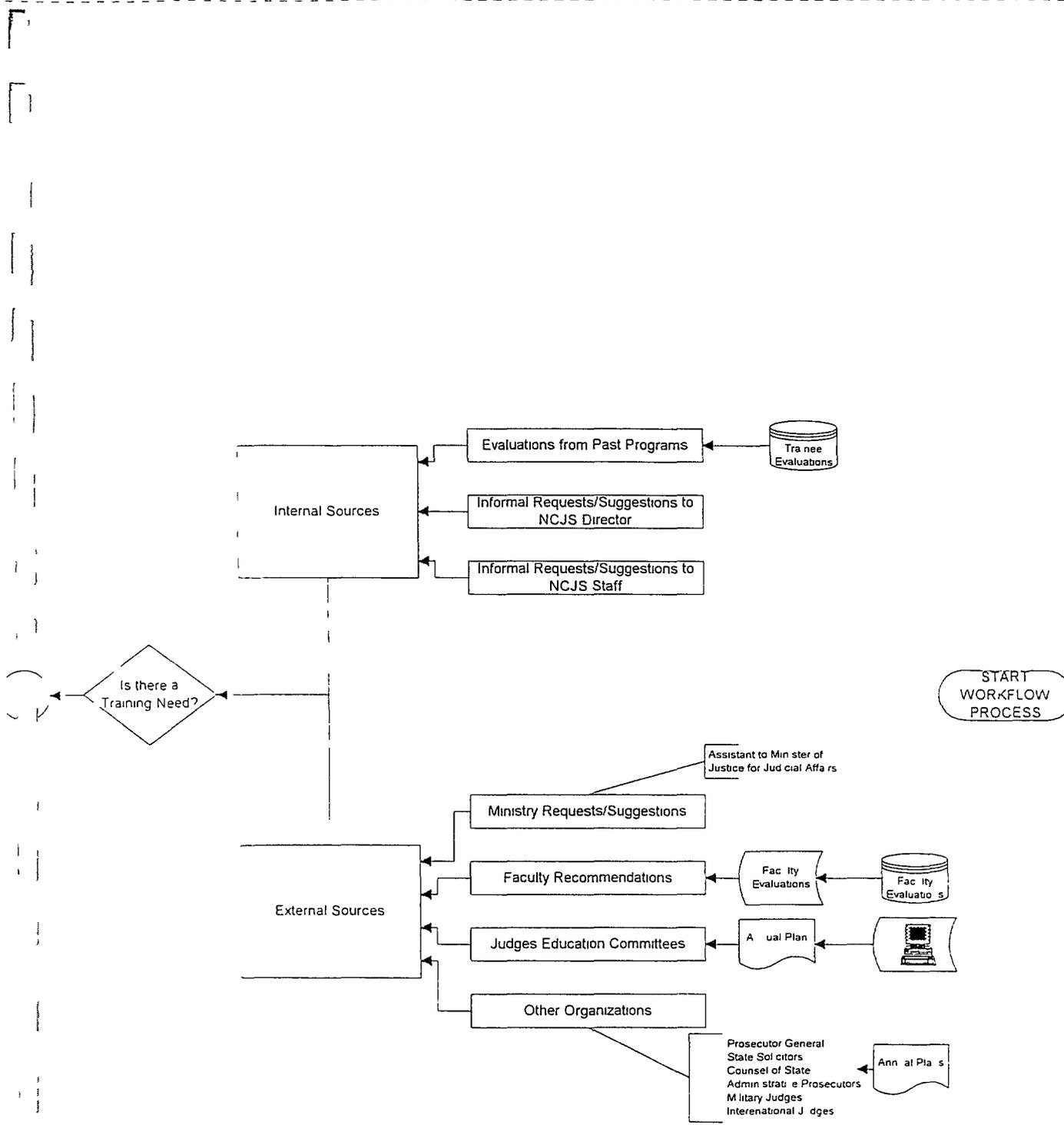
*\* Formal and Numeric Course, Trainee and Faculty Evaluation*

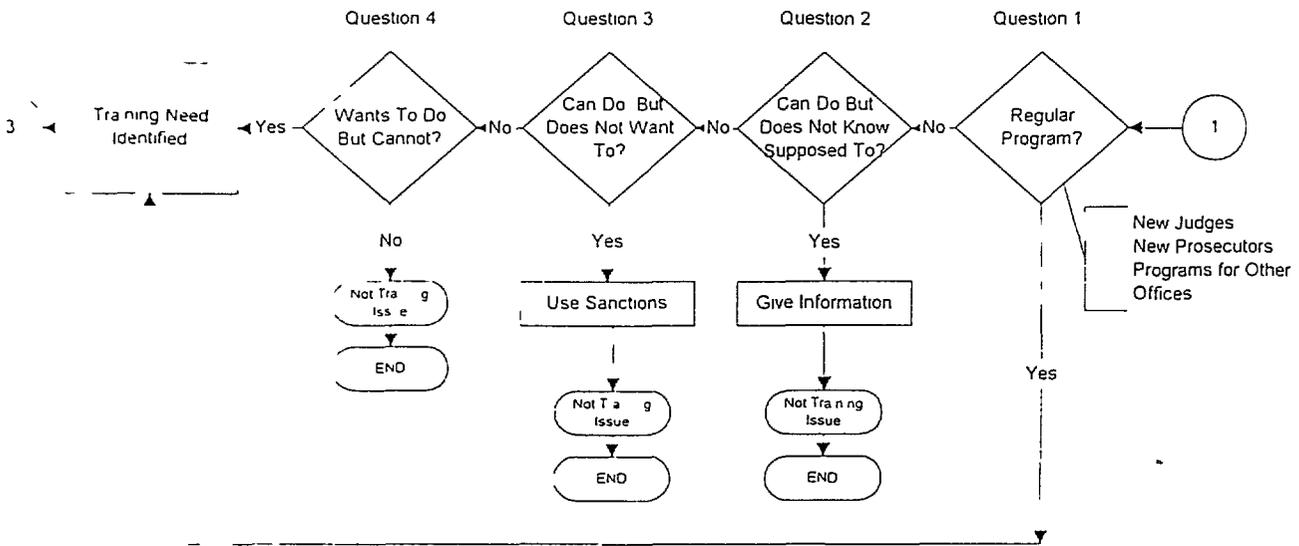
Substantial time is expended on the evaluation process of each trainee. It is recommended that the system be studied in detail to identify precisely what information is needed, why, and how best to capture it. Also, all evaluations should be reduced to numbers or letters that summarize at a glance.

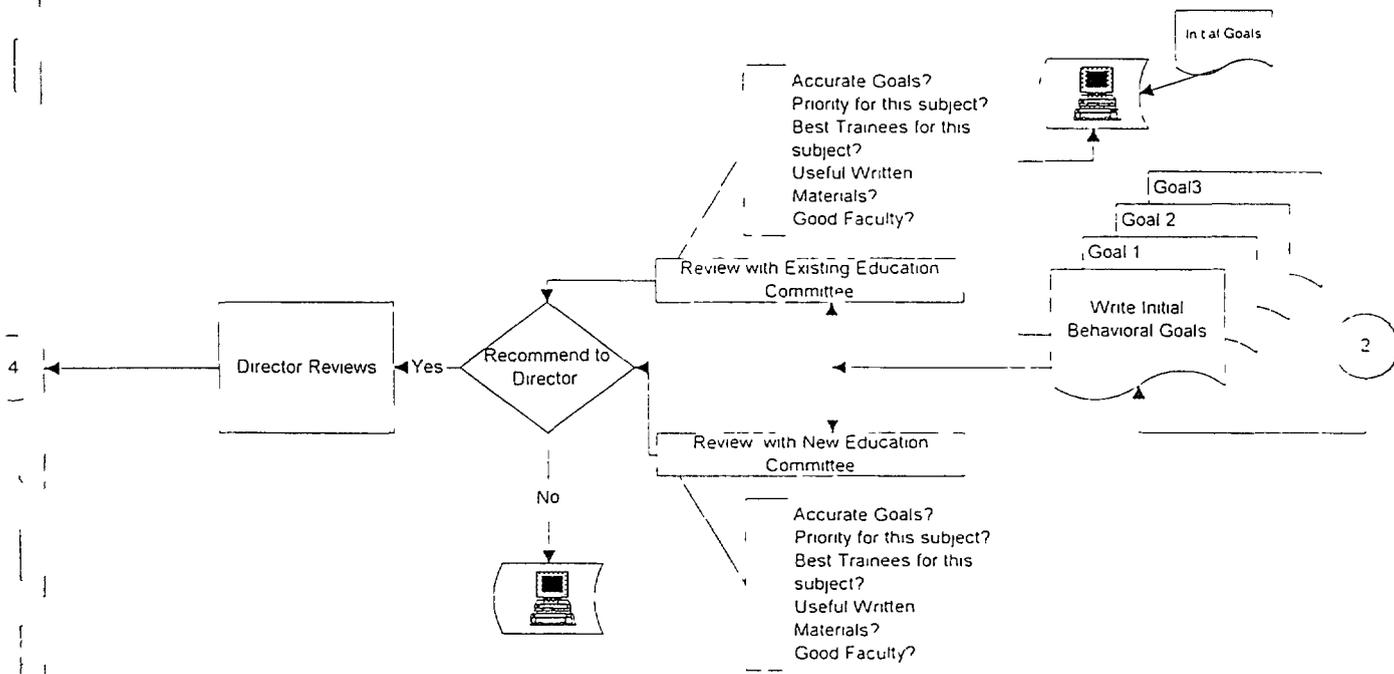
Summary

NCJS has been producing excellent education programs for many years. It is now seeking to re-examine what it does in an effort to improve services to the Ministry and the many different types of participants who rely on it for their professional development. This commitment is to be admired. The workflow diagram and accompanying Forms offer some additional issues for consideration and possible implementation.

Submitted Anthony B. Fisser  
150 Kings Highway  
North Haven, CT 06473

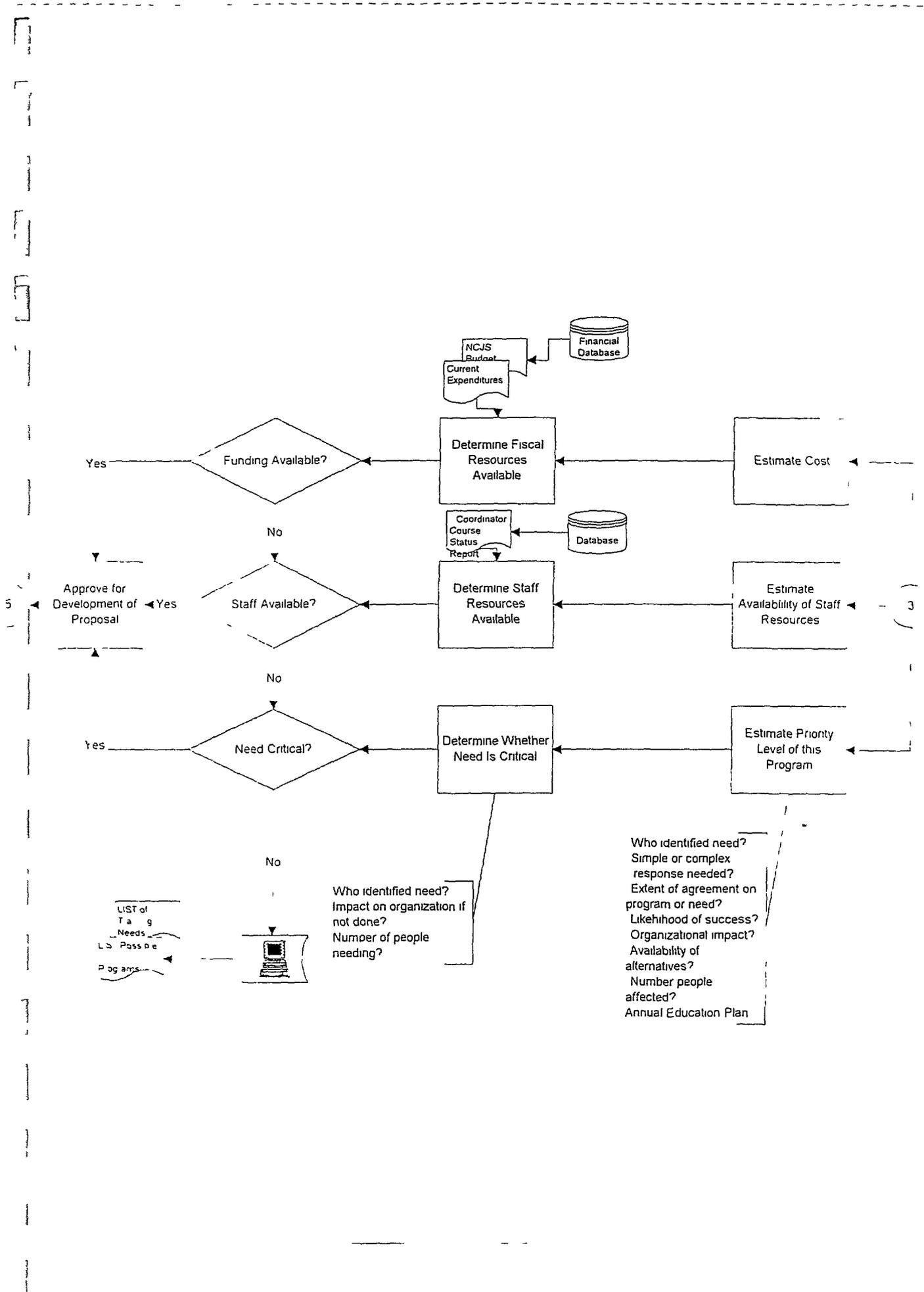




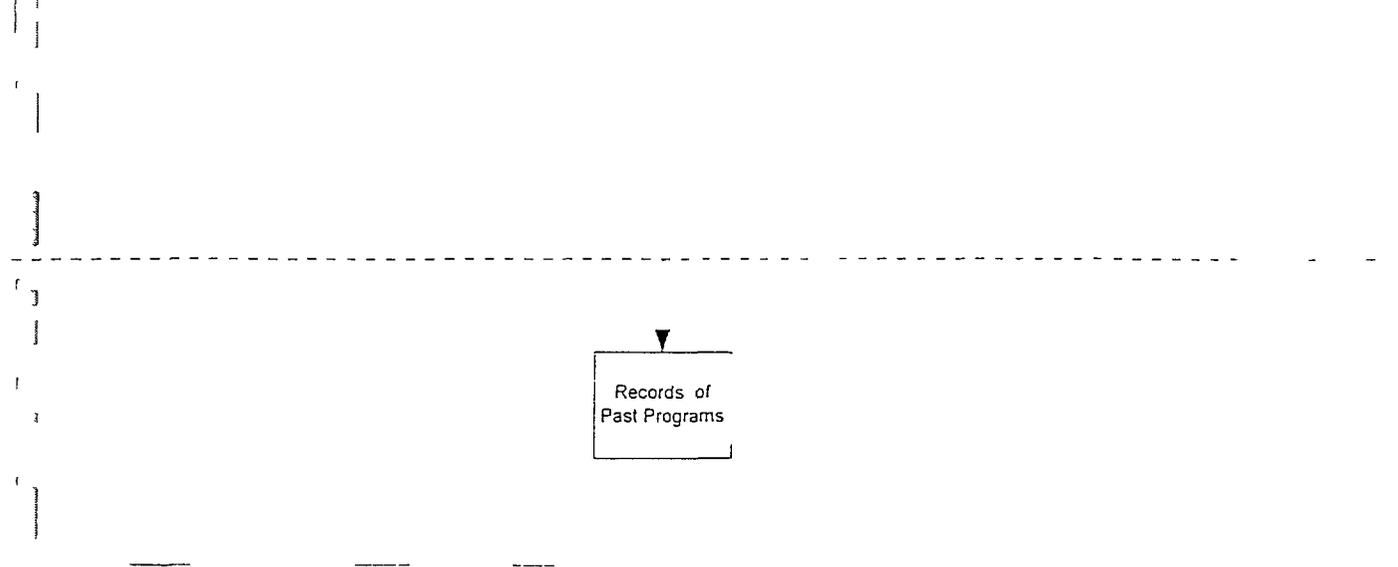
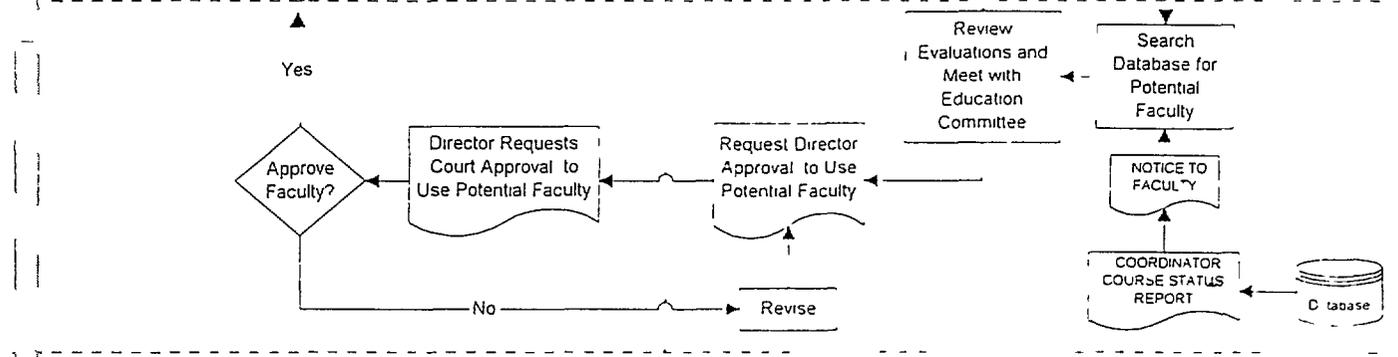
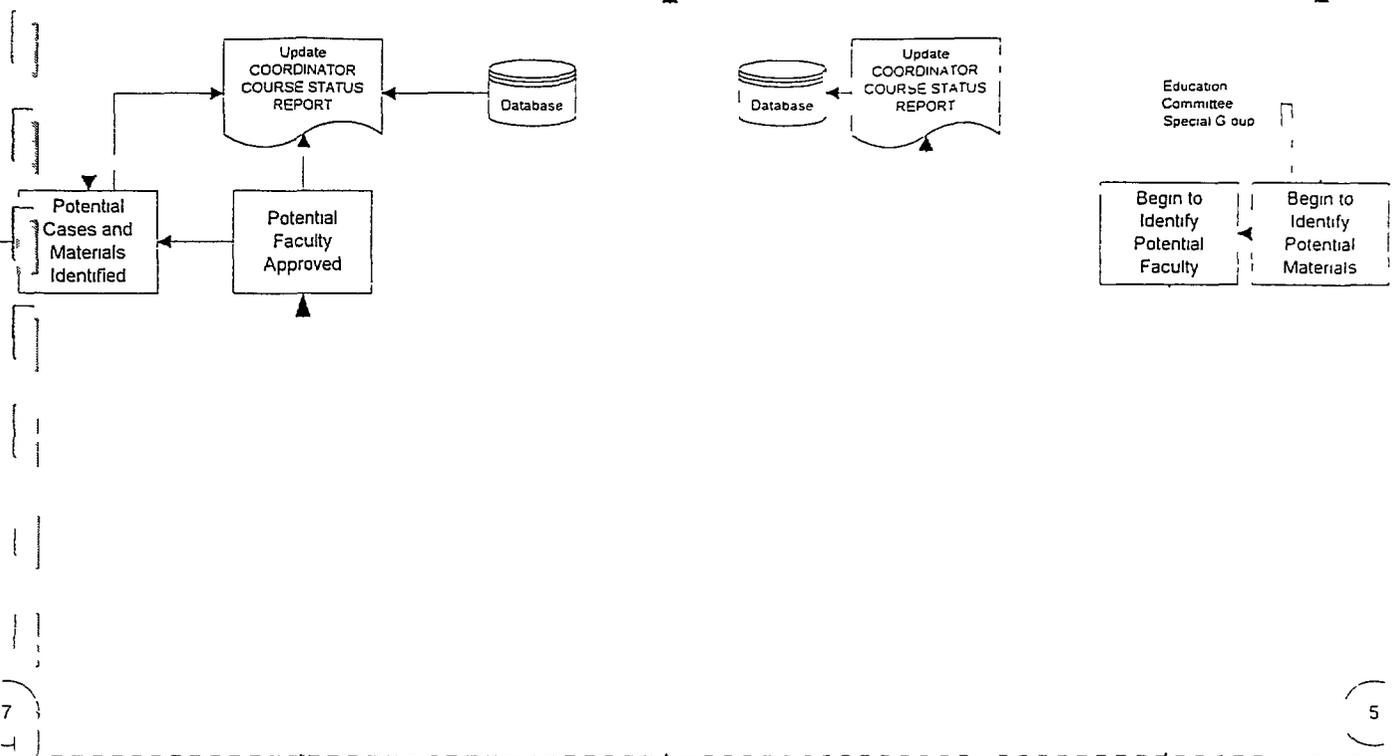
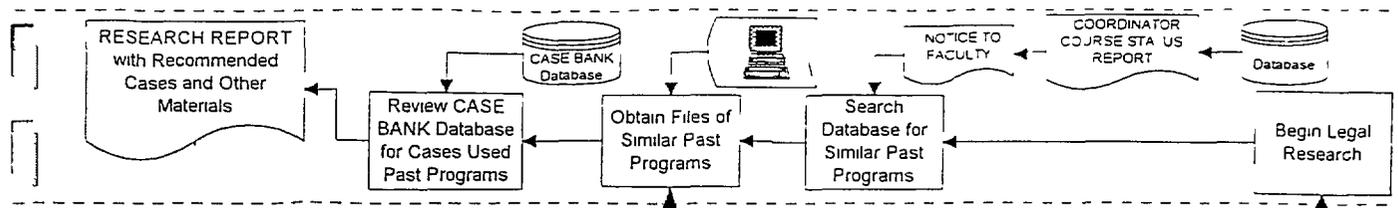


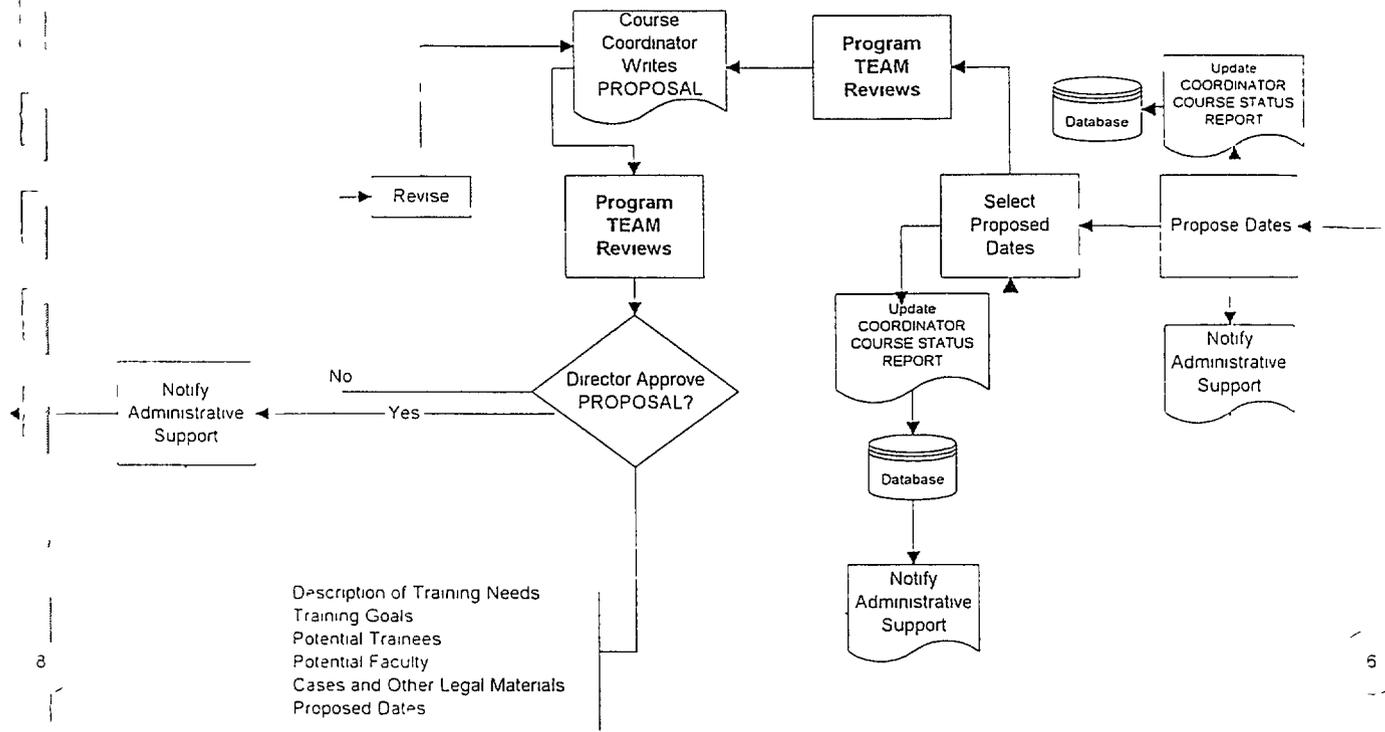
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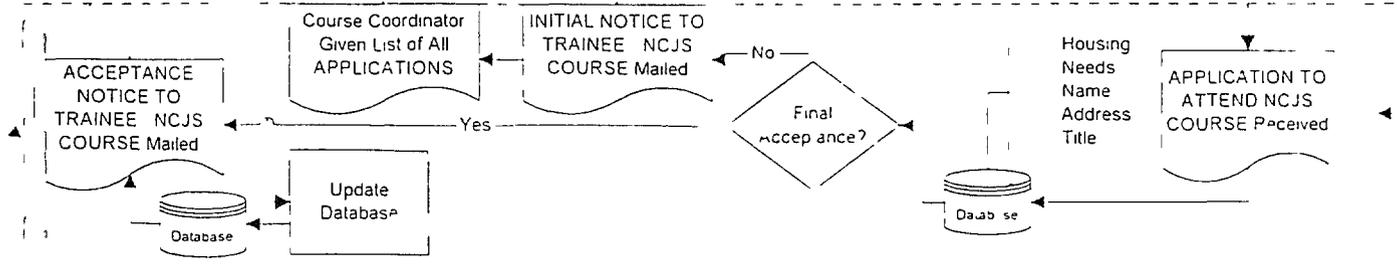
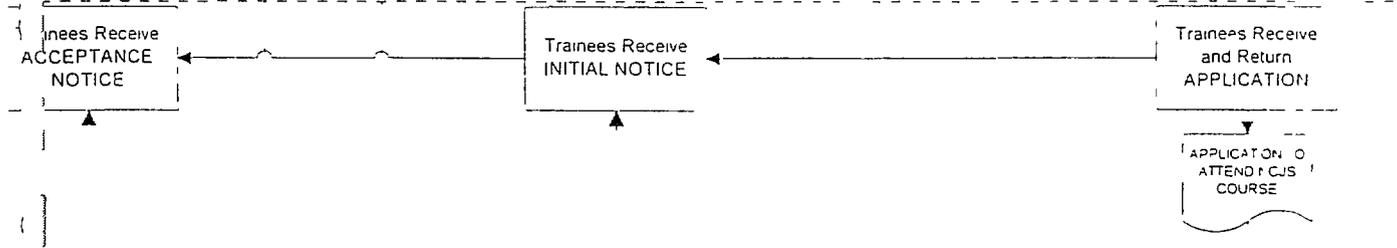
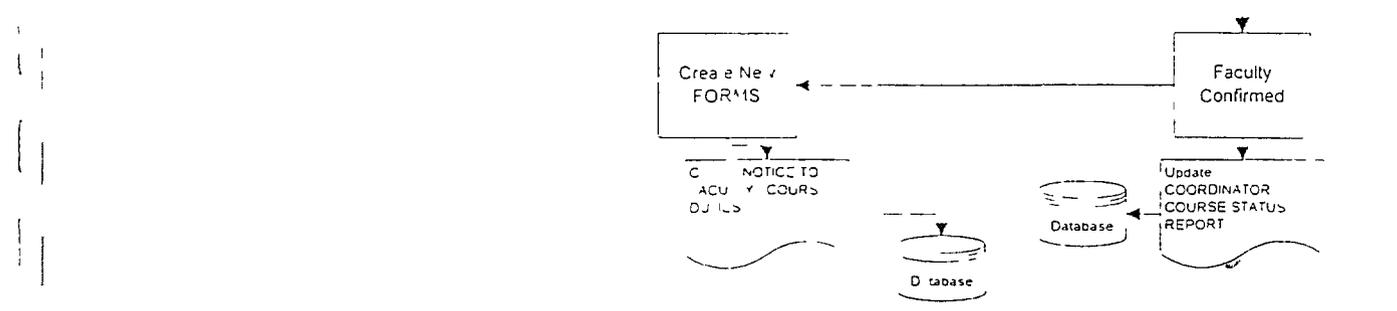
Receive Notice  
New Program  
Approved

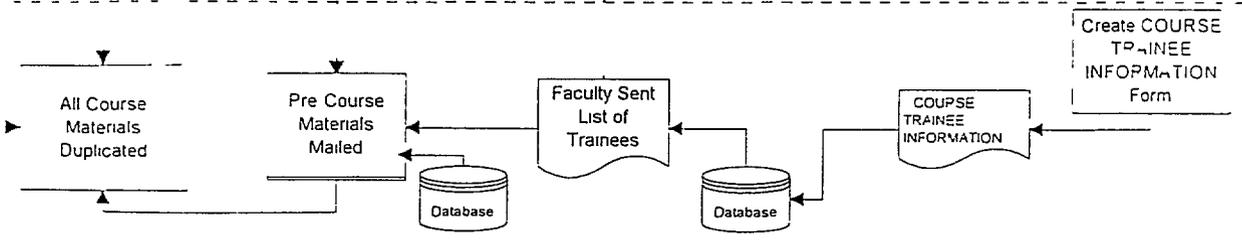
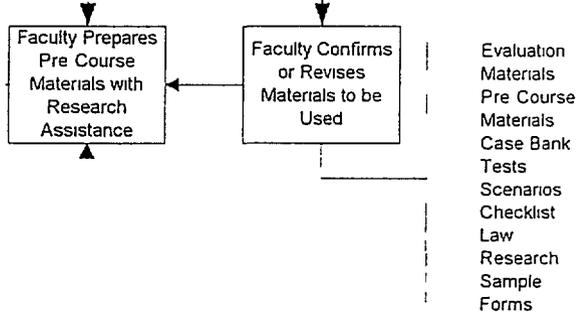
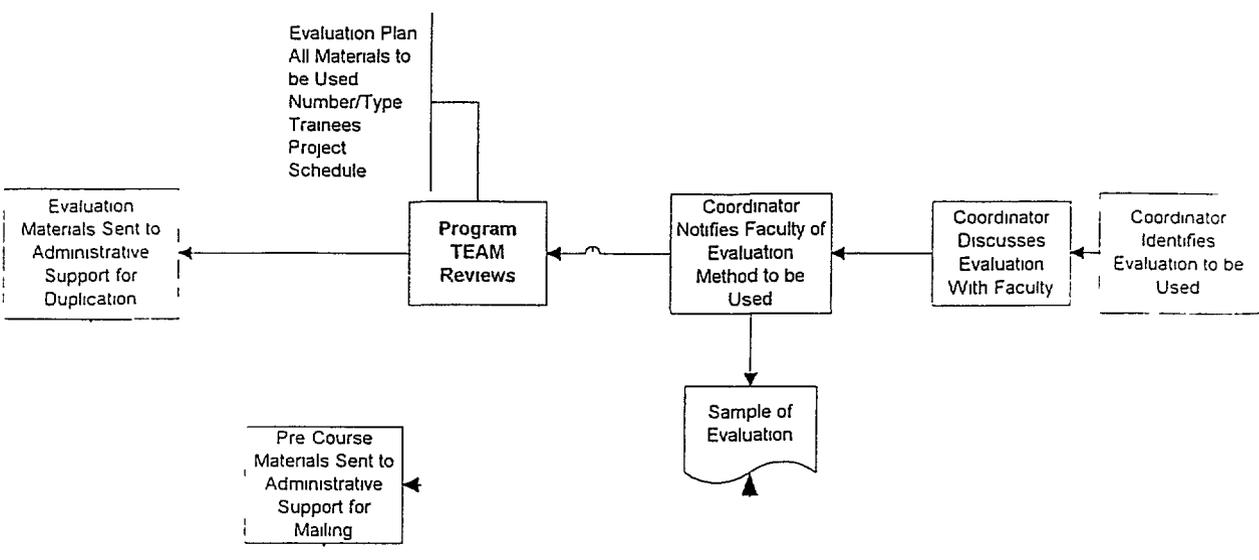
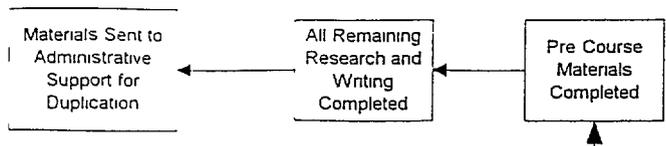
Reserve  
Classrooms  
and Lodging  
Site

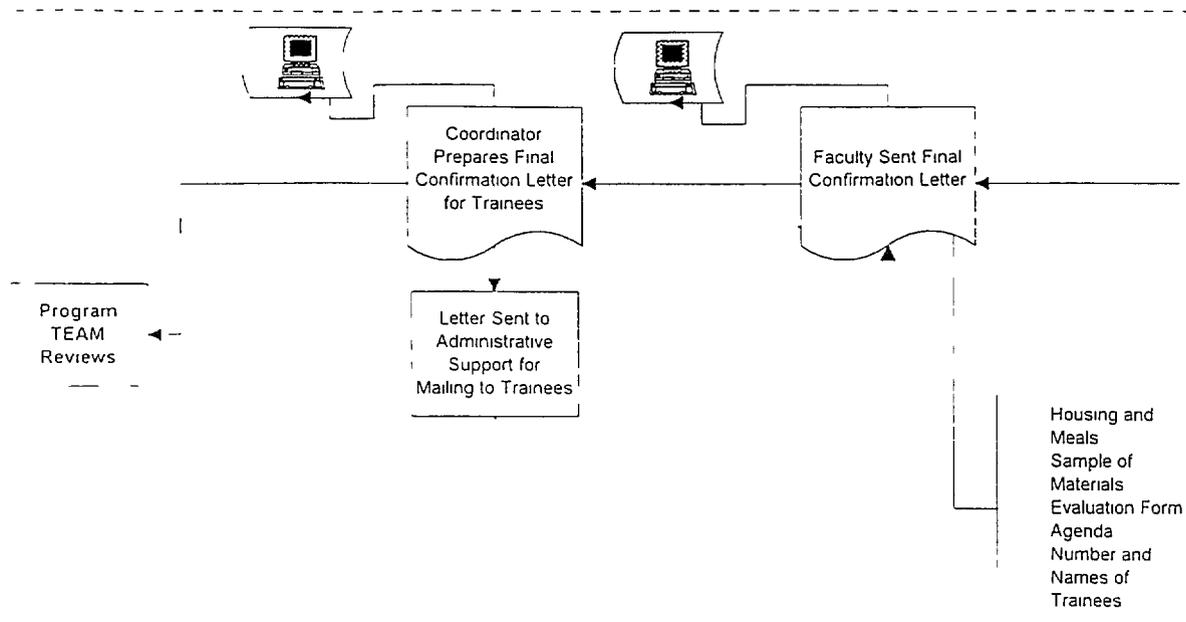
Notify Coordinator  
Classrooms and  
Facilities Available

Determine  
Availability of  
Classrooms and  
Housing  
Facilities





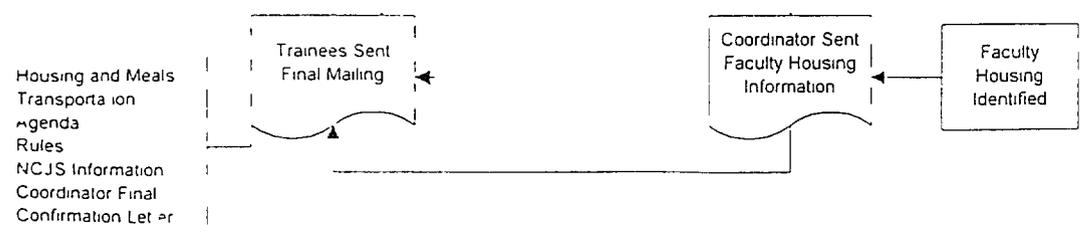


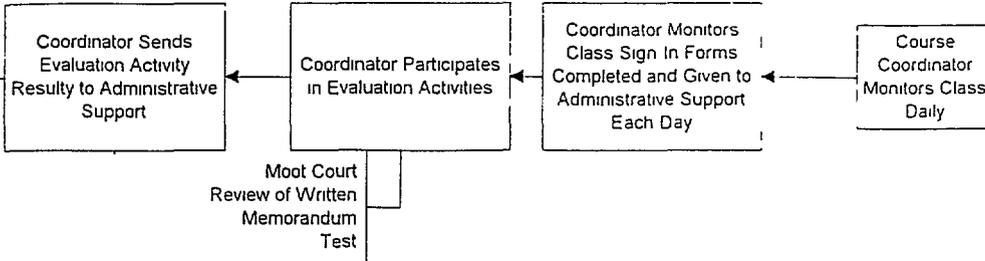


Faculty Receive Final Confirmation Letter

Trainees Receive Final Mailing

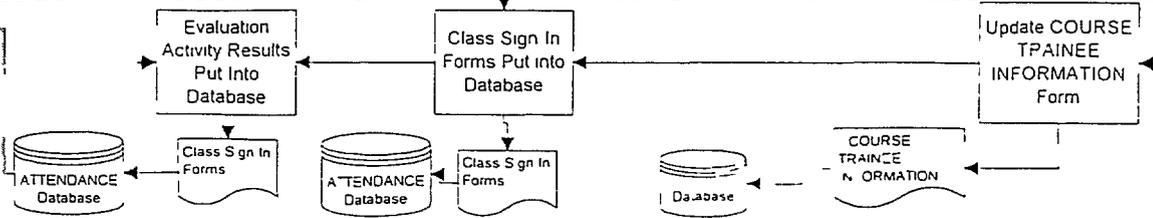
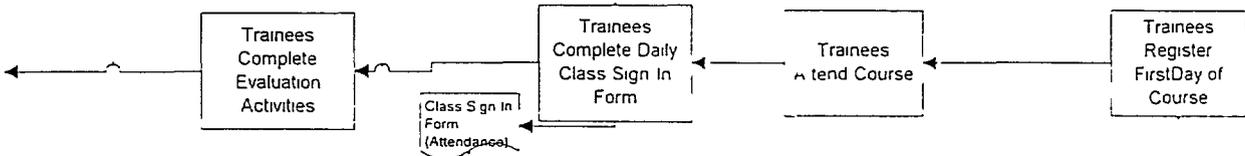
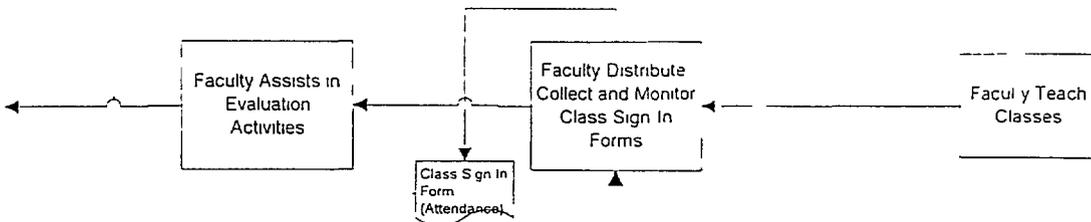
Trainees Files Prepared

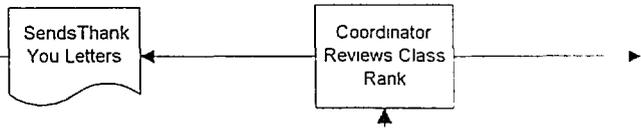
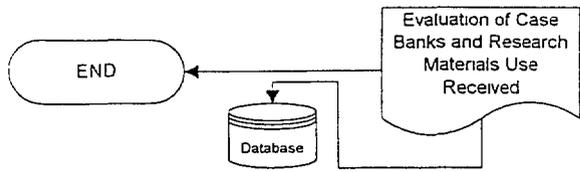




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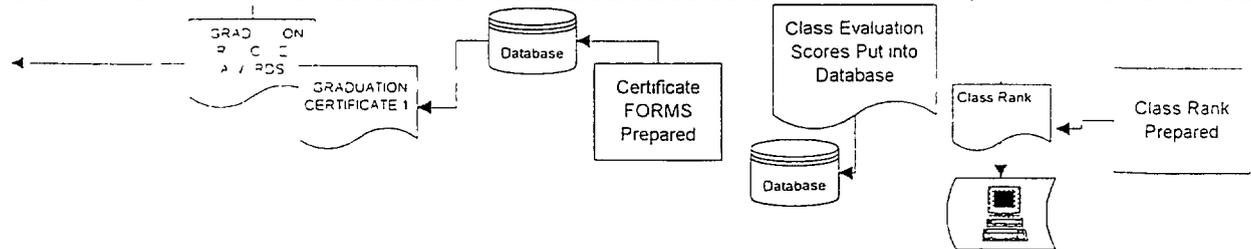
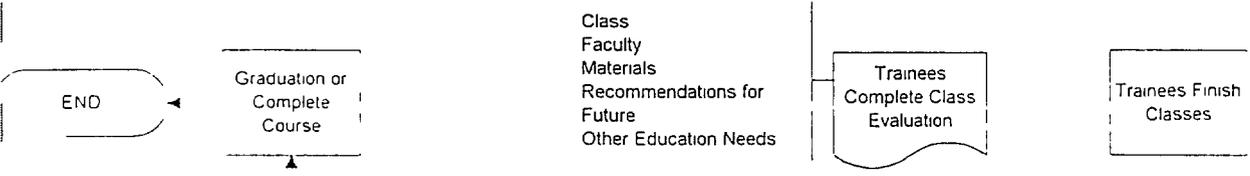
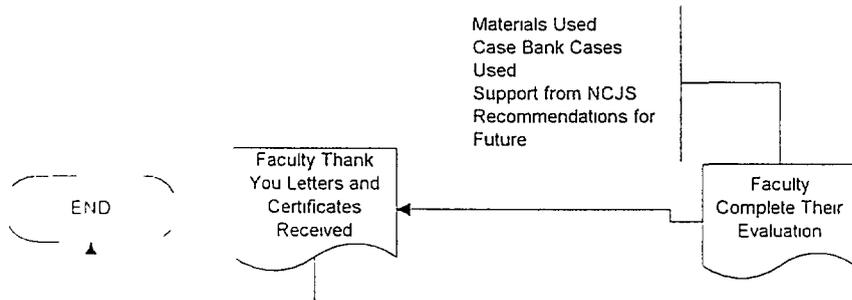
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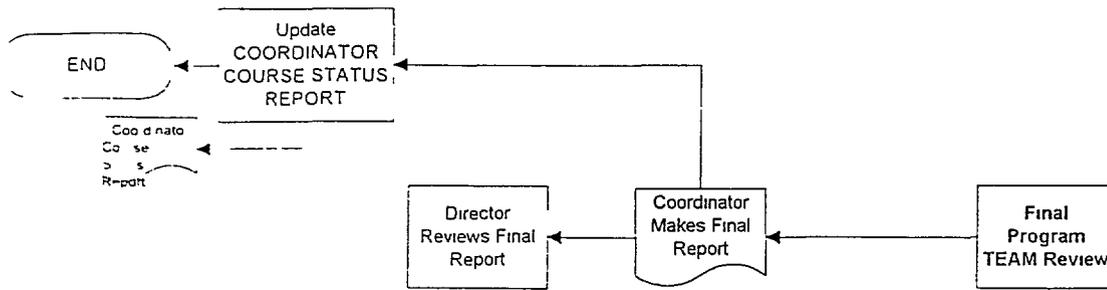




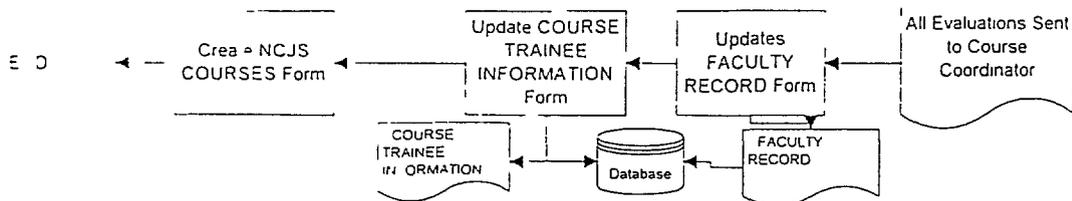
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# Application To Attend NCJS Course

Course Name

NCJS Course ID#

Course Start Date

Course End Date

Trainee Name

Trainee Title

Trainee Division

Work Address Line

Work Address Line

Work Address Line 3

Work Telephone

Work Fax

E Mail

Housing Needed?

Course Requested By

Approved By

Date

Approved By

NOTES

**Initial Notice to Trainee - NCJS Course**

Course Name  NCJS Course ID#

Course Start Date  Course End Date

Trainee Name

Trainee Title

Trainee Division

Work Address Line

Work Address Line

Work Address Line 3

Work Telephone  Work Fax

E-Mail

**Application Action**

Approved      Wait List      Unable to Accept

Approved By

Date

NCJS Director Signat

NOTES

Copies	Trainee Division	NCJS Secretariat
		NCJS Trainee Affairs
		NCJS Course Coordinator

# Acceptance Notice to Trainee - NCJS Course

**Trainee Name**  **NCJS Trainee ID#**   
**Trainee Title**  **Trainee Division**   
**Work Address Line**  **Work Telephone**   
**Work Address Line**  **Work Fax**   
**Work Address Line 3**

**Course Name**  **NCJS Course ID#**   
**Course Start Date**  **Course End Date**   
**Course Start Time**  **Course End Time**

**Course Facility**   
**Course Address 1**   
**Course Address 2**

**Housing Arrangements**

**Application Action**  Approved  Unable to Accept

**NCJS Director Signature**   
**Date**

**NOTES**

<b>Copies</b> Trainee Division	NCJS Secretariat
	NCJS Trainee Affairs
	NCJS Course Coordinator

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# Course Trainee Information

**Course Name**

NCJS Course ID#

Course Start Date

Course End Date

Course Coordinator

**Trainee Name**

NCJS Trainee ID#

Trainee Title

Trainee Division

Housing Address

**Attendance**

Coordinator Approve

Date Absent

Session Name

Hours Absent

By

Excuse

Yes

No

**Moot Court Score**

**Writing Score**

**Trainee Final Class Rank**

NOTES

# Trainee History - NCJS

<b>Trainee Name</b>		<b>NCJS Trainee ID#</b>	
Trainee Title			
Work Address Line		Work Telephone	
Work Address Line		Work Fax	
Work Address Line 3		E-Mail	
Home Address Line1		Home Telephone	
Home Address Line			
Home Address Line			

<b>Trainee Division</b>	Home Telephone

## NCJS COURSES ATTENDED

Course Name	NCJS Course ID#	Course Start Date	Course End Date	Course Total Hours	Course Class Ranking	Course Special Awards
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Course Name	NCJS Course ID#	Course Start Date	Course End Date	Course Total Hour	Course Class Ranking	Course Special Awards
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Course Name	NCJS Course ID#	Course Start Date	Course End Date	Course Total Hours	Course Class Ranking	Course Special Awards
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Course Name	NCJS Course ID#	Course Start Date	Course End Date	Course Total Hours	Course Class Ranking	Course Special Awards
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Course Name	NCJS Course ID#	Course Start Date	Course End Date	Course Total Hours	Course Class Ranking	Course Special Awards
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# Coordinator Course Status Report

<b>Course Name</b>		<b>NCJS Course ID#</b>	
<b>Course Coordinator</b>		<b>Proposed Start Date</b>	<b>Proposed End Date</b>
<b>Approved Start Date</b>	<b>Approved End Date</b>	<b>Graduation Date</b>	
<b>Date Assigned by Dir</b>	<b>Date Proposal Due Dir</b>	<b>Date Proposal Approved</b>	
<b>TOTAL # TRAINEES</b>			

## Faculty

<b>Faculty Name 1</b>	<b>Approval Status</b>	<input type="radio"/> <b>Not Approved</b>
<b>Date Confirming Letter Sent Assignment</b>	<b>Date Date Faculty Confirmed</b>	<input type="radio"/> <b>Approved</b>
<b>Materials (Case Bank)</b>	<input type="checkbox"/> <b>In Progress</b>	<input type="checkbox"/> <b>Completed</b>

NOTES

<b>Faculty Name 2</b>	<b>Approval Status</b>	<input type="radio"/> <b>Not Approved</b>
<b>Date Confirming Letter Sent Assignment</b>	<b>Date Date Faculty Confirmed</b>	<input type="radio"/> <b>Approved</b>
<b>Materials (Case Bank)</b>	<input type="checkbox"/> <b>In Progress</b>	<input type="checkbox"/> <b>Completed</b>

NOTES

<b>Faculty Name 3</b>	<b>Approval Status</b>	<input type="radio"/> <b>Not Approved</b>
<b>Date Confirming Letter Sent Assignment</b>	<b>Date Date Faculty Confirmed</b>	<input type="radio"/> <b>Approved</b>
<b>Materials (Case Bank)</b>	<input type="checkbox"/> <b>In Progress</b>	<input type="checkbox"/> <b>Completed</b>

NOTES

Moot Court Faculty

Memorandum Faculty

Case Bank Cases Used

Name Faculty	Case Name	Number	Issues
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**Number of Trainees**

# Trainees	
JUDGES _____	ADMIN PROSECUTORS _____
MILITARY JUDGES _____	PROSECUTORS _____
SOLICITORS _____	STATE COUNSEL _____
INTERNATIONAL COUNTRY _____	TYPE _____
OTHER _____	TOTAL # TRAINEES _____

Date Last Updated \_\_\_\_\_

**Course Notes**

# Faculty Record

Faculty Name

NCJS Faculty ID#

Faculty Title

Work Telephone

Work Address Line 1

Work Fax

Work Address Line 2

Work Address Line 3

E-Mail

Home Address Line 1

Home Telephone

Home Address Line

Home Address Line

## NCJS COURSES TAUGHT

Course Name	Course Session Name	Course Start Date	Course End Date	Course Total Hours
1				
2				
3				
4				
5				

# Notice to Faculty - Course Duties

Faculty Name \_\_\_\_\_

Faculty Title \_\_\_\_\_

Date \_\_\_\_\_

Faculty Address Line 1 \_\_\_\_\_

Faculty Address Line 2 \_\_\_\_\_

Dear (FACULTY NAME)

I am confirming that you have agreed to be on the faculty of our future course (COURSE NAME)(COURSE ID #) Information concerning the course is provided below Please review it and return your confirmation to me no later than (DATE) Again, thank you for your assistance in this education work.

\_\_\_\_\_  
(COURSE COORDINATOR NAME)

<b>1</b>	<b>Course or Session Name</b> _____	
	Faculty Duties Start Date _____	Faculty Duties Start Time _____ Faculty Duties End Time _____
	List of Materials Used _____	
	Notes _____	
<b>2</b>	<b>Course or Session Name</b> _____	
	Faculty Duties Start Date _____	Faculty Duties Start Time _____ Faculty Duties End Time _____
	List of Materials Used _____	
	Notes _____	
<b>3</b>	<b>Course or Session Name</b> _____	
	Faculty Duties Start Date _____	Faculty Duties Start Time _____ Faculty Duties End Time _____
	List of Materials Used _____	
	Notes _____	
	Faculty Housing Location _____	
	Special Events Scheduled _____	

CONFIRMATION	Date
I am confirming the above arrangements except for the following _____	
_____	
Faculty Name _____	

# NCJS Courses

**Course Name** \_\_\_\_\_ **NCJS Course ID#** \_\_\_\_\_

Course Coordinator \_\_\_\_\_

Course Start Date \_\_\_\_\_

Course End Date \_\_\_\_\_

Graduation Date \_\_\_\_\_

Total Course Hours \_\_\_\_\_

# Trainees	
JUDGES _____	ADMIN PROSECUTORS _____
MILITARY JUDGES _____	PROSECUTORS _____
SOLICITORS _____	STATE COUNSEL _____
INTERNATIONAL COUNTRY _____	TYPE _____
OTHER _____	<b>TOTAL # TRAINEES</b> _____

**Course Name** \_\_\_\_\_ **NCJS Course ID#** \_\_\_\_\_

Course Coordinator \_\_\_\_\_

Course Start Date \_\_\_\_\_

Course End Date \_\_\_\_\_

Graduation Date \_\_\_\_\_

Total Course Hours \_\_\_\_\_

# Trainees	
JUDGES _____	ADMIN PROSECUTORS _____
MILITARY JUDGES _____	PROSECUTORS _____
SOLICITORS _____	STATE COUNSEL _____
INTERNATIONAL COUNTRY _____	TYPE _____
OTHER _____	<b>TOTAL # TRAINEES</b> _____

**Course Name** \_\_\_\_\_ **NCJS Course ID#** \_\_\_\_\_

Course Coordinator \_\_\_\_\_

Course Start Date \_\_\_\_\_

Course End Date \_\_\_\_\_

Graduation Date \_\_\_\_\_

Total Course Hours \_\_\_\_\_

# Trainees	
JUDGES _____	ADMIN PROSECUTORS _____
MILITARY JUDGES _____	PROSECUTORS _____
SOLICITORS _____	STATE COUNSEL _____
INTERNATIONAL COUNTRY _____	TYPE _____
OTHER _____	<b>TOTAL # TRAINEES</b> _____

**Course Name** \_\_\_\_\_ **NCJS Course ID#** \_\_\_\_\_

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# Trainees	
JUDGES _____	ADMIN PROSECUTORS _____
MILITARY JUDGES _____	PROSECUTORS _____
SOLICITORS _____	STATE COUNSEL _____
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