WORKSHOP
"Training to leadership – a hands-on workshop to design the future leadership training programme"

Venue: Ministry of Justice, Suur-Ameerika 1, 10122, Tallinn – (Estonia)

3 May 2018 9h00-17h00
4 May 2018 9h00-13h00

This training event will be implemented in the form of a workshop, aimed at developing the outcomes of previous training activities into a framework of a model course on training to leadership.

In previous EJTN seminars and conferences, training needs and best practices in the field of training to leadership were discussed and identified.

The participants in the workshop are expected to be actively involved in small working groups with the final aim to design content and methodology of a European model course on training to leadership.

A concept paper is attached below at the end of the agenda. The concept paper describes the background and outcomes of previous training activities in the field (chapter 1.), sets the aims of workshop, (chapter 2.) and introduces some key questions around the outcomes of a future EJTN leadership training (chapter 3). It is of great importance for the outcome of the workshop that the participants of the Tallinn workshop read and reflect on the concept paper in advance. It is an advantage if the participants also discuss the concept paper with representatives from their national training institution for judicial leaders.

Target audience: Trainers with previous experience in training to leadership.

**DRAFT AGENDA**

Day 1: Thursday 3rd of May 2018

9h00 – 9h30 Arrival and registration of the participants.
9h30 – 9h40 Welcome by the Chief State Prosecutor Mr. Steven-Hristo Evestus
9h40 – 9h50 Welcome by an EJTN representative
9h50 – 10h00 Opening by Mr. Luca Perilli, Convenor of the WG JTM
FIRST SESSION
TRAINING TO LEADERSHIP
CONTENTS

10h00 - 11h20 Participants are divided in groups according the snowball methodology. (you are invited to read the concept paper, chapters 1, 2, 3, 4.1 - 4.4 for aims, content and methodology).
Groups’ coordinators:
Trevor Elkin, Judicial College, London (United Kingdom)
Caroline Holst Åhbeck, Crown prosecution office (Sweden)
Arianna Toniolo, consultant (Italy)
Angela Morsink, trainer at SSR (The Netherlands)

11h20 – 11h40 Coffee break

11h40 - 13h00 Continuation of the groups’ works with final renditions

13h00 - 14h00 Lunch break

SECOND SESSION
TRAINING TO LEADERSHIP METHODOLOGY

14h00 - 15h20 Participants are divided in groups according the snowball methodology. (you are invited to read the concept paper, chapters 1, 2, 3, 4.2, 4.3 and 4.4 for aims, content and methodology).
Groups’ coordinators:
Trevor Elkin, Judicial College, London (United Kingdom)
Caroline Holst Åhbeck, Crown prosecution office (Sweden)
Arianna Toniolo, consultant (Italy)
Angela Morsink, trainer at SSR (The Netherlands)

15h20 – 15h40 Coffee break

15h40 - 17h00 Continuation of the groups’ works with final renditions

17.00 End of the first day activities
Day 2: Friday 4th of May 2018

THIRD SESSION
A European model course on training to leadership
Chair
Luca Perilli, Italian School for the Judiciary

09.00 – 9h40 Training to judicial leadership. The Israeli model. Content and methodology.
Yigal Mersel, Judge Director of The Center for Judicial Education and Training, Elected Director of The Courts, Jerusalem (Israel); Deputy President, The International Organization for Judicial Training (IOJT).

9h40 – 10h00 Debate

10h00 - 11h20 Participants are divided in groups according the snowball methodology.
(Please read the concept paper, chapters 1, 2, 3, 4.1, 4.3, 4.4 for aims, content and methodology).
Groups’ coordinators:
Trevor Elkin, Judicial College, London (United Kingdom)
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Angela Morsink, trainer at SSR (The Netherlands)

11h20 – 11h40 Coffee break

11h40 - 13h00 Continuation of the groups’ works with final renditions

13h00 End of the workshop

With the support of the European Union
Outline for Concept paper in view of the EJTN workshop

"Training to leadership – a hands-on workshop to design the future leadership training programme"

EJTN code: TM/2018/03
Location and date: Tallinn, 3rd to 4th of May 2018

Summary description of the workshop
This training event will be implemented in the form of a workshop, aimed at developing the outcomes of previous training activities into a framework of a model course on training to leadership.

In previous EJTN seminars and conferences, training needs and best practices in the field of training to leadership were discussed and identified.

The participants in the workshop are expected to be actively involved in small working groups with the final aim to design content and methodology of a European model course on training to leadership.

This concept paper is distributed in advance to the participants for preparation for the workshop. It is of great importance for the outcome of the workshop that the participants of the Tallinn workshop read and reflect on the concept paper in advance. It is an advantage if the participants also discuss the concept paper with representatives from their national training institution for judicial leaders.

Target audience: Trainers with previous experience in training to leadership.

1. Background and outcomes of previous training activities in the field

The topical team “leadership” of the EJTN Working group Judicial Training Methods (JTM) has since June 2015 developed several activities on “training to leadership”.

- The 30th of June to 1st of July 2015, the first conference was held in Thessaloniki. The aim was to establish whether a demand for training to leadership existed among the European judicial practitioners, and to start comparing national experiences in the field. A questionnaire was distributed among the national training providers: The following charter displays the main outcome on the national organization of training for judicial leaders. Among 34 national training providers that answered the question whether they regularly organise training initiative for leaders, more than 40% replied that they do not organize any training at all; among the remaining 60%, half does it regularly and half devotes only short training to leaders.

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1 The whole analysis of the survey outcomes will be included in the material for the workshop.
The 12th to 13th of July 2016 a second conference was organized in Barcelona in cooperation with the European Network of Councils for the Judiciary ENCI. The first part of the conference was aimed at comparing the contexts in which judicial leaders operate in EU Countries. The following issues were debated:

- leadership and independence;
- leadership and accountability;
- appointment and evaluation of leaders;
- role of leaders in resources of allocation.

In the second part of the conference, participants worked in groups and discussed concrete problems of change management faced by leaders.

- In Paris, on 23rd to 24th of October 2016, participants explored, in groups and plenary sessions, the role of leaders in different contexts:
  - promotion and support of cooperation among the judges and administrative staff;
  - management of complex structures;
  - interaction with external stakeholders.

- In Rome, the 15th to 16th of May 2017 a seminar for presidents of courts and chief prosecutors was aimed at detecting training needs in the following three fields:
  - moral leadership;

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2The participants dealt with the following concrete cases: massive augmentation of work (migrants’ cases); both problems of internal conflicts and vacant places; suppression of a jurisdiction and its fusion with other three; moving of the court into another building, which was not sufficiently big to provide offices to all the judges; create a common information office in a court to centralize information; adoption of a new reform concerning the scheduling of the civil proceedings. Common outcomes emerged from the groups: leaders reached his/her leadership functions progressively in time; all changes of management and Planning are realized following reflection and debates, they are not imposed; a lot of communication, confrontation and listening is put into practice during such these complex transformation, to reassure colleagues and create an environment of trust; the investment on psychological support is important; an approach: “open and transparent” facilitates the solution of problems.
Finally in Prague, on the 8th to 9th of November 2017, trainers gathered to identify priorities in training to leadership as regards to content, structure and methodology, with the aim to be very practical:

- what content for training to leadership;
- how to build up a training programme,
- how to select the experts,
- how to select the target groups
- structure of training,
- training methods,
- outcomes of training

Along this process, clear common values emerged. Leadership in the judicial field means:

- Engaging into accountable processes of change
- Ensuring the inclusiveness within the judicial offices and the justice system
- Building on a better governance in the judicial sector. It has further been made clear by the participants that strong interest and strong demand for training to leadership exist in the national judiciaries

Hence the idea of developing training models in the field of judicial leadership at EJTN level, that would:

- promote new approaches to training and learning and for “learning as an impetus for change”;
- combine judicial training with the quality of Justice (accessibility-accountability-trust);
- share good training practices at the EU level.

In the perspective of developing training models, differences in national judicial contexts about guarantees of independence of the judiciary and rules for appointment and evaluation of leaders are not obstacles but extraordinary opportunities for mutual learning and cross-national dialogue.

2. Aims of the Tallinn workshop (3rd to 4th of May 2018)

The event will be implemented in the form of a workshop, by using the snowball methodology. Participants will first be divided into four groups that will further merge in two, also merging their conclusions, and finally gather in the plenary session to share common outcomes.

The groups will develop the outcomes of previous training activities (see background above) about content of training (first session), structure and methodology of training (second session) with the final aim to design a model course on training to leadership at EJTN level (third and last session). Experts will coordinate the groups.

The following chapters of this concept paper discuss the main outcomes of the previous trainings regarding content, methodology, structure, experts and participants. The outcome should serve as basis for the discussions in groups in order to identify the aspects that are relevant to a European program on judicial leadership. In the third session of the workshop, participants are expected to autonomously develop and share a proposal of a future leadership training.
3. Introduction. Some key questions around the outcomes of a future EJTN leadership training

The participants of the Tallinn event should discuss the following bullet points in advance with representatives from national training institutions, for instance directors of training, stakeholders or senior judicial leaders.

- First, what are the expected benefits to participants, their member state judiciary and to the wider European judiciary? What makes an EJTN leadership programme different (to the national leadership-and management training available) and therefore essential and brings added value to the development of leadership ability? What vision is there for a wider European context?
- Second, who is this programme aimed at and why? All countries have different experience and starts from different places, but equally there are differences for participants within each country (age, experience, responsibilities) that makes a standard offer unworkable and undesirable.
- Every judiciary institution must identify the responsibilities, tasks and functions of their leaders at different levels, since that is essential for building a relevant training programme. This will be the room from which the leaders manoeuvre. This differs between countries and institutions and must be discussed and worked with by every institution before sending participants to leadership seminars.
- The leadership training should be developed together with representatives from the target group and stakeholders, for their needs to be taken care of.

4.1 Something about the contents of the training

Judicial leaders, and especially Presidents of courts and Chief prosecutors, must pursue many different aims and deal with many responsibilities. The figure below gives an example of purposes and responsibilities of courts, as identified in 2003 by the American National Association of Court Management.
Training to judicial leadership should support judicial leaders, and especially Presidents of courts and Chief prosecutors, in implementing effectively their tasks, by defining the future for the organisation, by inspiring others through their commitment and enthusiasm and by acting as a role model. 

Core Elements of training to leadership could include, initially:

- **Input on leadership & management theory**, practical issues encountered in judicial leadership in particular with participants highlighting their own challenges and opportunities in their countries/judiciary, and discuss what common themes the group has.
- **Personal leadership** including practical issues around getting to know yourself, group development and personal resilience.
- **Communication** skills, including “difficult” conversations with staff, reporters or members of the public etc., different ways to communicate necessary, but not always popular, changes in an organisation. There are advantages in using the judge craft soft skills as the basis for leadership development, as these are familiar territory, but looking at the differences and similarities of using these skills in the context of leadership.
- **Wellbeing.** An understanding and appreciation of the difference good leadership can make to improve working environment and performance of those whom they lead. Improvement in wellbeing can be the outcome of good communication, social context and leadership decisions/conversations.
- **Management skills/analysis of performance data to inform decision-making.** This in itself is not leadership, but a management skill, but the decision to act upon information and to implement the course taken; options considered etc. are more likely to be successful when driven by good leadership qualities.
- **Change management** including how to handle crisis and how to implement changes.

Specific topics can be identified in the following charter:

<table>
<thead>
<tr>
<th>Personal leadership</th>
<th>Communication skills</th>
<th>Change management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get to know yourself</td>
<td>“Difficult” conversation with staff, reporters or members of the public etc.</td>
<td>How to handle crisis</td>
</tr>
<tr>
<td>Group development</td>
<td>Different ways to communicate necessary, but not popular, changes in an organisation</td>
<td>How to get changes implemented</td>
</tr>
<tr>
<td>Personal Resilience</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resource management</th>
<th>Talent management and innovation</th>
<th>Organizational, IT and financial management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human resources</td>
<td>To recognize your own talent and talents in your organisation</td>
<td>How works an organisation</td>
</tr>
<tr>
<td>Other resources</td>
<td>How to be open for innovations and to use them/explore them</td>
<td>Necessary insights to be able to decide on a strategic level about IT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How works financial management in your organisation (at least you have to understand it, although it might not be your responsibility)</td>
</tr>
</tbody>
</table>
4.2. Something about the training methods (and structure)

Whatever methodology or tools used or provided to participants, the aim for the training should be transformational development, delivered in a way that is driven by the participants themselves. The participants should move from a reactionary, task oriented, fixed mindset to a growth mindset, to being entrepreneurial, innovative, and able to see possibilities where others do not. Therefore, it is important to allow space for participant-led content that could be different each time, reflecting an expansion of one or more of the above core themes, so that the participants feel they own and lead their own development. They should work with real issues or problems that everyone is interested in resolving.

In establishing the content, the target group should be very carefully considered, since different target groups require different contents. Three different categories of participants might be identified:

- **Emergent leaders** (those who are interested in becoming a leadership judge, or identified as potential leaders)
- **Newly appointed leaders**
- **Experienced leaders** who have never been trained or have had limited training. Their experience and habits as leaders (good or bad) need to be acknowledged and shared before effective learning can progress. There is a risk they believe they have no development needs. Reflective skills and advanced cognitive training may help, but more experienced leadership judges could find it hard to implement their new skill in the workplace because others’ expectations of them are already established. They will need the support of senior judicial leaders.

Some considerations about the structure and methodology of the courses:

- The introduction to the concepts and methods of the programme might be done by distance through e-learning sessions.
- The training could be based on modules, every module being at least two days long. One module every four-five months could be convenient, since it will allow the participants enough time to implement the new competence or skill in his/her work.
- Since the modules are quite short, and should be very hands-on, it is important that every participant prepare for the modules in advance. The preparations could consist of reading a certain book, having a coaching conversation with mentor etc, in order to be better prepared for the modules’ topics. The people responsible for the programme decide the tasks.
- The learning should never stand alone, but always function as an integrated part in the participants every day work and implemented into his/her daily work. This means that assignments from the training modules should consist of tasks that make the participants aware of their behaviour regarding a certain matter, train a certain skill or discuss a problem with a mentor etc., that is, always tasks that are meaningful to the participants.
- The programme could be made of up to 50% core elements for all participants, with the remaining percent co-created with the programme leads, tutors etc. for each group. This flexibility and adaptability keeps the programme fresh and relevant, but also practical in nature led by the participants.
To experience good results of the training, it is important with a feeling of trust, respect and security in the small training group. It is essential for the success of the training that the participants feel that mistakes are allowed, that they want to share both good and bad experiences and that they feel that they can learn from each other. To build up this fast, the trainers can work with different kinds of icebreakers in the beginning of at least the first module. They must also explain the importance of confidentiality and make up a contract between the participants.

Observations on the EJTN exchange programme should feed back into this process, both locally and at national and EJTN level (so that common themes can be identified).

On the job development is crucial to making the shift, including opportunities to lead and to make mistakes. Every training must be combined with some kind of homework, and the participants experiences of the homework will be a part of the following module.

On the job-training methods, together with others (at work or in training activity):

<table>
<thead>
<tr>
<th>Secondment in another organisation/ Internship (international, national)</th>
<th>Reflection/work together with leaders from another generation</th>
<th>Fellowship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective: to compare your own leadership with others, learn from others, find best practices and be inspired</td>
<td>Objective: to compare your own leadership with others, learn from others, find best practices and be inspired</td>
<td>Objective: a “real conversation “with colleagues about subjects that matter to exchange experiences and/or “moral” questions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coaching, Mentor, buddy system</th>
<th>Feedback</th>
<th>Interviews, intervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective: Meet with a senior leader in another part of your organisation (or in another organisation) on a regular basis, to discuss different issues in order to get another person’s perspective on matters</td>
<td>After a management meeting take time to look back at the communication on another level then content. Learning and practicing the basic rules for feedback</td>
<td>Assignments to interview for example a role model in your organisation or an inspiring leader (in or outside your organisation)</td>
</tr>
</tbody>
</table>

The charter below shows a possible training model based on a training cycle, composed by distance learning, different workshops, action planning and implementation and on the job training.
4.3 The important question about what speakers and experts to use

The criteria for choosing speakers/experts is very important. It should be a mixture of people with different competencies and skills. Some should be experts in social psychology or in management of public organisation (psychologists, academicians or consultants); some could have studied social sciences. However, it is important to use leaders from the judicial organisation as trainers, people that can work as a role model. It is also important to find people who are able to constructively challenge and stimulate discussion to improve participants’ reflection about themselves as leaders, but not be seen to explicitly influence or aim to change the participants’ minds on a topic or challenge their independence - a tricky balance.

They should model the behaviour of guiding the discussions that leadership judges may also need to employ in their own roles.

4.4 Something about the participants

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

As mentioned above, the target group could be newly appointed leaders but also experienced leaders and, depending on resources, emergent leaders (those who are interested in becoming a leadership judge, or identified as potential leaders).

It is of great importance that leaders of a higher level will get leadership training among the first, to set a good example for the rest of the staff and function as role models for the organisation.