

INTERNATIONAL FRAMEWORK FOR COURT EXCELLENCE

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Teaching the *International Framework for Court Excellence* A Train-the-Trainers Curriculum Guide for Instructors, Facilitators, Organizers, and Program Developers

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Course Overview and Agenda

Purpose and Brief Description of Course

Teaching the International Framework for Court Excellence is a “how-to” (“train the trainers”) guide for instructors, facilitators, organizers, and program developers of a one-and-a-half training program on the *International Framework for Court Excellence* (IFCE). It prepares the potential trainers to effectively teach an IFCE Workshop covering the concepts and tools of the IFCE using adult learning principles and methods.

To avoid confusion, the one-and-a-half “train the trainers” program for which ***Teaching the International Framework for Court Excellence*** serves as a guide, will be referred to in this Guide as the “Course,” and the training program for which this Course prepares the participants will be referred to as the “IFCE Workshop.”

Box 1

The International Framework for Court Excellence (IFCE)

The IFCE is a resource – a quality management system – designed to assist courts to improve their performance. It is the product of an international attempt to identify a process for achieving court excellence regardless of the location or size of a court or the resources or technology available to it. It incorporates case studies, court performance improvement processes and a range of available tools to measure court performance.

The IFCE was developed, and continues to be developed, by the International Consortium for Court Excellence – including groups and organizations in Europe, Asia, Australia, and the United States -- for measuring and managing the performance of courts. The IFCE uses the term “court” to refer broadly to any organization that is part of a country’s formal judicial system including courts and tribunals of general, limited and special jurisdiction.

In building the IFCE, the goal of the Consortium’s efforts has been the development of a framework of values, concepts, and tools by which courts worldwide can voluntarily assess and improve the quality of justice and court administration they deliver. The IFCE is a resource for assessing a court’s performance against seven areas of court excellence. It provides clear guidance for courts intending to improve their performance. It assists courts to identify areas of court performance that could benefit from improvement and to develop innovative ways to address issues, improve accountability and transparency, enhance access and reduce backlogs and overly complex procedures.

The sections following this overview describe the five instructional modules of this Course in a relatively uniform fashion:

- a brief description of each instructional module including its overall purpose;
- learning objectives of the module (i.e., what participants are expected to be able to do after completing the module);
- major topics and issues to be addressed;

- notes on instructional design including suggestions of various learning activities, facilitation questions, checklists, and exercises, and notes on trainer development and preparation; and,
- a listing of resources and references, some relevant for more than one module.

This uniform description is in places (e.g., learning activities and exercises intentionally repetitive to make the modules and sections free-standing. This relieves an instructor assigned only to one or two modules or sections from studying the entire Guide.

Module 1 describes the content and format of the opening session of the Course including its purpose, goals and objectives. Module 2 is a synopsis of the IFCE. The purpose of Module 3 is to help participants understand how adults learn best and how to apply that understanding in teaching the IFCE.

Modules 1, 2, and 3, together, provide a general overview of what to teach (i.e., the IFCE), why it is important to participants, and how to teach it. The knowledge gained from Modules 1, 2 and 3 is then applied to the specific seven teaching units of the IFCE Workshop in Module 4.

Module 4 is the centerpiece of *Teaching the International Framework for Court Excellence* and occupies the most time of among the modules of the Course. It provides directions for teaching each of the seven units of the agenda of a day-and-a-half IFCE Workshop using the same format used in describing the modules of this Course, i.e., overall purpose, learning objectives, major topics and issues, and so forth. Each of the units of the IFCE Workshop is described separately in a textbox. Potential trainers will learn what to teach in each unit and how to teach it in a way that engages the participants, motivates them to learn, maximizes the both the retention of learning and its transfer to the participants' work environment.

Finally, Module 5, which is aimed at trainers as well as program planners and developers, describes the appropriate arrangements that need to be made in order to ensure that the learning environment for the IFCE Workshop, including materials, supplies, and equipment are in place for the successful delivery of the workshop. It provides guidance focused on general specifications of the learning environment including the number of participants, classroom arrangements, materials, supplies and equipment needs and, finally, general faculty notes.

Goal of This Guide

The ultimate goal of this Guide is to help both experienced and new trainers, facilitators, organizers, and program developers gain the knowledge, skills, and abilities, as well as the interest and passion, to conduct a workshop on the IFCE. It provides suggested content and format for the train-the-trainers Course, including a detailed agenda (see below), purposes, learning objectives and expected outcomes, teaching methods and techniques, effective learning environments, logistical arrangements, materials, and equipment needed.

Learning Objectives

After completing this Course, participants will be able to:

- Successfully teach a one-and-a-half day workshop on the IFCE.
- Fully understand the curriculum of the one-and-a-half IFCE workshop.
- Successfully employ adult education principles and methods.

Assumptions and Expectations

The Audience of This Course –The Potential IFCE Workshop Instructors¹

The intended audience of *Teaching the International Framework for Court Excellence* includes potential instructors, facilitators, and organizers assigned to plan, develop, prepare and, ultimately, teach the course of IFCE study prescribed by the modules. These individuals might include judges, justice system managers, university professors, and others with an interest in teaching the IFCE. It is to this audience that this Guide is directed.

Course participants are expected to have studied this Guide and the advanced readings recommended in the modules, as well as the information about the IFCE and related resources available on the website of the Consortium for Court Excellence at <http://www.courtexcellence.com>. While it is certainly beneficial that participants in the Course have some prior knowledge, skill, and abilities for making training effective – e.g., organizing, planning and delivering a training program, an appreciation of adult education principles, and a familiarity with group dynamics and processes – this “how to” Guide, together with participation in the Course should be sufficient to allow, for example, a judge or court manager who has some affinity for teaching to prepare for and conduct this the IFCE Workshop. Ideally, the IFCE Workshop instructors should be knowledgeable about the IFCE subject matter, have good interactive presentations skills, and credibility with the participants in terms of understanding of the justice environment in which the participants’ learning will be applied.

The Instructors of This Course

For each of the modules of this Course, instructors should be able to plan and conduct educational activities for adult learners. They should use adult education methods and participative learning in accordance with the principles and standards of judicial education.² They should be able to apply adult learning theory and employ a variety of techniques to instruct a group of court professionals. They should possess good presentation skills, and have a dynamic and engaging presence in front of a classroom. They should have excellent command of the Course material and be willing to deliver it in a manner indicated by the Course descriptions.

¹ Once again, in order to avoid confusion, the one-and-a-half “train the trainers” program for which *Teaching the International Framework for Court Excellence* serves as a guide, is referred to here as the “Course,” and the training program for which this Course prepares the participants to teach is referred to as the “IFCE Workshop.”

² For example, see the National Association of State Judicial Educators (1991). *Principles and Standards of Continuing Judicial Education* (Brookfield, S.D.: 1986). Available online on the website of the International Organization for Judicial Training at [http://www.iojt.org/iojt2/library/principles\[1\].pdf](http://www.iojt.org/iojt2/library/principles[1].pdf).

Of course, reading this Guide and participating in the “train the trainers” workshop will not guarantee that they will become competent instructors. Much will depend on the talents and motivation that participants themselves bring to the task. Self-study and individual learning are critical elements of success.

A Living Guide

Teaching the International Framework for Court Excellence and the train-the-trainer Course it supports are not static. They should be updated and improved regularly as the IFCE is enhanced and as better ways to achieve learning objectives are developed.

Overall Plan of This Course

This Course includes approximately 10 hours of instructional time (excluding breaks and lunch) with approximately three-and-half hours on the first half day beginning at 1:00 pm and approximately six and a half of instruction on the second full day. It is divided into five modules with Module 4 taking up most of the second day. The five Course modules, their suggested timing, as well as recommended breaks are noted in the Course agenda below.

Box 2
Teaching the International Framework for Court Excellence
Course Agenda

Day One

1:30 – 2:00 pm	Module 1 - Opening Session: Welcome, Introductions, and Overview of the Course
2:00 – 3:00 pm	Module 2 - Synopsis of the International Framework for Court Excellence (IFCE)
3:00 – 3:15 pm	Afternoon Break
3:15 – 4:00 pm	Module 3 - Adult Education Principles and Methods
4:00 – 5:00 pm	Module 4 – Mastering the Seven Units of the IFCE Workshop: 4.1 Introduction and Reflections
5:00 pm	Adjourn for Day 1

Day Two

8:30 – 9:00 am	Module 4(continued) – 4.1 Reflections on Teaching the International Framework for Excellence
9:00 – 10:15 am	Module 4(continued) – 4.2 Teaching Unit 1 (Introduction to the IFCE) and Unit 2 (How the IFCE Can be used)
10:15 – 10:30 am	Morning Break
10:30 – 12:00 noon	Module 4 (continued) – 4.3 Teaching Unit 3 (Self-Assessment Questionnaire)
12:00 – 1:00 pm	Lunch
1:00 – 2:15 pm	Module 4 (continued) – 4.4 Teaching Unit 4 (Measuring Court Performance)
2:15 – 3:15 pm	Module 4 (continued) – 4.5 Teaching Unit 5 (The Continuous Quality Improvement Cycle)
3:15 – 3:30 pm	Afternoon Break
3:30 – 4:15 pm	Module 4 (continued) –4.6 Teaching Unit 6 (Introducing Change in a Court: – Understanding the Benefits of Engaging in Continuous Quality Improvement) and Unit 7 (Conclusions and Final Thoughts)
4:15 – 4:45pm	Module 5 – Learning Environment, Logistical Arrangements, Materials, Supplies and Equipment
4:45 – 5:00pm	Presentation of Certificates

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Module 1

Opening Session: Welcome, Introductions, and Overview of the Course

Purpose and Brief Description

The purpose of this 30-minute opening session is to engage participants and to set the stage for their learning about what to teach about the *International Framework for Court Excellence* (IFCE), why it is important, how to teach it, and how to create an effective learning environment.

Goals

The ultimate goal of the Course is to develop the participants' knowledge, skills, and abilities, as well as their interest and motivation, to teach a course on the *International Framework for Court Excellence* (IFCE). The goal of this first module is to ensure that participants are prepared to engage the Course instructor(s), the other participants, and the learning materials as adult learners.

Getting to know the instructor(s) and the participants is an important part of this goal. As is noted in Module 3, establishing social relationships – e.g., making new friends and establishing human connections during the Course – is a source of motivation for adult learners. This is as true for the participants in this Course as it will be for the participants in the IFCE Workshop. The most effective motivators for adult learners are self-interests. If the instructor(s) in this Course can show that teaching IFCE benefits the participants directly, they will learn more and the outcomes for them, and the courts or justice system which they serve, will be longer lasting.

Another goal of this module is to make participants aware that the agenda for the IFCE Workshop begins with a similar opening session in which they will need to achieve what the instructor(s) of this Course are trying to do in this first module. In effect, the Course instructors are in this module role-playing the teaching that each of the participants (i.e., the potential instructors) will need to do in the opening session of the IFCE Workshop.

Learning Objectives

At the conclusion of this opening session, participants will:

- Have an interest in and enthusiasm for teaching an IFCE Workshop.
- Be able to express an appreciation of the importance of the IFCE for courts and justice systems, in general.
- Be able to articulate the potential value of the IFCE to their specific court or justice system.
- Know the instructor(s) and their fellow participants (or know them better if they already know them), including their current position, and their level and nature of experience in the justice system.

- Be familiar with the agenda and the overall plan of the Workshop.
- Know the general topics of each of the modules.

Topics

- Purpose, objectives, and goals of the Course
- Introductions of participants and instructor(s)
- Overall plan and agenda of the Course
- Assumptions and expectations of the Course
- Questions and answers about the *Teaching the International Framework for Court Excellence* and the IFCE reference materials

Learning Activities and Exercises

Advance Self Study. Before the Course begins participants should review this Guide and the IFCE resources available online on the website of the International Consortium for Court Excellence (see *Resources and References* below). In addition, participants should be encouraged to complete the Court Excellence Self-Assessment Questionnaire in order to familiarize themselves with this instrument because it is the focus of much of the IFCE Workshop and embodies the elements of the IFCE.

Introductions. Self-introductions of each of the participants including name, affiliation, and interest in the teaching of the IFCE.

Questions and Answers (Q & A). To engage the participants as autonomous and self-directed learners as soon as possible (see Module 3, “Adults as Learners: Adult Education Principles and Methods”), and in addition to self-introductions by the participants, the instructor might ask participants “What do you expect to learn from this course? How can I help you do this?”

Given the brief amount of time available for this module, the instructor(s) may need to be vigilant of the time requirements of this Q &A. Depending on the number of participants, it may be necessary to pose the questions to the class and call upon only a few participants for responses.

Resources and References

- *Teaching the International Framework for Court Excellence*
- Resources and references on the web site of the Consortium for Court Excellence at <http://www.courtexcellence.com>.

Box 3

Presentation Checklist

- ✓ *Be fluent and competent with the IFCE Workshop content*
- ✓ *Study supporting references*
- ✓ *Know the audience*
- ✓ *Commit yourself to your implicit contract with the participants, including the agenda and the extent of your authority*
- ✓ *Establish credibility*
- ✓ *Prepare an opening for the course and each module*
- ✓ *Prepare a closing for the course and each module*
- ✓ *Prepare for resistance*
- ✓ *Know your role*
- ✓ *Facilitate peer to peer learning in addition to conveying knowledge.*

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Module 2

Synopsis of the International Framework for Court Excellence (IFCE)

Purpose and Brief Description

Developed by an international consortium of justice groups and organizations, the IFCE is based on the premise that while there are many different court systems throughout the world, they share common ideals such as the need for impartiality, fairness, accountability, transparency and timeliness. The Framework represents a resource to assist an individual court or court system in assessing its performance against seven areas of court excellence. For courts seeking to achieve excellence and a high degree of community confidence, it provides a model methodology for continuous improvement.

In this relatively brief module – approximately one hour – participants will learn about the IFCE including its development, content, and steps for its implementation. Its purpose is to introduce the general contours of the IFCE and to provide an understanding of why it was developed, by whom, and what contribution it makes to the governance, management, and operations of courts and justice system.

The emphasis of this module is squarely on the objective of inspiring the participants to teach the IFCE and less on the specific elements of the IFCE, topics that will be covered in the second part of Module 4, “Teaching Unit 1 (Introduction to the IFCE) and Unit 2 (How the IFCE Can Be Used).” Consistent with the principles and methods of adult education covered by Module 3, instructors who effectively teach this module show participants how the IFCE Workshop will help them reach their goals, including the higher goal of serving their court system, their community, and their country.

Goal of Module

The overarching goal of this module is to convince participants that by learning and teaching the IFCE they become part of the journey toward court excellence. Achieving this goal is a matter of aligning the IFCE and the participants’ work in the courts with values and higher purpose. It requires the instructor to tap into what Daniel Pink, the author of *Drive: The Surprising Truth About What Motivates US* (New York: Riverhead, 2009) calls “intrinsic motivators” including:

- Autonomy: The urge to direct our own lives
- Mastery: The desire to get better and better at something that matters
- Purpose: The yearning to do what we do in service of something important larger than ourselves

To achieve this goal, the instructor should inspire participants to appreciate the critical role courts play in society and the benefits of the IFCE in helping courts assume that role with excellence.

Learning Objectives

At the conclusion of Module 2, participants will:

- Be inspired to teach the IFCE.
- Understand the critical role courts have to play in society and how it differs from that of the executive and legislative branches of government.
- Appreciate the critical importance of making core values – the fundamental element of the IFCE – explicit and public.
- Be able to articulate how the IFCE's other elements – including the seven areas of court excellence, self-assessment, performance measurement, and continuous quality improvement aligned with the IFCE values – form a cohesive conceptual and practical framework for court excellence.

Topics

- Development of the IFCE
- Who has been involved in its development?
- **Critical role and responsibilities in government and society**
- **Core values**
- **Areas of court excellence**
- **Performance measurement and management**
- **Quality improvement circle**

Learning Activities and Exercises

Core Values Exercise: Participants are asked to review the values of the IFCE and asked to address the questions: “What does your court stand for? What values align with your own values? Why should these values matter to courts, how they are lead, managed, and operated?”

Resources and References

- Resources and references on the web site of the Consortium for Court Excellence at <http://www.courtexcellence.com>

Module 3

Adults as Learners: Adult Education Principles and Methods

Purpose and Brief Description

Imagine the scenario described in the accompanying box. It illustrates a poor environment for adult learners.

Box 4

Bored and Distracted -Not A Good Learning Environment for Adult Learners

Imagine yourself sitting in a crowded classroom in an uncomfortable chair. The instructor is at the front of the class sitting at a table next to a lectern. Head down looking at her prepared notes, she seldom makes eye contact with the students, and looks up from her notes only to glance up at a projection screen as she advances to another PowerPoint slide. Her lecture is monotone, lifeless. You notice that the information on the PowerPoint slides, which is difficult to read on the screen but you notice that the text you see on the slides, reproduced for each of the students in written form, is precisely what the instructor is saying – word for word. Having studied the IFCE resources and references in advance of the course, as you were instructed to do, you quickly realize that the lecture and PowerPoint are no more than excerpts or summaries of the IFCE documentation. Your mind wanders as you recognize that the PowerPoint slides – which you see in visual form and in written form in front of you – tell the whole story that the instructor is telling you. She (and you) might as well not be there in the classroom. You are bored and distracted.

The purpose of this 45-minute module is to help participants understand how adults learn best and to apply that understanding in teaching the IFCE Workshop. The scenario above describes what instructors and program planners should not do. It goes contrary to adult learning principles and methods. Compared to children and university students who are still in their formative years, adults have different needs, requirements, and preferences as learners. The “teaching as telling” (or worse, teaching by simply reading a prepared script) is not sufficient for adult learning to occur. It must be abandoned in favor of a process – including a variety of teaching methods and techniques in addition to lecture – in which students are engaged as participants in learning and as resources for instructors in presenting new information

For example, adults have accumulated a wealth of life experience and knowledge – including their work in courts, family responsibilities, and previous education and training – that is the foundation for their understanding of new information. Effective instructors connect new learning to this foundation of experience and knowledge of the participants. They use a variety of presentation methods – e.g., frequent questions, discussions, small group activity, demonstration, and individual activity – to engage learners and to draw out their experiences and knowledge relevant to the topics.

Goal of Module

The goal of this module is to instill in participants a working knowledge of the principles and methods of adult education and why they are important for learning.

Learning Objectives

At the conclusion of Module 3 participants will:

- Understand the characteristics of adult learners and how they learn including:
 - Adults see themselves as autonomous and self-directed, not simply as receptacles for new information and as direction-followers of the instructor.
 - Adults have accumulated a foundation of life experiences and knowledge that they tap in learning new information.
 - Adults are practical and relevancy-oriented and need to know the reasons and benefits of learning something new. They may not be interested in knowledge for its own sake and need to be told how the workshop will help them solve problems and find solutions.
 - Adults are goal-oriented and appreciate good class organization and clearly defined objectives.
 - Adults need to be shown respect and treated as equals in experience and knowledge.
 - Sources of motivation for adult's acquiring new knowledge, skills and abilities include making new friends, complying with external expectations including instructions from superiors, personal advancement, doing something different than the routine of work, learning for the sake of learning, and serving mankind.
- Recognize that how adults learn has implications for judicial branch education.
- Be able to identify various adult education methods and techniques including: brief lectures, questions and answers, group discussions, small group activity, individual exercises, demonstration, self-tests, brainstorming, and return-to-court planning.
- Be able to explain why and how the identified adult education principles and methods facilitate adult learning of the IFCE.

Topics

- Adult learning principles and characteristics of adult learners
- Critical elements of learning that must be addressed in the instructional approach including motivation to learn, reinforcement for learning, retention of learning by the participants, and transfer of knowledge to the work environment.
- Presentation methods and activities.

Learning Activities and Exercises

Advance Self-Study. Before the Course, participants should be provided access to and be encouraged to read the two pamphlets noted under “Resources and References” below.

Discussion of Presentation Tips. With reference to Box 4, “Bored and Distracted,” as well as the presentation of Module 3, the participants’ advanced study of the pamphlets by Draves and Daugherty (see below), and the information in Box 5, “Presentation Tips,” the instructor engages the participants in a brief discussion of how they might apply the principles and methods of adult learning.

Resources and References

William A. Draves. *How to Teach Adults in One Hour*. Manhattan, Kansas: Learning Resources Network, 1988.

Renee A. Dougherty, “Teaching Adults.” The Volunteer Teacher Series. Oklahoma Cooperative Extension Service, Oklahoma University, 1964. Accessible online at <http://pods.dasnr.okstate.edu/docushare/dsweb/Get/Document-2371/T-8202web.pdf>

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Box 5

Presentation Tips³

Prepare

State your goals and objectives, know your purpose, and plan your activities.

State the Module's Purpose

Participants need to know what is expected of them.

Limit Information

Outline your presentation, cover key points, and condense and summarize information. Too much information often confuses participants.

Speak in a Conversational Manner

Use notes, an outline, or key points to remind yourself of the information to be covered. Reading from a prepared paper eliminates communication between yourself and your participants, or worse (see Box 4, "Bored and Distracted").

Make Eye Contact with Participants

This allows you to determine how engaged the participants are in your presentation.

Punctuate Points or Transitions

Use an illustration, a transitional activity, a summary, or a short video clip to indicate transition from one focus to another. Be conscious to connect all segments of your presentation.

Plan For Participation

Ask open-ended questions and solicit personal examples to illustrate a point. Involvement of participants is key to a successful presentation.

Use Teaching Aids

Involving more than the sense of hearing reinforces material being presented, makes remembering easier, and clarifies your point(s). Use a variety of aids but only to enhance your information, not for the sake of using aids.

Break Material Into Short Units

After no more than ten minutes of presentation, insert an activity or ask questions. This allows participants time to assimilate information already presented and makes further presentations more meaningful.

Know Your Environment

Be familiar with the room, room arrangements, participant composition, and check your equipment. All of these affect the success of your presentation and should be factored into your teaching plan.

Make Information Relevant

Use examples, illustrations, case studies, discussion groups, and other means to make the information presented relevant to participants.

Move into the Audience

Moving into the participants seating area builds trust, creates a friendly atmosphere, and makes everyone more comfortable. If done appropriately, it can lessen the feeling of authority often present in an educational setting.

Use Attendee Comments to Further Your Progress

When asking open-ended questions, be alert to comments that can serve as stepping stones in your presentation. This makes participants feel good about themselves and serves as a transition point for you.

Avoid Traditional Barriers

³ Extracted and adapted from Conner, M., and Waldrop. 1994. *Program Management: Managing Deadlines, Details, Activities, and People*: JERITT Monograph Five. East Lansing, MI: Judicial Education Reference, Information and Technical Transfer Project.

Adults often identify traditional items as signs of authority and barriers to two-way communication that is so important in adult education. Do not sit at a table in front of the class, and avoid the use of the lectern and podium (unless using them to hold your notes or aids), while you move into your audience and remain in view.

Use Gender Neutral Language

Avoid using the male pronoun when intention is to refer to both men and women.

Avoid stereotyping roles.

Be Sensitive to Diversity Issues

When delivering your presentation and engaging in discussion, be conscious of diversity of opinions, beliefs, values, lifestyles, races, and ethnic group represented within your audience.

Practice and Time Your Presentation

Read your presentation notes or outline, adding controversial comments, giving examples, etc. Keep going over your material until you feel comfortable with the content. Time yourself, estimate activity time, make whatever adjustments that are necessary so that all key points can be covered in the allotted time frame.

Be Yourself and Have Fun

Develop a style and method of presentation that is comfortable for you. Relax and enjoy the reciprocal learning that takes place between you and the participants.

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Module 4

Mastering the Seven Units of the IFCE Workshop

4.1 Introduction and Reflections

Purpose and Brief Description

Module 4 is the centerpiece of *Teaching the International Framework for Court Excellence* and takes up the bulk of the time of this train-the-trainer course. **It has seven parts describing the teaching content of the IFCE Workshop.**

This initial 90-minute session, which takes up the last hour of the first day of this Course *and* continues for 30 minutes at the beginning of the second day (see Box 2, “Course Agenda”), provides an overview to teaching each of the **seven** units of a day-and-a-half workshop on the IFCE:

Day 1 (Half Day)

Unit 1: Introduction to the IFCE

Unit 2: How the IFCE Can Be Used

Unit 3: Court Excellence Self-Assessment Questionnaire

Day 2 (Full Day)

Unit 4: Measuring Court Performance

Unit 5: The Continuous Quality Improvement Cycle

Unit 6: Change Management in the Court Environment

Unit 7: Conclusion and Final Thoughts

Beginning with a review of how these seven instructional units fit into a typical agenda of a – day-and-a-half training workshop on the IFCE, the potential trainers will be introduced to and reflect on what to teach in each unit and how to teach it in a way that engages the participants, motivates them to learn, maximizes both the retention of learning and its transfer to the participants’ work environment.

Each of the seven units is described in seven text boxes organized in a uniform fashion similar to the modules of this Guide: (1) a brief overview of the unit including its overall purpose; (2) learning objectives (i.e., what participants are expected to be able to do after completing the unit); (3) a listing of major topics and issues to be addressed in the unit; (4) notes on instructional design including suggestions of various learning activities including facilitation questions, checklists, and exercises; (5) notes on faculty development; and (6) a listing of resources and references, some of which are relevant for more than one unit of the IFCE Workshop.

Goal

The goal of this initial session is for participants to understand the general contours of the curriculum components of IFCE Workshop.

Learning Objectives

At the conclusion of this first session of Module 4, participants will:

- Be familiar with the agenda of the IFCE Workshop and how the seven instructional units are organized in the day-and-a-half agenda.
- Be able to explain *in general terms* the purpose, goal(s), learning objectives, topics to be addressed, learning activities and exercises, resources and references for teaching each of the seven units of the IFCE workshop.
- Recognize their strengths and weaknesses for teaching the workshop.
- Understand the preparation they will need to do to make their strengths productive and their weaknesses irrelevant.

Topics

- Agenda of the IFCE Workshop
- Brief overview of Units 1 through 7 of the IFCE Workshop
- Participants strengths and weaknesses as potential teachers of the IFCE
- Steps that should be taken to prepare for teaching the IFCE Workshop

Learning Activities and Exercises

Reflections and Discussion of Teaching a Workshop on the IFCE. At the end of the first day, participants are asked to reflect and be able to discuss their responses to the questions:

- Based on what you have learned thus far, how confident are you that you will be able to teach a workshop on the IFCE?
- What would make you more confident?

Resources and References

- ***Teaching the International Framework for Court Excellence***
- Resources and references on the web site of the Consortium for Court Excellence at <http://www.courtexcellence.com>
- Model agenda for a one-day-and-a-half workshop on the IFCE
- Model PowerPoint presentation for a one-day-and-a-half workshop on the IFCE
- William A. Draves. *How to Teach Adults in One Hour*. Manhattan, Kansas: Learning Resources Network, 1988.
- Renee A. Dougherty, "Teaching Adults." The Volunteer Teacher Series. Oklahoma Cooperative Extension Service, Oklahoma University, 1964. Accessible online at <http://pods.dasnr.okstate.edu/docushare/dsweb/Get/Document-2371/T-8202web.pdf>.

Module 4 (continued)

Mastering the Seven Units of the IFCE Workshop

4.2 Teaching Unit 1 (*Introduction to the IFCE*) and Unit 2 (*How the IFCE Can Be Used*)

Purpose, Goals, and Brief Description

This second part of Module 4 is approximately 45 minutes in duration and covers Unit 1 and Unit 2 of the IFCE Workshop.

What is the *International Framework for Court Excellence* (IFCE)? How and why was it developed, and by whom? What are its major components? Where and how has it been used? How can the IFCE be used in the courts and other components of the justice system today? The instructor(s) will address these questions in a way that conveys to the potential trainers what to teach in each unit and how to teach these two units a way that engaged the participants, motivates them to learn, maximizes the both the retention of learning and its transfer to the participants' work environment (see Box 4 and Box 5 below for a description of Unit 1 and Unit 2 of the IFCE Workshop).

The durations of Unit 1 and Unit 2 of the IFCE Workshop are very brief, i.e., 45 minutes and 30 minutes respectively, and potential trainers should be sensitive to the requirements of covering a lot of material in a short time. For the most part, lecture is the recommended teaching method for these two units because it is the method best suited of conveying of large amounts of information in a relatively short time. It should be emphasized, however, that lecture may not be as effective as other methods because the audience is largely passive and may lose attention and get bored. Also, lecturing falsely may imply the superiority of the instructor, an implication that may interfere with the engagement of the audience.

Much of what is covered in this second session of Module 4 already was introduced in the first three modules, especially Module 2, "Synopsis of the International Framework for Court Excellence," including the general contours of the IFCE, an understanding of why it was developed, by whom, and what contribution it makes to the governance, management, and operations of courts. In addition, participants already may be familiar with the IFCE as result of their advanced self-study. The purpose of this session of Module 4 is to reinforce the learning that has already occurred and supplement it with the specifics for teaching the first two units of the IFCE Workshop described in the accompanying Box 6 and Box 7.

Potential trainers should recognize that Unit 1 and Unit 2 cover in a very short time (45 minutes for Unit 1 and only 30 minutes for Unit 2) a lot of detailed new information that adult learners may have difficulty absorbing including abstract concepts and detailed facts. (Of the total 115 PowerPoint slides of the Model PowerPoint presentation, 42 focus on Unit 1 and 2.) They should be encouraged to use their own learning experiences in absorbing and retaining this new information as a gauge of how the participants in their own IFCE

Workshop may experience learning. Both the potential trainers in this train-the-trainer workshop and the audiences of the IFCE Workshop should be encouraged to do self-study and continuous learning of the IFCE.

Potential trainers should be prepared to highlight critical or illustrative content (e.g., one or two core values and the one or two areas of excellence associated with them) and simply note other content during their teaching of the units while encouraging the students to study this content on their own. They should also recognize that many topics (e.g., underlying core values and the seven areas of excellence) first introduced in Unit 1 and Unit 2 will be revisited in the other units.

Topics

- Purpose, Goals and Brief Overview of Unit 1 and Unit 2 of the IFCE Workshop
- Learning Objectives
- Topics to Be Addressed
- Learning Objectives
- Slides of the model PowerPoint presentation corresponding to this Unit 2 and Unit 3 of the IFCE Workshop.
- Learning Exercises and Activities
- References and Resources

Learning Objectives

At the conclusion of this opening session, participants will:

- Be familiar with Unit 1 and 2 and understand how they fit into the agenda of the IFCE Workshop.
- Be able to explain the purpose, goal(s), learning objectives, topics to be addressed, learning activities and exercises, resources and references for teaching Unit 2 of the IFCE workshop.
- Understand the knowledge, skills, and abilities they must possess to be able effectively to teach the first two units of the IFCE Workshop.
- Recognize their strengths and weaknesses for teaching the workshop understand the preparation they will need to do to make their strengths productive and their weaknesses irrelevant.
- Be able to identify the specific actions they must take in order to overcome any deficiencies in their own proficiencies to teach the first two units of the IFCE

Learning Activities

Using the model agenda for a one-day-and-a-half workshop on the IFCE and the slides accompanying model PowerPoint presentation as references, the instructor(s) will explain what the potential trainers should teach in Unit 1 and 2 and how to teach it. Presentation methods should focus on the PowerPoint slides for Unit 1 and Unit 2 but should not rely exclusively on “show and tell” lecture. Instead, they should include at least some time for questions and answers, as well as some discussion.

Resources and References

- *Teaching the International Framework for Court Excellence*
- *International Framework for Court Excellence*
- “Thinking of Implementing the *International Framework for Court Excellence?*”
- Model agenda for a one-day-and-a-half workshop on the IFCE
- Model PowerPoint presentation for Unit 1 and 2

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Box 6

Unit 1 of the IFCE Workshop: Introduction to the IFCE

Purpose and Brief Description

What is the **International Framework for Excellence (IFCE)**? Why is it considered an important contribution to the improvement of courts and justice systems throughout the world? How and why was it developed, and by whom? What are its major components? Where and how has it been used to date? In this first unit of the IFCE Workshop, the instructor(s) will address these questions in a way that engages the participants, motivates them to learn, and maximizes both the retention of learning and its transfer to the participants' work environment.

Topics

- What is the IFCE including its three major elements – core values, seven “Areas of Excellence,” and a detailed self-assessment process?
 - Values: Equality, fairness, impartiality, independence, competence, integrity, transparency, accessibility, timeliness and certainty.
 - Areas of Excellence: Court management and leadership; court planning and policies; court resources (human, material and financial); court proceedings; client needs and satisfaction; affordable and accessible court services; and public trust and confidence.
 - Self-Assessment Process
- How and why is the IFCE considered a quality management system?
- Why was the IFCE developed? What is its purpose?
- Who has been involved in the development of the IFCE including the International Consortium for Court Excellence?
- Where and how has the IFCE been used?

Goals

The overarching goal of this first unit is to convey to participants the importance and value of the IFCE to assess and improve the quality of justice administration throughout the world regardless of the legal system in which the courts operate. Another goal is the explanation and discussion of the IFCE's core values, associated “Areas of Excellence,” and the quality management system for assessing and improving performance

Learning Objectives

At the conclusion of this unit, participants will:

- Be able to describe the three sets of interrelated elements that make up the IFCE – 10 values, seven areas of excellence, and continuous quality improvement.
- Understand the ten core values and be able to explain how each are reflected in court traditions, national codes, constitutions, and international conventions and charters.

- *Be able to articulate how the IFCE other elements including the seven areas of court excellence, self-assessment, performance measurement, and continuous quality improvement align with the IFCE values (e.g., fairness, transparency, and accessibility) to form a cohesive conceptual and practical framework for court excellence.*

Learning Activities

Mostly lecture (because of the brief duration of this unit) with opportunity for a limited number of questions and discussion.

Resources and References

- *International Framework for Court Excellence*
- *“Thinking of Implementing the International Framework for Court Excellence?”*

Approximate Duration of Module

45 minutes.

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Box 7

Unit 2 of the IFCE Workshop: How the IFCE Can Be Used

Purpose and Brief Description

The purpose of this Unit 2 is to provide participants with an understanding of the three basic steps and IFCE tools for using the IFCE: (1) self assessment including the use of an instrument, the Court Excellence Self-Assessment Questionnaire, to gauge a court's current performance in the seven areas of performance identified by the ICPE; (2) analysis of performance data to identify areas for improvement; and (3) improvement planning. This very brief 30-minute unit, presented primarily by lecture, provides an initial introduction to the Court Excellence Self-Assessment Questionnaire and its relationship to the IFCE's core values, seven areas of court excellence, and court practices in each of the seven areas of court excellence -that embody the core values.

Goal

The overarching goal of this unit is to convey an understanding that IFCE is not just a collection of concepts and principles but also a valuable resource that can put to good use in assisting courts to improve their performance through self-assessment, analysis and quality management.

Topics

- Three basic steps for implementing the IFCE
 - Self-assessment
 - Analysis
 - Improvement Planning and implementation
- Areas of Court Excellence
- Link between court values and areas of court excellence
- Checklist of court practices for each area of court excellence
- Examples from the Court Excellence Self Assessment Questionnaire
- Improvement planning and planning strategies
- Country examples

Learning Objectives

At the conclusion of this opening session, participants will:

- Be able to explain the three basic steps for implementing the IFCE
- Understand how the basic step for implementing the IFCE relate to seven areas of court excellence
- Understand how the checklist of court practices can be used as the basis for self-assessment
- Be able to explain the logic model of the quality management system beginning with self-assessment through quality improvement
- Be able to identify three examples in other countries or jurisdictions of IFCE implementation

Learning Activities

Mostly lecture (because of the brief duration of this unit) with opportunity for some questions and answers, and some discussion.

Resources and References

- ***International Framework for Court Excellence***
- ***Court Excellence Self-Assessment Questionnaire***
- ***“Thinking of Implementing the **International Framework for Court Excellence?**”***

Approximate Duration of the Unit

30 minutes.

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Module 4

Mastering the Seven Units of the IFCE Workshop

4.3 Teaching Unit 3 (*Court Excellence Self-Assessment Questionnaire*)

Purpose and Brief Description

This session of Module 4 is approximately 90 minutes long. It covers the instructional demands of Unit 3 of the IFCE Workshop including: (1) a brief lecture during which the instructor introduces the Court Excellence Self-Assessment Questionnaire (Questionnaire); (2) a 45 minute small group exercise in which the participants join in small groups of five or six to discuss their responses to the Questionnaire; and (3) a 30 minute session during which the participants report the results of their small group exercise (see Box 8 below).

The Court Excellence Self-Assessment Questionnaire (Questionnaire), the focus of Unit 3 of the IFCE Workshop, is a self-administered instrument that can be used to determine what areas of court excellence must be addressed in the short-term and what areas require intermediate or long-term planning for quality improvement. It is the first necessary step for a court toward developing a plan to close the gap between “what is” and “what can be” as prescribed by the IFCE.

Unit 3 is the first of four units of the IFCE Workshop employing the same mix of lecture, small group exercise, reporting by the small groups and discussions by the class. In this mix of instructional methods, the role of the instructor switches from that of a lecturer to that of a facilitator and mentor. The instructors of this unit and the following units of the IFCE that employ the same mix of instructional methods need to be prepared not only (a) to transmit substantive information but also (b) to manage the time devoted to the lecture, exercise and reporting, and (c) to manage the group dynamics as participants make the transition from passive learners during most of the lecture, to members of a team during Small Group Exercise Number 2, and then as part of a presentation of the small group work.

Goal

An important goal of this session of Module 4 is to help potential trainers understand how they need to make the transition in Unit 3 of the IFCE from lecture and “teaching as telling” (see Module 3) and seeing participants mostly as passive learners, to engaging participants actively in Unit 3 with the elements of the IFCE as they are embodied in the Court Excellence Self-Assessment Questionnaire. This is an important transition during which the instructor(s) needs to be particularly attentive to the audience to ensure that they are engaged in learning. Instructors should expect that most of the participants will have completed the questionnaire and, therefore, will be familiar with the instrument and how it relates to the IFCE, but they should be alert to not losing those participants who have not completed the questionnaire.

Topics

- Purpose, goals and brief overview of Unit 3 of the IFCE Workshop
- Topics to be addressed in Unit 3
- Learning objectives of Unit 3
- Slides of the model PowerPoint presentation corresponding to this unit
- Engaging participants with interactive teaching methods, exercises and activities
- References and resources

Learning Objectives

At the conclusion of this session, participants will:

- Be familiar with the three components of Unit 3, i.e., a brief lecture, a small group exercise, and a session in which participants report the results of the small group exercise.
- Understand how Unit 3 fits into the agenda of the IFCE Workshop.
- Be able to explain the purpose, goal(s), learning objectives, topics to be addressed, learning activities and exercises, resources and references for teaching Unit 3 of the IFCE workshop.
- Understand the knowledge, skills, and abilities they must possess to be able effectively to teach Unit 3 of the IFCE Workshop.
- Recognize their strengths and weaknesses for teaching Unit 3 and understand what they will need to do to make their strengths productive and their weaknesses irrelevant in teaching this unit.
- Be able to identify the specific actions they must take in order to overcome any deficiencies in their own proficiencies to teach this unit of the IFCE workshop.

Learning Activities and Exercises

Using the model agenda for a one-day-and-a-half workshop on the IFCE and an accompanying model PowerPoint presentation as references, the instructor(s) will explain what the potential trainers should teach in Unit 3 and how to teach it.

Resources and References

- Model agenda for a one-day-and-a-half workshop on the IFCE
- Model PowerPoint presentation for Unit 3
- Court Excellence Self-Assessment Questionnaire
- Results of a Completed Questionnaire

Box 8

Unit 3 of the IFCE Workshop: Court Excellence Self Assessment Questionnaire

Purpose and Brief Description

The purpose of this unit is to explain the design, categories and items of the Court Excellence Self-Assessment Questionnaire, which was introduced in Unit 2, and its use as part of a quality management system. The administration of the self-assessment instrument is the first necessary step toward developing a plan to close the gap between “what is” and “what can be” as prescribed by the IFCE.

Unit 3 of the IFCE workshop includes a brief lecture during which the instructor introduces the questionnaire, a 45 minute small group exercise in which the participants join in small groups of five or six to discuss their responses to the questionnaire, followed by a 30 minute session during which the participants report the results of the small group exercise.

Goal

The goal of this unit is to familiarize participants with the Court Excellence Self-Assessment Questionnaire first by a lecture introducing the instrument and, second, by reviewing, interpreting and discussing the results of administering the Questionnaire to participants in advance of the workshop, as well as how the results can be used to identify areas in which the participants’ courts can improve..

Topics

- The Court Excellence Self-Assessment Questionnaire including its overall design, categories, items, and scoring system.
- Results of administering the Questionnaire to participants in advance of the course.
- Areas of court excellence in which the participants’ courts could benefit from quality improvements.

Learning Objectives

At the conclusion of this opening session, participants will:

- Be able to explain the contents of the Court Excellence Self-Assessment Questionnaire and how it relates to the IFCE.
- Understand how the results of the Questionnaire can be analyzed and interpreted.
- Use the results of the Questionnaire to identify specific areas in which their courts can benefit from improvement.

Learning Activities and Exercises

Advance Completion of the Court Excellence Self-Assessment Questionnaire: Approximately two to three weeks before the start of the course, the organizers, facilitators and/or organizers of

the IFCE Workshop requests that all participants complete the Court Excellence Self-Assessment Questionnaire.

Small Group Exercise Number 1: Assessing Your Court. In this exercise, the class is divided into small groups of five or six participants seated at round tables. Each group is asked to review and discuss the results of the Court Excellence Self-Assessment Questionnaire. Further, using the questionnaire data each group is asked to identify: (a) five areas of court excellence where their court(s) is strongest; and (b) five areas in which their court(s) can benefit from improvement. Finally, each group is asked to make a presentation to the class summarizing their small-group work. The instructor will record the results on a flip-chart and, as time permits, facilitate the discussion of the presentations.

Resources and References

- “Thinking of Implementing the **International Framework for Court Excellence?**”
- Completed Court Excellence Self-Assessment Questionnaire.

Approximate Duration of Unit 3

This unit ends Day 1. It covers a total of 90 minutes including approximately 15 minutes of lecture and discussion, a 45-minute small group exercise, and 30 minutes during which the participants discuss the results of the small group exercise.

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Module 4

Mastering the Ten Units of the IFCE Workshop

4.4 Teaching Unit 4 (*Measuring Performance*)

Purpose, Goals, and Brief Description

The purpose of the fourth session of Module 4 is to prepare potential trainers for teaching the content and facilitating the learning activities and exercises of Unit 4 of the IFCE Workshop. Unit 4 begins the second day of the IFCE Workshop. Its substantive focus is on performance measurement relying on internationally recognized court performance measures such as those that are part of the National Center for State Courts' *CourTools*. Much like Unit 3, the presentation of the Unit 4 begins with a lecture, which leads into a small group exercise that is set up and facilitated by the instructor(s) (see Box 7 below).

Because this unit begins the second day, after a period of time participant may have had to reflect on their teaching of the IFCE, the instructor(s) should give participants an opportunity to discuss their learning from the previous day by posting the question "What did you learn about teaching the IFCE yesterday" on a flip chart. This query and facilitated discussion serves two purposes. First, it gives participants an opportunity to "warm up" before launching into the substance of Unit 4. Second, it gives the instructor(s) an opportunity to reinforce learning of the previous day.

The total duration of the Unit 4 of the IFCE Workshop is one hour and 45 minutes, including approximately 30 minutes of lecture and discussion, a 45-minute small group exercise, and 30 minutes during which the participants report and discuss the results of the small group exercise. As noted earlier with regard to a similar mix of presentation methods, the instructors of this unit need to be prepared not only to transmit substantive information but to manage group dynamics as the participants make the transition from passive learners during most of the lecture, to members of a team during Small Group Exercise Number 2, and then as part of a presentation of the small group work.

Topics

- Purpose, goals and brief overview of Unit 3 of the IFCE Workshop
- Topics to be addressed
- Learning objectives
- Model agenda for the IFCE Workshop
- Slides of the model PowerPoint presentation corresponding to this unit
- Engaging participants with interactive teaching methods, exercises and activities
- References and resources

Learning Objectives

At the conclusion of this session, participants will:

- Be familiar with the three components of Unit 4, i.e., a brief lecture, a small group exercise, and a session in which participants report the results of the small group exercise.
- Be able to execute the morning “warm up” exercise
- Understand how Unit 4 fits into the overall agenda of the IFCE Workshop.
- Be able to explain the purpose, goal(s), learning objectives, topics to be addressed, learning activities and exercises, resources and references for teaching Unit 4 of the IFCE workshop.
- Understand the knowledge, skills, and abilities they must possess to be able effectively to teach Unit 4.
- Recognize their strengths and weaknesses for teaching Unit 4 and understand what they will need to do to make their strengths productive and their weaknesses irrelevant in teaching this unit.
- Be able to identify the specific actions they must take in order to overcome any deficiencies in their own proficiencies to teach this unit of the IFCE workshop.

Learning Activities and Exercises

Using the model agenda for a one-day-and-a-half workshop on the IFCE and an accompanying model PowerPoint presentation as references, the instructor(s) will explain what the potential trainers should teach in Unit 4 and how to teach it, including the morning “warm up” exercise. (*Reminder:* Effective presentation methods do not rely exclusively on lecture but instead include much discussion, demonstration, and role play).

Resources and References

- Model agenda for a one-day-and-a-half workshop on the IFCE
- Model PowerPoint presentation for Unit 4
- Draft of ***Global Measures of Performance for Courts and Justice Systems***
- *CourTools* and *Appellate CourTools*

Box 9

Unit 4 of the IFCE Workshop: Measuring Court Performance

Purpose and Brief Description

The purpose of this Unit is to convey an understanding that a court's ability and political will to address the fundamental question "How are we performing?" using evidence-based performance measures is the hallmark of court excellence, as well as an operational definition of transparency and accountability. Participants will be provided a "menu" of possible performance measures and brief overview of the challenges of effective performance measurement and performance management (see "References and Resources" below).

At this point in the Workshop, participants are likely have a good appreciation of the merits of self-assessment based on the views of court officials as expressed in the results of Court Excellence Self-Assessment Questionnaire. As emphasized in Unit 3, the analysis and understanding of these results is the first necessary step for a court toward developing a plan to close the gap between "what is" and "what can be" as prescribed by the IFCE. It is, however, not sufficient. A court must regularly and continually monitor, analyze, and use performance data obtained by means of performance measurement.

Performance measurement, as defined in the IFCE, is the process of monitoring, analyzing and using performance data on a regular and continuous basis for the purposes of improvements in efficiency, effectiveness, transparency and accountability. It closes a powerful feedback loop comprised of the right measures, the right delivery of performance data, and the right use of that data for court improvement and excellence. For courts and other justice organizations, measures of performance include, but are not limited to, the time it takes to dispose of cases, court user/citizen satisfaction with services, fine and fee collection rates, and the percentage of cases in the system longer than established timeframes, and employee engagement.

The format of Unit 4 is the same as that of Unit 3 and relies on the results of the unit's small group exercise. It begins with a lecture during which the instructor explains the primacy of performance measurement and performance management for the achievement of court excellence, suggests the challenges, and provides some examples of measures used by courts throughout the world. This is followed by a small group exercise in which the participants join in groups of five or six to conduct the exercise. The unit ends with a session during which the participants report the results of their small group exercise.

Goals

The goal of this unit is to convey to the participants the critical role of performance measurement and performance management in court excellence and to get them to appreciate the adages "Measure what matters" and "You can't manage what you don't measure" which is the mantra of successful court leaders and managers for good reasons including transparency and accountability. Another goal of the unit is to give participants some experience with possible performance measures to address areas of court excellence of interest to them.

Topics

- *Definition of performance measurement*
- *Challenges of effective performance measurement*
- *Criteria for effective performance measures*
- *Aligning performance measures with core values and areas of excellence*

- *Examples of performance measures used by courts throughout the world (e.g., the U.S. CourTools)*

Learning Objectives

At the conclusion of this opening session, participants will be able to:

- *Define performance measurement*
- *Understand the difference between their beliefs and hunches about their court's performance (including those reinforced by results of the Court Excellence Self-Assessment Questionnaire) and the results of performance measurement*
- *Identify performance measures aligned with certain core values and areas of excellence*

Learning Activities and Exercises

Small Group Exercise Number 2: Identifying Appropriate Measures: *In this exercise, as in Unit 3, the class is divided into small groups of five or six participants seated at round tables. Each group is asked to identify the most appropriate performance measure (by name only): (a) for each of the five areas of court excellence where their court(s) is strongest; and (b) for each of the five areas in which their court(s) can benefit from improvement. Finally, each group is asked to make a presentation to the class summarizing their small-group work. The instructor will record the results on a flip-chart and, as time permits, facilitate the discussion of the presentations.*

Resources and References

- *Appendix B - F. Framework for Court Excellence*
- *Draft of Global Measures of Performance for Courts and Justice Systems*
- *CourTools and Appellate CourTools*

Approximate Duration of Unit 4

This unit begins the second day of the Workshop. It covers a total of one hour and 45 minutes including approximately 30 minutes of lecture and discussion, a 45-minute small group exercise, and 30 minutes during which the participants report and discuss the results of the small group exercise.

Module 4

Mastering the Seven Units of the IFCE Workshop

4.5 Teaching Unit 5 (*The Continuous Quality Improvement Cycle*)

Purpose, Goals, and Brief Description

The purpose of this fifth session of Module 5 is to prepare potential trainers for teaching the “Continuous Quality Improvement Cycle” (quality cycle) and facilitating the learning activities and exercise of Unit 5 of the IFCE Workshop (see Box 10 below).

The quality cycle, as used in the IFCE’s quality management system, refers to an iterative process of five steps including:

- 1) identification of a problem or challenge facing the court;
- 2) collection of reliable and valid information about the problem or challenge, in particular the gap between desired and actual performance;
- 3) analysis of the information collected; taking corrective action based on the results of the analysis (execution of strategy); and,
- 4) evaluation of results.

Excellent courts monitor performance indicators on a continuous and regular basis as adjustments are made based on the results (Step 5) and new problems or challenges arise.

The quality cycle is a variation of a simple, logical, and iterative quality management method that has its roots in the scientific method. The basic PDCA cycle (Plan-Do-Check-Adjust) has been used for decades in business and manufacturing for the control and continuous quality improvement of process and products. It was made popular by W. Edwards Deming who is considered to be the father of modern “total quality management” which is based on the scientific method.⁴

As part of the introduction of the quality cycle, a brief mention of the roots of the continuous quality improvement cycle, as well as its logic and simplicity, might benefit some participants in the IFCE Workshop – especially those who are familiar with the PDCA or similar method and who might be resistant to learning if they think that the instructors are asserting that the continuous quality improvement cycle is something innovate and unique to the IFCE, which it is not. A brief remark about the simplicity and logic of the continuous quality improvement cycle may also relieve some IFCE Workshop participants who are by now weary of learning yet another new concept.

⁴ Deming, W. Edwards Deming (1982). *Out of The Crisis* (Massachusetts Institute of Technology, Center for Advanced Engineering Study, Cambridge, MA, 1982); see also, .Alexander B. Aikman (1994). *Total Quality Management in the Courts: A Manual for Judicial Policy Makers and Administrators*. Williamsburg, Virginia: National Center for State Courts,; available online at <http://contentdm.ncsconline.org/cgi-bin/showfile.exe?CISOROOT=/ctadmin&CISOPTR=18>.

After describing the quality cycle, the lecture ends and the unit continues with a discussion of a specific example of an application of each of the five steps of the quality cycle (see above).

Unit 5 of the IFCE Workshop takes a total of two hours and 15 minutes, with approximately 30 minutes of lecture and a full hour for a small group exercise, after which the class breaks for lunch. The unit continues for 30 minutes right after the lunch break with the sharing of the small groups' deliberations. As in the previous two units, the instructor(s) of this unit needs to be prepared not only to transmit substantive information but also to manage the time devoted to the lecture, exercise and reporting. They need to manage the group dynamics as participants switch between being passive learners during most of the lecture and active participants as members of a team during Small Group Exercise Number 3, and then as part of a presentation and discussion of the small group work.

Topics

- Purpose, goals and brief overview of Unit 5 of the IFCE Workshop
- Topics to be addressed
- Learning objectives
- Slides of the model PowerPoint presentation corresponding to this unit
- Engaging participants with interactive teaching methods, exercises, and activities
- References and resources

Learning Objectives

At the conclusion of this session of Module 4, participants will:

- Be familiar with the three components of Unit 5 of the IFCE Workshop, i.e., lecture, a small group exercise, and a session in which participants report the results of the small group exercise.
- Understand how Unit 4 fits into the overall agenda of the IFCE Workshop.
- Be able to explain the purpose, goal(s), learning objectives, topics to be addressed, learning activities and exercises, resources and references for teaching Unit 3 of the IFCE workshop.
- Understand the knowledge, skills, and abilities they must possess to be able effectively to teach Unit 4 of the IFCE Workshop.
- Recognize their strengths and weaknesses for teaching Unit 3 and understand what they will need to do to make their strengths productive and their weaknesses irrelevant in teaching this unit.
- Be able to identify the specific actions they must take in order to overcome any deficiencies in their own proficiencies to teach this unit of the IFCE workshop.

Learning Activities and Exercises

Using the model agenda for a one-day-and-a-half workshop on the IFCE and an accompanying model PowerPoint presentation as references, the instructor(s) will explain what the potential trainers should teach in Unit 5 and how to teach it, including the facilitation of the small group exercise.

Resources and References

- Model agenda for a one-day-and-a-half workshop on the IFCE
- Model PowerPoint presentation for Unit 5

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Box 10

Unit 5 of the IFCE Workshop: The Continuous Quality Improvement Cycle

Purpose and Brief Description

The purpose of this unit is to introduce the “continuous quality improvement cycle” (quality cycle) and to connect it to the elements of the IFCE, specifically the improvement strategies in the IFCE’s areas of court excellence. The cycle, as used in the IFCE’s quality management system, refers to an iterative process of five straightforward steps:

- Identification of problem or challenge facing the court
- Data collection
- Analysis of data
- Corrective Action (execution of strategy)
- Evaluation of results

Goal

The goal of this unit is to introduce the continuous quality improvement cycle and to explain its significance as a critical tool of the IFCE.

Topics

- The continuous quality management cycle and its relationship to the overall IFCE quality management system
- Steps of the quality cycle (see above)
- Examples of each of the steps of the quality cycle drawn from the fourth of the fourth of the IFCE’s areas of excellence, “Court proceedings.”

Learning Objectives

At the conclusion of Unit 6, participants will be able to:

- Describe the continuous quality improvement cycle and its significance as a tool of the IFCE.
- Explain the five steps of the continuous quality improvement cycle
- Give examples of improvement strategies for the IFCE’s areas of court excellence tied to each of the steps of the continuous quality improvement cycle.
- Explain how an improvement plan can be the product of taking the five steps of the continuous quality improvement cycle.

Learning Activities and Exercises

Small Group Exercise Number 3: Addressing a Problem Using a Quality Improvement Process. In this exercise, as in Unit 3 and Unit 4, the class is divided into small groups of five or six participants seated at round tables. Each group is asked to select one problem identified in Exercise Number 1, “Assessing Your Court,” in Unit 3, and develop a quality improvement plan.

Finally, each group is asked to make a presentation to the class summarizing their small-group work on a quality improvement plan. The instructor will record the results on a flip-chart and, as time permits, facilitate the discussion of the presentations.

In setting up the Small Group Exercise Number 3, **Addressing a Problem Using a Quality Improvement Process**, the instructor(s) of this unit should display the directions on a PowerPoint or written “handout” and explain them in simple terms:

- Step 1: Develop a precise problem statement that defines the problem in measurable terms.
- Step 2: Identify data needed to define the problem
- Step 3: Brainstorm strategies and/or corrective actions to address the problem.
- Step 4: Identify how you are going to measure whether the problem has been solved, whether it seems to getting better or worse
- Step 5: Who needs to be involved in the process to make it successful?

Resources and References

- **International Framework for Court Excellence**
- “Thinking of Implementing the **International Framework for Court Excellence?**”

Approximate Duration of Unit 5

A total of two hours, with approximately 30 minutes of lecture and a full hour for a small group exercise, after which the class breaks for lunch. After lunch, the unit continues for 30 minutes with the sharing of the small groups’ deliberations and discussions facilitated by the instructor.

Module 4

Mastering the Seven Units of the IFCE Workshop

4.6 Teaching Unit 6 (*Introducing Change in a Court: Understanding the Benefits of Engaging in Continuous Quality Improvement*) and Unit 7 (*Conclusion and Final Thoughts*)

Purpose, Goals, and Brief Description

The purpose of this sixth and final session of Module 4, which takes a brief 45 minutes, is to prepare potential trainers for teaching the content and facilitating the learning activities and exercises of Unit 6 (see Box 11 below), and Unit 7 (Box 12), the last two instructional units of the IFCE Workshop.

We know that organizations that fail to manage significant change end up facing crises sooner rather than later. Courts that seek to achieve excellence will need to change even if their external environment is not changing in ways that demand an immediate response. Unit 6 of the IFCE Workshop focuses on change management, what it is, how to do it, and when to do it. It connects the continuous quality improvement cycle, covered in Unit 5 of the IFCE Workshop, with change management in the court environment.

Unit 6 begins, without a break immediately after the small groups' reports and discussions of the exercise in Unit 5. The unit takes a total of two hours and 45 minutes including a 15 minute break, with approximately 45 minutes devoted to lecture and a full hour and one quarter for the small group exercise. After the break, the unit continues for 30 minutes with the sharing of the small groups' deliberations.

As in the previous three units of the IFCE Workshop that include a mix of lecture, small group exercise, and reporting of the small groups to the entire class, in teaching Unit 6 the instructor(s) should be prepared not only to transmit substantive information but also to manage the time devoted to the lecture, exercise and reporting, as well as manage the group dynamics during the exercise. The instructor(s) may need to be especially careful in managing the time and transition between the end of Unit 5 and the beginning of the lecture for Unit 6. He or she should be alert to weariness on the part of the participants, particularly those who may be unaccustomed to sitting in one place for more than an hour or two and grappling with new concepts and lots of new information.

Unit 7, the final, brief but important unit of the IFCE Workshop (see Box 12 below) gives the instructor(s) and the participants an opportunity to reflect on the workshop before they return to their regular jobs. The aim of this last unit is to maximize the participants' retention of their learning in the IFCE Workshop and their interest and capacity for it applying to improve their courts or other units of their justice systems.

Unit 7 takes approximately 40 minutes and begins immediately after the last small group makes its report of the results of Small Group Exercise 4 in Unit 6. **It starts with** a brief recap of the major topics addressed in the workshops that the instructor(s) consider to be the

most significant “takeaway” messages for the participants. The remainder of the session should be devoted to an informal discussion in response to the question “What are the three ideas, concepts, strategies and/or tools of the IFCE that you are most likely to implement in your court or justice system when you return home?”

It is not uncommon for attendees of training or education programs to be unprepared to answer the following types of questions from their colleagues back home “So, how did the program go? How was it?” Many attendees of those programs are likely to respond with a comment about what they like or did not like about the accommodations and meals, the personality of the instructor(s), or some other factor not directly related to the substance of the IFCE. This last unit of the IFCE Workshop provides an opportunity for the instructor(s) to suggest and to rehearse with the participants a positive and substantive takeaway message that enhances retention and application of the learning that took place in the workshop.

Topics

- Purpose, goals and brief overview of Unit 6 and Unit 7 of the IFCE Workshop
- Topics to be addressed in both units
- Learning objectives of both units
- Slides of the model PowerPoint presentation corresponding to Unit 6
- Engaging participants with interactive teaching methods, exercises, and activities
- Constructing the “takeaway” message that wraps up the workshop in Unit 7
- References and resources

Learning Objectives

At the conclusion of this session of Module 4, participants will:

- Be familiar with the three components of Unit 6, i.e., a brief lecture, a small group exercise, and a session in which participants report the results of the small group exercise, and with Unit 7, conclusions and final thoughts about the IFCE Workshop.
- Understand how Unit 6 and Unit 7 fit into the overall agenda of the IFCE Workshop.
- Be able to explain the purpose, goal(s), learning objectives, topics to be addressed, learning activities and exercises, resources and references for teaching Unit 6 of the IFCE workshop.
- Be able to articulate the importance of the “last words” of the conclusions and final thoughts to be conveyed in Unit 7 of the IFCE Workshop.
- Understand the knowledge, skills, and abilities they must possess to be able effectively to teach Unit 6 and Unit 7 of the IFCE Workshop.
- Recognize their strengths and weaknesses for teaching Unit 6 and Unit 7 and understand what they will need to do to make their strengths productive and their weaknesses irrelevant in teaching this unit.

- Be able to identify the specific actions they must take in order to overcome any deficiencies in their own proficiencies to teach this unit of the IFCE workshop.

Learning Activities and Exercises

Using the model agenda for a one-day-and-a-half workshop on the IFCE and an accompanying model PowerPoint presentation as references, the instructor(s) will explain what the potential trainers should teach in Unit 6 and Unit 7, and how to teach it.

Resources and References

- Model agenda for a one-day-and-a-half workshop on the IFCE
- Model PowerPoint presentation for Unit 6

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Box 11

Unit 6 of the IFCE Workshop: Introducing Change in a Court: Understanding the Benefits of Engaging in Continuous Quality Improvement

Purpose and Brief Description

Change management is the deliberate and systematic process of altering what individuals, teams, and organizations do from a current state to a desired future state. At an organizational level, introducing and managing change means defining and implementing effective strategies to deal with changes in the operating environment of the organization in ways that bring success. As its title suggests, the purpose of Unit 6 is to introduce and define change management in the court environment – what it is, how to do it, and when to do it – and to connect change management to the continuous quality improvement cycle covered in Unit 5.

Unit 6 takes a total of two hours and 45 minutes, including a 15 minute break, with approximately 45 minutes devoted to lecture and a full hour and one quarter for a small group exercise, Small Group Exercise Number 4, “Setting Priorities and Developing an Implementation Plan – Next Steps.” After 15 minute break, the unit continues for 30 minutes with the sharing of the small groups’ deliberations.

Goals

The goals of this unit are to convey to participants the imperative of change management in the court environment and to communicate an understanding that the IFCE quality management system is a useful tool to manage change in the court in a way that leads to sustained court excellence.

Topics

- Introduction to change management
- Definition of change management
- The imperative of change management
- Barriers to change in the court environment
 - No sense of urgency
 - No recognition and definition of problems
 - Lack of vision
 - Limited resources
 - Conflicting interests
 - Lack of collaboration
 - Lack of communication
 - Lack of buy-in
- Application of the Continuous Quality Improvement Cycle to change management
- Benefits of quality cycle to induce change
- Lessons learned
- Setting priorities
- Developing an implementation plan

Learning Objectives

At the conclusion of Unit 6, participants will be able to:

- Articulate a definition of change management in the court environment.

- Understand the imperative of change management for court leaders and managers.
- Explain the advantages of using the IFCE quality management system to manage change.
- Identify priorities for improvement
- Develop and initiate an implementation plan

Learning Activities and Exercises

Small Group Exercise Number 4: Setting Priorities and Developing an Implementation Plan – Next Steps. In this exercise, as in the exercises in the previous units of the workshop, the class is divided into small groups of five or six participants seated at round tables. Each group is asked to develop an implementation plan using the “Exercise 4: Implementation Plan Template,” distributed to each group by the instructor(s). Finally, each group is asked to make a presentation to the class summarizing their small-group work on a quality improvement plan. The instructor will record the results on a flip-chart and, as time permits, facilitate the discussion of the presentations.

As in the previous unit, in setting up the exercise, the instructor(s) should display the directions on a PowerPoint or written “handout” and explain them in simple terms.

Resources and References

- Exercise 4: Implementation Plan Template
- **International Framework for Court Excellence**
- “Thinking of Implementing the **International Framework for Court Excellence?**”
- “The Change Cholesterol Test” (adapted from “Change for Change’s Sake” by Freek Vermeulen et al. **Harvard Business Review**, June 2010, 71 – 76.)

Duration of Unit 6

Two hours and 45 minutes.

Box 12

Unit 7 of the IFCE Workshop: Conclusions and Final Thoughts

Purpose and Brief Description

The purpose of Unit 7 is ensure that participants leave the workshop with an understanding and appreciation of the value of the IFCE that will translate to meaningful actions in applying the IFCE in the participants' justice system environment.

The unit takes 40 minutes including a brief recap by the instructor(s) of the major topics addressed in the workshops that might be considered the most significant "takeaway" messages for the participants. The greater part of the unit is taken up by an informal conversation about what the participants take away from the workshop and are likely to use when they return to their jobs.

Goal

The goal of this last unit of the IFCE Workshop is to inspire the participants to retain and apply their learning about the IFCE. .

Topics

- Ideas, concepts, principles, strategies, tactics and tools of the IFCE most likely to be applied by the participants.

Learning Objectives

At the conclusion of Unit 7, participants will:

- Be able to identify at least three ideas, concepts, principles, tactics and/or tools of the IFCE that they believe they will be able to apply in their court or justice system environment.
- Be inspired to learn more about the IFCE and to apply it in their court or justice system environment.

Learning Activities and Exercises

After the instructor(s) recap of major topics addressed in the workshop, the participants are asked to respond to the question "What are the three ideas, concepts, strategies and/or tools of the IFCE that you are most likely to implement in your court or justice system when you return home?" The instructors should facilitate as many responses and discussions by the participants as time permits. He or she should record each of the responses on a flip-chart in a word or short phrase.

When responses or the time for the unit is exhausted, the instructor(s) summarizes the responses and concludes on a positive note that reinforces retention and use of the learning in the workshop.

Resources and References

None required.

Duration of Unit 7

Approximately 40 minutes.

Module 5

Learning Environment, Logistical Arrangements, Materials and Equipment

A competent trainer is familiar with the classroom environment, the logistical arrangements, the composition of the audience, has checked that materials and supplies are in place, and tested the equipment well in advance of the start of the IFCE Workshop. Seasoned trainers like to quote the adage “what can go wrong will go wrong” and new trainers are well advised to heed the advice suggested by the adage. The purpose of this 30-minute module is to reinforce the necessity for the potential trainers of the IFCE Workshop to check well in advance that the learning environment, logistical arrangement, materials and equipment last module are as they should be.

As suggested in Module 1, Box 1, “Bored and Distracted – Not a Good Learning Environment for Adult Learners,” the successful delivery of an IFCE Workshop is not ensured by a competent teacher and an audience willing and able to learn. Seasoned trainers will attest to the fact that an inadequate classroom that is cramped, poor lighted or noisy, crowded seating arrangements, faulty audio-visual equipment, or missing or poorly produced learning materials can doom a training course to failure no matter how well prepared the instructors or how eager the students are to learn.

After briefly stating the purpose of Module 4, the instructor should review and discuss the items in Box 13 below making reference to the this Course for examples of what might be improved to avoid problems.

Box 13

Requirements for Delivering an IFCE Workshop:

Number Participants

The interactive learning exercises and activities of the one-and-one-half day IFCE Workshop limits the number of participants to about 35 participants.

Classroom Arrangements

Six round tables large enough to accommodate six participants and their learning materials comfortably. If “rounds” are not available, tables should be set in a square so that six participants can work together as a group. Traditional style classroom style seating without tables is not appropriate.

Materials, Supplies and Equipment

- *LCD projector with remote*
- *Laptop computer (with DVD, CD, USB capabilities, PowerPoint application). Ideally, the instructor has arranged to have the PowerPoint slide deck already loaded on the computer and checked in advance of the Course.)*
- *External speakers*
- *Projection screen*
- *Overhead projector*
- *Blank transparencies for overhead projection (three per participant)*
- *Transparency pens (one per participant)*
- *2 flip-charts on easels*
- *6 flipchart markers in different colors*
- *Masking tape*
- *Extension cord*
- *Power strip*