

Filling a Need: Strategic Training for Frontline Clerk's Office Staff

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FILLING A NEED:
STRATEGIC TRAINING FOR FRONTLINE CLERK'S OFFICE STAFF

Karen L. Prochniewski

Abstract

The Administrative Office of the U.S. Courts and Federal Judicial Center offer career development programs at the leadership, management, and court unit executive levels; however, no such program exists for frontline staff. A structured career development program, to be used in conjunction with individual development plans, would fill this void. This court project assesses whether or not the strategic development of federal Clerk's Office staff can be accomplished through use of a structured career development program and individual development plans. The project was conducted in the United States District Court for the Eastern District of Wisconsin, Office of the Clerk.

This court project attempts to answer the following questions:

1. What knowledge, skills, and abilities do frontline Clerk's Office staff at each career level need to perform their jobs well?
2. Can a structured career development program complement the use of individual development plans in creating and maintaining a highly skilled workforce in the United States District Court for the Eastern District of Wisconsin, Office of the Clerk?

To address these questions, a multi-step process was used. First, standard information about required knowledge, skills, and abilities was gathered from federal judiciary position classification documents created by the Administrative Office of the United States Courts, Office of Human Resources. Second, a review of literature was completed in order to explore training

program development, both generally and as it relates to this court project. This permitted examination of suggested court employee competencies to develop training program requirements that are informed by adult learning theories and learning styles as well as the characteristics of learning organizations. The literature review also explored the terms “structured training program” and “individual development plan,” leading to the development of hypotheses that assess how these concepts could be applied to judicial branch education. Benefits and challenges of each type of development tool were examined. Works on training program development discovered during the literature review provided guidance for the creation of structured career development modules which were subsequently tested in a pilot program.

During the third step of the process - data collection - survey instruments were used to gather information for this court project. Two of the surveys were created for purposes of obtaining thoughts on required court specific and department specific knowledge, skills, and abilities, as perceived by Clerk’s Office managers and by staff. A third survey was created and distributed to federal court training specialists. This population was used in their capacity as subject matter experts. The purpose of the third survey was to examine training specialists’ experiences about and opinions of the use of structured training programs and individual development plans for purposes of court employee development. Responses from this survey were reviewed for common themes and important considerations. Insights on structured training programs were taken into consideration by creating pilot program career development modules.

Also during data collection, a three-month long pilot program was conducted to determine the viability of a structured career development program to determine whether or not the program would complement the use of individual development plans for Clerk’s Office staff.

Information from survey responses and the literature review was used to determine the knowledge, skills, and abilities necessary for frontline staff at each career level to perform their jobs well. In turn, this information was used to create the standard employee development templates tested during the pilot program.

Findings and results obtained from the pilot program and the court training specialist survey responses were reviewed and evaluated. Findings indicate that a structured career development program can be complementary to individual development plans. Implications that arise from the findings, such as: (a) the need for career development of frontline Clerk's Office staff; (b) support of a career development program; (c) alignment of court culture with judiciary standards; (d) challenges with using employee development tools and how to overcome these challenges; and (e) ideas about administration of a career development program are all discussed. The findings lead the author to recommend that standardized career development templates should be created for all job positions in the District Court Clerk's Office. The templates should be used as guidance in creating development programs for individual learners and used along with individual development plans for the purpose of achieving sustained employee career development.

Introduction

Kathy Daniels¹ walks into the U.S. District Court in Milwaukee early on a Monday morning to begin her first day working in the Clerk's Office. Her first visit is to the Human Resources Department where information about benefits and office policies are discussed. Next Kathy meets with the Clerk of Court and is sworn in as a Deputy Clerk. The remainder of her first day consists mainly of meetings with her supervisor and introductions to other staff. The orientation schedule is reviewed during a meeting with the training manager.

Kathy's robust orientation training begins on her second day in the office and lasts for a period of two to four weeks. She learns about her basic job duties and is trained on software programs used in the court. Kathy receives training on operating procedures, technical programs, court rules, ethics, and working in the court environment.

A variety of training methods are used. Kathy works one-on-one with a trainer in the computer lab while learning about the court's e-mail, case management, calendar, case assignment, word processing, and spreadsheet applications. Kathy reads information about federal and local rules, financial control procedures, computer use and security, and the Code of Conduct for Judicial Employees. She is given a glossary of legal terms. Kathy watches a video series about how cases move through U.S. District Courts and a video about working in the federal courts. She learns about ethics for court personnel, how to avoid giving legal advice when providing information to attorneys and litigants, and the federal court system by completing self-study e-learning programs. Kathy shadows her peers and completes hands-on training under the supervision of her coworkers and manager. A senior employee is assigned to

¹ Kathy Daniels is a fictional person. The name is being used for the purpose of this narrative only.

work along with Kathy, answer Kathy's questions, provide feedback about Kathy's work product, and guide Kathy through her first weeks with the court.

Once Kathy's orientation training is complete, her training and education consists mainly of scheduled programs offered to all staff. These educational programs are selected by the training manager or requested by department managers due to some need or necessity. For example, learning needs may arise from situations where there is a lack of workplace or technical skills, when there are employee relationship issues, or there is the need for change management. Though employee attendance may not be mandatory, these programs are offered to applicable employees with the expectation that all attend. Any individualized training that Kathy receives will be related to performance issues, new job duties, or the need to learn skills for another position. Therefore, training is mainly reactive. It is driven by the need to resolve a problem or to introduce new technology. This method of educating, training, and developing Clerk's Office employees has worked well for many years.

However, in the past, tasks were simpler and expectations for staff performance were much less than they are today. Not long ago, frontline staff went about performing routine tasks. In a few short years, this workforce has evolved. Rapid changes in technology and the creation of technical programs used daily in the courts have demanded that frontline staff learn on a whole new level. Moreover, business skills are as essential as technical skills. In prior years, supervisors and managers were the decision makers. Now all employees are required to use critical thinking and problem solving skills on a daily basis. To successfully perform their functions, staff increasingly need good time management, communication, workplace relationship, flexibility, change management, professionalism, stress management, and

collaboration skills. Business writing and grammar, e-mail and telephone communication, and customer service skills are essential for interactions with the public, the bar, and other justice community partners, as well as with our internal customers.

Technology has also affected job responsibilities. One example comes from the introduction of e-filing. Employees, whose job duties once required them to enter information onto court dockets, copy and distribute documents, and mail standard forms or copies of pleadings, have evolved into case managers who also perform quality analyst functions. They now review entries made by attorneys, chambers staff, other agencies, and pro se litigants, then take corrective action, as needed. This may include checks that filings have been made to the correct case, signatures on pleadings coincide with the filers, correct court filing events have been used thereby ensuring that entries properly appear on chambers and case management reports, uploaded pleadings are legible, individual motions with multiple relief requests are split into parts so each may be ruled upon separately, and adding or correcting related statistical information. Case management staff also have the responsibility to ensure court dockets are complete and correct. They must be cognizant of any filing that requires them to take follow-up action, such as issuing a summons, forwarding magistrate judge consent or refusal forms, tracking important dates for judicial action, and notifying chambers staff as required.

The demand for a highly skilled workforce will be even more evident as staffing is reduced due to looming budget constraints. The workforce will need to evolve yet again as a smaller number of employees is expected to take on additional responsibilities and perform the work of the courts in a more effective and efficient manner. Court leaders must recognize the need for maintaining a modern workforce in which competency, motivation, and innovation are

valued. Future trends require continuing education, training, and development of staff so they may obtain the required knowledge, skills, and abilities.

This court project explores a new way of thinking about education for frontline Clerk's Office staff. What if a more proactive approach is taken to staff development? Could a structured learning program be created that would guide an employee from orientation all the way through to retirement? Such a program would start on the first day of employment and work to develop basic skills during an employee's first year. Specialized education and training would follow. At this level, standardized learning modules would be used across departments at similar levels of employment. This would allow employees to have a strong foundation that enables them to make lateral moves between departments. Employees would be aware of the educational requirements for their current positions as well as what they need to learn to be eligible for advancement or for lateral moves to other positions. Leadership, management, and administrative tracks would be made available for those who desired to continue to advance.

This report makes the assumption that a proactive approach to training and development is needed to maintain a highly skilled workforce in federal Clerk's Offices. It focuses on mid-level range positions where most frontline staff spend the majority of their careers. It is also, therefore, where such a career development program may be of the greatest impact.

The Administrative Office of the U.S. Courts and Federal Judicial Center offer career development programs at the leadership, management, and court unit executive levels; however, no such program exists for frontline staff. A structured career development program, used in conjunction with individual development plans, could fill this void. This court project assesses

whether or not the strategic development of federal Clerk's Office staff can be accomplished through use of a structured career development program and individual development plans.

When considering this question, we look first to previously written literature on training program development, structured training programs, and individual development plans, and evaluate how these concepts may be used in judicial branch education. The terms "structured training program" and "individual development plan" are defined. Benefits and challenges of each are examined. Works on training program development are explored as guidance for the creation of structured career development modules used in a pilot training program. A review of these writings is included in this report.

This report also outlines the research methods used to further assess the application of structured training programs and individual development plans, followed by examination of the findings, and closes with conclusions and recommendations. The primary data collection methods included surveys, interviews, and a pilot program. All of the data obtained throughout the court project is summarized and evaluated below in the Findings section of the report. Conclusions and recommendations about strategic development of Clerk's Office staff through use of a structured career development program and individual development plans are offered at the end of this report.

There is a need for further career development of frontline Clerk's Office staff. A structured career development program can be used along with individual development plans in creating and maintaining a highly skilled workforce. Together, these employee development tools can be used to fill this need.

Literature Review

This project asks whether a structured career development program can complement the use of individual development plans in creating and maintaining a highly skilled workforce in federal Clerk's Offices. There are several topics that relate to this research question and provide valuable contributions to an understanding of the role that a structured career development program can provide. For example, educational requirement guidelines and adult learning styles inform any undertaking that involves adult learning. Additionally, it is necessary to examine court culture as it relates to employee training and development. Once these implications are considered, the use of structured learning programs and individual development plans can be more readily assessed as appropriate vehicles for career development. Taking all of these factors into account, the literature review concludes by considering implications for career development programs.

Competencies

The first question we need to ask when creating a learning program for federal Clerk's Office employees is: What are the learning requirements or competencies? There are three valuable sources of information that inform the knowledge, skills, and abilities necessary for the courthouse work environment. We look to each of these resources to establish learning requirements for this project. The resources are: (a) the Administrative Office of the U.S. Courts (AO), (b) the Federal Judicial Center (FJC), and (c) the National Association for Court Management (NACM).

The AO was established to provide support services to the federal judiciary (Administrative Office of the United States Courts, 2003). As part of its administrative function,

the AO develops training programs specific to the procedures and technology used in the federal courts. The FJC was created by Congress to fill the need for a research arm for the federal judiciary and an educational center for federal judges and court employees (The Federal Judicial Center, 2010). Both the AO and the FJC have created training resources for use at the local court level.

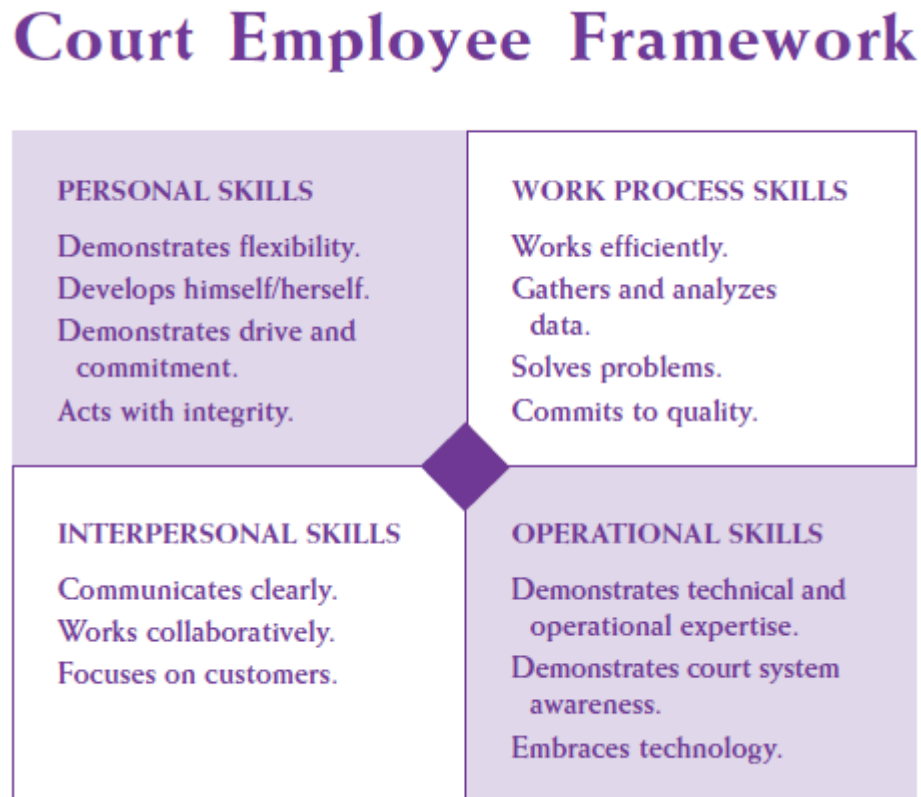
The Director of the AO recognizes that many administrative tasks are best handled at the local level through a process called decentralization. Though all courts look to national and regional policies for guidance, decentralization allows individual courts to practice judicial administration based upon their individual needs (Administrative Office of the U.S. Courts, 2003). One such administrative task is the training and education of court employees.

As a result, the Clerk of Court in each court unit is responsible for staff education and development. Many individual courts employ full-time or part-time Court Training Specialists to coordinate and deliver training and education for staff (Federal Judicial Center, 1997). Much of the training and education for non-judicial court personnel is based on local training programs. Resources from the AO and FJC are used to complement these training programs. Offerings include classes delivered by court trainers, online training course collections, streaming video and DVD programs, instructor-led distance learning programs, and job aids. Training and education for non-judicial staff tends to be in-house, on-the-job, and through distance learning, rather than by attending off-site seminars, conferences, or workshops (Federal Judicial Center, 2010).

A joint advisory committee consisting of AO, FJC, and court staff recognize fourteen critical skills which are essential for today's court employees to demonstrate competence. The

Court Employee Framework, as it has come to be known, groups these skills into personal, work process, interpersonal, and operational skills categories. Each skill is further defined with desired behaviors specified for each. Figure 1 outlines each skill set (Federal Judicial Center, 2005).

Figure 1. Court Employee Framework



(Used with permission from the Federal Judicial Center, 2013)

This framework is used as a resource for training specialists when creating local professional development programs for individual court employees. As an example, Figure 1 shows that the *Interpersonal Skills* category is linked to three skill sets, (a) *Communicates Clearly*, (b) *Works Collaboratively*, and (c) *Focuses on Customers*. Educational opportunities for the skill set *Communicates Clearly* include a wide range of topics such as: (a) business

writing, (b) effective listening, (c) giving and receiving constructive feedback and criticism, (d) emotional intelligence, and (e) presentation skills. Offerings for the skill set *Works Collaboratively* incorporate: (a) team communication, (b) peer relationships, (c) professionalism, (d) participating on committees, and (e) developing a positive attitude. Finally, the skill set *Focuses on Customers* concentrates on professionalism and interaction with both internal and external customers.

In addition to resources from the AO and the FJC, the third resource available for guidance on court employee competencies is NACM. A professional organization dedicated to improving the administration of justice by building expert court leaders, NACM offers guidance on judicial branch education in one of its core competency curriculum guidelines for the courts and court employees (See Figure 2). The core competency *Education, Training and Development* strategically links judicial branch education to the core principle of the courts. Similarly, the *Purposes and Responsibilities of the Courts* core competency is central to each of the other nine competencies. Its principles are the foundation from which the others flow.

Figure 2. NACM Core Competencies



The purpose of judicial branch education, training, and development is to improve court functioning and performance. NACM recommends that education, training, and development be strategically linked to the court's vision and mission to be effective. Judicial branch education should not stop after staff are initially trained for their job duties. Instead, it is vital that all employees receive continuous education and development opportunities throughout their careers (National Association for Court Management, 2003).

The AO, FJC, and NACM each offer valuable guidance for training program development. The importance of education, training, and development for all judicial branch employees is a major focus for each organization. However, it is also necessary to take adult learning styles into consideration when creating career development programs to enhance employee learning.

Learning Theory

An employee's attendance at an educational program does not necessarily mean the employee will learn something new or gain additional skills. So, it is important for judicial educators to investigate how workplace learning happens. Content of educational programs and methods of delivery should reflect practices that are conducive to and take into account a variety of adult learning styles.

Adults learn in different ways than children. They come to any learning activity already having some knowledge. They best relate to learning that aligns with their values and beliefs and their past experiences. Adults prefer learning that they view as useful, such as when education links with skills they can apply immediately. They want to be challenged, participate in some manner, and have the ability to apply new skills (Rothwell, 2008).

Adults may engage in learning activities for several reasons, such as a desire to comply with their supervisor's expectations, to participate in opportunities for networking with others similarly situated, to work toward advancing their careers, or simply because they have a desire to learn something new. However, obstacles, such as time constraints, scheduling conflicts, and lack of management support may discourage adults from engaging in learning activities (Rothwell, 2008). Judicial educators need to make educational opportunities as accessible as possible, actively working with management to garner support for staff education and development.

A popular theory of adult learning is Kolb's (1984) Experiential Learning Theory. This learning theory suggests that adults learn by their experiences and the process of understanding those experiences. The best learning comes from the use of four learning modes that include abilities to have experiences and understand them. Thus, in Kolb's model, learning is dependent on the situation. Kolb theorizes that, over time, learners develop preferences in the combination of modes they use to learn. Though learners acquire these preferences, well prepared learning activities should move through the entire cycle for maximum learning to occur (Kolb, 1984). Application of Kolb's theory suggests that judicial educators should incorporate activities that represent each of the four modes of learning to maximize the learning experience.

In addition to preferences in learning styles, learning professionals must realize that much of the adult learner's attitude about education comes from past experiences with formal education while in school or college. Memories of formal education may reflect boredom or confusion. Some adults may remember feeling at one time or another during their school years that they were just going through a class because it was required. Others may have taken a

course that seemed “way over their heads.” Learning professionals have the responsibility not only to deliver education but also to help adults learn by creating programs that are useful and relevant to learners (Stolovitch and Keeps, 2002).

Creating a Culture of Learning

Creating a culture that actively supports a learning environment in the courts may be the most important element in developing a highly skilled workforce. This can best be accomplished when court leaders and managers understand the importance of staff education, training, and development, which in turn provides support as organizations build learning environments. When learning and development become part of an organization’s culture, not only do employees improve, but so does the organization as a whole. The United States Office of Personnel Management (OPM) directs federal government agencies to recognize the importance of continuous learning, noting that successful agencies encourage their employees to continually improve (U.S. Office of Personnel Management, 2005a).

To accomplish the goal of assisting individual employee and organizational development, some organizations have adopted the model of a corporate university. In his book, *The Corporate University Handbook: Designing, Growing and Managing a Successful Program*, Mark Allen (2002) defines a corporate university in the following manner:

A corporate university is an educational entity that is a strategic tool designed to assist its parent organization in achieving its mission by conducting activities that cultivate individual and organizational learning, knowledge, and wisdom.

According to Allen, it is important to understand that a corporate university is a strategic tool used by an organization to accomplish its goals. Simply having a training department is not

sufficient to be considered a corporate university. The model must include the link to an organization's vision, mission, and achievement of organizational goals (Allen, 2002).

Much of what is written about corporate universities is framed in terms of private sector experience. Can the corporate university model be used in public sector organizations? One example of the use of a corporate university in government exists in Chesterfield County, Virginia. It is important to note that Chesterfield County's corporate university is directly tied to the county's strategic goals, business goals, and core competencies. County leaders understand that employee development is an essential element in achieving the county's mission and vision (Bruny, 2007). Core competencies are linked to the county's Employee Development Program. Individual development planning is used to guide employees through the continuous education and development that is expected throughout an individual's career (Bruny, 2007).

Courts can also use the corporate university model as a tool to link employee and organizational development to the mission and vision of the courts. It would be challenging to create a separate educational entity for an individual District Court in the federal courts. Nevertheless, key corporate university concepts may be applied to new or existing employee development programs.

Another recent trend in employee development is to allow individuals to take control of their own learning. The idea that adult learners prefer to direct their own learning activity has been discussed previously in this literature review. Self-directed learning aligns with this concept. Adult learners are more motivated to learn upon their own initiative.

Individual initiative brings us to one of the common challenges encountered by adult learning. One of the reasons learners do not engage in learning activities is because they feel

they do not have enough time to do so. Traditional group classroom training is time consuming, and the timing of a learning event may not fit in with an employee's schedule. Self-directed learning allows for greater flexibility and thus offers a potential solution. When individuals take responsibility for their own learning activities, such as with self-directed learning, they tend to fit small chunks of learning into already existing daily routines as time allows. Learning in such small chunks has additional benefits; it increases learner retention and permits individuals to learn at their own pace and according to their learning style preferences (Tobin, 2000).

Despite these benefits, individual learners cannot be expected to take sole responsibility for their learning activities. Support from management is also essential for self-directed learning to be successful (Tobin, 2000). Managers can assist employees in several ways. In particular, managers can help employees assess training and development needs, provide support for the employee's learning efforts, offer feedback and recognition, and identify opportunities for employees to apply new knowledge, skills, and abilities to job duties.

In addition, self-directed learning has implications for judicial educators. When learning is self-directed, the role and responsibilities of the learning professional shift from trainer to coach. Judicial educators need to focus on helping employees realize strengths and weaknesses and offer advice about career development strategies (Prokopeak, 2013). Two career development tools are considered in this project; structured learning programs and individual development plans. The literature supporting these career development tools is explored below.

Structured Learning Programs

Structured learning programs consist of standardized sets of competency based learning requirements, such as the Court Employee Framework and the NACM Core Competencies

discussed above. Structured learning programs can be used for a specific purpose, such as an on-the-job training program for newly hired employees or for teaching a new set of skills. They can also be used as career paths which provide direction for individual career development and succession planning throughout an individual's employment.

The use of structured career development programs promotes recruitment, development, and retention of employees. Workers have increasingly come to expect that the organizations they work for will provide meaningful work and career advancement opportunities. Structured career development plans can be used as career paths that outline steps needed for career advancement while allowing employees to clearly see what must be accomplished to achieve their career goals with their current employers. When an organization is committed to long-term career development, employees feel the organization is committed to their individual success. Use of structured career development programs can help meet employee expectations as well as current and future organizational needs (Carter, Cook, & Dorsey, 2009).

In the November 2007 issue of *Infoline*, "Developing Job-Specific Learning Programs: Managing the Learning Function," Melissa J. Feeney and Diane J. Krieger indicate that ongoing employee development plans must be tied to performance management, thereby linking employee growth to company goals. Curricula and career paths should be posted on a company's intranet site or available in print format so the information is readily available to both employees and management. Job-specific learning programs should concentrate on key business objectives. For example, plans should give employees clear direction by outlining the training and development they have already completed or need to complete in their current positions as

well as further training and enhancement of skills needed to be eligible for promotion or transfer to future positions based on business objectives (Feeney & Krieger, 2007).

There is evidence of support for structured learning programs in the court environment. First of all, NACM recommends ongoing continuing education, training, and development for all judicial branch staff, maintaining that education, training, and development should be available to all employees. NACM also suggests that programs be tailored to each employee's individual needs. The educational process should be a continuous one in which content is regularly revised to meet current court and employee needs (National Association for Court Management, July 2003).

In addition to NACM, the Judicial Education Reference, Information and Technical Transfer (JERITT) Project also supports structured learning programs in the courts. JERITT performed a study on judicial branch education, the results of which are reported in *Issues and Trends in Judicial Branch Education 2005*. The study found that sixty-eight percent of responding courts use career-long comprehensive educational programs for judicial branch staff. Additionally, courts have recently begun to create individualized educational programs for staff. Use of individualized training and development programs was reported by thirty-eight percent of the responding courts (White and Conner, 2005).

There are numerous examples of structured learning programs within the courts, as well. Perhaps the most recognized is a recent case study of the Utah court system that outlines the judicial administration principles used to reengineer the Utah courts. The judicial administration governance principle, "Court leadership should ensure that the court system has a competent and well-trained workforce," was implemented. To fulfill this goal, continuing education programs

were created for both judges and court support staff. Career and skill development was viewed as a continuous process, and learning opportunities were offered to all judicial branch employees.

For court support staff development, a series of job-specific electronic learning modules was created. Each module included a proficiency test, and learners were required to pass each set of tests before moving to the next level. Individualized training was self-paced. Classroom training and quick reference job aids were used to further reinforce self-paced, online learning. Finally, video modules were used to introduce staff to new procedures and for professional advancement (Suskin, 2012).

Individual Development Plans

The creation of a training program is only part of a career development plan. An employee can have all the tools and resources for development available to them, but without specific goals and direction or support and feedback from managers, development may never take place. As Dick Grote (2005) states, “*Training isn’t development*. It’s one component (an important component) of a complete development plan, but if a plan has nothing in it except a mandate to attend training programs, it’s not really a development plan at all” (Grote, 2005, emphasis added).

Drawing upon adult learning theory, adults want to have a part in determining when and where their learning takes place. Adults want to participate in educational activities that are viewed as important and useful. They want to be able to have a say in their career development activities. Use of individual development plans allows employees to control their learning

activities. Employees are encouraged to think about, create, and assess their personal career goals, providing the buy-in that they seek.

Individual development plans align employee career interests with current and future organizational needs. Employee-manager teams evaluate organizational and employee strengths and weaknesses, assess current and future needs, and discuss long-term and short-term employee career goals. Training and development activities are selected with all of this in mind. A course of action and times for completion of learning activities are mutually agreed upon by both parties (Charney and Conway, 2005).

Though an individual development plan is primarily employee-driven, both the manager and employee share responsibility for the employee's development. A manager can help an employee keep career development goals in sight. The manager must allow time for the employee to participate in learning activities, keep the employee motivated to stay on track, offer feedback on related performance, and recognize the employee's accomplishments. The manager should also provide the employee with follow-up activities that allow the employee to practice new or enhanced knowledge and skills (Grote, 2005). It is thus clear that a manager plays an important role in successful employee development; much of this role can be fulfilled through use of the individual development plan.

Implications for Career Development Programs

Important considerations in developing structured career development programs should include the assessment of the types of training topics and training delivery methods for inclusion in the program. Training topics should align with job duties and organizational goals. Training delivery methods and media should effectively enhance the learning experience.

Today's job requirements are much different than they were a couple of generations past. Performance of repetitive, routine tasks is no longer the norm. Workers at all levels and in all occupations are increasingly required to be adaptive, innovative, and collaborative. Advances in technology have also changed the requirements for today's workforce. Employees must become technically savvy and must continually keep current with new technology (Marquardt, 2011). Career development programs should include skills development in these areas in addition to training and education directly related to job positions.

Feeney and Krieger (2007) suggest aligning job specific program curricula with development of technical, cognitive, and behavioral competencies. Curricula should relate to technical user applications and processes, thought processes and reasoning, and behaviors. Learning programs should include a combination of instructor led classes, individual study, and on-the-job training experiences with content that is relevant to an employee's job. For example, a development program may contain content for learning a new software application, enhancing problem solving skills, and defining expectations for business etiquette and ethics (Feeney & Krieger, 2007).

In addition to program content, learning professionals must determine the best training media format or combination of formats to deliver program content to the learner. Blended learning is a mix of synchronous (live) and asynchronous (self-study) types of learning activities. Josh Bersin (2004) suggests using this blended approach for the most effective training programs. Classroom and other in-person training events can be supplemented with self-study opportunities. Live learning activities, such as instructor-led training, live webinars, and on-the-job training, can introduce new concepts or skills. Interaction between participants becomes a

valid learning tool. Self-study programs, such as online courses, videos, or books, can be used as follow-up activities to reinforce live training or as pre-course activities for live training.

Both synchronous and asynchronous learning have benefits and drawbacks. Live learning activities can be costly to deliver and difficult to schedule. Self-study allows for a cost effective means of delivery. Learners have control over their own learning, participating whenever and wherever they choose. However, the level of participant interaction in live programs is not possible with self-study, which may cause a lack of motivation to complete learning activities (Bersin, 2004). The learning professional must balance content with delivery methods in creating a program that will encourage and motivate learners while being cost effective and efficient.

OPM suggests that training and development programs should be tailored to an employee's official duties, allow for continuous career development, and align with the agency's mission. Learning strategies should include a variety of tools to keep the learner engaged. OPM recommends incorporating the following options for creating learning programs for individual employees:

- Individual development plan
- Special projects and assignments
- Coaching
- Mentoring
- Job aids
- Manager as teacher
- Learning groups (teams)
- Self-directed learning
- Classroom learning
- Distance learning
- Online learning
- Informational interviews
- Discussion forum

(U.S. Office of Personnel Management, 2005c).

Individual learning should take place simultaneously with organizational learning. Each type of learning complements the other. The need to solve a problem, learn a new skill or process, or further develop employees to fit an organization's vision and mission supports individual learning through knowledge and skill development (U.S. Office of Personnel Management, 2005b).

Conclusion

In conclusion, a review of the relevant literature suggests several important implications for creation of career development programs. Key points to consider include the following:

- The AO, FJC, and NACM provide guidance about judicial employee competencies.
- Judicial education, training, and development programs should link to a court's vision and mission.
- Adults prefer to take control of their own learning.
- A learning culture is important to ongoing training and development.
- Structured learning programs can be tools used to recruit, develop, and retain employees.
- Individual development plans encourage ongoing employee development and create a link between current and future employee career goals and organizational needs.
- Education, training, and development program content should be well rounded. Topics should align with all aspects of an employee's current and future jobs.
- A variety of training delivery methods should be used to maximize effectiveness.
- Management must take an active role in staff development.

Methods

The data collection methods used in this court project consisted of standard information provided by the federal judiciary, three survey instruments, and a pilot program. First, federal judiciary position classification documents and a list of recommended standard skills for court employees were obtained and reviewed. Next, court managers and staff submitted their opinions about the essential knowledge, skills, and abilities needed by successful Clerk's Office frontline staff in response to a survey. Perceptions about required court-specific and department-specific education and training for staff development were then reflected in the content of individual training modules prepared for the pilot program. Federal court training specialists were asked to describe their own experiences with and opinions about the use of structured training programs and individual development plans for court employee development through a survey. Insights on structured training programs were taken into consideration when creating the pilot program training modules. Likewise, responses were considered in formulating recommendations about the use of structured training programs and individual development plans as tools for employee development. Finally, a pilot program was chosen as a means to evaluate the viability of a structured career development program and to assess whether such a program would complement the use of individual development plans for Clerk's Office staff. Individual learning modules were created based on literature review, survey responses, and standard information about required knowledge, skills, and abilities obtained from federal judiciary position classification documents. The pilot program was conducted for a period of three months.

Standard Requirements for Judiciary Staff

To understand required knowledge, skills, and abilities for federal judiciary employees, position classification documents created by the Administrative Office of the United States Courts, Office of Human Resources (AO-OHR), and information about standard skills recommended by the Federal Judicial Center (FJC) for court employees were gathered and reviewed. This information provided a reference for the minimum skills necessary for employees to be successful that was used throughout the project. Permission was received from AO-OHR and the FJC to reference information from these documents in this report.

In addition to data gathered from the position classification documents, the literature review provided useful information about training program development, both in general and as it relates specifically to this court project. From these works, suggested court employee competencies were examined and used to inform training program requirements. The concepts of various learning theories and learning styles were also considered in order to investigate how adults learn and to incorporate these principles into the training program. Writings on creating learning organizations were explored to address the court culture that is necessary to support a culture of learning. The terms “structured training program” and “individual development plan” were defined through literature review. Information was gathered to assist in hypothesizing how these concepts could be used in judicial branch education. The benefits and challenges of each have been examined.

Survey Instruments

The next step was to create two surveys for purposes of obtaining opinions on required court-specific and department-specific knowledge, skills, and abilities, as perceived by court

managers and staff (See Appendices A and B). Specifically, court managers were asked to determine which knowledge, skills, and abilities are needed by their direct reports now and in the future. They were also asked their views about the knowledge, skills, and abilities needed by all Clerk's Office employees. In a second survey, Clerk's Office staff were asked to identify essential knowledge, skills, and abilities which they believe are needed to perform their current and future jobs. They were also asked to identify the knowledge, skills, and abilities which they believe are needed by all Clerk's Office employees. Finally, staff were asked to indicate their career status, department, and job description.

Both surveys were pretested by four independent testers who do not work in the court system. Testers were asked to assess the clarity of the survey instructions and questions and the ease of completing the survey. Surveys were refined based upon their feedback.

Surveys for managers and staff were distributed internally with support from the Clerk of Court. Both surveys were administered simultaneously, and the requested return date was the same for both. Respondents were asked to return completed surveys within one week of distribution. A 100% response was achieved. Data from these surveys were examined in several ways:

- Manager results analyzed as an aggregate
- Manager results by department
- Staff results as an aggregate
- Staff results by perceived career status
- Staff results by department and job title
- Comparison of manager and staff responses

- Comparison of all responses with judiciary position classification documents to see if perceptions mirror AO-OHR documents

Data findings were used to create training program content for use in the pilot program, the final data collection step of the project.

An additional survey was distributed to federal court training specialists (See Appendix C). This population was used in its capacity as subject matter experts. The purpose of the survey was to examine the respondent's experiences about and opinions of the use of structured training programs and individual development plans for court employee development. This information helps to inform the feasibility of coupling structured training programs with individual development plans for purposes of career development.

This survey was also pretested by four independent testers who do not work in the court system. They were asked to assess the clarity of the survey instructions and questions and the ease of completing the survey. The survey was refined based upon their feedback.

The court training specialist survey was administered simultaneously with the manager and staff surveys discussed above. The requested date of return coincided with the others, within one week of distribution. This schedule was selected to allow for data collection and analysis on all three surveys to be completed prior to the creation of pilot program learning modules. In this regard, views on structured training programs are of particular importance. The early distribution and response dates were also chosen to allow for a potential second distribution or follow-up request should the initial survey yield a low rate of response. The target response rate was no less than twelve. No survey follow-up requests were made because twelve responses were received.

Responses from the court training specialist survey were reviewed for common themes and important considerations. Analysis of the data is twofold. First, insights on structured training programs were taken into consideration when creating pilot program learning modules. Second, responses about the use of structured training programs and individual development plans as tools for employee development were considered in determining the recommendations at the conclusion of this paper.

Pilot Program

A pilot program was conducted to determine the viability of a structured career development program and to determine whether or not the program could complement the use of individual development plans for Clerk's Office staff. Writings on training program development were explored and used as guidance for the creation of structured career development modules for the pilot program. Individual learning programs were created based upon literature review and survey responses (See Appendix D-G). Managers were consulted about department specific training requirements. These requirements were also included in the career development modules.

Prior to the beginning of the pilot program, informational meetings were held with department managers to discuss the pilot program candidate selection process. Originally, it was suggested that managers should accept program volunteers from employees in middle classification level positions based on criteria determined during the initial manager meeting. However, managers later suggested that the pilot program be opened to all frontline employees at any career level.

Informational meetings were also held with all eligible staff in both the Milwaukee and Green Bay divisional offices. Information about program requirements was distributed. Sample training program templates were shown to attendees. A minimum of four hours per month of learning activity was requested of participants. The number and purpose of participant feedback meetings were discussed. Staff were informed that their managers would also be providing feedback about the pilot program.

The pilot program was composed of fifteen frontline employees, sixty-three percent of those eligible to participate. The minimum level of participation from any given department was twenty-five percent. There was a fifty-seven percent participation rate in the Milwaukee division. All eligible Green Bay division employees volunteered for the pilot program. The disparity in participation between divisions is not seen as a defect, as the program focused on the individual employee. In fact, greater participation in the Green Bay division is seen as a benefit, better showing the effects of participation in a satellite location.

Learning programs were created for each individual participant and distributed prior to the start of the pilot program. Participants were also given a simple individual development planning form (See Appendix H) to use in preparing for participant-training manager meetings held on the first day of the pilot program. Participants were asked to select items from the training modules on their individual program template to complete during the pilot program. It was suggested that the individual development planning worksheet be used to track participant selections.

The first day of the pilot program began with a kick-off meeting to thank participants, answer any lingering questions, and generate enthusiasm for the commencement of the program.

Roles and responsibilities were discussed and participants scheduled individual meetings with the training manager. The individual meetings allowed participants and the training manager to discuss potential learning opportunities and to select programs of interest for completion during the first month of the pilot program. These meetings also gave participants an opportunity to ask additional questions specific to their individual program content and to acquaint themselves with the delivery methods to be used. Some participants requested that they be allowed additional time to look over their individual learning programs before selecting learning activities and setting goals for their completion. These employees were given extra time and no response date was required. The reason for this course of action was to simulate circumstances in an uncontrolled setting.

The program continued for a period of three months. Individual meetings with participants were held on a monthly basis to obtain feedback about the program. Additional individual meetings were available to any participant or manager upon request, though none were requested. Pilot program participants provided feedback on training material content. Feedback about a couple of the learning materials resulted in career development template modifications to include updated content or removal of duplicative material. Administration of the pilot program also included collecting and recording training statistics, running and reviewing training reports, and updating posted program communication material such as sending e-mail announcements about available training, updating the training calendar, and adding and updating content on the local training wiki page. Some employees needed training on how to access and use learning materials. Individual participant-training manager feedback and review meetings, ranging from one-half to one hour each, were held on a monthly basis.

A program debrief and evaluation meeting was held with participants and open to department managers at the conclusion of the pilot program. A group facilitation model was used for this meeting. Discussion included feedback on learning materials and activities, ease of program use, challenges to participation and completion of the requested training hours, and suggestions for program improvement.

An evaluation of all information obtained throughout the court project, including review of relevant literature; court training specialist, manager, and staff survey responses; and pilot program findings, are discussed next.

Findings

Finding 1: Manager and Employee Perceptions Do Not Completely Align with Standard Information about Required Knowledge, Skills, and Abilities.

Essential knowledge, skills, and abilities outlined in documents from the AO-OHR and FJC were not viewed by all survey respondents as necessary for frontline staff. When asked to select skills needed to perform current or future job duties and skills needed by all employees, survey respondents indicated relatively low selection rates (See Table 1).

Table 1. Skills Needs Assessment - All Responses (Percentage)

Skill Set	Needed for Current Job		Needed for Future Job		Needed by All Staff	
	Staff	Managers	Staff	Managers	Staff	Managers
Workplace Skills	81	68	84	71	84	67
Business Skills	54	41	58	57	36	30
Technology Skills	68	83	66	83	54	69
Judiciary Specific Skills	49	64	47	70	36	38
Job Specific Skills	53	80	56	77	14	4

Of the five skill set categories used in manager and staff surveys, judiciary specific skills and business skills received the lowest percentage of respondent selection as skills needed to perform current or future job duties or as skills needed by all employees. Judiciary specific skills, such as courtroom etiquette, how to avoid giving legal advice, and court safety and security, were selected least by staff. Though managers tended to select judiciary specific skills more often than their employees, this skill set was second lowest for managers overall. Likewise, business skills, such as business writing, meeting facilitation, and records management, were selected fewer times. Slightly more than half of respondents view business

skills as essential now or in the future. When asked about business skills needs for all Clerk's Office staff, however, the selection rate dropped to one third of survey respondents.

Managers and staff were asked to select skills needed to perform current and future job duties from a list of fifty-seven choices. Analysis of survey results showed that many of the survey respondents considered few skills to be essential. In fact, there were fourteen instances where less than half of staff respondents considered a particular skill essential to current duties. There were also fourteen instances where fewer than half of staff respondents considered a skill as essential to future duties. Manager responses were more closely aligned with national recommendations. With regard to current needs, results showed only eight times in which a skill was selected as essential by fewer than half of manager respondents. Only twice was a skill selected as essential to future job duties by less than half of the managers. A breakdown of survey responses by skill, department, and respondent type can be found in Appendix I.

Finding 2: Manager and Staff Perceptions about Essential Knowledge, Skills, and Abilities Do Not Completely Mirror One Another.

A comparison of staff responses to manager responses shows many differences (See Figures 3 and 4). As an aggregate, managers do not perceive as much need for workplace and business skills as do staff. On the other hand, managers view the need for technology and judiciary specific skills more highly. Managers also designated job specific skills as essential for their staff now and in the future more often than staff selected those same skills. The greatest differences can be seen in the area of future skills needs where two of the three skill sets are greater than twenty percentage points apart. Here, the largest disparity is found in the job specific skills category where the difference is twenty-seven percentage points.

Figure 3. Skills Needs Assessment - All Staff Responses

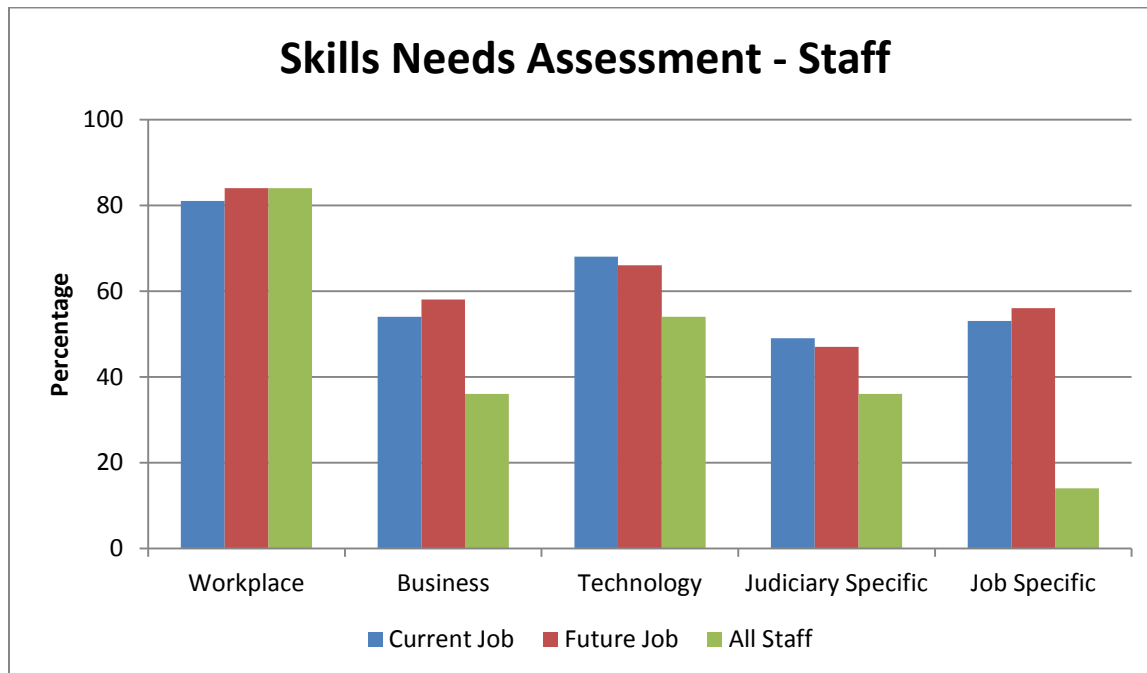
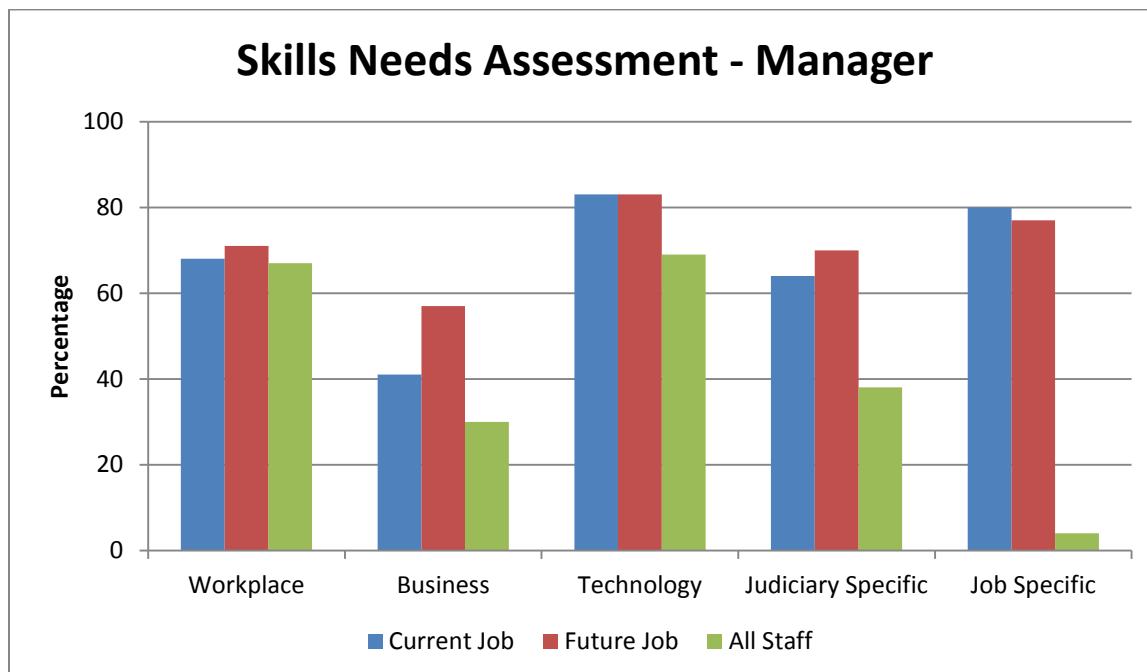


Figure 4. Skills Needs Assessment - All Manager Responses



Manager and staff survey responses can be further broken down to evaluate trends by department (See Table 2). Data shows that Information Systems Department manager and employee

Table 2. Skills Needs Assessment - Summary by Department (Percentage)

Essential Knowledge, Skills, and Abilities Needed to Perform Current Jobs							
Skill Set	Financial		Systems		Operations		
	Staff	Manager	Staff	Manager	Operations Staff	Court Services Staff	Manager
Workplace Skills	69	28	74	72	85	83	93
Business Skills	50	14	57	50	55	57	52
Technology Skills	67	58	100	100	60	69	89
Judiciary-Specific Skills	38	50	33	43	55	48	88
Job-Specific Skills	63	38	67	85	56	31	89
Essential Knowledge, Skills, and Abilities Necessary to be Successful in the Future							
Skill Set	Financial		Systems		Operations		
	Staff	Manager	Staff	Manager	Operations Staff	Court Services Staff	Manager
Workplace Skills	72	33	74	69	87	88	100
Business Skills	50	14	38	57	64	60	86
Technology Skills	58	58	78	92	63	69	94
Judiciary-Specific Skills	31	50	25	56	58	46	92
Job-Specific Skills	67	50	67	69	62	40	80
Essential Knowledge, Skills, and Abilities Needed by All Clerk's Office Employees							
Skill Set	Financial		Systems		Operations		
	Staff	Manager	Staff	Manager	Operations Staff	Court Services Staff	Manager
Workplace Skills	86	22	87	58	80	87	90
Business Skills	43	7	38	29	38	29	33
Technology Skills	50	25	67	92	53	56	83
Judiciary-Specific Skills	25	19	58	44	40	23	54
Job Specific Skills	6	0	11	8	19	7	6

responses are most closely aligned. In Operations, managers generally view skills needs higher than their employees. Financial Department employees generally selected a higher number of essential skills than their managers.

Finding 3: Responses about Essential Skill Sets Vary by Department.²

Analysis of all responses by department is displayed in Table 2. Survey responses showed that both managers and staff in Operations designated a greater number of skills as essential to current and future jobs than other departments. Staff responses in the Financial Department and Information Systems Department were more closely matched than responses of either department as compared to Operations staff. The one exception was with current and future technology skills needs where similar responses were indicated by Financial Department and Operations Department staff. Information Systems Department managers and employees rate technology needs highest. Workplace skills were selected the highest number of times by managers and employees in Operations. Overall, skills in these two categories were viewed as essential more times than skills in other categories by all departments. When asked about essential skills needs for all Clerk's Office staff, employee responses for workplace skills were almost identical across all departments. However, the range in responses to this question by department managers varied by almost seventy percentage points.

Responses by managers varied more than responses by staff. Operations and Information Systems manager responses matched most closely in the technology skills categories. Financial and Information Systems managers were closest for responses in the judiciary specific skills category. In general, Financial Department managers selected the lowest number of essential

² Responses to the selection of essential job specific skills are too specialized to use in comparisons across departments and are disregarded in observations for this finding.

skills, with the largest difference between departments being over seventy percentage points. In most instances where Financial Department managers selected the lowest number of essential skills in any category, so did their staff.

Finding 4: Responses to Essential Skills Needs Vary by Perceived Career Status.

The population of staff respondents who viewed themselves in mid-career was the highest at sixty-five percent. Those who considered themselves late and early in their careers made up twenty-two percent and thirteen percent respectively. The effect of the large population of employees considering themselves at mid-career is evident in the results for all employees (See Table 3).

Analysis of survey responses revealed a correlation between perceived skills needs and perceived career status. Mid-career employees selected the lowest number of skills as being essential to performing their current and future jobs. Late and early career status employees were more closely aligned, though those in early career status considered more skills to be essential than the population in the other two groups. Responses by mid and late career status employees to the selection of current skills needs are virtually the same as their responses for future needs. Conversely, employees early in their careers selected more skills as essential for future needs than they did for their current positions. The three groups responded similarly in their selection of skills needed by all Clerk's Office employees. Workplace skills were selected as essential most frequently by all career levels in all responses. Technology skills came in second across the board, though selections by mid-career employees for current and future skills needs in this category came in at approximately twenty percentage points lower than their counterparts.

Table 3. Skills Needs Assessment - Staff Responses by Perceived Career Status (Percentage)

Essential Knowledge, Skills, and Abilities Needed to Perform Current Jobs				
Skill Set	Early	Mid	Late	All
Workplace Skills	89	77	90	81
Business Skills	62	50	60	54
Technology Skills	89	60	80	68
Judiciary Specific Skills	67	47	45	49
Department Specific Skills	63	45	69	53
Essential Knowledge, Skills, and Abilities Necessary to be Successful in the Future				
Skill Set	Early	Mid	Late	All
Workplace Skills	90	80	90	84
Business Skills	81	53	60	58
Technology Skills	89	58	77	66
Judiciary Specific Skills	75	43	48	47
Department Specific Skills	79	47	64	56
Essential Knowledge, Skills, and Abilities Needed by All Clerk's Office Employees				
Skill Set	Early	Mid	Late	All
Workplace Skills	94	81	86	84
Business Skills	13	30	31	36
Technology Skills	67	52	50	54
Judiciary Specific Skills	58	31	40	36
Department Specific Skills	28	10	17	14

Finding 5: Court Training Specialists Perceived Both Benefits and Challenges to Using Structured Training Programs and Individual Development Plans.

Court training specialists provided their opinions about the benefits and challenges of using structured training programs and individual development plans as employee development tools. Top benefits and challenges related to the use of these tools are listed in Tables 4 and 5. Respondents indicated the benefits of having known expectations and measurable results related to both development tools.

Feedback indicates that some benefits are directly related to one another. At first glance, the top benefits for each development tool seem to be opposites. Rather, training specialists feel these two benefits can be viewed as complementary. Standardization ensures consistent training. Individualization allows employees to set the pace of the program. Respondents also commented that the ability to individualize development planning empowers learners to participate in and take ownership over their own development. Standardization clearly delineates program expectations for both employees and managers.

Table 4. Use of Employee Development Tools - Top Benefits

Structured Training Program	Individual Development Plan
<ol style="list-style-type: none"> 1. Standardization of training content 2. Known expectations 3. Measurable results 4. Creates learning environment 5. Open to all staff 	<ol style="list-style-type: none"> 1. Individualization 2. Learner ownership 3. Known expectations 4. Supervisor-Employee partner in development 5. Measurable results

Responses reflect similarities in the challenges of using training programs and individual development plans. In fact, four of the top challenges appear on lists for both development tools.

Table 5. Use of Employee Development Tools - Top Challenges

Structured Training Program	Individual Development Plan
<ol style="list-style-type: none"> 1. Time available for learning activities 2. Lack of motivation 3. Program management and maintenance 4. Program flexibility 5. Management support 	<ol style="list-style-type: none"> 1. Lack of motivation 2. Management support 3. Program management and maintenance 4. Time available for learning activities

Feedback indicated that some challenges are closely related to another challenge: motivation. Employees will not remain motivated without management support and encouragement nor will they make time for training activities if management does not see the importance of employee

development. Learners will quickly lose interest in completing learning activities that become outdated or irrelevant over time.

Challenges can be categorized into two subsets: (a) those directly related to the administration of each development tool, which will be referred to as program challenges, and (b) those related to support for use of those tools, which will be referred to as support challenges. Court training specialists offered suggestions for overcoming challenges in each of these two categories. Similar suggestions were reported for both development tools.

To overcome program challenges, court training specialists suggest the following best practices. Both structured training programs and individual development plans should allow for some individualization or other flexibility to accommodate all learning styles and staff with overlapping job duties. Allowing flexibility also encourages employees to have some control in their own development. Training specialists also suggest that curricula should be carefully maintained to ensure that it remains relevant and up to date. Ideally, employees should be encouraged to block out set dates and times for learning activity. Structured training programs should be open to all staff and allow voluntary participation. Information from individual development plans should be included in employee performance reviews.

Training specialists suggest that support challenges to both development tools can be overcome first and foremost by communicating the need for and benefits of the program to management and staff alike. Successful programs gain and maintain management support. Likewise, creating a learning culture is important to the program and support must begin at the top. Recognizing employee accomplishments and creating opportunities for growth aid in

overcoming motivational challenges, especially when promotional opportunities are scarce or nonexistent.

Finding 6: Court Training Specialists Reported the Use of Individual Employee Development Planning More Often than Structured Career Development Programs.

The use of structured training programs was reported by one quarter of respondents. Twice that number of respondents reported use of individual development plans. Additional respondents noted that information normally associated with individual development planning was included in performance reviews used by their courts. When combining these additional responses with those which affirmed individual development plan use, the number rises to two-thirds of all responses.

Finding 7: Court Training Specialists Believe that Use of a Structured Training Program Can Complement the Use of Individual Development Plans.

Eighty-three percent of respondents indicated that structured training programs and individual development plans could be used together to create and maintain highly skilled staffing in Clerk's Offices. To accomplish this, court training specialists suggest standardizing learning activities, ensuring that expectations are known and understood, gaining and maintaining management support, opening the training program to include all staff, and measuring results. All of these best practices have been discussed previously.

Finding 8: Pilot Program Participants Reacted Positively to Individual Career Development Programs.

Feedback indicated that individual training programs were easy to use. Participants liked the flexibility to choose what they wanted to work on and the order in which training was

completed. If they changed their minds about working on a selected training material, they could put it aside and come back to it at a later time. Most participants found electronic resources easy to access and use. Participants liked that if they did not have enough time to complete an online course, they could stop and later resume where they left off without having to restart the course. Print material was easily understood and not overly time consuming to complete, though some content was found to be a bit basic. Webinars and DVDs were easy to access and view. Feedback from pilot program participants also indicated that the mix of training activities, training delivery methods, and types of media included in career development templates accommodated a variety of learning styles.

The question was never posed by management to individual participants whether or not they intended to remain working on their individual development programs after the pilot program ended. However, slightly more than half of the participants indicated they would continue. Some asked outright if they would be able to do so. Others simply indicated the programs they intended to work on in the months following the pilot program.

Finding 9: Pilot Program Participants Believe Managers and Staff Need to Understand the Benefits of Career Development.

Pilot program participants reported that a successful career development program must be viewed as beneficial to staff as well as management. It is important that all parties understand the benefits of creating a workforce that is well-rounded, more knowledgeable, and higher skilled. Staff and management should not view learning something new or improving current skills as something that is additional to daily activities but rather as part of daily activities.

Feedback indicated that the office culture doesn't always support what is learned. For example, training on professionalism is something that would apply to all employees. However, improved professionalism may not be something managers expect of their staff nor is it something valued as important to others in the office. Training must align with office culture in order for improvements to be made; this is an important principle for creating a culture of learning.

It was also noted that staff sometimes view colleagues leaving their work station to attend voluntary training or informational seminars as trying to get out of helping teammates with task-orientated job functions. Because career development is individualized and voluntary, time spent on learning activities may be viewed similarly. It will take time for the office to create a learning environment where training is accepted and included as part of routine activities.

Finding 10: Pilot Program Participants See Challenges to the Use of Training Programs.

Asking for twelve hours of participation in learning activity and attendance at three feedback meetings within three months was ambitious for some pilot program participants. It was difficult to meet the requirements at times. Things came up during daily routines that prevented learners from working on learning activities. When a participant is busy with a trial, has a duty month assignment, or is preoccupied with personal, health, or family matters, it may be difficult to fit training into the mix. Assignment of special projects, fiscal year end activities, and even holidays, limited available time for learning. Participants suggested setting individual goals rather than required hours and extending the period of time for feedback meetings to quarterly rather than monthly reviews.

Participants also felt that they are not used to devoting time to learning activities, so training is sometimes forgotten. They noted that individuals get busy doing their main job duties (“what needs to be done”) and view training as a nice thing to do if there is extra time, but training is not currently viewed as a priority. They believe that until learning becomes routine, learners will need reminders to keep them on track and support from managers and teammates in order to continue to be motivated.

Pilot program participants offered the following suggestions for overcoming learner challenges:

- Allow individual learners to use the training room to work on learning activities in an uninterrupted environment if they choose.
- At the beginning of each week, communicate open training room availability via email. This will allow individuals to schedule around their teams and workloads and act as a reminder to keep people on task.
- Use Individual Development Planning Worksheets for long term goal setting or for assigning specific tasks to be completed by a date certain. At minimum, mark activities to be completed as “assigned” on individual development programs.
- Send activity status reminders via email. Individual preferences should be considered, as some individuals may find receiving these emails to be more annoying than helpful.
- Post all standard career development templates on a wiki or learning management system so the entire set of program requirements and expectations is available to all for review.
- Bookmark assigned online learning activities so they can be easily accessed by learners.
- Ensure that the same learning activities are offered at both divisional offices.

Conclusions and Recommendations

Conclusion 1: There is a Post-Orientation Gap in Judicial Branch Education for Frontline Clerk's Office Staff.

The purpose of judicial branch education, training, and development is to improve court functioning and performance. Judicial branch education should not stop once staff is adequately trained for immediate job duties. Education and development opportunities should be made available to employees continuously throughout their careers. It is the responsibility of court leaders to provide these opportunities to staff.

Recommendation 1: Standardized Career Development Templates Should Be Created for All Job Positions.

When asked to select skills needed to perform current or future job duties as well as skills needed by all employees, many of the manager and staff survey respondents considered only a few skills to be essential. The types of skills viewed as essential varied by respondent career status, by department, and between managers and their staff. Standardization could bring those perceptions into line with each other, as well as clarify job expectations. Standardization has the advantage of clearly outlining program expectations for staff and managers alike where managers and employees partner in development.

Standardized programs should be based on court standards as well as recommendations by the AO and FJC. Training topics should also align with job duties and organizational goals. Managers should provide input about the learning activities needed for their staff. Topics should reflect all aspects of an employee's current job and prepare an employee for future tasks, permitting growth throughout an employee's career. Training industry recommendations about

general knowledge, skills, and abilities needed by all workers should be incorporated and appropriate learning activities reflective of these skills added to the program curriculum.

Additionally, any standardized program must include a mix of learning activities and training media to accommodate all learning styles. Where one individual may prefer the social nature and interactivity of instructor led classroom activities or live webinars, another may prefer the ability to work alone, concentrating on reading books and completing online courses. Yet another may find learning comes best by doing. For this person on-the-job learning activities may be preferred. Overall, a variety of delivery methods and media should be used to keep the learner engaged so to maximize the effectiveness of the learning program.

Conclusion 2: For a Career Development Program To Be Successful, It Must Be Supported by Both Managers and Staff.

It is essential to gain and maintain support from the top down. Individual employees will not make the effort to participate in learning activities if their peers view them as disregarding their other duties. Nor will they be apt to try to learn something new without the support of their managers. Managers may not allow employees to block out time for development if learning activities are viewed as frivolous or as additional, secondary responsibilities. If the Clerk does not value ongoing education, how can it be expected that his or her management staff will see its importance?

Thus, all stakeholders need to view the program as beneficial. Both the individual employee and the entire office should gain from an employee's participation in the program. The goal of a development program is not to conduct learning activities for the sake of doing training but rather to give staff something that they can use, thus creating a higher skilled, well-

rounded workforce. As individuals improve, so does their department, the office, and the outside perception of the organization.

Recommendation 2-1: Managers Should Play an Active Role in Employee Development.

Department managers should consider themselves part of a three person employee development team, along with their individual employee and the training manager. Managers need to communicate their expectations for employee development to both the training manager and the employee. They should partner with the training manager to help the employee set developmental goals. Managers can be supportive of the employee's learning efforts by providing the employee limited time on the job to perform learning activities. They should offer the employee their insights about what the employee is currently learning. Managers can help the employee apply new knowledge, skills, and abilities to the employee's job by assigning related tasks or projects or by giving the employee additional responsibilities. Managers should acknowledge the achievement of goals and recognize the time and effort an employee spends in career development activities during the employee's performance review.

Recommendation 2-2: The Training Manager Must Become the Cheerleader of the Program.

The training manager has the responsibility to create a learning program that will benefit both employees and management. The benefits of the program must be communicated to all stakeholders. Measurable results must be presented showing return on investment in employee development. The training manager should ensure that the lines of communication remain open between employees and department managers in matters of employee needs and goals, employee progress, and expectations of all parties involved. It is the responsibility of the training manager

to continuously motivate learners and keep them in sight of their goals. The training manager must maintain office-wide enthusiasm for the program by ensuring that all stakeholders understand the importance of employee development.

Recommendation 2-3: Staff Must Take Ownership of Their Career Development.

Employees must have the desire to develop their own careers. Learning must become one of their daily priorities just as tasks related to their individual jobs must be priorities.

Employees must incorporate learning and development activities into their daily routine. If they do not make a deliberate effort to educate themselves, learning activity will inevitably become perceived as less important than all other activities and soon be altogether forgotten. It is essential that employees realize the importance of ongoing learning and development.

Conclusion 3: Individual Perceptions about Essential Knowledge, Skills, and Abilities for Frontline Clerk's Office Staff Do Not Align with National Recommendations.

Manager and staff views about essential skills for frontline staff should be brought more in line with AO and FJC recommendations, and with each other. Midlevel career staff should be encouraged not to become complacent. Employees who become comfortable in their jobs should be encouraged to learn new skills and improve upon those with which they are already familiar. Stretch goals may be particularly effective in encouraging employees to strive towards high achievement and career-long learning. Expectations with regard to performance should be clearly communicated to employees. Ideas about general knowledge, skills, and abilities should be similar across departments. Both management and staff must understand the value of learning skills that are not specific to their own department.

Recommendation 3-1: Expectations for Employee Development Should Be Raised.

Efforts must be made to align manager and staff expectations with national recommendations for employee development. Analysis of manager and staff survey responses about essential knowledge, skills, and abilities should be reviewed and evaluated by the Clerk's Office management team. Information outlining suggested court employee competencies should be distributed to all managers as a way to increase awareness of the knowledge, skills, and abilities national programs deem as essential for all staff.

Managers and staff in individual departments should not view themselves as isolated units but rather as parts of a whole. The need for development of common skills across departments in areas such as customer service, communication, and critical thinking is more evident when viewing the organization in this manner. Managers should support implementation of a comprehensive career development program.

Recommendation 3-2: A Learning Culture Where the Values of Education and Development Are Recognized by Management and Staff Should Be Created.

The Clerk's Office should work toward creating a learning culture. When learning and development become embedded in an organization's culture, not only do employees improve, but so does the organization as a whole. Education, training, and development should be strategically linked to the vision and mission of the Clerk's Office. The assumption should be made that ongoing training and development is critical to creating and maintaining a highly skilled workforce. Thus, managers should encourage greater participation by their staff in learning activities. Allowing staff to take time to participate in learning activities conveys legitimacy of the action. Staff will come to regard this to be acceptable activity not only for

themselves but also by their peers. Once ongoing learning and development become the norm, this action will not only be perceived as acceptable but also as valued behavior.

Conclusion 4: There Are Challenges Associated with Using a Structured Career Development Program.

Challenges associated with using a structured career development program were reported by court training specialists and pilot program participants. Generally, challenges were most often reported in the following areas:

- Lack of time for learning activities
- Difficulties in understanding program requirements and expectations
- Difficulties accessing and using learning activities
- Lack of support for employee development
- Irrelevant or outdated learning material
- The amount of time involved in program administration and maintenance.

The court should be proactive in working toward overcoming these challenges.

Recommendation 4-1: Managers Must Allow Employees Time to Participate in Learning Activities.

Allowing individuals enough time to learn and grow is possibly one of the most important ways in which managers can support employee development. If employees do not have time to work on learning activities, trying to squeeze learning into daily activities will seem like a chore rather than an opportunity. Eventually, employees will not try to fit learning activities into their work routines and the career development program will fail.

Both managers and staff need to understand that career development is an ongoing process. It takes time to get from Point A to Point B. It may take one person a year or less to go through their individual program, while another person may take a couple of years. The length of time needed to complete learning activities is dependent upon different people, different personalities, and different generational attitudes. One employee may be a perfectionist that retakes quizzes until he or she receives a 100% score. Another may be satisfied with a lower score but more interested in completing assigned tasks in a timely manner. Individuals learn at different learning rates. Certain learning activities may cover concepts that are more difficult to learn. Learner motivation and available time to participate in training and development can be impacted by workload demands, assignment of special projects, the ability to learn new technology, professional and personal objectives, and manager expectations.

Recommendation 4-2: The Training Manager Must Ensure that a Development Program Is Well-Defined and that Learning Program Materials Are Easily Accessible.

It is recommended that a career development program be standardized yet flexible enough to allow employees to provide input in their own development and to include educational opportunities for overlapping job duties. The program should be voluntary, self-paced, and inclusive for all staff. The entire program, including standardized development templates, should be posted to a wiki or learning management system so program requirements and expectations are available to all stakeholders. Communications outlining available learning activities and individual progress reminders will keep development at the forefront. Learning materials must be easy to use, and if possible, learners should have the ability to begin, pause,

and continue learning activities where they left off in order to accommodate learning flexibility. Content must include current information that is relevant to learners.

Recommendation 4-3: Managers Should Provide Staff with Support for Ongoing Career Development.

The training manager can motivate employees to participate in learning activities and keep them on course, but employees need to feel they are able to practice what they learn. The training manager should keep department managers apprised of their employees' progress. Department managers can reinforce what their employees have learned and help those employees continue to develop by providing growth opportunities such as giving them higher levels of responsibility, allowing them to work on special projects, encouraging them to think more critically about job duties related to the skills they have learned, asking for employee input on matters in which they can use new skills or knowledge, and considering them for promotional opportunities when openings for advancement arise.

Conclusion 5: Program Administration May Be Time Intensive.

Program administration includes tasks associated with curricula development, employee training and development, administrative tasks, and program maintenance. Time will need to be dedicated to each task. Most tasks will be ongoing.

Recommendation 5: Time Should Be Allotted for Program Administration and Maintenance Tasks.

The following tasks must be performed by the training manager during program administration and maintenance:

Task 1. Curriculum Development

Standard career development templates need to be created for each frontline staff position in the Clerk's Office. This will require researching standard position requirements and potential learning material content. Information should be solicited from department managers about training needs and expectations for their staff. Curricula related to department-specific and job-specific skills should be included in standard career templates based upon this feedback.

Task 2. Employee Learning and Development

Learning and development responsibilities may include facilitating learning events and coaching individual employees. Group learning activities such as classroom training sessions and live webinars may be conducted by the training manager. Individual employees will also need to be trained on how to access and use newer training media and the ever growing number of available learning tools. The training manager should be responsible for coordinating and participating in regularly scheduled progress review and feedback meetings with individual staff. Standardized program templates must be tailored to the individual's needs. Individual employees may need assistance in setting developmental goals. Ongoing feedback about employee progress must be communicated to department managers.

Task 3. Administrative Tasks

Time must also be dedicated to completion of administrative tasks. Program administration responsibilities include the collection and recording of training statistics, running and reviewing training reports, and updating posted communications (for example, training announcements, training calendar, and training intranet or wiki page). Technical difficulties must also be resolved as they arise.

Task 4. Program Maintenance

Program content requires regular ongoing maintenance. Outdated and irrelevant material must be found and replaced. New learning content must be reviewed so that the most useful material on each topic becomes part of the development program. Learning activities must engage learners and should not be duplicative of other program materials. When program content is changed, the mix of learning activities and media may also need to be rebalanced to accommodate all learning styles.

Conclusion 6: Structured Career Development Programs May Be Complementary to Individual Development Plans.

The review of literature related to this court project indicates the importance for the Clerk's Office to create a structured career development program. This program needs to provide clear direction for all staff. Continuous education, training, and development opportunities must be made available to staff throughout their careers. The program must include standardized competency based learning requirements. Training topics should align with both job duties and organizational goals.

The need for a structured career development program for frontline employees is well-supported by the literature; unfortunately, project findings about the use of individual development plans are not as clear. Court training specialists indicated a tendency to use some form of individual development plans or to include similar development information in employee performance evaluations. This court project, however, was inconclusive on the benefits of the use of formal or informal individual development plans. Thus, it would be appropriate to conduct additional research to address this question.

Pilot program participants offered mixed feedback on the advantages of Individual Development Planning Worksheets. However, the main concept of setting, monitoring, and measuring developmental goals seems to have merit. Participants indicated no preference as to whether a formal individual development plan or informal worksheet is used, assignments are made on individual development programs, or information is simply made part of performance reviews.

Recommendation 6: Further Assessment is Needed to Evaluate the Benefits of Individual Development Planning Worksheets Used in Conjunction with Structured Learning Programs.

The three month pilot program was not long enough time to test the usefulness of individual development plans. The length of time to assess whether or not structured development programs should be used with individual development plans should be extended for a minimum of one year. At that time, the formality of the document, support for use, measurability, and duplication of information on planning worksheets versus performance reviews, as well as additional options for individual development planning should be evaluated. If it is determined that individual development plans are the best method of tracking goals and measuring development, structured career development plans would indeed be complementary. In fact, the use of structured programs in conjunction with individual development plans would ensure that employees fully understand what learning activities are expected to be completed.

Concluding Remarks

Findings of this court project lead to the recommendation that standardized career development templates should be created for all job positions in the District Court Clerk's

Office. The templates should be used as guidance in creating development programs for individual learners and used along with individual development plans for the purpose of achieving sustained employee career development. In turn, employee development will result in creating and maintaining highly skilled staffing in the United States District Court for the Eastern District of Wisconsin, Office of the Clerk.

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Appendix A: Staff Survey

Please complete the following brief survey about essential knowledge, skills, and abilities necessary for Clerk's Office Staff. Return this survey to Karen Prochniewski by August 19, 2013.

Please select the option you feel best describes your career status.

Early Career	<input type="checkbox"/>	Mid-Career	<input type="checkbox"/>	Late Career	<input type="checkbox"/>
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Select the department in which you work.

Administrative	<input type="checkbox"/>	Financial	<input type="checkbox"/>	Intake	<input type="checkbox"/>
Court Services	<input type="checkbox"/>	Information Systems	<input type="checkbox"/>	Operations	<input type="checkbox"/>

Select the position that best describes your job title.

Administrative Support	<input type="checkbox"/>	Court Services Team Leader	<input type="checkbox"/>	Financial Technician	<input type="checkbox"/>
Automation Support Specialist	<input type="checkbox"/>	Courtroom Deputy Civil	<input type="checkbox"/>	Intake Clerk	<input type="checkbox"/>
Case Manager	<input type="checkbox"/>	Courtroom Deputy Criminal	<input type="checkbox"/>	Jury Clerk	<input type="checkbox"/>
Court Relief Secretary	<input type="checkbox"/>	Courtroom Deputy Relief	<input type="checkbox"/>	Procurement Technician	<input type="checkbox"/>
Court Services Case Administrator	<input type="checkbox"/>	Courtroom Technology Specialist	<input type="checkbox"/>	Systems Administrator	<input type="checkbox"/>

1. Identify essential knowledge, skills, and abilities that you believe are needed to perform your current job. (Check all that apply.)

Adapting To Change	<input type="checkbox"/>	Critical Thinking	<input type="checkbox"/>	Procurement Policies And Procedures	<input type="checkbox"/>
Adobe Acrobat	<input type="checkbox"/>	Customer Service	<input type="checkbox"/>	Productivity Skills	<input type="checkbox"/>
Attorney Admissions And ECF Registration	<input type="checkbox"/>	Decision Making	<input type="checkbox"/>	Professionalism	<input type="checkbox"/>
Business Writing	<input type="checkbox"/>	Email	<input type="checkbox"/>	Project Management	<input type="checkbox"/>
Case Management	<input type="checkbox"/>	Ethics	<input type="checkbox"/>	Projecting A Positive Image	<input type="checkbox"/>
Civil And Criminal Caseload	<input type="checkbox"/>	Exhibit Control	<input type="checkbox"/>	Proofreading Skills	<input type="checkbox"/>
Communication Skills	<input type="checkbox"/>	Federal And Local Rules	<input type="checkbox"/>	Public Speaking	<input type="checkbox"/>
Computer Hardware	<input type="checkbox"/>	Financial Management	<input type="checkbox"/>	Quality Assurance	<input type="checkbox"/>
Computer Networks	<input type="checkbox"/>	How To Avoid Giving Legal Advice	<input type="checkbox"/>	Records Management	<input type="checkbox"/>
Computer Programming	<input type="checkbox"/>	Internal Financial Controls	<input type="checkbox"/>	Server Installation And Maintenance	<input type="checkbox"/>
Computer User Security	<input type="checkbox"/>	Judiciary Software Programs	<input type="checkbox"/>	Speedy Trial	<input type="checkbox"/>
Conflict Resolution	<input type="checkbox"/>	Jury Management	<input type="checkbox"/>	Stress Management	<input type="checkbox"/>
Courtroom Etiquette	<input type="checkbox"/>	Leadership Skills	<input type="checkbox"/>	Systems Administration	<input type="checkbox"/>
Court History	<input type="checkbox"/>	Meeting Facilitation	<input type="checkbox"/>	Systems Security	<input type="checkbox"/>
Court Organizational Structure	<input type="checkbox"/>	Microsoft Office Applications	<input type="checkbox"/>	Teamwork	<input type="checkbox"/>
Court Safety And Security	<input type="checkbox"/>	Naturalization Procedures	<input type="checkbox"/>	Telephone Skills	<input type="checkbox"/>
Courtroom Deputy Functions	<input type="checkbox"/>	Policies And Procedures	<input type="checkbox"/>	Time Management	<input type="checkbox"/>
Courtroom Technology – IT	<input type="checkbox"/>	Prioritizing Tasks	<input type="checkbox"/>	Word Processing	<input type="checkbox"/>
Courtroom Technology - User	<input type="checkbox"/>	Problem Solving	<input type="checkbox"/>	Workplace Relationships	<input type="checkbox"/>

2. Identify the knowledge, skills, and abilities that you believe you will need to be successful in the future. (Check all that apply.)

Adapting To Change	<input type="checkbox"/>	Critical Thinking	<input type="checkbox"/>	Procurement Policies And Procedures	<input type="checkbox"/>
Adobe Acrobat	<input type="checkbox"/>	Customer Service	<input type="checkbox"/>	Productivity Skills	<input type="checkbox"/>
Attorney Admissions And ECF Registration	<input type="checkbox"/>	Decision Making	<input type="checkbox"/>	Professionalism	<input type="checkbox"/>
Business Writing	<input type="checkbox"/>	Email	<input type="checkbox"/>	Project Management	<input type="checkbox"/>
Case Management	<input type="checkbox"/>	Ethics	<input type="checkbox"/>	Projecting A Positive Image	<input type="checkbox"/>
Civil And Criminal Caseload	<input type="checkbox"/>	Exhibit Control	<input type="checkbox"/>	Proofreading Skills	<input type="checkbox"/>
Communication Skills	<input type="checkbox"/>	Federal And Local Rules	<input type="checkbox"/>	Public Speaking	<input type="checkbox"/>
Computer Hardware	<input type="checkbox"/>	Financial Management	<input type="checkbox"/>	Quality Assurance	<input type="checkbox"/>
Computer Networks	<input type="checkbox"/>	How To Avoid Giving Legal Advice	<input type="checkbox"/>	Records Management	<input type="checkbox"/>
Computer Programming	<input type="checkbox"/>	Internal Financial Controls	<input type="checkbox"/>	Server Installation And Maintenance	<input type="checkbox"/>
Computer User Security	<input type="checkbox"/>	Judiciary Software Programs	<input type="checkbox"/>	Speedy Trial	<input type="checkbox"/>
Conflict Resolution	<input type="checkbox"/>	Jury Management	<input type="checkbox"/>	Stress Management	<input type="checkbox"/>
Courtroom Etiquette	<input type="checkbox"/>	Leadership Skills	<input type="checkbox"/>	Systems Administration	<input type="checkbox"/>
Court History	<input type="checkbox"/>	Meeting Facilitation	<input type="checkbox"/>	Systems Security	<input type="checkbox"/>
Court Organizational Structure	<input type="checkbox"/>	Microsoft Office Applications	<input type="checkbox"/>	Teamwork	<input type="checkbox"/>
Court Safety And Security	<input type="checkbox"/>	Naturalization Procedures	<input type="checkbox"/>	Telephone Skills	<input type="checkbox"/>
Courtroom Deputy Functions	<input type="checkbox"/>	Policies And Procedures	<input type="checkbox"/>	Time Management	<input type="checkbox"/>
Courtroom Technology – IT	<input type="checkbox"/>	Prioritizing Tasks	<input type="checkbox"/>	Word Processing	<input type="checkbox"/>
Courtroom Technology - User	<input type="checkbox"/>	Problem Solving	<input type="checkbox"/>	Workplace Relationships	<input type="checkbox"/>

3. Identify essential knowledge, skills, and abilities that you believe are needed by all Clerk's Office employees. (Check all that apply.)

Adapting To Change	<input type="checkbox"/>	Critical Thinking	<input type="checkbox"/>	Procurement Policies And Procedures	<input type="checkbox"/>
Adobe Acrobat	<input type="checkbox"/>	Customer Service	<input type="checkbox"/>	Productivity Skills	<input type="checkbox"/>
Attorney Admissions And ECF Registration	<input type="checkbox"/>	Decision Making	<input type="checkbox"/>	Professionalism	<input type="checkbox"/>
Business Writing	<input type="checkbox"/>	Email	<input type="checkbox"/>	Project Management	<input type="checkbox"/>
Case Management	<input type="checkbox"/>	Ethics	<input type="checkbox"/>	Projecting A Positive Image	<input type="checkbox"/>
Civil And Criminal Caseload	<input type="checkbox"/>	Exhibit Control	<input type="checkbox"/>	Proofreading Skills	<input type="checkbox"/>
Communication Skills	<input type="checkbox"/>	Federal And Local Rules	<input type="checkbox"/>	Public Speaking	<input type="checkbox"/>
Computer Hardware	<input type="checkbox"/>	Financial Management	<input type="checkbox"/>	Quality Assurance	<input type="checkbox"/>
Computer Networks	<input type="checkbox"/>	How To Avoid Giving Legal Advice	<input type="checkbox"/>	Records Management	<input type="checkbox"/>
Computer Programming	<input type="checkbox"/>	Internal Financial Controls	<input type="checkbox"/>	Server Installation And Maintenance	<input type="checkbox"/>
Computer User Security	<input type="checkbox"/>	Judiciary Software Programs	<input type="checkbox"/>	Speedy Trial	<input type="checkbox"/>
Conflict Resolution	<input type="checkbox"/>	Jury Management	<input type="checkbox"/>	Stress Management	<input type="checkbox"/>
Courtroom Etiquette	<input type="checkbox"/>	Leadership Skills	<input type="checkbox"/>	Systems Administration	<input type="checkbox"/>
Court History	<input type="checkbox"/>	Meeting Facilitation	<input type="checkbox"/>	Systems Security	<input type="checkbox"/>
Court Organizational Structure	<input type="checkbox"/>	Microsoft Office Applications	<input type="checkbox"/>	Teamwork	<input type="checkbox"/>
Court Safety And Security	<input type="checkbox"/>	Naturalization Procedures	<input type="checkbox"/>	Telephone Skills	<input type="checkbox"/>
Courtroom Deputy Functions	<input type="checkbox"/>	Policies And Procedures	<input type="checkbox"/>	Time Management	<input type="checkbox"/>
Courtroom Technology – IT	<input type="checkbox"/>	Prioritizing Tasks	<input type="checkbox"/>	Word Processing	<input type="checkbox"/>
Courtroom Technology - User	<input type="checkbox"/>	Problem Solving	<input type="checkbox"/>	Workplace Relationships	<input type="checkbox"/>

Please provide any additional comments that you would like to share:

Thank you

Appendix B: Manager Survey

Please complete the following brief survey about essential knowledge, skills, and abilities necessary for Clerk's Office Staff. Return this survey to Karen Prochniewski by August 19, 2013.

Please select the department(s) you supervise.

Operations

☐

Financial

☐

Information Systems

☐

1. Identify essential knowledge, skills, and abilities that you believe your employees need to perform their jobs well. (Check all that apply.)

Adapting To Change	<input type="checkbox"/>	Critical Thinking	<input type="checkbox"/>	Procurement Policies And Procedures	<input type="checkbox"/>
Adobe Acrobat	<input type="checkbox"/>	Customer Service	<input type="checkbox"/>	Productivity Skills	<input type="checkbox"/>
Attorney Admissions And ECF Registration	<input type="checkbox"/>	Decision Making	<input type="checkbox"/>	Professionalism	<input type="checkbox"/>
Business Writing	<input type="checkbox"/>	Email	<input type="checkbox"/>	Project Management	<input type="checkbox"/>
Case Management	<input type="checkbox"/>	Ethics	<input type="checkbox"/>	Projecting A Positive Image	<input type="checkbox"/>
Civil And Criminal Caseload	<input type="checkbox"/>	Exhibit Control	<input type="checkbox"/>	Proofreading Skills	<input type="checkbox"/>
Communication Skills	<input type="checkbox"/>	Federal And Local Rules	<input type="checkbox"/>	Public Speaking	<input type="checkbox"/>
Computer Hardware	<input type="checkbox"/>	Financial Management	<input type="checkbox"/>	Quality Assurance	<input type="checkbox"/>
Computer Networks	<input type="checkbox"/>	How To Avoid Giving Legal Advice	<input type="checkbox"/>	Records Management	<input type="checkbox"/>
Computer Programming	<input type="checkbox"/>	Internal Financial Controls	<input type="checkbox"/>	Server Installation And Maintenance	<input type="checkbox"/>
Computer User Security	<input type="checkbox"/>	Judiciary Software Programs	<input type="checkbox"/>	Speedy Trial	<input type="checkbox"/>
Conflict Resolution	<input type="checkbox"/>	Jury Management	<input type="checkbox"/>	Stress Management	<input type="checkbox"/>
Courtroom Etiquette	<input type="checkbox"/>	Leadership Skills	<input type="checkbox"/>	Systems Administration	<input type="checkbox"/>
Court History	<input type="checkbox"/>	Meeting Facilitation	<input type="checkbox"/>	Systems Security	<input type="checkbox"/>
Court Organizational Structure	<input type="checkbox"/>	Microsoft Office Applications	<input type="checkbox"/>	Teamwork	<input type="checkbox"/>
Court Safety And Security	<input type="checkbox"/>	Naturalization Procedures	<input type="checkbox"/>	Telephone Skills	<input type="checkbox"/>
Courtroom Deputy Functions	<input type="checkbox"/>	Policies And Procedures	<input type="checkbox"/>	Time Management	<input type="checkbox"/>
Courtroom Technology – IT	<input type="checkbox"/>	Prioritizing Tasks	<input type="checkbox"/>	Word Processing	<input type="checkbox"/>
Courtroom Technology - User	<input type="checkbox"/>	Problem Solving	<input type="checkbox"/>	Workplace Relationships	<input type="checkbox"/>

2. Identify the knowledge, skills, and abilities that you believe your employees will need to be successful in the future. (Check all that apply.)

Adapting To Change	<input type="checkbox"/>	Critical Thinking	<input type="checkbox"/>	Procurement Policies And Procedures	<input type="checkbox"/>
Adobe Acrobat	<input type="checkbox"/>	Customer Service	<input type="checkbox"/>	Productivity Skills	<input type="checkbox"/>
Attorney Admissions And ECF Registration	<input type="checkbox"/>	Decision Making	<input type="checkbox"/>	Professionalism	<input type="checkbox"/>
Business Writing	<input type="checkbox"/>	Email	<input type="checkbox"/>	Project Management	<input type="checkbox"/>
Case Management	<input type="checkbox"/>	Ethics	<input type="checkbox"/>	Projecting A Positive Image	<input type="checkbox"/>
Civil And Criminal Caseflow	<input type="checkbox"/>	Exhibit Control	<input type="checkbox"/>	Proofreading Skills	<input type="checkbox"/>
Communication Skills	<input type="checkbox"/>	Federal And Local Rules	<input type="checkbox"/>	Public Speaking	<input type="checkbox"/>
Computer Hardware	<input type="checkbox"/>	Financial Management	<input type="checkbox"/>	Quality Assurance	<input type="checkbox"/>
Computer Networks	<input type="checkbox"/>	How To Avoid Giving Legal Advice	<input type="checkbox"/>	Records Management	<input type="checkbox"/>
Computer Programming	<input type="checkbox"/>	Internal Financial Controls	<input type="checkbox"/>	Server Installation And Maintenance	<input type="checkbox"/>
Computer User Security	<input type="checkbox"/>	Judiciary Software Programs	<input type="checkbox"/>	Speedy Trial	<input type="checkbox"/>
Conflict Resolution	<input type="checkbox"/>	Jury Management	<input type="checkbox"/>	Stress Management	<input type="checkbox"/>
Courtroom Etiquette	<input type="checkbox"/>	Leadership Skills	<input type="checkbox"/>	Systems Administration	<input type="checkbox"/>
Court History	<input type="checkbox"/>	Meeting Facilitation	<input type="checkbox"/>	Systems Security	<input type="checkbox"/>
Court Organizational Structure	<input type="checkbox"/>	Microsoft Office Applications	<input type="checkbox"/>	Teamwork	<input type="checkbox"/>
Court Safety And Security	<input type="checkbox"/>	Naturalization Procedures	<input type="checkbox"/>	Telephone Skills	<input type="checkbox"/>
Courtroom Deputy Functions	<input type="checkbox"/>	Policies And Procedures	<input type="checkbox"/>	Time Management	<input type="checkbox"/>
Courtroom Technology – IT	<input type="checkbox"/>	Prioritizing Tasks	<input type="checkbox"/>	Word Processing	<input type="checkbox"/>
Courtroom Technology - User	<input type="checkbox"/>	Problem Solving	<input type="checkbox"/>	Workplace Relationships	<input type="checkbox"/>

3. Identify essential knowledge, skills, and abilities that you believe are needed by all Clerk's Office employees. (Check all that apply.)

Adapting To Change	<input type="checkbox"/>	Critical Thinking	<input type="checkbox"/>	Procurement Policies And Procedures	<input type="checkbox"/>
Adobe Acrobat	<input type="checkbox"/>	Customer Service	<input type="checkbox"/>	Productivity Skills	<input type="checkbox"/>
Attorney Admissions And ECF Registration	<input type="checkbox"/>	Decision Making	<input type="checkbox"/>	Professionalism	<input type="checkbox"/>
Business Writing	<input type="checkbox"/>	Email	<input type="checkbox"/>	Project Management	<input type="checkbox"/>
Case Management	<input type="checkbox"/>	Ethics	<input type="checkbox"/>	Projecting A Positive Image	<input type="checkbox"/>
Civil And Criminal Caseflow	<input type="checkbox"/>	Exhibit Control	<input type="checkbox"/>	Proofreading Skills	<input type="checkbox"/>
Communication Skills	<input type="checkbox"/>	Federal And Local Rules	<input type="checkbox"/>	Public Speaking	<input type="checkbox"/>
Computer Hardware	<input type="checkbox"/>	Financial Management	<input type="checkbox"/>	Quality Assurance	<input type="checkbox"/>
Computer Networks	<input type="checkbox"/>	How To Avoid Giving Legal Advice	<input type="checkbox"/>	Records Management	<input type="checkbox"/>
Computer Programming	<input type="checkbox"/>	Internal Financial Controls	<input type="checkbox"/>	Server Installation And Maintenance	<input type="checkbox"/>
Computer User Security	<input type="checkbox"/>	Judiciary Software Programs	<input type="checkbox"/>	Speedy Trial	<input type="checkbox"/>
Conflict Resolution	<input type="checkbox"/>	Jury Management	<input type="checkbox"/>	Stress Management	<input type="checkbox"/>
Courtroom Etiquette	<input type="checkbox"/>	Leadership Skills	<input type="checkbox"/>	Systems Administration	<input type="checkbox"/>
Court History	<input type="checkbox"/>	Meeting Facilitation	<input type="checkbox"/>	Systems Security	<input type="checkbox"/>
Court Organizational Structure	<input type="checkbox"/>	Microsoft Office Applications	<input type="checkbox"/>	Teamwork	<input type="checkbox"/>
Court Safety And Security	<input type="checkbox"/>	Naturalization Procedures	<input type="checkbox"/>	Telephone Skills	<input type="checkbox"/>
Courtroom Deputy Functions	<input type="checkbox"/>	Policies And Procedures	<input type="checkbox"/>	Time Management	<input type="checkbox"/>
Courtroom Technology – IT	<input type="checkbox"/>	Prioritizing Tasks	<input type="checkbox"/>	Word Processing	<input type="checkbox"/>
Courtroom Technology - User	<input type="checkbox"/>	Problem Solving	<input type="checkbox"/>	Workplace Relationships	<input type="checkbox"/>

Please provide any additional comments that you would like to share:

Thank you.

Appendix C: Court Training Specialist Survey

Please complete the following brief survey about employee career development tools for Clerk's Office Staff. Return this survey by August 19, 2013.

Definitions

Structured training program: A standardized set of training requirements for all staff with individual career tracks based on job description and career level.

Individual development plan: A personalized employee development plan in which goals are set and approved by both an employee and his or her supervisor and regular feedback is provided by both parties throughout the term of the plan.

Structured Training Programs

1. In your opinion, what are the benefits to using structured training programs?
2. In your opinion, what are the challenges to using structured training programs?
3. How do you believe these challenges can be overcome?

Individual Development Plans

1. In your opinion, what are the benefits to using individual development plans?
2. In your opinion, what are the challenges to using individual development plans?
3. How do you believe these challenges can be overcome?

Use of Employee Development Tools

1. Do you use a structured training program as a tool for employee career development?
2. Do you use individual development plans (formal or informal) as a tool for employee career development?
3. Do you believe a structured training program could complement the use of individual development plans in creating and maintaining a highly skilled workforce? If so, how?

Please provide any additional comments that you would like to share regarding use of a structured training program or an individual development plan:

Thank you.

Distributed via <http://www.surveymonkey.com/s/923BORH>

Appendix D: Sample Learning Program 1

Administrative Assistant to the Clerk of Court

Job Summary

This position is located in the Clerk's Office in the U.S. District Court. The Administrative Assistant to the Clerk of Court performs administrative support services for the Clerk of Court and Chief Deputy Clerk. The Administrative Assistant to the Clerk ensures the efficient management of events, meetings, correspondence, reports, and resources. Assistance may be provided to operations, court services, finance, and information technology departments by the Administrative Assistant to the Clerk. Duties for this position include a variety of administrative services such as filing, copying, distributing mail, inputting data, answering phones, typing, formatting, assembling reports and greeting visitors/clients. The Administrative Assistant to the Clerk of Court acts as Naturalization Clerk and Financial Security Administrator. Employees in this position are also responsible for processing attorney disciplinary actions and maintaining attorney disciplinary records.

Representative Duties/Tasks

Administrative Duties

- maintain calendar for the Clerk of Court and Chief Deputy
- receive, screen, and refer telephone calls and personal visitors
- use of standard office equipment and word processing, spreadsheets and databases
- prepare executive correspondence, legal documents, and other materials
- proofread and edit documents for the Clerk of Court's signature for accuracy, proper grammar, and spelling
- coordinate conferences, meetings, and court and judicial ceremonies, including activities such as site planning, logistics, printing, security, refreshments, etc., as applicable
- prepare materials for meetings, take meeting notes, and distribute minutes of proceedings
- disseminate communications to appropriate managers, executives, and peers and follow up on action items to ensure a comprehensive and coordinated response
- arrange travel and prepare travel vouchers for the Clerk of Court
- answer routine inquiries and provide assistance to the public, judges, chambers staff, members of the bar, the media, and other courts, court units, and agencies, as authorized
- process in-coming mail and log mail checks; meter and deposit out-going mail
- maintain correspondence files
- report matters regarding the office's physical needs (heating, cooling, lighting, cleaning)
- process magistrate judge appointments, reappointments, and recalls
- provide notary services, as requested
- assist with finger printing of new employees and interns
- generate standard office reports and gather data for management review

Administrative Duties continued <ul style="list-style-type: none"> • maintain office supplies and equipment, arranging for service and repairs, as required • recognize administrative issues and recommend appropriate corrective action • interact effectively and appropriately with a wide variety of people • consistently demonstrate sound ethics and good judgment • maintain the confidentiality of sensitive matters
Naturalization <ul style="list-style-type: none"> • perform duties associated with naturalization ceremonies • maintain court naturalization records • provide answers to inquiries about naturalization records and name changes • assist the public in researching records
Attorney Disciplinary Actions <ul style="list-style-type: none"> • prepare letters, memos and orders related to attorney disciplinary actions • add and update attorney disciplinary records in CM/ECF • verify reinstatements with Office of Lawyer Regulations • verify good standing status with Wisconsin Bar Association • run and review attorney disciplinary reports; edit records, as necessary
Financial Security Administration <ul style="list-style-type: none"> • act as security administrator for FAS4T, Cash Register and ICE financial programs • process, review and renew user accounts • user login and password maintenance • run and review security reports

Training Requirements

Administrative Skills			
Type	Resource	Name	Completed
Course	JOU	Administrative Professionals: Representing Your Boss	
Course	JOU	Administrative Professionals: Interacting with Others	
Document	JOU	Administrative Professionals: SkillBriefs and Job Aids	
Document	FOH	Business Etiquette	

Naturalization			
Type	Resource	Name	Completed
On the Job	Staff Trainer	Pre-ceremony Activities	
On the Job	Staff Trainer	Attend Naturalization Ceremonies	
On the Job	Staff Trainer	Naturalization Records Maintenance	
On the Job	Staff Trainer	Assist Public with Inquiries and Searches	

Attorney Disciplinary Actions			
Type	Resource	Name	Completed
On the Job	Staff Trainer	Disciplinary Procedures	
On the Job	Staff Trainer	Prepare Disciplinary Letters, Memos, Orders	
On the Job	Staff Trainer	Update Attorney Records in CM/ECF	
On the Job	Staff Trainer	Verify Disciplinary Actions, Bar Status, and Reinstatements	
On the Job	Staff Trainer	Run and Review Attorney Disciplinary Reports	

Financial Security Administration			
Type	Resource	Name	Completed
Self-study/ On the Job	Documents/ Staff Trainer	FAS4T, Cash Register, and ICE Security Procedures	
On the Job	Staff Trainer	Process, Review and Renew User Accounts	
On the Job	Staff Trainer	Login and Password Maintenance	
On the Job	Staff Trainer	Run and Review Security Reports	

Policies and Procedures (Good Knowledge)			
Type	Resource	Name	Completed
Self-study	Document	Office Policies and Procedures	
Self-study	Document	Local Rules	
Self-study	Document	Internal Financial Controls Procedures	

Written and Oral Communication			
Type	Resource	Name	Completed
Courses	JOU	Constructive Feedback and Criticism <ul style="list-style-type: none"> Giving Feedback Giving Constructive Criticism Receiving Feedback and Criticism 	
Courses	JOU	Business Grammar Basics: <ul style="list-style-type: none"> Business Grammar: The Mechanics of Writing 	
Document	JOU	Writing Simply and Clearly	
Document	JOU	Making Ideas Flow	
Document	JOU	Choosing Precise Words	
Document	JOU	Avoiding Clutter in Writing	
Document	JOU	Applying Active and Passive Voice	
Document	JOU	Managing Your Time with E-mail	

Written and Oral Communication			
Document	JOU	E-mails to Delete	
Course	JOU	E-mail Essentials for Business: Managing Your E-mail	
Document	JOU	Folders and Filters Guidelines	
Document	JOU	Using E-mail Form Letters	
Document	JOU	How to Find Lost E-mail Information	
Document	JOU	Best Practices for Using the Telephone	
Document	JOU	Best Practices for Voice Mail Greetings and Messages	

Software Applications			
Type	Resource	Name	Completed
On the Job	Staff Trainer	CM/ECF Queries, Attorney Disciplinary Records	
On the Job	Staff Trainer	Jasper Reports - Attorney Disciplinary Reports	
On the Job	Staff Trainer	FAS4T, Cash Register, and ICE Security	
Course	JOU	Microsoft Windows 7: First Look for End Users	
Course	JOU	Getting Started with Lotus Notes 8	
Course	JOU	Adobe Acrobat 9: Fundamentals	
Course	JOU	Getting Started with Word 2010	
Course	JOU	Moving Around in Word 2010	
Course	JOU	Organizing and Arranging Text in Word 2010	
Course	JOU	Formatting and Working with Text in Word 2010	
Course	JOU	Structuring Word 2010 Documents	
Course	JOU	Saving, Sharing and Printing in Word 2010	
Course	JOU	Reviewing Documents in Word 2010	
Course	JOU	Customizing the Behavior and Appearance of Word 2010	
Course	JOU	Drawing and Inserting Graphics in Word 2010	
Course	JOU	Creating and Formatting Tables in Word 2010	
Course	JOU	Getting Started with Excel 2010	
Course	JOU	Applying Basic Data Formatting in Excel 2010	
Course	JOU	Moving and Getting Around in Excel 2010	
Course	JOU	Saving, Sending, and Printing Excel 2010 Workbooks	
Course	JOU	Using Conditional Formatting, Tables, and Sparklines in Excel 2010	
Course	JOU	Reviewing and Protecting Content in Excel 2010	
Course	JOU	Using Basic Formulas in Excel 2010	
Course	JOU	Using Basic Functions with Excel 2010	
Course	JOU	Inserting Basic Charts in Excel 2010	

Ethics			
Type	Resource	Name	Completed
Self-study	JNet	Code of Conduct for Judicial Employees	
eLearning	FJC	Avoiding Ethics Pitfalls (2007)	
DVD	FJTN	Court Forum: Making Ethical Choices (2002)	
Document	JOU	What is Ethics?	

Working in the Federal Judiciary			
Type	Resource	Name	Completed
Document	FJC	Creating the Federal Judicial System (2005)	
Course	JOU	Using Emotional Intelligence on the Job	
DVD	FJC	Age Matters: Generations Working Together in the Courts (FJTN, 1 hr. 30 min.)	
Document	FOH	Time Management Tips	

Appendix E: Sample Learning Program 2

Automation Support Specialist

Job Summary
This position is located in the Clerk's Office in the U.S. District Court. The Information Technology Technician is a member of the information technology team and performs various end user support activities. The incumbent provides day-to-day support and training for end users, installs and configures computer hardware and software programs, and performs routine troubleshooting.

Representative Duties/Tasks
Information Systems <ul style="list-style-type: none">• Provide day-to-day end user support• interact effectively and appropriately with others while providing customer service and resolving difficulties• Respond to help desk calls and e-mails, log computer problems, and assist with routine problems; problems that are not quickly resolved are escalated to the next level.• basic application systems planning, support, and maintenance.• Test and evaluate new hardware and software prior to installation• assist in the installation of upgrades• Distribute and install new hardware, including, but not limited to, PC hardware, laptops, printers,• Provide day-to-day systems backups and verify the validity of data• Troubleshoot routine PC equipment and software problems• Provide cabling support• Assist with office and chambers moves, reconnecting equipment in new locations• Provide research assistance with IT-related equipment procurements when required• Travel to divisional offices and other locations when necessary
Inventory Control <ul style="list-style-type: none">• Maintain an up-to-date computer related inventory, in accordance with policies and regulations.• Knowledge of internal controls, rules, and regulations concerning procurement, inventory, and receiving of materials, including property management internal controls.

Training Requirements

Information Technology and Security			
Type	Resource	Name	Completed
Courses	JOU	Comp TIA A+ 2009 Certification 220-701 CompTIA A+ Essentials <ul style="list-style-type: none"> • A+ Essentials 2009: Configuring Displays, Peripherals, Laptops and Printers • A+ Essentials 2009: Installing Windows Operating Systems (Windows 7 Update) • A+ Essentials 2009: Computer Hardware Components • A+ Essentials 2009: Using and Managing Windows (Windows 7 Update) • A+ Essentials 2009: Troubleshooting Computers and Printers • A+ Essentials 2009: Security and Network Fundamentals (IPv6 Update) • A+ Essentials 2009: Operational Procedures and Preventative Maintenance • Test Prep 220-701 A+ Essentials 	
Courses	JOU	Comp TIA A+ 2009 Certification 220-702 CompTIA A+ Practical Application <ul style="list-style-type: none"> • A+ Practical Application 2009: Troubleshooting Hardware • A+ Practical Application 2009: Personal Computer Components • A+ Practical Application 2009: Maintaining Operating Systems (Windows 7 Update) • A+ Practical Application 2009: Maintaining Networks • A+ Practical Application 2009: Security • Test Prep 220-702 A+ Practical Application 	
ListServ	AO/NYED	Review of JUDSYS postings	
Webpage	AO	Review SDSD-TB Reference Guide Library Lotus, Windows, Word, Excel, Adobe	
Webpage	AO	Review SDSD-TB Video Clip Library Windows 7, Office, Word, Excel	
Webpage	AO	Security Tips of the Month	
Webpage	AO	Practical Tips: IT Security for End Users	
Webpage	AO	Security Awareness Brochures	

Software Applications			
Type	Resource	Name	Completed
Course	JOU	Microsoft Windows 7: First Look for End Users	
Document	AO	Lotus Connections Quick Reference Guide	
Webpage	AO	Lotus Connections	
Courses	IBM	Lotus Connections – Multimedia Library	
e-learning	AO	Lotus Notes electronic learning modules	
Document	AO	Lotus Notes 8.5 Basic Guide	
Courses	IBM	Lotus Notes – Multimedia Library	
Course	JOU	Adobe Acrobat 9: Fundamentals	
Course	JOU	Getting Started with Word 2010	
Course	JOU	Formatting and Working with Text in Word 2010	
Course	JOU	Organizing and Arranging Text in Word 2010	
Course	JOU	Moving Around in Word 2010	
Course	JOU	Saving, Sharing and Printing in Word 2010	
Course	JOU	Reviewing Documents in Word 2010	
Course	JOU	Customizing the Behavior and Appearance of Word 2010	
Course	JOU	Drawing and Inserting Graphics in Word 2010	
Course	JOU	Using Themes, Backgrounds, Watermarks and Quick Parts in Word 2010	
Course	JOU	Getting Started with Excel 2010	
Course	JOU	Applying Basic Data Formatting in Excel 2010	
Course	JOU	Moving and Getting Around in Excel 2010	
Course	JOU	Saving, Sending and Printing Excel 2010 Workbooks	
Course	JOU	Using Basic Formulas in Excel 2010	
Course	JOU	Using Basic Functions with Excel 2010	
Course	JOU	Moving and Modifying Worksheets in Excel 2010	
Course	JOU	Inserting Basic Charts in Excel 2010	
Course	JOU	Using Conditional Formatting, Tables, and Sparklines in Excel 2010	
Course	JOU	Reviewing and Protecting Content in Excel 2010	
Course	JOU	Adding Visuals, Themes, and Styles to Excel 2010 Workbooks	

Inventory and Property Management			
Type	Resource	Name	Completed
Webpage	JNet	Judiciary Inventory Control System (JICS) 3.1	
Document	AO	Judiciary Inventory Control System (JICS) 3.1 Information from 2011 Financial Forum	
Webpage	JNet	Inventory and Property Management	

Customer Service			
Type	Resource	Name	Completed
Video	FJC	Determining Caller Needs (1994)	
Document	JOU	Non-Verbal Communication on the Telephone	
DVD	FJC	Essential Elements of Internal Customer Service (Telephone Doctor, 2003, 18 min.)	
Course	JOU	Customer Service Representative Skills: Conflict, Stress, and Time Management	
DVD	FJTN	Managing Upset Customers: Listen! Listen! Listen! (2003) *	

Policies and Procedures (Moderate Knowledge)			
Type	Resource	Name	Completed
Document	Self-study	Internal Financial Controls	
Document	Self-study	Local Rules	
Document	JNet	Computer Security Handbook	

Written and Oral Communication			
Type	Resource	Name	Completed
Web	Purdue Online Writing Lab	Business Letters, Basic Business Letters, Memos	
Courses	JOU	Interpersonal Communication: <ul style="list-style-type: none"> Communicating with Confidence Targeting Your Message Listening Essentials Communicating Assertively Being Approachable 	

Written and Oral Communication continued			
Courses	JOU	Business Grammar Basics <ul style="list-style-type: none"> • Business Grammar: Sentence Construction • Business Grammar: Common Usage Errors 	
Document	JOU	Rules of E-mail Etiquette	
Document	JOU	Rules of E-mail Style and Form	
Document	JOU	When to Avoid Using E-mail	
Course	JOU	E-mail Essentials for Business: Addressing and Redistributing E-mail	
Video	FJC	Determining Caller Needs (1994)	
Document	JOU	Non-Verbal Communication on the Telephone	
Document	JOU	Using Appropriate Language	
Document	JOU	Using Easily Confused Words Correctly	
Document	JOU	Writing Complete Sentences	
Document	JOU	The Proper Use of Quotation Marks	
Document	JOU	How to Use Commas	
Document	JOU	Choosing the Right Possessive Pronoun	
Document	JOU	Making Pronouns and Antecedents Agree	
Document	JOU	Proofreading Checklist	

Ethics			
Type	Resource	Name	Completed
Self-study	JNet	Code of Conduct for Judicial Employees	
eLearning	FJC	Avoiding Ethics Pitfalls (2007)	
Document	JOU	What is Ethics?	
Document	JOU	The Importance of Ethics	
Document	JOU	Business Ethics Misconceptions	

Teamwork			
Type	Resource	Name	Completed
DVD	FJC	Age Matters: Generations Working Together in the Courts (FJTN, 1 hr. 30 min.)	
Document	FOH	Think Outside the Cube	
Course	JOU	Being an Effective Team Member	
Document	JOU	Being Proactive	
Document	JOU	Being Tolerant	
Document	JOU	Tolerance within Teams	

Teamwork continued			
Document	JOU	Team Collaboration Techniques	
Course	JOU	Improving Your Emotional Intelligence Skills: Self-awareness and Self-management	

Working in the Federal Judiciary			
Type	Resource	Name	Completed
Course	JOU	<i>Select one:</i> Standard Business Etiquette OR	
e-Book	Books 24x7	Business Etiquette for Dummies, 2 nd Edition by Sue Fox, John Wiley & Sons, 2008 OR Business Etiquette: 101 Ways to Conduct Business with Charm and Savvy, 3rd Edition by Ann Marie Sabath, Career Press, 2010	
eLearning	FJC	Is It Legal Advice? (2008)	
DVD	FJC	Time Management for Court Staff (FJTN, 2000, 1 hr. 29 min.)	

Appendix F: Sample Learning Program 3

Case Manager II

Job Summary
This position is located in the Clerk's Office in the U.S. District Court. The Case Manager II performs various functions and is responsible for maintaining and processing case information and managing the progression of cases from opening to final disposition, in accordance with approved internal controls, procedures, and rules. Case Managers II are fully proficient at managing the progression of cases from opening to final disposition. They perform docketing, noticing, managing the progression of cases, maintaining official case records, monitoring the completion of required procedural steps, preparing case documents for appeal, reviewing filed documents to determine conformity and taking appropriate action, ensuring that all orders and automated entries are appropriately and accurately docketed, and making summary entries on the docket of all documents and proceedings.

Representative Duties/Tasks
Case Management <ul style="list-style-type: none">• maintain integrity of the filing system by such means as monitoring proper access to records and maintaining timely and accurate filing of documents• answer and route incoming calls; provide basic information to public, bar, and the court• certify court documents• provide backup coverage for other case managers
Civil Case Docketing <ul style="list-style-type: none">• open civil cases upon receipt of initiating documents, e-file court documents, close civil cases upon receipt of terminating documents• perform quality assurance checks on electronically-filed documents• assure accuracy, timeliness and quality of all documents and proceedings• ensure that automated entries are appropriately linked for proper case management
Preparation of Documents <ul style="list-style-type: none">• prepare correspondence regarding file inquiries, docket sheets, and other file request information

Training Requirements

Case Management			
Type	Resource	Name	Completed
On the Job	Staff Trainer	Civil Case Flow	
On the Job	Staff Trainer	Civil Case Management Procedures	
On the Job	Staff Trainer	Preparation and Filing of Case Documents	
On the Job	Staff Trainer	Data Quality Review and Docket Maintenance	

Policies and Procedures (Good Knowledge)			
Type	Resource	Name	Completed
Self-study	Document	Office Policies and Procedures	
Self-study	Document	Local Rules	
Self-study	Document	Federal Rules of Civil Procedure	
Self-study	Document	Federal Rules of Criminal Procedure	
Self-study	Document	Internal Financial Controls Procedures	

Written and Oral Communication			
Type	Resource	Name	Completed
Courses	JOU	Constructive Feedback and Criticism <ul style="list-style-type: none"> Giving Feedback Giving Constructive Criticism Receiving Feedback and Criticism 	
Courses	JOU	Business Grammar Basics: <ul style="list-style-type: none"> Business Grammar: The Mechanics of Writing 	
Document	JOU	Writing Simply and Clearly	
Document	JOU	Making Ideas Flow	
Document	JOU	Choosing Precise Words	
Document	JOU	Avoiding Clutter in Writing	
Document	JOU	Applying Active and Passive Voice	
Course	JOU	E-mail Essentials for Business: Managing Your E-mail	
Document	JOU	Managing Your Time with E-mail	
Document	JOU	E-mails to Delete	
Document	JOU	How to Find Lost E-mail Information	
Document	JOU	Best Practices for Using the Telephone	
Document	JOU	Best Practices for Voice Mail Greetings and Messages	

Software Applications			
Type	Resource	Name	Completed
On the Job	Staff Trainer	CM/ECF Civil and Beginner Criminal Docketing	
On the Job	Staff Trainer	CM/ECF Editing	
On the Job	Staff Trainer	CM/ECF Docket Activity Report Review	
Course	JOU	Microsoft Windows 7: First Look for End Users	
Course	JOU	Getting Started with Lotus Notes 8	
Course	JOU	Adobe Acrobat 9: Fundamentals	
Course	JOU	Getting Started with Word 2010	
Course	JOU	Moving Around in Word 2010	
Course	JOU	Organizing and Arranging Text in Word 2010	
Course	JOU	Formatting and Working with Text in Word 2010	
Course	JOU	Structuring Word 2010 Documents	
Course	JOU	Saving, Sharing and Printing in Word 2010	
Course	JOU	Reviewing Documents in Word 2010	
Course	JOU	Customizing the Behavior and Appearance of Word 2010	
Course	JOU	Drawing and Inserting Graphics in Word 2010	
Course	JOU	Using Themes, Backgrounds, Watermarks, and Quick Parts in Word 2010	
Course	JOU	Creating and Formatting Tables in Word 2010	

Ethics			
Type	Resource	Name	Completed
Self-study	JNet	Code of Conduct for Judicial Employees	
eLearning	FJC	Avoiding Ethics Pitfalls (2007)	
DVD	FJTN	Court Forum: Making Ethical Choices (2002)	
Document	JOU	What is Ethics?	

Teamwork			
Type	Resource	Name	Completed
DVD	FJC	Age Matters: Generations Working Together in the Courts (FJTN, 1 hr. 30 min.)	
DVD	FJC	The Power of Collaborative Teams: Lessons from Twelve Angry Men (FJTN, 1 hr. 30 min.)	
Course	JOU	Using Emotional Intelligence on the Job	
Course	JOU	Elements of a Cohesive Team	
Document	JOU	Strategies for Building Team Cohesion	

Teamwork continued			
Document	JOU	Communication Strategies for Team Members	
Document	JOU	Techniques for Supporting Your Teammates	

Working in the Federal Judiciary			
Type	Resource	Name	Completed
Document	FJC	Creating the Federal Judicial System (2005)	
Document	FOH	Business Etiquette	
Course	JOU	Personal Productivity Improvement: Managing Your Workspace	
Document	JOU	SkillBriefs: Managing Your Workspace	
Course	JOU	Time Management: Analyzing Your Use of Time	
Booklet	Books 24x7	175 Ways to Get More Done in Less Time! by David Cottrell and Mark C. Layton CornerStone Leadership Institute © 2004 ISBN:9780965878845	
Document	FOH	Time Management Tips	
Video	Books 24x7	QuickTalks: Laura Stack: Time is the Most Precious Resource	

Appendix G: Sample Learning Program 4

Financial Assistant

Job Summary
This position is located in the Clerk's Office in the U.S. District Court. The Financial Assistant provides support to the financial operations of the Clerk's Office, maintains required accounting records, and disburses monies, in accordance with court policies and approved internal controls.

Representative Duties/Tasks
Financial Transactions <ul style="list-style-type: none">• collect and balance cash drawers• process criminal debt payments• train cashiers on practices for financial transactions• count monies received and process receipts and deposits in appropriate accounts• process and pay bills and invoices• process victim payments; maintain and update victim records, as needed• receive, review and process travel vouchers and travel advance requests• process payment vouchers for jurors• approve CJA payment vouchers
Financial Records <ul style="list-style-type: none">• maintain accounting records (input transactions, reconcile accounts)• use automated systems to record, store and track information• assist with preparation of reports
Customer Service <ul style="list-style-type: none">• provide basic information to the public, attorneys, the court, and other agencies• answer or route incoming telephone calls, as appropriate

Training Requirements

Financial Transactions and Records			
Type	Resource	Name	Completed
On the Job	Staff Trainer	FAS ₄ T/CCAM (financial management program)	
Various	JNet	FAS ₄ T New User Training Resources	
On the Job	Staff Trainer	OTCnet (check scan/deposits)	
On the Job	Staff Trainer	CJA Panel Attorney Payment System	
		CJA Panel Attorney Payment System Tutorials	
Documents	JNet	CJA Panel Attorney Payment System Resources	
Conference	AO	Financial Forum (in-person or webpage)	
Course - Print Version	AO	Management in the Judiciary: Rules Tools and Tips of Good Stewardship (PDF)	
Video course	JNet	Understanding the Judiciary Budget Process OR	
Documents	JNet	Budget Fundamentals (PDFs)	
Course	Blackboard	Appropriations Law for the U.S. Courts	
Webpage	J-Net	Glossary of Financial Terms	
Document	J-Net	Dollars & \$ense newsletter (PDF)	
Document	J-Net	DCAD Monthly Update (PDF)	
On the Job	Staff Trainer	JMS Jury Payment	
Course	AO	Introduction to Court Object Codes	

Policies and Procedures (Good Knowledge)			
Type	Resource	Name	Completed
Self-study	Document	Office Policies and Procedures	
Self-study	Document	Federal and Local Rules	
Self-study	JNet	Internal Controls and Audit –Frequent Findings and Best Practices	
Self-study	Document	Guide to Judiciary Policy - Volume 11: Internal Controls Volume 13: Finance and Budget Volume 14: Procurement Volume 16, Chapter 5: Personal Property Volume 19: Travel and Relocation Judges and Justices Staff Regulations	
Self-study	Document	Financial Management Handbook	
Self-study	Document	WIED Internal Financial Control Procedures	
Self-study	Document	Court Budget Operating Manual	

Customer Service			
Type	Resource	Name	Completed
Video	FJC	Determining Caller Needs (1994)	
Document	JOU	Non-Verbal Communication on the Telephone	
DVD	FJC	Essential Elements of Internal Customer Service (Telephone Doctor, 2003, 18 min.)	
DVD	FJTN	Managing Upset Customers: Listen! Listen! Listen! (2003)	

Written and Oral Communication			
Type	Resource	Name	Completed
Courses	JOU	Constructive Feedback and Criticism <ul style="list-style-type: none"> • Giving Feedback • Giving Constructive Criticism • Receiving Feedback and Criticism 	
Courses	JOU	Business Grammar Basics: <ul style="list-style-type: none"> • Business Grammar: The Mechanics of Writing 	
Document	JOU	Writing Simply and Clearly	
Document	JOU	Making Ideas Flow	
Document	JOU	Choosing Precise Words	
Document	JOU	Avoiding Clutter in Writing	
Document	JOU	Applying Active and Passive Voice	
Course	JOU	E-mail Essentials for Business: Managing Your E-mail	
Document	JOU	Managing Your Time with E-mail	
Document	JOU	E-mails to Delete	
Document	JOU	Folders and Filters Guidelines	
Document	JOU	Using E-mail Form Letters	
Document	JOU	How to Find Lost E-mail Information	
Document	JOU	Best Practices for Using the Telephone	
Document	JOU	Best Practices for Voice Mail Greetings and Messages	

Software Applications			
Type	Resource	Name	Completed
On the Job	Staff Trainer	CM/ECF Query and Basic Docketing	
On the Job	Staff Trainer	CM/ECF Report Review	

Software Applications continued			
Course	JOU	Microsoft Windows 7: First Look for End Users	
Course	JOU	Getting Started with Lotus Notes 8	
Course	JOU	Adobe Acrobat 9: Fundamentals	
Course	JOU	Getting Started with Word 2010	
Course	JOU	Moving Around in Word 2010	
Course	JOU	Organizing and Arranging Text in Word 2010	
Course	JOU	Formatting and Working with Text in Word 2010	
Course	JOU	Structuring Word 2010 Documents	
Course	JOU	Saving, Sharing and Printing in Word 2010	
Course	JOU	Reviewing Documents in Word 2010	
Course	JOU	Customizing the Behavior and Appearance of Word 2010	
Course	JOU	Drawing and Inserting Graphics in Word 2010	
Course	JOU	Using Themes, Backgrounds, Watermarks, and Quick Parts in Word 2010	
Course	JOU	Creating and Formatting Tables in Word 2010	
Course	JOU	Getting Started with Excel 2010	
Course	JOU	Applying Basic Data Formatting in Excel 2010	
Course	JOU	Moving and Getting Around in Excel 2010	
Course	JOU	Saving, Sending and Printing Excel 2010 Workbooks	

Ethics			
Type	Resource	Name	Completed
Self-study	JNet	Code of Conduct for Judicial Employees	
eLearning	FJC	Avoiding Ethics Pitfalls (2007)	
DVD	FJTN	Court Forum: Making Ethical Choices (2002)	
Document	JOU	What is Ethics?	

Teamwork			
Type	Resource	Name	Completed
DVD	FJC	Age Matters: Generations Working Together in the Courts (FJTN, 1 hr. 30 min.)	
DVD	FJC	The Power of Collaborative Teams: Lessons from Twelve Angry Men (FJTN, 1 hr. 30 min.)	
Course	JOU	Using Emotional Intelligence on the Job	
Course	JOU	Being an Effective Team Member	
Document	JOU	SkillBriefs: Being an Effective Team Member	

Teamwork continued			
Course	JOU	Elements of a Cohesive Team	
Document	JOU	Strategies for Building Team Cohesion	
Document	JOU	Communication Strategies for Team Members	
Document	JOU	Techniques for Supporting Your Teammates	

Working in the Federal Judiciary			
Type	Resource	Name	Completed
Document	FJC	Creating the Federal Judicial System (2005)	
Document	FOH	Business Etiquette	
Course	JOU	Personal Productivity Improvement: Managing Your Workspace	
Document	JOU	SkillBriefs: Managing Your Workspace	
Course	JOU	Time Management: Analyzing Your Use of Time	
Booklet	Books 24x7	175 Ways to Get More Done in Less Time! by David Cottrell and Mark C. Layton CornerStone Leadership Institute © 2004 ISBN:9780965878845	
Document	FOH	Time Management Tips	
Video	Books 24x7	QuickTalks: Laura Stack: Time is the Most Precious Resource	
eLearning	FJC	Is It Legal Advice? (2008)	

Appendix H: Individual Development Planning Worksheet

EMPLOYEE DEVELOPMENT PLANNING WORKSHEET

Name: _____

Date: _____

Goals (Indicate your career goals and be as specific as possible):

Developmental Objectives	Corresponding Action Plans or Related Training	Target Completion Date

Signed: _____

Appendix I: Manager and Staff Responses by Skill, Department, and Respondent Type

Essential Knowledge, Skills, and Abilities Needed to Perform Current Jobs (Percentage)

Essential Knowledge, Skills, and Abilities Needed to Perform Current Jobs									
Workplace Skills	Financial		Systems		Operations			All	
	Staff	Managers	Staff	Managers	Ops Staff	Ct Svc Staff	Managers	Staff	Managers
Adapting To Change	100	50	100	100	92	100	100	96	86
Communication Skills	50	50	67	100	83	100	100	83	86
Conflict Resolution	50	0	33	50	67	50	67	57	43
Critical Thinking	100	50	100	50	75	67	100	78	71
Customer Service	100	100	67	100	92	100	100	91	100
Decision Making	100	0	67	50	83	83	100	78	57
Ethics	100	50	67	50	75	50	100	74	71
Leadership Skills	0	0	33	50	58	50	33	48	29
Prioritizing Tasks	50	0	100	100	100	83	100	83	71
Problem Solving	100	0	100	100	83	100	67	91	57
Productivity Skills	50	0	100	50	92	83	100	87	57
Professionalism	50	100	100	50	92	100	100	91	86
Projecting A Positive Image	50	0	33	100	92	83	100	78	71
Stress Management	50	0	67	100	83	50	100	70	71
Teamwork	50	0	67	50	92	100	100	87	57
Telephone Skills	100	50	67	50	92	100	100	91	71
Time Management	50	0	100	100	92	100	100	91	71
Workplace Relationships	100	50	67	50	83	100	100	87	71
TOTAL Workplace Skills	69	28	74	72	85	83	93	81	68

Business Skills	Financial		Systems		Operations			All	
	Staff	Managers	Staff	Managers	Ops Staff	Ct Svc Staff	Managers	Staff	Managers
Business Writing	100	50	100	50	58	50	100	70	71
Meeting Facilitation	0	0	67	50	0	33	0	17	14
Project Management	50	0	100	100	58	33	0	48	29
Proofreading Skills	100	0	0	50	92	83	100	78	57
Public Speaking	0	0	0	0	33	67	0	35	0
Quality Assurance	50	0	67	50	75	67	100	70	57
Records Management	50	50	33	50	67	67	67	61	57
TOTAL Business Skills	50	14	57	50	55	57	52	54	41
Technology Skills	Financial		Systems		Operations			All	
	Staff	Managers	Staff	Managers	Ops Staff	Ct Svc Staff	Managers	Staff	Managers
Adobe Acrobat	100	100	100	100	75	100	100	87	100
Computer User Security	0	0	100	100	17	33	33	30	43
Email	100	50	100	100	92	100	100	96	86
Judiciary Software Programs	0	100	100	100	33	17	100	35	100
Microsoft Office Applications	100	100	100	100	50	83	100	70	100
Word Processing	100	0	100	100	92	83	100	91	71
TOTAL Technology Skills	67	58	100	100	60	69	89	68	83
Judiciary Specific Skills	Financial		Systems		Operations			All	
	Staff	Managers	Staff	Managers	Ops Staff	Ct Svc Staff	Managers	Staff	Managers
Court History	0	50	33	50	17	50	33	26	43
Court Organizational Structure	50	50	67	100	42	33	100	43	86
Court Safety And Security	0	0	33	50	33	33	100	30	57
Courtroom Etiquette	0	0	33	0	83	67	100	65	43
Federal And Local Rules	0	100	0	50	92	50	100	65	86
How To Avoid Giving Legal Advice	50	0	33	50	92	67	100	65	57
Internal Financial Controls	100	100	0	0	0	17	67	13	57
Policies and Procedures	100	100	67	50	83	67	100	78	86
TOTAL Judiciary Specific Skills	38	50	33	43	55	48	88	49	64

Department Specific Skills	Financial		Systems		Operations			All	
	Staff	Managers	Staff	Managers	Ops Staff	Ct Svc Staff	Managers	Staff	Managers
<i>Operations and Court Services</i>									
Attorney Admissions and ECF Registration			33	50	33	33	67	33	60
Case Management	50	0			83	50	100	70	60
Civil And Criminal Caseflow	50	0	0	50	92	33	100	61	57
Courtroom Deputy Functions					83	33	100	67	100
Courtroom Technology – User			100	100	50	17	100	48	100
Exhibit Control			33	50	67	33	100	52	80
Naturalization Procedures					8	33	67	17	67
Speedy Trial					75	17	100	56	100
Jury Management			0	50	25	33	67	24	60
<i>Information Technology</i>									
Computer Hardware			100	100				100	100
Computer Networks			100	100				100	100
Computer Programming			67	100				67	100
Courtroom Technology – IT			100	100				100	100
Server Installation And Maintenance			67	100				67	100
Systems Administration			67	100				67	100
Systems Security			100	100				100	100
<i>Financial</i>									
Financial Management	50	100	0	0				50	100
Procurement Policies and Procedures	100	50	100	100				100	75
TOTAL by Applicable Job Duties	63	38	67	85	56	31	89	53	80

Essential Knowledge, Skills, and Abilities Necessary to be Successful in the Future (Percentage)

Essential Knowledge, Skills, and Abilities Necessary to be Successful in the Future									
Workplace Skills	Financial		Systems		Operations			All	
	Staff	Managers	Staff	Managers	Ops Staff	Ct Svc Staff	Managers	Staff	Managers
Adapting To Change	100	50	67	100	92	100	100	91	86
Communication Skills	100	50	67	100	92	100	100	91	86
Conflict Resolution	50	0	33	50	75	83	100	70	57
Critical Thinking	100	50	100	50	75	83	100	83	71
Customer Service	100	100	67	100	83	100	100	87	100
Decision Making	100	0	67	100	92	83	100	87	71
Ethics	100	50	33	50	83	67	100	74	71
Leadership Skills	0	50	33	50	67	67	100	57	71
Prioritizing Tasks	50	0	100	50	92	83	100	87	57
Problem Solving	50	0	100	50	92	100	100	91	57
Productivity Skills	50	0	100	50	92	83	100	87	57
Professionalism	50	100	100	50	83	100	100	87	86
Projecting A Positive Image	50	0	67	100	92	100	100	87	71
Stress Management	50	0	67	100	83	67	100	74	71
Teamwork	100	0	100	50	92	83	100	91	57
Telephone Skills	100	50	67	50	92	83	100	87	71
Time Management	100	0	100	100	92	100	100	96	71
Workplace Relationships	50	50	67	50	92	100	100	87	71
TOTAL Workplace Skills	72	33	74	69	87	88	100	84	71

Business Skills	Financial		Systems		Operations			All	
	Staff	Managers	Staff	Managers	Ops Staff	Ct Svc Staff	Managers	Staff	Managers
Business Writing	50	50	67	50	58	67	100	61	71
Meeting Facilitation	0	0	33	50	25	33	67	26	43
Project Management	50	0	67	100	58	50	67	52	57
Proofreading Skills	100	0	0	50	83	83	100	78	57
Public Speaking	0	0	33	50	58	67	100	52	57
Quality Assurance	100	0	67	50	83	67	100	78	57
Records Management	50	50	0	50	83	50	67	61	57
TOTAL Business Skills	50	14	38	57	64	60	86	58	57
Technology Skills	Financial		Systems		Operations			All	
	Staff	Managers	Staff	Managers	Ops Staff	Ct Svc Staff	Managers	Staff	Managers
Adobe Acrobat	50	100	67	100	83	100	100	83	100
Computer User Security	0	0	100	100	17	33	67	30	57
Email	100	50	67	50	92	100	100	91	71
Judiciary Software Programs	50	100	33	100	33	17	100	30	100
Microsoft Office Applications	100	100	100	100	58	83	100	74	100
Word Processing	50	0	100	100	92	83	100	87	71
TOTAL Technology Skills	58	58	78	92	63	69	94	66	83
Judiciary Specific Skills	Financial		Systems		Operations			All	
	Staff	Managers	Staff	Managers	Ops Staff	Ct Svc Staff	Managers	Staff	Managers
Court History	0	50	0	50	25	33	67	22	57
Court Organizational Structure	0	50	67	100	42	33	100	39	86
Court Safety And Security	0	0	33	50	42	33	100	35	57
Courtroom Etiquette	0	0	0	50	92	67	100	61	57
Federal And Local Rules	0	100	0	50	100	67	100	70	86
How To Avoid Giving Legal Advice	50	0	33	50	83	67	100	65	57
Internal Financial Controls	100	100	0	50	0	0	67	9	71
Policies and Procedures	100	100	67	50	83	67	100	78	86
TOTAL Judiciary Specific Skills	31	50	25	56	58	46	92	47	70

Department Specific Skills	Financial		Systems		Operations			All	
	Staff	Managers	Staff	Managers	Ops Staff	Ct Svc Staff	Managers	Staff	Managers
<i>Operations and Court Services</i>									
Attorney Admissions and ECF Registration			33	50	42	50	67	43	60
Case Management	50	0			92	67	100	80	60
Civil And Criminal Caseflow			0	50	92	50	100	67	80
Courtroom Deputy Functions					83	33	100	72	100
Courtroom Technology – User			100	100	58	17	100	52	100
Exhibit Control			0	0	67	33	100	48	60
Naturalization Procedures					25	33	67	28	67
Speedy Trial					92	17	100	67	100
Jury Management			0	0	42	50	67	38	40
<i>Information Technology</i>									
Computer Hardware			100	100				100	100
Computer Networks			100	100				100	100
Computer Programming			67	100				67	100
Courtroom Technology – IT			100	100				100	100
Server Installation And Maintenance			67	100				67	100
Systems Administration			100	100				67	100
Systems Security			100	100				100	100
<i>Financial</i>									
Financial Management	50	100						50	100
Procurement Policies and Procedures	100	50	100	100	25	17	33	43	57
TOTAL by applicable job duties	67	50	67	69	62	40	80	56	77

Essential Knowledge, Skills, and Abilities Needed by All Clerk's Office Employees (Percentage)

Essential Knowledge, Skills, and Abilities Needed by All Clerk's Office Employees									
Workplace Skills	Financial		Systems		Operations			All	
	Staff	Managers	Staff	Managers	Ops Staff	Ct Svc Staff	Managers	Staff	Managers
Adapting To Change	100	50	100	100	100	100	100	100	88
Communication Skills	50	50	100	50	75	100	100	83	75
Conflict Resolution	100	0	100	50	58	67	100	70	63
Critical Thinking	100	50	100	50	75	67	67	78	63
Customer Service	100	100	67	100	83	100	100	87	100
Decision Making	100	0	100	50	67	100	67	83	50
Ethics	100	0	100	50	83	67	100	83	63
Leadership Skills	50	0	33	0	33	83	0	48	13
Prioritizing Tasks	100	0	100	50	92	67	100	87	63
Problem Solving	100	0	100	50	92	67	100	91	63
Productivity Skills	100	0	100	50	58	100	100	78	63
Professionalism	100	100	100	50	100	100	100	100	88
Projecting A Positive Image	50	0	33	100	83	83	100	74	75
Stress Management	50	0	100	100	75	83	100	78	75
Teamwork	100	0	67	50	92	100	100	91	63
Telephone Skills	100	50	100	50	92	100	100	96	75
Time Management	100	0	67	50	83	83	100	87	63
Workplace Relationships	50	0	100	50	100	100	100	96	63
TOTAL Workplace Skills	86	22	87	58	80	87	90	84	67

Business Skills	Financial		Systems		Operations			All	
	Staff	Managers	Staff	Managers	Ops Staff	Ct Svc Staff	Managers	Staff	Managers
Business Writing	100	50	100	50	58	50	100	65	75
Meeting Facilitation	0	0	33	50	17	0	0	13	25
Project Management	0	0	33	0	33	33	0	30	0
Proofreading Skills	100	0	33	50	58	50	100	57	63
Public Speaking	0	0	0	0	17	33	0	17	13
Quality Assurance	100	0	67	50	50	17	33	48	38
Records Management	0	0	0	0	33	17	0	22	0
TOTAL Business Skills	43	7	38	29	38	29	33	36	30
Technology Skills	Financial		Systems		Operations			All	
	Staff	Managers	Staff	Managers	Ops Staff	Ct Svc Staff	Managers	Staff	Managers
Adobe Acrobat	50	0	67	100	67	100	100	74	75
Computer User Security	0	0	33	50	17	0	67	13	38
Email	100	50	100	100	83	100	100	91	88
Judiciary Software Programs	0	50	33	100	25	0	100	17	88
Microsoft Office Applications	100	50	67	100	58	50	67	52	63
Word Processing	50	0	100	100	67	83	67	74	63
TOTAL Technology Skills	50	25	67	92	53	56	83	54	69
Judiciary Specific Skills	Financial		Systems		Operations			All	
	Staff	Managers	Staff	Managers	Ops Staff	Ct Svc Staff	Managers	Staff	Managers
Court History	0	50	67	50	8	17	33	17	38
Court Organizational Structure	0	50	67	100	33	0	100	26	75
Court Safety And Security	0	0	100	0	25	17	100	30	38
Courtroom Etiquette	0	0	100	50	33	50	0	43	25
Federal and Local Rules	0	0	0	50	58	17	33	35	25
How to Avoid Giving Legal Advice	50	0	33	50	75	33	33	57	25
Internal Financial Controls	50	50	0	0	8	0	33	9	25
Policies and Procedures	100	0	100	50	75	50	100	74	50
TOTAL Judiciary Specific Skills	25	19	58	44	40	23	54	36	38

Department Specific Skills	Financial		Systems		Operations			All	
	Staff	Managers	Staff	Managers	Ops Staff	Ct Svc Staff	Managers	Staff	Managers
<i>Operations and Court Services</i>									
Attorney Admissions and ECF Registration	0	0	33	0	25	0	0	17	0
Case Management	50	0	0	0	50	33	33	39	13
Civil and Criminal Caseflow	50	0	0	50	58	17	67	39	38
Courtroom Deputy Functions	0	0	0	0	33	17	0	22	0
Courtroom Technology – User	0	0	100	50	17	17	0	26	13
Exhibit Control	0	0	0	0	17	0	0	9	0
Naturalization Procedures	0	0	0	0	17	0	0	9	0
Speedy Trial	0	0	0	0	25	0	0	13	0
Jury Management	0	0	0	0	17	0	0	9	0
<i>Information Technology</i>									
Computer Hardware	0	0	0	0	8	17	0	13	0
Computer Networks	0	0	0	0	8	17	0	9	0
Computer Programming	0	0	0	0	0	0	0	0	0
Courtroom Technology – IT	0	0	33	0	0	0	0	4	0
Server Installation And Maintenance	0	0	0	0	8	0	0	4	0
Systems Administration	0	0	0	0	0	0	0	0	0
Systems Security	0	0	33	0	0	0	0	4	0
<i>Financial</i>									
Financial Management	0	0	0	0	17	0	0	9	0
Procurement Policies and Procedures	0	0	0	50	33	17	0	17	13
TOTAL by Applicable Job Duties	6	0	11	8	19	7	6	14	4

Comments: Operations (Ops) includes Operations and Intake employees.

Court Services (Ct Svc) includes Court Services and Administrative employees.

Department Specific Skills for current and future needs include only those skills applicable to respondent.