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JUDICIAL
ACADEMY



REPUBLIC OF SERBIA

MINISTRY OF
JUSTICE

EUROPEAN UNION'S SUPPORT TO THE JUDICIAL ACADEMY



Seminar report

JTM Seminar “On the Job training : coachig , mentoring, tutoring”

Dates : 11- 12 of April 2017

Location : Berlin, Justice Academy - Germany

Report made by Jorge Obach (Key Expert 2)

INTRODUCTION

1.1 Context

The objective of the Project “Enhancing Educational Activities and improvement of Organisational Capacities of the Judicial Academy” is to enhance educational activities and functioning of new structures within new competencies of the Judicial Academy and thus contribute to establishment of the consistent judicial system of the Republic of Serbia.

Activities under Result 3.4 will be focused mostly on : Cooperation and contacts with relevant legal institutions , as well as judicial educational in the region and EU countries improved, and organize meeting with JA Management , staff to explore their interests and needs, Develop plan for strengthening cooperation and scope for study visits.

Thus, the TA team will support JA in establishing networks , strong connections and direct communication with their peers in similar institutions to learn from their experiences and best practices. Mentors will benefit from exchange of best practices and networking and get new ideas for improvement of their methodology and performance. Study visits usually provide participants with new approaches and ideas and help to examine possible changes to one’s own procedures and approaches.

Beside study visits, the TA team will explore possibilities for closer interactions of Serbian mentors and JA staff with their peers in other countries through existing judicial training institution networks. This way possibilities and opportunities will be explored for longer term connections through direct channels of communication via modern technology and exchange of knowledge and ideas enabled in more frequent manner.

The European Judicial Training Network (EJTN) is the principal platform and promoter for the training and exchange of knowledge of the European judiciary. EJTN represents the interests of over 120,000 European judges, prosecutors and judicial trainers across Europe.

Formed in 2000, EJTN’s fields of interest include EU, civil, criminal and commercial law and linguistics and societal issues training. The vision of EJTN is to help to foster a common legal and judicial European culture.

EJTN develops training standards and curricula, coordinates judicial training exchanges and programmes, disseminates training expertise and promotes cooperation between EU judicial training institutions.

As an observer in European Judicial Training Network Serbia has access to broad networking potentials and knowledge resources and the TA team will support further integration of JA within this network and better utilize its resources

These reasons justifies participation of JA Staff and Project’ KE 2 at Seminar of the EJTN "On job training: coaching, mentoring, tutoring"

1.2 Objectives of the Seminar

Seminar general objectives , according with the organisation :

- To get a general perspective on how to ensure a result -oriented training in the 21 st century
- To exchange experience on the good practices within the EJTN Network
- To extend understanding on the ways of developing personal learning agility through mentoring, supervision, coaching, co-vision groups ,etc.
- To practice the video-based feedback for better performance
- To get familiar with e-coaching
- To look into specific developmental issues network-wise

3 SEMINAR AGENDA

3.1 11 April 2017

9.00- 9.15	Opening session. Welcome and opening of the seminar
9.15-10.30	The art of learning in the 21 st century : result oriented training Mrs. Rosa Jansen, <i>Chair of the Board of Directors of SSR</i>
10.30- 11.00	Coffee break
11.00- 12.00	The State of the Art- On the Job training in the EJTN Network Mrs. Otilia Pacurari
12.00 – 13.15	Developing Personal Learning Agility in the Judicial Environment through Learning to Learn (mentoring , supervision, peer groups, coaching, co-vision groups); Mrs. Featherstone
13.15 -14.15	Lunch
14.15 -15.30	1 ST Workshop :Practicalities in Poland; Mr. Marek Szymanowski
15.30- 15.45	Coffe break
15.45-17.00	2 nd Workshop: Video-based Feedback as Tool for Better Performance in Courts; Mr. Jon Hoyland.

3.2 12 April 2017

9.00-10.15	3rd Workshop : The Power of e-Coaching; Mrs. Angela Morsink
10.15-10.45	Coffe break
10.45-12.30	Pathways to a better professional performance and institutional Benefits through on the job training methods and practices; Mrs. Otilia Pacurari
12.30-13.00	Round up, closing remarks

3.3 Contents

Mrs. Rosa Jansen spoke about trends and factors in society and in the judicial organisation, how they are relevant for the development of a vision on training, learning and development at SSR . In her opinion, critical citizens compel the judicial organisation to take into consideration the social efectiveness and integrity of prosecution and investigation and the judicial system, and to recognise the importance of expertise. Also, increasing media pressure on the judicial organisation for transparency, accessibility and speedy administration of justice and the development of new skills by magistrates. Related Trends and factors in the judicial organisation , Mrs. Jansen says that transformation of the judicial organisation into a „learning organisation“still requires a great deal of attention: there is an area of tension between independence as the determinative core value of the judicial system and the judicial system’s cultural programme, aimed at increasing cooperation and the feeling of being part of an organisagtion.

Mrs. Arita Featherstone, from Latvia , spoke about the Developing learning agility trough supervision, mentoring and coaching. She said that learning agility is the ability (to do) to learn,adapt, and apply ourselves in constantly changing conditions. Learning agility is knowing what to do when you do not know what to do.... She mentioned the Attitudes of supervision/coach/mentor that are fostering learning agility and stimulates positive neuroplasticity : Non-judgmental and Respectful attitude for everything happening here and now ; Being useful , not helpful (teaching to catch a fish); “Loving“ the problem, stayin longer with in, inquiring into it; Treatig everything that happens here and now as information; Problem is never a person (specific feedback on a process or “doing“, but never a person. If given on a person, amygdala explodes); Practicing radical inclusiveness – a vocie to everithing that comes up; Surrending own authority and being “on the same level“as a coachee or group; Striving to understand your own rank and power in this specific social context; Boundaries have to be clearly kept , but communicated softly; Keeping in mind that the learning is contextual, clarifying the contexts and how they are inter-connected; Knowing your own limitations as a coach/supervisor/mentor; Being aware of your own loyalties and how they

can influence the coaching/supervision process: and ,Holding the possibility for change by sitting in the fiere, if necessary. Giving space.

Mr. Marek Szymanowski, Lecturer from Judiciary and Prosecutorial School of Poland, spoke about Initial Training at Judiciary and Prosecutorial of Poland. This School since has been running initial training, to enable law faculty graduates to acquire the necessary qualifications to work as a judge (judge's assessor), prosecutor (prosecutor's assessor) as well as court referendary, judge's assistant, prosecutor's assistant. Initial training activities are managed by the Initial Training Centre in Kraków, which is responsible for: holding the initial training, selection procedure, conducting general initial training, judicial and prosecutorial training, organisation of exams for judges and prosecutors, including handling of administrative and logistics aspects of the process, as well as organisation of referendary's apprenticeship for trainee judges (until 2018). Main characteristics of initial training at the National School:- candidates are selected pursuant to a centrally-managed procedure, with a two-stage written competition verifying candidates' knowledge of law and their ability to apply it in practice;- the number of places each year is determined by the Minister of Justice;- alternating periods of study and apprenticeship are combined into training cycles and devoted to different topics; assessment of trainees' knowledge and skills is held at the end of each cycle;- trainees attend classes and training courses at the National School and complete their apprenticeship in different places across Poland;- centrally-run professional examinations (for judges and prosecutors);- selection procedure and professional examinations are conducted by the boards appointed by the Minister of Justice, independently of the School's Director using the materials prepared by teams that are also designated by the Minister of Justice;- training is financed from the state budget;- securing means of support for trainees throughout the period of initial training (scholarships for trainees, remuneration for trainee judges who work as court referendaries).. He said that all types of initial training are structured into cycles. Each cycle has three parts: a 5-day training session held at the National School; apprenticeships lasting a few weeks; then an examination verifying the trainee's knowledge and practical skills is held at the beginning of the next session. Training is delivered to groups of several trainees, in accordance with the curricula adopted by the Programme Board. There are different teaching methods used in training the nature of which is practical. The National School's lecturers are judges, prosecutors and experts who have been positively assessed by the Programme Board and whose engagement has not been vetoed by the Minister of Justice or (in the case of prosecutors) by the General Prosecutor. Trainees are provided with free access to study materials and legal software. On completion of a training cycle, each trainee is sent for an apprenticeship to courts, prosecutors' offices or other organisational units (e.g. the Police) all over Poland. Trainees are then monitored by their individual tutors supervising their apprenticeship, i.e. judges, prosecutors or court referendaries.

Mr. Jon Hoyland, from Norway, spoke about video feedback as a tool for learning. He said that video feedback method has a statistically significant effect on the interaction skills of professionals in a range of contact professions. Results were more positive for outcome measures that measured positive skills rather than negative ones. The video used as a feedback could be exploited not only to make in-depth studies of the behavior of professionals, but also to modify that behavior. Video feedback can be describes as "the gold standard of communication teaching" and could be used in various higher professional education and training courses to improve the communication skills of a broad group of "interpersonal professionals" (Hargie), including teachers, psychologists, social workers, doctors and nurses, for whom effective communication plays a vital role in their work.

Mrs. Angela Morsink, from SSR, spoke about the power of E-coaching. She explained how internet has become integral part of our lives. In fact, if Facebook were a country, it would be the 3rd most populated country in the world; she spoke about how manage the information and the impact of social media; we should take account that more than half of the human race is under 30 years old : they have never known life without internet ; anothers data : last year 1 in 6 marriages were between people who met through social media or 1/3 of women 18-34 check Facebook when they first wake up, even before going to the bathroom. Then , she related the advantages of this tool and explain what is e- coaching : it is a guidance and coaching, not face-to-face, but through video, telephone, chat or e-mail messages; it goes beyond technology; it is a learning and reflection process on the job; the communication takes place between coach & coaches and in time and pplace independant. Regarding Why start with E-coaching, Mrs. Morsink explained that this method works as a extension of services; reaching the new generation; gives more flexibility and increasing transfer of training.

Mrs. Otilia Pacuari, from National Institute for Magistracy from Romania, spoke about the new chlallenges in judiciary training and the differents approaches. The role of judge who decides , that means tension of decision, to solving problems and solving situations. For this aim, the jugde needs not only knowledge but specific skilks and behaviour. The learning is a process that needs constant feedback positive and constructive, the student needs motivation. In the other hand, learning will be focused on effective and cost efficiency learning; is essential the strategic talent on managment: the learning should be personalized: contents and materials linked to preferences and knowledge “learner“;“learner become more responsible for own learning and developing; workplace becomes learning enviroment ; the new learning demands sharing knowlegde and learned.

4.EVALUATION OF VISITS

The participants of Seminar eere given a questionnaire to complete in order to evaluate the succes of the visits

5. CONCLUSION

The main goal to attend this Seminar in Berlin was for the participants to get acquainted with the mentorship and new training related with it as examples of a wll-developed EU mentorship system that might be take to improve mentoring in Serbia

With the workshops tje particiapants had a oportunity to share their impressions about the new findings.

In the other hand, the participation in this Seminar contributes , according Project Component 3.4 , for coperation and contacts with relevant legal institutions , as well as judicial educational in the region and EU countries improved, specifically with EJTN.

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