YOU WANT JUSTICE WITH THAT?
WHAT NEW COURT EMPLOYEES NEED TO KNOW

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I cannot move on from thanking those at NCSC without mentioning the late NCSC Librarian Joan Cochet. In the short time that I worked with her, I was greatly impressed by her commitment to serving the court community – both those who came to Williamsburg and the countless others who never will. One part of her legacy will be the imaging project, which allows all NCSC Library materials to be viewed online. Joan provided tireless support to our class as we worked to gather materials for our budding projects.

I also thank the dozens of Ohio court administrators and judicial branch educators from around the country who responded to my survey. The time you spent completing my survey and sending additional resources will contribute to the professionalism of court personnel, in the present through these research results and in the future through the development of curricula for new court employees.

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Most importantly, I thank my family for their support. Being a working parent is challenging under any circumstances, but having a full-time job plus the commitment of the ICM Fellows program cannot help but take time away from family responsibilities of all varieties. My mother, Marilyn Allen, has always been my biggest fan, and I have enjoyed her support throughout each significant (and insignificant) undertaking, personally and professionally. I am very grateful to her for all the ways she has helped me learn and grow over the years.

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To all those mentioned here, and to those I have overlooked, I return to the words of the poet, scientist and musicians I referenced in the first sentence. Thanks to your support, I know that no man is an island; that if I have seen further, it is by standing on the shoulders of giants; and that I thank you for being a friend.

Table of Contents

List of Figures

List of Tables

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Abstract

Ohio is a home rule state. This method of structuring a state government has various implications, but for employees of the Ohio judiciary, it means that individual courts have the freedom to customize practices and procedures, including those involving onboarding of new staff members. That freedom affords courts great flexibility to address the most pertinent topics, but is also a burden of sorts, in that the amount of relevant information for new staff is endless, as are the ways in which the information could be conveyed.

This project attempts to answer the following questions:

1. What are the topics currently covered in orientation programs for Ohio court employees?

2. What are the promising practices in court New Employee Orientation Programs, including delivery methods and materials?

A literature review was conducted to collect information about best practices for new employee education programs, define both general and court-related competencies, and explore the importance of identifying and including organizational values in education for new court employees.

Before identifying a goal for new employee orientation programs in Ohio, it was important to ascertain the types of programs currently offered. A survey was sent to both Ohio court administrators as well as judicial branch educators around the United States to

collect information about the current practices for new employee orientation. In addition to the quantitative survey responses, individuals were also invited to share materials used in their orientation programs.

The literature review and data collection phases yielded useful information to inform future planning. While individual courts and states offered education programs for new employees, the topics included were far from standardized. This is positive in that courts and state judicial branch education offices choose the information that they feel will best serve their employees in meeting the objectives of their jobs and courts. However, competency models, including the original NACM Core Competencies, state that there are essential concepts and skills that employees should know or be able to do in order to be successful.

Project findings suggest that a curriculum design for new court employee education would both ensure that all relevant topics are included, and ease the burden for judicial branch educators and managers, who often need to offer such education multiple times per year and may, in effect, reinvent the course upon each offering. In addition, Ohio would benefit from a more systematic way of collecting contact information for court administrators, who serve as members of the court executive leadership team. Collection of this information would allow The Supreme Court of Ohio to communicate more effectively with courts around the state about all kinds of topics, including education opportunities.

Introduction

Imagine that you have a scheduled surgery. Nothing too serious, but it is an inpatient procedure. The success rate is very high, and the surgery is routine, but there are the usual potential problems that are to be avoided at all costs. You do everything on your end to prepare – fasting, taking or not taking prescription medications beforehand, as needed, tying up loose ends at work and at home to ensure that you are ready for your procedure and can dedicate time to healing.

When you arrive at the hospital, everything goes very smoothly. You park, enter the hospital, fill out the necessary paperwork, and are placed in a room. You undress and get into bed, and are given medication to relax before surgery. Your surgeon comes in to talk with you before the operation, and as the conversation continues, you become more and more anxious. The surgeon shares with you that she has recently been granted privileges at the hospital, and her orientation included information about how to find key areas in the facility, how to access health care and other benefits, and where her office is.

"Wait just a minute!" you say, feeling a rising sense of panic. "I'm here to undergo an operation, and depending on how it goes, this could change my entire life. Are you telling me that your orientation has only included topics that are important for *you*? What about what is important for me as your patient? I'm trusting you to know both how to operate and how to choose the best practices available to you to treat me appropriately and within the values of the medical profession."

To learn and apply their trade, surgeons spend years training in not only surgical techniques but also biology, anatomy, and softer skills such as professional ethics and "bedside

manner." Similarly to surgeons, court personnel must be knowledgeable about the entire court process to ensure that the court user has a positive experience.

One difference between court personnel and surgeons is that surgeons plan to enter their profession years in advance, and undertake a rigorous program of coursework to prepare themselves for their careers. While some court personnel study criminal justice or another field related to the work of the courts, many come to this field somewhat accidentally. Even for those who study a subject related to court work, there are only a handful of programs available in the United States that specifically prepare individuals for court employment.

While there may be employment sectors where the required skills are general and almost anyone could perform the job functions (hence the title's reference to the fast food catchphrase, "You want fries with that?"), court work requires special knowledge, skills and abilities or attitudes (KSAs). To perform as a true court professional, employees must know not only what to do but why their duties are important to the successful functioning of American society. The title of this paper, "You Want Justice with That? What Court Employees Need to Know" refers to the misconception that work in the courts requires only a base knowledge and little skill.

Though the comparison between a surgeon and an employee of a local court is not completely parallel, it is inarguable that both professionals are gatekeepers of a sort. They are inside the gate, of medicine or law respectively, and hold the power to help their customers walk through the gate without incident.

The question can then be asked: if it would be unacceptable to allow a surgeon to practice without thorough training on every step in the medical and surgical process, why would courts allow their employees to serve the public without equally thorough preparation? The medical and legal fields are equally complex and confusing. The ramifications flowing from a lack of

knowledge or mistakes can be significant for the user navigating these unfamiliar waters. This

paper explores the necessary steps to provide court personnel with essential knowledge and tools

to avoid mistakes, and ensure that individuals who come to court for assistance receive the help

they so desperately need.

Alexander Hamilton described the importance of adequately preparing court employees

for their service to the public in Federalist 17 (1961):

> There is one transcendant advantage belonging to the province of the State governments, which alone suffices to place the matter in a clear and satisfactory light,--I mean **the ordinary administration of criminal and civil justice**. This, of all others, is the most powerful, most universal, and most attractive source of popular obedience and attachment. It is that which, being the immediate and visible guardian of life and property, having its benefits and its terrors in constant activity before the public eye, regulating all those personal interests and familiar concerns to which the sensibility of individuals is more immediately awake, **contributes, more than any other circumstance, to impressing upon the minds of the people, affection, esteem, and reverence towards the government**. This great cement of society, which will diffuse itself almost wholly through the channels of the particular governments, independent of all other causes of influence, would insure them so decided an empire over their respective citizens as to render them at all times a complete counterpoise, and, not unfrequently, dangerous rivals to the power of the Union (pp. 107-8) (emphasis added).

Though judges are undoubtedly prominent figures in the judicial branch, court personnel

are the face of the court; parties in a case, attorneys, justice partners or others coming to the court

usually interact with court personnel first, and more often, throughout their proceeding than they

do with a judicial officer.

If education for court personnel is essential given their important role in the judicial

system, the next natural question is, "What exactly should they know?" The answer to this

question was not clearly answered by the nearly two dozen states that responded to a survey

conducted in the Fall of 2014. Respondents in decentralized states, as well as states with unified

judicial systems, reported a wide variety of methods for providing orientation for new employees.. This paper examines different models of education for new court employees across the country and offers a plan for the successful orientation and education of new court personnel as they begin their roles as effective public servants.

Were there to be a list of all the individual KSAs that a well-informed court employee should know, it would run for pages. Therefore, the process is streamlined by considering categories of the most important KSAs for employees in general, then moving to those specific to court work.

Employee competency models generally divide into one of several clusters: communication, preventing and solving problems, achieving results, and "self-management" skills, such as self-confidence, credibility, or flexibility (Cripe & Mansfield, 1999). These are explored more fully in the literature review, but suffice it to say here that the most key competencies are included in these models.

For duties related specifically to courts, however, the picture is more complex. Due to the variability in court structures, no one model has been accepted for the KSAs needed by court employees. The National Association for Court Management (NACM) Core Competencies contains some of this information, but as it is focused on court leaders, its usefulness regarding general court staff is limited.   The KSA categories that are relevant for both court personnel and court managers include Purposes and Responsibilities of Courts, Fundamentals of Caseflow Management, Managing Technology Projects and Technology Resources, and Managing Court Financial Resources. The methodology for this project includes a survey which attempts to ascertain additional KSAs not identified in the NACM Core Competencies.

In addition to the Core Competencies, Ernest Friesen's seminal work on the Purposes and Responsibilities of Courts also informs the knowledge and attitudes needed by court personnel. Over the course of many years teaching judges and court administrators, Friesen asked his students what they thought the purposes of courts were. He synthesized their responses into the following list:

1. To do individual justice in individual cases.

2. To appear to do individual justice in individual cases.

3. To provide a forum for the resolution of legal disputes.

4. To protect individuals from the arbitrary use of government power.

5. To provide a formal record of legal status.

6. To deter criminal behavior.

7. To rehabilitate persons convicted of crime.

8. To separate convicted persons from society.

Friesen's list establishing the Purposes and Responsibilities of Courts serves as the central competency in the NACM Core Competency model and underlies all the other functional categories, such as caseflow management and human resources, as well as the high-level thinking skills needed by court professionals, such as leadership and visioning and strategic planning (1992).

In Ohio, there is no standard educational course for court personnel to take during the new employee orientation period. Whether individual courts offer educational trainings and which topics are included, is unknown. Therefore, another aim of this project is to identify topics regularly presented in new employee orientation programs for new local court employees in Ohio, along with additional topics suggested by judges and court managers. This information,

when considered in the composite, proposes a comprehensive outline of the different topics considered to be most important for new employees to learn about early in their court careers.

Looking ahead to a future where Ohio judicial officers and court personnel provide their feedback on the most important KSAs for new court personnel, it is exciting to imagine that court personnel will get the important information they need at the start of their careers in the courts. When that is the case, they will be that much better prepared to provide professional, accurate, informed service to all those who come before them, just as surgeons receive important information and education before they take on the responsibility of performing an operation.

<center>**Literature Review**</center>

This project offers the tantalizing opportunity of a blank canvas – to create an employee orientation program from scratch, learning from the successes and failures of those before us. In gathering all the relevant information, there are several categories that stand out: current onboarding/orientation practices, employee competencies and KSAs, and organizational and personal values. By exploring these various areas related to what new employees need to know, brushstrokes will be carefully added to the blank canvas, artfully combining information from the public and private sectors to create an education program that will prepare new court employees to successfully serve the public.

Onboarding and Orientation

Given that every type of organization welcomes new employees continually over time, it is not surprising that there are a wealth of resources available on the topics of onboarding and orientation. According to the Office of Public Management ("OPM") (n.d.), onboarding is a long term process that is designed to convey information about the strategic focus of the company and how employees fit into that strategy. Onboarding is designed for employees who have been transferred or receive promotions, while orientation is more task-focused and is primarily designed for new employees.

Table 1, from the OPM Training and Development Wiki for Executive Onboarding (n.d.), describes the two processes in more detail, focusing on program length, purpose and audience.

Table 1. Onboarding vs. Orientation

Onboarding	Orientation
Strategic with an impact on bottom-line results	Operational
Evolving and progressive	Traditional
An ongoing process	An event
Used for transferred and promoted employees, as well as new hires	Is most often limited to new employees
Delivers information that is unique and customized to the individual employee and is generally handed out on an as-needed basis	Delivers information that is common to all new hires usually within a classroom setting
Has a long-term focus, and can last up to a year or more	Is a short term program, typically lasting from one day to two weeks

To summarize, organizations need to both "educate and indoctrinate" their new hires through orientation and onboarding activities, respectively ("Onboarding Orientation Guide", 2013). There is a combination of necessary paperwork and communication of organization policies and culture, as well as the philosophical side (understanding why the organization acts in the way it does) and the practical (how the organization functions).

As most organizations perform the orientation tasks already (as required under the tax code), this section focuses on the principles of effective onboarding. There is no overstating the importance of the employer's efforts in this regard. The Wynhurst Group states that nearly one third of new employees leave voluntarily or involuntarily within the first year, and 22% leave within the first six weeks of their start date (Onboarding For Results: Best Practice Guide, n.d.) This is not only costly in terms of the search and interview process, but also in terms of employee morale. In addition to the cost, Aberdeen Consulting says that "organizations who do onboarding well retain 91% of employees and meet performance targets sooner than those who don't" (Onboarding For Results: Best Practice Guide, n.d.). Therefore, organizations should be highly motivated to develop an onboarding experience that will engage new employees right away.

Defining a successful onboarding program might depend on perspective, and there are two to consider – that of the employee and the employer. The employer has hired an individual

to perform a job, and primarily wants its employee to become competent to perform tasks quickly and to work within company guidelines. Lower down on the list of company priorities is the employee's job satisfaction, motivation, and professional growth and development. Not surprisingly, the priorities <u>lower</u> on the employer's list are <u>higher</u> on the employee's list. Figures 1 and 2 demonstrate this contrast:

Figure 1.   Employer Wants[1]

[1] Source: Onboarding for Results: Best Practice Guide. www.kineo.com.

Figure 2. Employee Needs[2]
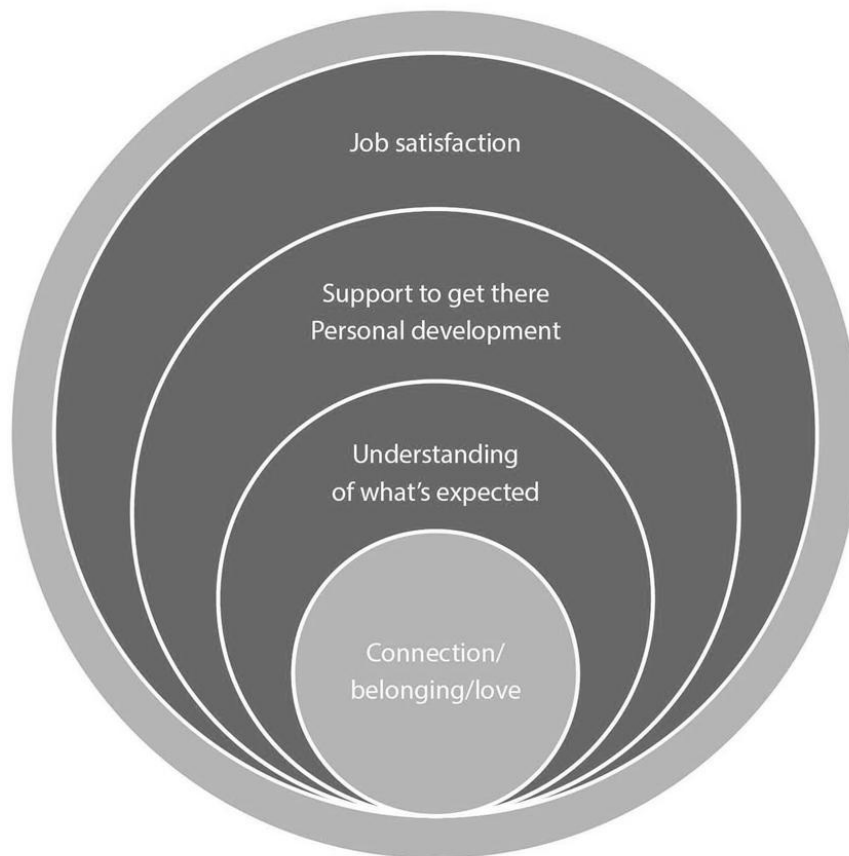
Because of the employer focus on competence and compliance, onboarding tends to begin with heavy doses of reading, rather than opportunities to connect with colleagues and to contribute, using the skills that got them hired in the first place. As stated in an HBS Working Knowledge blog post on Forbes.com (2013), "Orientation programs are much more successful when they are less about the company and more about the employee" .

How can an organization balance the employer's need for efficiency with the employee's need for empathy? A mix of activities can help in this regard. High-empathy activities include experiences that create a sense of fulfillment, collaboration, and support and likely involve one-on-one time with one's manager. High-efficiency activities often include providing reading

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[2] Source: Onboarding for Results: Best Practice Guide. www.kineo.com.

material and other passive resources. Of course, the workday offers a limited time frame, and a balance of empathy and efficiency are needed to be practical.

In a book written for those managing younger members of the workforce, Eric Chester suggests "…the three Cs…make your rookies feel comfortable, confident and capable *before* (emphasis added) they begin actual training" (2005, p. 111). Part of laying the groundwork for those three Cs is to build a relationship with new employees. This enables coaching in the future, and allows managers to "identify the attitudes and values that need to be reinforced as well as the skills that need to be trained" (2005, p. 112).

Employee Core Competencies

Employee core competencies are equally important as the available types of orientation and onboarding. This section provides objective information about the types of competencies that are most important for all employees as they begin service in their organization. However, the impact of identifying relevant competencies goes far beyond an employee's initial success in an organization. Once identified, "competencies become the link that integrates talent management practices from interviewing and selection, onboarding, assessment, leadership development, succession management, and deployment" (Orr et al., 2010, p. 12).

Cripe and Mansfield (2002) define competencies as "abilities, skills, traits, and behaviors that contribute to superior performance in a job" (p. 2). If identified with care, competencies can be an objective way to create a path to success for employees, and ultimately make the organization more successful. In for-profit organizations, success may be defined by increased profits or meeting strategic objectives, while in the case of the courts, success may be characterized as improving the administration of justice.

The Employment Studies Institute (2014) identified two types of competencies: global

and specific. Global competencies are those that all employees of an organization should have,

and specific competencies pertain only to those in particular positions or departments within the

organization. Below is a list of sample global competencies identified by the Employment

Studies Institute (many of these align with those identified by Cripe and Mansfield; see

Appendix A for the complete list):

- Teamwork
- Communication
- Responsibility
- Commitment to Career
- Leadership
- Business Awareness
- Career Motivation
- Decision making
- Organizational Skills
- Trustworthiness/Ethics
- Results Driven
- Problem Solving

The original version of the National Association for Court Management (NACM) Core

Competencies Curriculum Guidelines (2003) declared that it "provided for the first time a

comprehensive statement of what court leaders need to know and be able to do" (p. 3). In 117

pages, the authors named ten core competency areas and explained why they were important;

identified four to six curriculum guidelines for each competency; and then named the KSAs for

each of those curriculum guidelines (usually between seven and ten KSAs per guideline). The

meticulous detail provided in this document is literally a roadmap for those who wish to be

successful in their roles as court leaders. (As this paper was being written, NACM released

updated core competencies, now called the "NACM Core," and new curriculum designs are

being developed by the Justice Management Institute (JMI)). The curriculum guidelines and

KSAs for Purposes and Responsibilities of Courts Core Competency are included in Appendix

B, and the curriculum guidelines for the other nine Core Competencies can be found in Appendix C.

Cripe and Mansfield also see competencies as a roadmap to success. As they stated, competencies are like "job blueprints, laying out the skills, knowledge, attitudes, motives, and other characteristics of superior performance" (p. xi). They proposed that understanding competencies and how to develop them can "help employees become more self-competent, and at the same time, more self-confident" (p. ix).

Orr, Sneltjes and Dai (2010) propose that competencies can be thought of as a periodic table of elements, but instead of chemical substances, each box represents a competency – a skill, behavior or attitude – that leads employees to high performance. Just as with the original periodic table, the contents of this table can be added to or reorganized over time.

Elements may be organized to create "success profiles", which are defined

> as the unique combination of competencies that describe the skill set of the ideal person for a specific level or key job. When an organization works to define multiple success profiles across the organization and create an overarching representation of how the success profiles build, intersect, or overlap we refer to this as a competency model (Orr et al., 2010, p. 2).

Once a competency model is identified, the hiring process can be targeted to choose candidates who are more likely to be successful in their roles. Put another way, "Identifying the ideal skill set provides a target, a clearly articulated set of expectations" (Orr et al., 2010, p. 2). 'Clearly articulated' is an important phrase here. In addition to accurate identification of the skills and characteristics that will help employees be successful through creating success profiles, it is crucial to communicate those expectations and provide support to help ensure employees' success.

Not surprisingly, competencies can apply to various jobs and functions. If human resources professionals use competencies as the basis for performance reviews and other HR practices, competencies can become "connective tissue" across the organization (Orr et al., 2010).

Cripe and Mansfield (1999) suggest three categories for the 31 competencies they identified in their book, The Value-Added Employee. Within the categories, there are "clusters" that relate to each skill set. They are:

- Competencies Dealing with People
  - Leading Others
  - Communications and Influencing
- Competencies Dealing with Business
  - Preventing and Solving Problems
  - Achieving Results
- Self-Management Competencies

Within the Leading Others cluster, the authors helpfully indicate competencies for both managers and team members, as the competencies are distinct.

Values: Organizational and Personal

> What you do here and how you act is very important to our entire organization….Your every action (and mine also) is a direct reflection of our entire organization. So, it is vitally important to all of us to thoroughly understand our responsibilities…. (Lipp, 2013, p. 85)

These words could easily be spoken by any court administrator, but in fact, Walt Disney wrote them for a training handbook for Disney Store employees. Just as Mr. Disney thought that each employee's actions represented the entire organization, we know that in the courts, when members of the public have one unsatisfying interaction with any government employee, all government employees can be viewed unfavorably.

The work of the courts is not like the work of any other organization. The profession of law and the judicial branch of government both have longstanding, dearly held values, which may not be obvious to those entering this sphere for the first time. New employee orientation programs should include information on values to help frame the tasks employees will perform within the context of the larger picture. The Center for Judicial Education and Research (CJER) in California developed an orientation program entitled "A Higher Calling" to let new employees know of their key role in administering justice, noting that "purpose is the world's greatest motivator" (n.d.). Numerous examples are given throughout the program of tasks performed by court personnel and the ramifications of their incorrect completion.

Doug Lipp (2013), author of Disney U: How Disney University Develops the World's Most Engaged, Loyal and Customer-Centric Employees, suggests that organizations that fail to maintain high standards may "focus on the stuff, the things, without the bedrock of values" (p. 33). As courts struggle to find funds for technology upgrades, new furnishings and other "stuff," it is a hopeful message that helping employees embrace organizational values can result in higher levels of satisfaction and performance. Lipp goes on to say, "Even the lowest-tech, bare-bones, and budget-challenged training program will get the job done as long as hearts and minds are captured" (2013, p. 37). The International Framework for Court Excellence states that "a shared understanding of (organisational) values gives meaning to an organisation in general and provides a direction" (International Consortium for Court Excellence, 2008).

In 1961, John F. Kennedy issued a call to government service:

"Government service must be attractive enough to lure our most talented people. It must be challenging enough to call forth our greatest efforts. It must be interesting enough to retain their services. It must be satisfying enough to inspire single-minded loyalty and dedication. It must be important enough to each individual to call forth reserves of energy and enthusiasm" (as cited in J. Vargas, 2013.)

Those with even a few years' experience working in a court know that the descriptors "challenging" and "attractive" are the easiest for outsiders to identify. Working with members of the public as they navigate the most difficult events of their lives, coupled with a heavy workload, certainly qualify as challenging. However, the stability of government employment coupled with steady health and retirement benefits are attractive aspects of the work. But interesting, satisfying, and important? The manager welcoming the new employee through the onboarding process to the court must create that context.

In a *Fast Company* article, Jessica Amortegui (2014) opens her discussion about why values are important: "Employees do not turn to written statements on the company intranet for clues about how to behave – they look to each other" (p. 1). While this intuitively makes sense, how do organizations determine their values and then communicate them to their employees? Certainly this kind of reflection would take place in an *ongoing* strategic planning process where organizations reflect on their guiding principles and the systems based on them (Seibly, 2013). Seibly (2013) warns that organizations with systems that do not fulfill their core values ultimately cost "money, time and turnover", in that they are not able to attract and retain appropriate talent.

Once an organization determines its core values, it must support its employees in living out those values. This may be easier said than done. In a 2011 study, the Boston Research Group found that out of 5,122 employees from various corporations, "only three percent described their company's values as a form of self-governance" – that is, that "employees are guided by a set of values that inspire everyone to align their actions around a common set of principles" (HOW Report, 2012). Amortegui (2014) suggests that to accomplish self-governance, organizations should "extract excellence from the inside out, not dictate it from

outside-in" (p. 1). Achieving this may seem like finding the proverbial needle in a haystack.

However, psychologists Martin Seligman and Chris Peterson (2004) identified six virtues that

are common across "religions, cultures, nations and belief systems" (as cited in Amortegui,

2014, p. 1). The six virtues are wisdom, courage, humanity, justice, temperance and

transcendence. Beneath these six virtues are character strengths (three to five per virtue).

Seligman and Peterson (2004) found that each of us has three to five signature strengths (shown

in Table 2).

Table 2. Signature Strengths

Widsom	Courage	Humanity	Justice	Temperance	Transcendence
•Creativity •Curiosity •Judgment and Open-Mindedness •Love of Learning •Perspective	•Bravery •Perseverance •Honesty •Zest	•Capacity to Love and Be Loved •Kindness •Social Intelligence	•Teamwork •Fairness •Leadership	•Forgiveness and Mercy •Modesty and Humility •Prudence •Self-Regulation	•Appreciation of Beauty and Excellence •Gratitude •Hope •Humor •Religiousness and Spirituality

When organizations can focus on appealing to these innate virtues, they are more likely

to "realize their potential for human excellence" by "transcend(ing) their current cultures and

creat(ing) a greenhouse effect: shining brightness on what is best about their people while

cultivating the conditions for any organizational value system to live, breathe and flourish"

(Amortegui, 2014). Amortegui (2014) identifies five benefits to including virtues in

organizational planning around cultural values: increased levels of organizational commitment,

engagement by employees, more self-awareness of strengths by employees, higher levels of

personal growth, and most important to our discussion, there is a higher level of satisfaction and

retention after six months in those organizations where employees' "authentic best selves" are

emphasized, versus an organizational identity. The article suggests that focusing on "potential

for human excellence" can help "…create a greenhouse effect: shining brightness on what is best about their people while cultivating the conditions for any organizational value system to live, breathe and flourish" (Amortegui, 2014, p. 2).

The research has demonstrated the value of values, if you will. What *are* the values of the judiciary? Many have explored this topic, from the National Association for Court Management (NACM) Professional Development Advisory Committee, starting in 1990, to the International Consortium for Court Excellence in 2008 and 2013. There have been both quantitative and qualitative measures of what is important to the work of the courts. Examples of quantitative measures are the Trial Court Performance Standards (Department of Justice, 1997), CourTools (National Center for State Courts, 2005) and the International Framework for Court Excellence (International Consortium on Court Excellence, 2008, 2013). Qualitative studies of key values for the courts can be found in the original NACM Core Competencies (2003) as well as the updated NACM Core (2014).

The International Framework for Court Excellence (2008) "represents the product of an international attempt to identify a process for achieving court excellence regardless of the location or size of a court or the resources or technology available to it" (p. 4). The Framework identifies seven areas of excellence to which courts should strive: Court Leadership and Management, Court Planning and Policies, Court Resources (Human, Material, and Financial), Court Proceedings and Processes, Client Needs and Satisfaction, Affordable and Accessible Court Services and Public Trust and Confidence.

There are ten values identified by the Consortium as well, and each are related to all the areas of excellence: equality before the law, fairness, impartiality, independence of decision-making, competence, integrity, transparency, accessibility, timeliness and certainty. For

example, the first area of excellence, Management of Courts and Effective Leadership, notes the promotion of shared values as a key element (International Framework, 2008, p. 9).

The International Framework (2008) report notes that "these core values guarantee due process and equal protection of the law to all those who have business before the courts" (p. 8).

The International Framework (2013) continues:

Values such as fairness and impartiality set the standards by which courts conduct themselves. The values of independence and competence are primarily related to the ability of the judge to make decisions based solely on a thorough understanding of the applicable law and the facts of the case. Integrity includes the transparency and propriety of the process, the decision, and the decision maker. Justice must not only be done but be transparently seen to be done. Accessibility incorporates the ease of gaining entry to the legal process (including reasonable filing fees and other costs, access to counsel and, if needed, an interpreter) and using court facilities effectively. The ability to obtain accurate, complete information about the judicial process and the results of individual cases is essential to accessibility. Timeliness reflects a balance between the time required to properly obtain, present, and weigh the evidence, law and arguments, and unreasonable delay due to inefficient processes and insufficient resources. No less important is the guarantee of certainty; that a decision will at some point be considered 'final' whether at first instance or through an appeal process. It is the responsibility of the presiding judicial officer of the court, the heads of departments and other managers of the courts to encourage understanding of and adherence to core values, such as independence, integrity and timeliness. A journey towards court excellence is primarily a journey built upon a strong respect for and adherence to shared court values (p. 4).

Both editions of the International Framework for Court Excellence are helpful because in addition to the inclusion of information from around the world, these works combine both qualitative (values) and quantitative (performance measures) elements in one document, and in doing so, "make(s)these values more concrete and provide(s) signposts to measure progress on the journey" (International Framework, 2008, p. 10).

For leaders who want to consider the values specific to their court, the book Disney U: How Disney University Develops the World's Most Engaged, Loyal and Customer-Centric Employees raises some important questions (Lipp, 2013). Disney University is responsible for

providing education to all Disney employees, and while amusement parks and courts are vastly

different settings, employers should expect their employees to be engaged, loyal, and customer-

centric. After sharing Disney University's four core values (innovation, managerial support,

education and entertainment), readers are invited to consider which of their values are

"nonnegotiable" (Lipp, 2013, p. 27). Lipp asks the following questions: Why are those values in

place? What benefits do the values provide the organization and employees? Which values are

the strongest? Which are the weakest? Lipp goes on to ask, "How are the values of your

organization brought to life?" (2013, p. 27). He suggests that the method, frequency and choice

of the person delivering the message are important, as are the consequences when values are not

upheld.

Especially for younger members of the workforce, learning the organic chemistry of the

court system instead of simply picking up the scalpel is crucial. When employees understand the

rationale behind the process of their work, they will likely be more patient during the training

process and better able to apply what they are taught (Chester, 2005, pp 114-5).

Though the focus of this research is onboarding, values can play an important role in the

hiring process, and the authors of a Harvard Business Review article say they should. In *What it

Means to Work Here,* Erickson and Gratton (2007) suggest that companies identify a "signature

experience that tells the right story about your company. In the process, you'll empower the

people who share your values and enthusiasm for work to self-select into your firm, thereby

creating the foundation for highly productive employee-employer relationships" (p. 3).

One evocative example of identifying a signature experience is taken from the

interviewing process at Goldman Sachs. Because the firm has a strong commitment to teamwork

rather than "individual stars", 5,000 candidates speak to ten members of the firm, and the top

2,500 speak to 30 members. In all, over 100,000 hours are dedicated to interviews each year. If

candidates can successfully navigate as many as 60 interviews, they are seen as being "capable

of building networks and strong collaborative relationships" (Erickson & Gratton, 2007, p. 8).

Through this exploration of onboarding and orientation, employee core competencies,

and organizational and personal values, it is clear that there are many nuances to the successful

incorporation of new staff into court organizations. Through careful planning and thoughtful

consideration of organizational goals and values, however, courts can provide new employees

with a diet of well-spaced informational "meals" that will help them understand how to carry out

the goals of the organization and find personal fulfillment at the same time.

Methods

The data collection method used in this court project consisted of two surveys; one sent to court administrators around Ohio, and the other sent to selected judicial branch educators (JBEs) around the country.

Survey of Ohio Court Administrators

The first instrument created was the survey for Ohio court administrators. Before sending it out statewide, the survey was tested by 13 respondents, including National Center for State Courts staff, Ohio court administrators, JBEs, and other Fellows class members. The survey was created using SurveyMonkey and sent via email to testers on July 14, 2014. Suggestions for improvement included adding skip logic to direct survey participants to the next relevant question, reducing the number of times the author's contact information was listed, and clarifying a question regarding programs offered by county administration, rather than courts. These suggestions streamlined the survey. Please see Appendix D for the final version of the survey to Ohio court administrators, preceded by the email message sent to each participant.

After changes were made and tested, the survey was sent to its intended audience, Ohio court administrators. Court administrators were selected as the survey population because they are responsible for the orientation of most new court employees. While chief probation officers and clerks also oversee a great many staff, court administrators manage the greatest number of employees with generalized job functions.

From September 5 to October 16, 2014, surveys were sent via email to 228 total email addresses, reaching many (but not all) courts in each of Ohio's 88 counties. September 19 was noted as the deadline, and on September 24, an email was sent to those

who had not yet responded, giving a new deadline of October 1. Throughout this process, corrections and additions to the Supreme Court of Ohio Judicial College database, the source used to obtain contact information for survey recipients, were received via email. On October 1, surveys were also sent to a second group for whom contact information had recently become available, with a deadline given of October 10.

For those counties for which no court administrator information was available, on October 12, emails were sent to administrative judges to attempt to reach the court administrator or other appropriate party. The process of acquiring accurate contact information for the survey population was arduous.

The surveys were sent by county to capture missing or inaccurate contact information for court administrators. All courts in the county were listed along with the known court administrator contact information. Courts without known court administrators were highlighted and a request was made to provide any available contact information. Courts with duplicate listings for court administrators were also color-coded. See Appendix D for a sample email sent to courts in Erie County, Ohio.

This method was very helpful in terms of either clearing up duplicate listings in the database and/or eliminating incomplete listings; it yielded new or clarified information for 29 courts.

Ohio Data Collection Challenges

As Ohio is a decentralized state, email addresses for court personnel are not easily accessible. There are 381 courts in Ohio, not including the Supreme Court. The Supreme Court of Ohio Judicial College database contains email addresses for the considerable number of individuals who attend our courses, but it is far from complete.

In order to gather complete contact information for this population, the survey was sent to all Ohio court administrators rather than a sample. Recognition of the variety of jurisdictions, court sizes, and other individual differences was a second reason that a sample of the population was not used.

Sending the surveys to each county rather than as a single blast email required painstaking attention to detail to ensure that all individuals were appropriately listed, and that any needed color-coding was done correctly. As each county had individual differences (i.e., missing court administrator names, duplicate listings for a single court), it was necessary to compose accurate individual email messages for each of the 88 counties. The investment of time paid off, both in terms of the number of courts reached and the increased accuracy of the Judicial College database. However, it also created a challenge in analyzing the data, in that because survey recipients were free to forward the survey to others, the total number of survey recipients is unknown. For example, there are five Common Pleas Courts (All Divisions) in Ohio. The database listed two available email addresses, and five responses were received. While the increased accuracy of the database is a benefit, the data is less clean because of the decision to allow recipients to forward the survey.

This research demonstrates something long suspected; that the ability of the Judicial College to contact Ohio court leaders is greatly handicapped by the incomplete state of its database. Though 60% of courts in all 14 jurisdictions had contact information listed for a court administrator, the availability of those email addresses starts at a paltry 17% for county courts. Four jurisdictions had rates of only 40%, 35%, 25% and 17% of available email addresses.

Given these challenges in reaching the target population, receiving responses from 38% of all Ohio courts was very encouraging. At the same time, it is not possible to know if those who chose not to respond did so because they do not offer a program, they were reluctant to provide their court name (all survey questions required an answer), they did not receive the survey, or they simply did not have time to respond. See Table 3 for more details about the number of respondents per jurisdiction.

Table 3. Ohio Survey Response Rates

COURT TYPE	TOTAL NUMBER OF COURTS	RESPONDERS	
		Number	Percentage
Courts of Appeals	**12**	**10**	**83%**
Common Pleas Courts	**205**	**100**	**49%**
General only	28	20	71%
General and DR	53	24	45%
General and Probate	1	0	0%
All Divisions	5	3	60%
General, DR, Probate	1	0	0%
DR only	19	9	47%
DR and Juvenile	6	2	33%
Juvenile only	11	6	55%
Probate only	15	9	60%
Probate and Juvenile	62	25	40%
DR, Probate and Juvenile	4	1	25%
Municipal Courts	**129**	**29**	**22%**
County Courts	**35**	**5**	**14%**
All Courts	**381**	**143**	**38%**

National Perspective

On October 25, 2014, a second survey was sent to 37 JBEs in 34 states plus the District of Columbia. All individuals are members of the National Association of State Judicial Educators (NASJE). The questions in both surveys were similar, but the questions in the national survey were appropriately phrased to address statewide education initiatives. Seventeen responses were received between October 25 and December 1, and a follow-up survey was sent to the remaining 20 JBEs on January 21, 2015, resulting in four additional responses for a total of 21.

Twenty-one responses translates into an overall response rate of 60%, and drops to a 41% response rate from all 50 states and the District of Columbia. A limitation in the procedure was using the NASJE member list as the only source of contact information. Had all non-NASJE member JBEs been included, the pool would have been larger and the responses more varied. A challenge related to this goal was locating individual contact information for JBE organizations in each state. Using the NASJE member list was an easy way to reach a large number of JBE offices at one time.

Table 4 shows a comparison of the questions asked in both surveys (Ohio questions are numbered sequentially; national survey questions are listed with an "N" for national before the question number). Questions unique to one survey are shown on their own line. Most often, the phrasing was similar, but customized to address the appropriate population.

Exceptions to this in the Ohio survey included:

- Ohio question 9 asks which positions exist in the respondent's court.

- Ohio questions 10-13 pertain to the court's location, jurisdiction, and number of both judges and court personnel. In retrospect, it would have been interesting to ask the national respondents about the number of judges and court personnel.

Exceptions to this in the national survey included:

- Question N3 asked if the program was mandatory. This question was not asked in the Ohio survey because it was assumed if the program was offered, all employees would take part.

- Question N5 asked about the delivery methods used. This question was asked because of the assumed geographical distance in providing education to employees statewide, but in retrospect, it would have been interesting to ask this of the Ohio pool as well.

- Question N6 asked about the positions required to attend the program, as the positions housed in the judicial branch vary from state to state.

- Question N13 asks which (if any) positions are not part of the judicial branch in the respondent's state.

- The national survey asked for additional comments (question N14). This question was not included in the Ohio survey due to the volume of the survey pool, but for those attempting to replicate this project, asking this question would likely elicit interesting and useful information.

Table 4. Comparison of Questions Asked in Ohio and National Surveys

Ohio Survey	National Survey
	N1. What state are you from? (respondents choose from drop-down list)
1. Do you offer a new employee orientation program in your court? YES NO	N2. Does your state offer a standard new employee orientation program for all judicial branch employees? YES NO DON'T KNOW If response is "no", respondents are directed to question 9.
	N3. If your state offers a standard new employee orientation program for all judicial branch employees, is attendance mandatory? YES NO DON'T KNOW
2. How often do you offer the program? • Each time new employees come on board • Monthly • Quarterly • Twice a year • Other (please explain)	N4. How often do you offer the program? • Each time new employees come on board • Monthly • Quarterly • Twice a year • Other (please explain)
	N5. Please indicate all delivery methods used: • Live presentations • Distance learning (asynchronous) • Distance learning (synchronous) • Self-study (reading, videos) • Informal presentations (mentoring, etc.) • Other (please specify)

Ohio Survey	National Survey
	N6. Please check all position types that would be required to attend the new employee orientation program in your state: • Court Administrator • Assistant/Deputy Court Administrator • Administrative Assistants • Judicial Assistants • Assignment Commissioner • Clerk • Chief Probation Officer • Probation Officer • Mediator • Interpreter • Court Reporter (traditional or electronic) • Pretrial Services • Other (please specify)
3. Please indicate which topics are included in your current orientation program (check all that apply): • Tour of facility • Introductions to staff • Payroll • Benefits • Purposes and responsibilities of courts (historical background; "civics 101") • Mission/vision of the court • Court policies/procedures • County policies/procedures • City policies/procedures (for municipal courts) • Operation of office equipment (copier, phone/voicemail system, etc. • Job-specific training • Computer training (any type, including case management system) • Additional topics (please specify)	N7. Please indicate which topics are included in your current orientation program (check all that apply): • Tour of facility • Introductions to staff • Payroll • Benefits • Purposes and responsibilities of courts (historical background; "civics 101") • Mission/vision of the court • Court policies/procedures • County policies/procedures • City policies/procedures (for municipal courts) • Operation of office equipment (copier, phone/voicemail system, etc. • Job-specific training • Computer training (any type, including case management system) • Additional topics (please specify)

Ohio Survey	National Survey
4. Please indicate which topics are not currently included in your program, but that you would like to add (check all that apply): • Tour of facility • Introductions to staff • Payroll • Benefits • Purposes and responsibilities of courts (historical background; "civics 101") • Mission/vision of the court • Court policies/procedures • County policies/procedures • City policies/procedures (for municipal courts) • Operation of office equipment (copier, phone/voicemail system, etc. • Job-specific training • Computer training (any type, including case management system) • Additional topics (please specify)	N8. Please indicate which topics are not currently included in your program, but that you would like to add (check all that apply): • Tour of facility • Introductions to staff • Payroll • Benefits • Purposes and responsibilities of courts (historical background; "civics 101") • Mission/vision of the court • Court policies/procedures • County policies/procedures • City policies/procedures (for municipal courts) • Operation of office equipment (copier, phone/voicemail system, etc.) • Job-specific training • Computer training (any type, including case management system) • Additional topics (please specify)
5. Does your county in which your court is located (or city for municipal courts) offer new employee orientation programs that are open to court personnel separate from what your court provides (on any topic, court-related or not)? YES　　　NO　　　DON'T KNOW If response is "no" or "don't know", respondents are sent to question 9.	N9. Do counties in your state (or cities for municipal courts) offer new employee orientation programs that are open to court personnel separate from what courts provide (on any topic, court-related or not)? YES　　　NO　　　DON'T KNOW If response is "no" or "don't know", respondents are sent to question 13.

Ohio Survey	National Survey
6. If yes, what kinds of topics are covered in the training? (check all that apply)[1] • Tour of facility • Introductions to staff • Payroll • Benefits • County policies/procedures • City policies/procedures (for municipal courts) • Operation of office equipment (copier, phone/voicemail system, etc.) • Job-specific training • Computer training (any type) • Other (please explain)	N10. If counties in your state (or cities for municipal courts) offer new employee orientation programs that are open to court personnel separate from what courts provide (on any topic, court-related or not), what kinds of topics are covered in the program? (check all that apply) • Tour of facility • Introductions to staff • Payroll • Benefits • County policies/procedures • City policies/procedures (for municipal courts) • Operation of office equipment (copier, phone/voicemail system, etc.) • Job-specific training • Computer training (any type) • Other (please explain)
7. Is your county's (or city's, for municipal courts) orientation program mandatory or voluntary? MANDATORY VOLUNTARY	N11. Are county (or city, for municipal courts) orientation programs mandatory or voluntary? Mandatory Voluntary Varies by county/ city Don't know
8. If voluntary, do you send your employees to the program? YES NO Comments:	N12. If county (or city, for municipal courts) orientation programs are voluntary, do courts generally send their employees to the programs? Yes No Varies by court Don't know Comments:

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[1] Ohio question 6 and national question 10 are identical, but phrased differently to clarify the question for national survey respondents.

Ohio Survey	National Survey
9. What types of positions exist in your organization? • Court Administrator • Assistant/Deputy Court Administrator • Administrative Assistants • Judicial Assistants • Assignment Commissioner • Bailiff/Court Security Officer • Chief Deputy Clerk (juvenile courts)[2] • Deputy Clerk (juvenile courts)[3] • Chief Probation Officer • Probation Officer • Mediator • Interpreter • Court Reporter (traditional or electronic) • Pretrial Services • Other (please specify)	N13. Please check any positions that are not part of the judicial branch in your state: • Court Administrator • Assistant/Deputy Court Administrator • Administrative Assistants • Judicial Assistants • Assignment Commissioner • Bailiff/Court Security Officer • Clerk[4] • Chief Probation Officer • Probation Officer • Mediator • Interpreter • Court Reporter (traditional or electronic) • Pretrial Services • Other (please specify)
10. My court is in the following county: (respondents choose from a dropdown list of all counties in Ohio)	
11. My court's jurisdiction is: • Common Pleas Court, General Division (GD) only • Common Pleas Court, GD plus Domestic Relations (DR) • Common Pleas Court, GD plus Probate • Common Pleas Court, GD plus DR, Juvenile and Probate • Common Pleas Court, GD plus DR and Probate • Domestic Relations only • Domestic Relations, plus Juvenile • Juvenile only • Probate only • Probate plus Juvenile • Probate plus Juvenile and DR • Municipal Court • County Court	

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[2] The position Chief Deputy Clerk is unique to the Ohio survey.
[3] The position Deputy Clerk is unique to the Ohio survey.
[4] The position Clerk is unique to national survey.

Ohio Survey	National Survey
12. How many judges are in your court? 1-4 5-9 10-14 15-19 20+	
13. How many employees are in your court? 1-4 5-9 10-14 15-19 20-49 50-99 100-149 150-199 200+	
14. If you are willing, please provide your name and contact information. This question is optional but will be very helpful in contacting you with follow-up questions if needed.	
	N14. Any additional comments?
15. If you indicated above that you have a new employee orientation program in your court, county or city, I will follow up with you to request materials. First Name: Last Name: Phone Number: Email Address:	N15. If you are willing, please provide your name and contact information. This question is optional but will be very helpful in contacting you with follow-up questions if needed. If you indicated above that you have a new employee orientation program in your state, I will follow up with you to request materials. First Name: Last Name: Phone Number: Email Address:

Findings

In the introduction, this project was compared to a blank canvas. In this section, one will see shapes start to form and be filled in with color as the survey results explain the current orientation and onboarding practices in Ohio and in selected states around the country. The primary research question was simple: are there programs for new court employees in Ohio, and if so, what topics are covered? Today, there is the start of an answer to that question, provided by the 38% of Ohio courts who responded to the survey.

Ohio Results

Finding 1: New employee orientation programs are offered by many Ohio courts.

Of the 143 courts who responded to the survey, 57, or 40%, stated that they offer a new employee orientation program in their court. Of those 57 courts, 53, or 93%, offer the program each time new employees come on board, a very time-consuming task.

Finding 2: There are a wide variety of topics presented at Ohio new employee orientation programs.

Table 5 shows the types of topics currently offered in existing programs for new employees. Of the 12 topic choices presented in the survey, five are offered in at least 90% of the 57 courts, three topics are offered in at least 80% of the courts and two topics are offered in at least 50% of the courts. The remaining two topics, purposes and responsibilities of courts, and city policies/procedures, are part of new employee orientation in only 39% and 10% of the courts, respectively. As municipal courts made up only 20% of respondents, the low representation of this topic is understandable. In the case of purposes and responsibilities of courts, however, it is unsettling to think that the majority of new court staff are not learning

about the "why" as well as the "how", as discussed in the literature review (Chester, 2005, pp. 114-5).

Table 5. Topics Included in Your Current Orientation Program

Topic	% of Respondents
Court policies/procedures	96%
Benefits	96%
Introductions to staff	96%
Payroll	95%
Tour of facility	93%
Job-specific training	88%
Computer training (any type)	86%
Operation of office equipment	81%
Mission/vision of the court	61%
County policies/procedures	53%
Purposes and responsibilities of courts	40%
City policies/procedures	11%
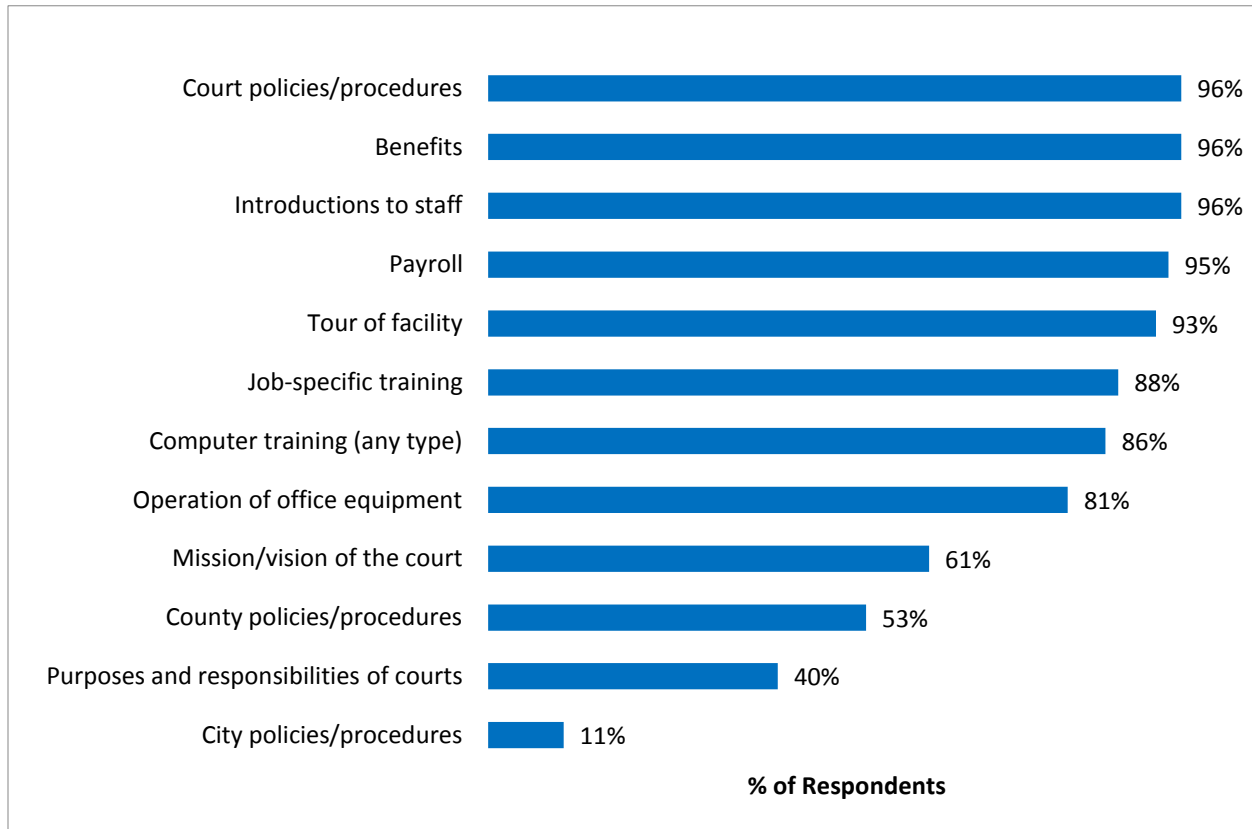
Respondents noted the following additional topics in a free response choice. Responses are listed alphabetically:

- Confidentiality; court policy for cases involving family and friends.

- Court glossary and court jargon lists.

- Courtroom orientation: the administrator and new employee sit in the courtroom, the process is explained and the employee has an opportunity to ask questions.

- Facebook, Twitter and other social media policies.

- Financial issues, including fraud reporting information and handling cash.

- Legal advice vs. legal information.

- Procedure for complaints from the public about court employees.

- Safety orientation to include evacuation plan.

- Job shadowing and on the job training for most employees. They work directly with an experienced employee until they are competent in their job duties and can work on their own.

Finding 3: Purposes and responsibilities of courts was recognized as an important missing element of new employee orientation programs.

Respondents also indicated which topics were not currently included in new employee orientation, but were seen as important to include in future programs. Over 40% wished to include Purposes and Responsibilities of Courts, and 14% wished to include City Policies/Procedures. Twenty-three respondents listed additional topics in a free response question. A sampling of those topics are listed below:

- For Bailiffs: Reinstate the 120/160 hour Ohio Peace Officer Training Academy (OPOTA) Course Training.

- For Deputy Clerks: A basic court duties and responsibilities course (specifically focused on legal duties).

- Caseflow Management: We currently do not give a substantive overview of the main function of the Court that is caseflow management. It would help the new employee to know the bigger picture in addition to the piece of the work flow that they have been hired into.

- Someone assigned to introduce new employees to other county offices and staff.

- New employee handbook.

- Developing more specific training manuals for individual departments. We are in the process of gathering input from current staff as to their individual responsibilities and their interaction with other departments. The information provided will be included in drafting the new procedure manuals.

- Specific[ally] working with the public during difficult times.

- We currently do not have a strategic plan for the court that would include a mission statement of [sic] vision. It is something we need to work on.

Finding 4: Counties do not generally offer orientation programs to court personnel.

It was interesting to note that of the respondents, the majority of counties did not offer orientation programs to court personnel (60%), or the respondents did not know whether such a program was offered (19%). Of those counties that offered a program, there were three topics that were covered in approximately half of the programs: payroll (77%), benefits (80%) and county policies/procedures (48%).

Other topics offered by respondents' counties included:

- The city offers a tour of the city and all city facilities and departments.

- Mission/vision for the County.

- Civil Treatment.

- Excel, Word, Employee Self-Service application re: sick, vacation & comp leave.

- Sexual Harassment, Cultural Diversity.

- Defensive Driving Class.

- Ethics.

Additional comments addressed the availability of education through county partners:

- Court staff are allowed to attend County training. They offer training throughout the year.

- The City of Columbus provided new employee training for the Municipal Court until 2013. They determined that since the Court is a separate branch of government and operates under its own Human Resource policies that they didn't need to continue offering the training.

- It's open to court employees, however we do not usually send our staff to the city's orientation program. We cover payroll and benefits information that is needed and other information provided is probably not applicable to court staff.

Of those courts located in a county which offers education for new court staff, 61% of such programs are mandatory. Of the remainder of the voluntary programs, 83% of respondents

send their new employees to those programs, which suggests that education is highly valued in those courts.

The remainder of the survey questions are demographic in nature and are most informative for use in Ohio. Table 6 provides a useful overview of the jurisdictional breakdown of survey respondents.

Table 6. Ohio Survey Response Rates

COURT TYPE	TOTAL NUMBER OF COURTS	RESPONDERS	
		Number	Percentage
Courts of Appeals	**12**	**10**	**83%**
Common Pleas Courts	**205**	**100**	**49%**
General only	28	20	71%
General and DR	53	24	45%
General and Probate	1	0	0%
All Divisions	5	3	60%
General, DR, Probate	1	0	0%
DR only	19	9	47%
DR and Juvenile	6	2	33%
Juvenile only	11	6	55%
Probate only	15	9	60%
Probate and Juvenile	62	25	40%
DR, Probate and Juvenile	4	1	25%
Municipal Courts	**129**	**29**	**22%**
County Courts	**35**	**5**	**14%**
All Courts	**381**	**143**	**38%**

Finding 5: The Judicial College database does not include email addresses for over one-third of Ohio court administrators.

Table 7 shows the breakdown of courts in Ohio by jurisdiction type and the email addresses available for each. For purposes of planning and advertising educational opportunities, or disseminating information to local courts, there is no single source to access complete contact information for all court administrators in the state of Ohio. For some courts, there is no contact information for court administrators at all.

Table 7. Available Ohio Court Administrator Emails

COURT TYPE	TOTAL NUMBER OF COURTS	AVAILABLE COURT ADMINISTRATOR EMAILS	
		Number	Percentage
Courts of Appeals	**12**	**12**	**100%**
Common Pleas Courts	**205**	**165**	**80%**
General only	28	20	71%
General and DR	53	39	74%
General and Probate	1	1	100%
All Divisions	5	2	40%
General, DR, Probate	1	1	100%
DR only	19	15	79%
DR and Juvenile	6	6	100%
Juvenile only	11	9	82%
Probate only	15	15	100%
Probate and Juvenile	62	56	90%
DR, Probate and Juvenile	4	1	25%
Municipal Courts	**129**	**45**	**35%**
County Courts	**35**	**6**	**17%**
All Courts	**381**	**228**	**60%**

Finding 6: Two-thirds of responding courts have between five and 49 employees.

The next question explored the number of court personnel per court (not including judges). Table 8 shows the responses graphically. This is particularly interesting, as knowing the size of courts helps inform the Supreme Court of possible organizational and educational needs.

Table 8. Number of Employees in My Court
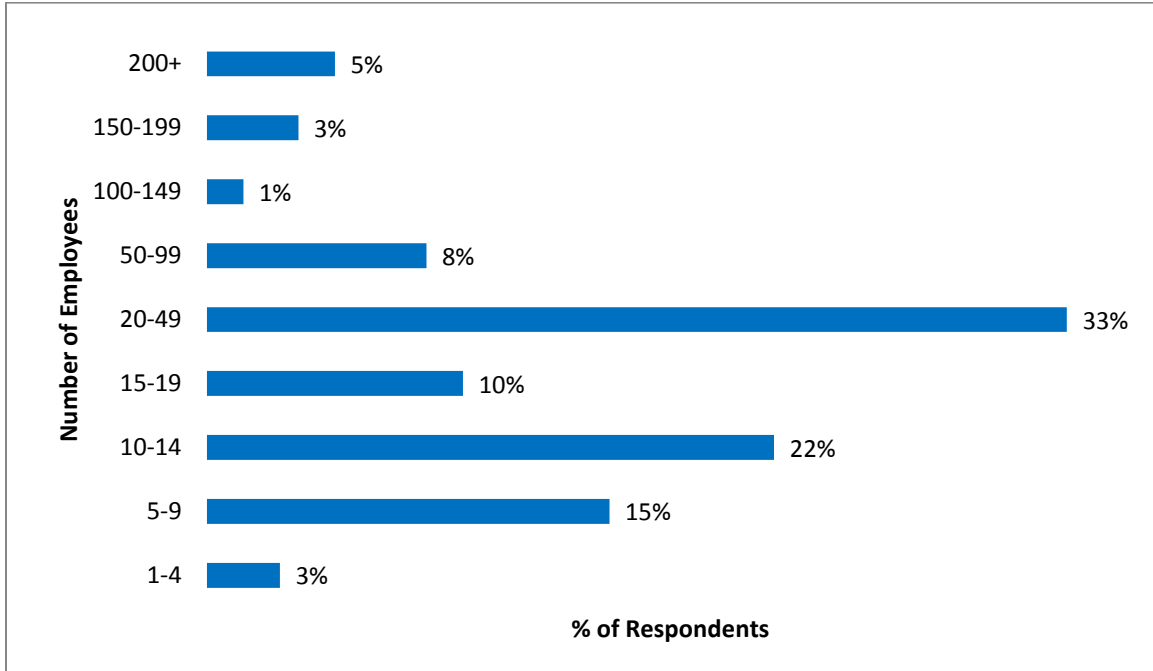
Finding 7: Position titles vary greatly around the state of Ohio.

Question 13 asked about the existing types of positions in the respondent's court. This was particularly informative for Ohio, as job titles vary widely in our decentralized state. Analyzing this information will help judicial branch educators more broadly understand possible education needs in Ohio courts. Table 9 shows which positions are most common in the respondents' courts.

Under "Other", 76 respondents submitted 171 unique position titles (shown in Appendix D). Where multiple identical titles were listed, a number appears in the right column next to the first listing. Undoubtedly, there is overlap between job duties for individuals whether or not they have the same title.

41

Table 9. Court Personnel Positions in Ohio Courts

Position	% of Respondents
Court Administrator	95%
Administrative Assistants	77%
Probation Officer	72%
Bailiff/Court Security Officer	70%
Chief Probation Officer	65%
Other (please specify)	56%
Mediator	54%
Assignment Commissioner	51%
Judicial Assistants	49%
Court Reporter (traditional or electronic)	47%
Assistant/Deputy Court Administrator	37%
Deputy Clerk (juvenile)	32%
Pretrial Services	28%
Chief Deputy Clerk	23%
Interpreter	9%

% of Respondents

National Results

To complement the Ohio data, a second survey was sent to judicial branch educators around the United States. Given the variety of education models in both unified judicial systems and decentralized states, a national survey offered the possibility of additional valuable perspectives on effective educational practices for new court employees. Judicial branch educators in twenty states and the District of Columbia responded to the survey.[1]

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[1] For ease of reading, all national respondents are referred to as states.

Finding 8: New employee orientation programs are offered at a higher rate nationally than in Ohio, and programs are largely mandatory.

Survey results showed that eleven of 21 states, or 52%, offer a "standard new employee orientation program for all judicial branch employees", and of those, the program is mandatory in 82% of responding states.

Finding 9: Included topics were largely the same in Ohio and nationally, but mission/vision of the court was included at a much higher rate by respondents to the national survey.

Of particular interest are the topics included in these programs. Table 10 shows the responses for the topics provided in the text of the question, and additional narrative responses which are shown below. Most of the frequently included topics are not surprising – benefits, payroll, and introductions are uniformly important across organizations. However, Mission/Vision of the Court was offered by 64% of national respondents, as opposed to 40% of responding Ohio courts. Judicial branch educators offering that topic in new employee orientation programs identified their states as unified, which may explain the higher rate of inclusion. The lack of responses for City Policies/Procedures (for municipal courts) is not surprising, as respondents to this survey serve at the statewide level. That topic could be omitted from future versions of this survey to a national audience.

Table 10. Topics Included in New Employee Orientation Programs

Topic	% of Respondents
Benefits	73%
Court policies/procedures	64%
Mission/Vision of the Court	64%
Payroll	64%
Introductions to staff	64%
Computer training	55%
Purposes and Responsibilities of Courts	55%
Job specific training	45%
Tour of facility	45%
Operation of office equipment	9%
County policies/procedures	9%
City policies/procedures (for municipal courts)	0%
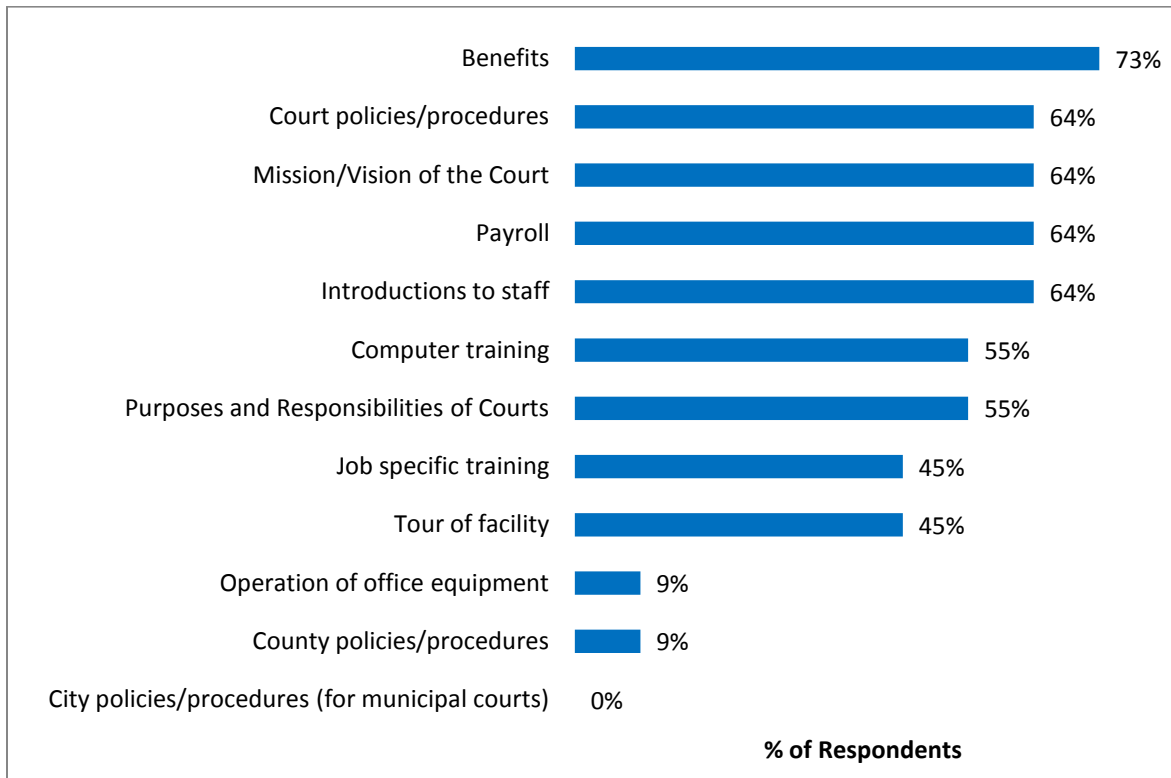
Narrative comments for the free response choice were lengthy for this question, and included some topics from the choices offered. In retrospect, the instructions should have explicitly directed respondents to check all applicable boxes, and include only those topics different from the existing choices in the "additional topics" answer, as the responses in Table 10 do not accurately reflect whether or not a state offers a particular topic. Common topics among responding states included sexual harassment, ethics and legal information vs. legal advice. Additional topics included EEO policies, security, and diversity. Sample responses are provided below.

Highlights from Connecticut included:

- Role of Judicial Branch within state government.

- The definition, laws, policies and resources regarding persons with disabilities.

44

- The definition, laws, policies and remedies regarding sexual harassment awareness and prevention.

- Individual Development Plan for new Branch employee.

- HR conducts an orientation program that covers benefits, payroll, HR policies.

- Essentials of Justice

- Computer training is part of an individual orientation plan.

- The Court Operations Unit has an orientation program that includes mission/vision of court, strategic plan for the Branch, introduction to staff and all the Units in the Superior Court Operations Division. Job specific training then occurs when new employee reports to assigned workplace. There is also a tour of the facility and Court Operations Units located in the facility.

Additional topics from Delaware's program were submitted as follows:

- Customer service.

- Legal Information vs. Legal Advice.

- Presentations from each of the different courts, the AOC, JIC (Judicial Information Center) and Capitol Police.

- There is also a website available that contains information from the annual report as well as other information such as; how to get in touch with the JIC help desk, a pocket guide from the NCSC on achieving bias-free behavior in the courts.

- Chief Justice's State of the Judiciary address.

- Two most important Administrative Directives that deal with the number of training hours an employee of the courts should have.

- Code of Conduct.

- Link to Code of Conduct computer-based training, employee benefits and a glossary of legal terms.

In Colorado, it is suggested that each judicial district offer a "New Hire Orientation" for their employees, while the state JBE office offers a "Court Academy", which provides an overview of the court system, case types, customer service and the Code of Conduct. In

Washington State, the Institute for New Court Employees is geared toward court staff with less than two years' experience in the courts.

Echoing the literature review, nuts-and-bolts topics are routinely presented in these programs, while big picture topics such as Purposes and Responsibilities of Courts and Mission/Vision of the court are not presented at the same frequency. Purposes and Responsibilities of Courts was defined as "historical background, Civics 101", which is not a complete picture of the topic, but alludes to the material presented in such a session.

As in the Ohio survey, respondents were asked which topics they would like to include in future orientation programs. Table 10 illustrates those responses. As an example, Vermont shared that a computer-based training (CBT) is planned, which will provide information about each court jurisdiction, how the judicial branch fits in with the rest of the government, and some information about problem solving courts.

Table 11. Topics Not Currently Included in Your Program, But You Would Like to Add

Topic	% of Respondents
Job specific training	10%
Purposes and Responsibilities of Courts	10%
Operation of office equipment	5%
City policies/procedures (for municipal courts)	5%
County policies/procedures	5%
Mission/Vision of the Court	5%
Tour of facility	5%
Computer training	0%
Court policies/procedures	0%
Benefits	0%
Payroll	0%
Introductions to staff	0%
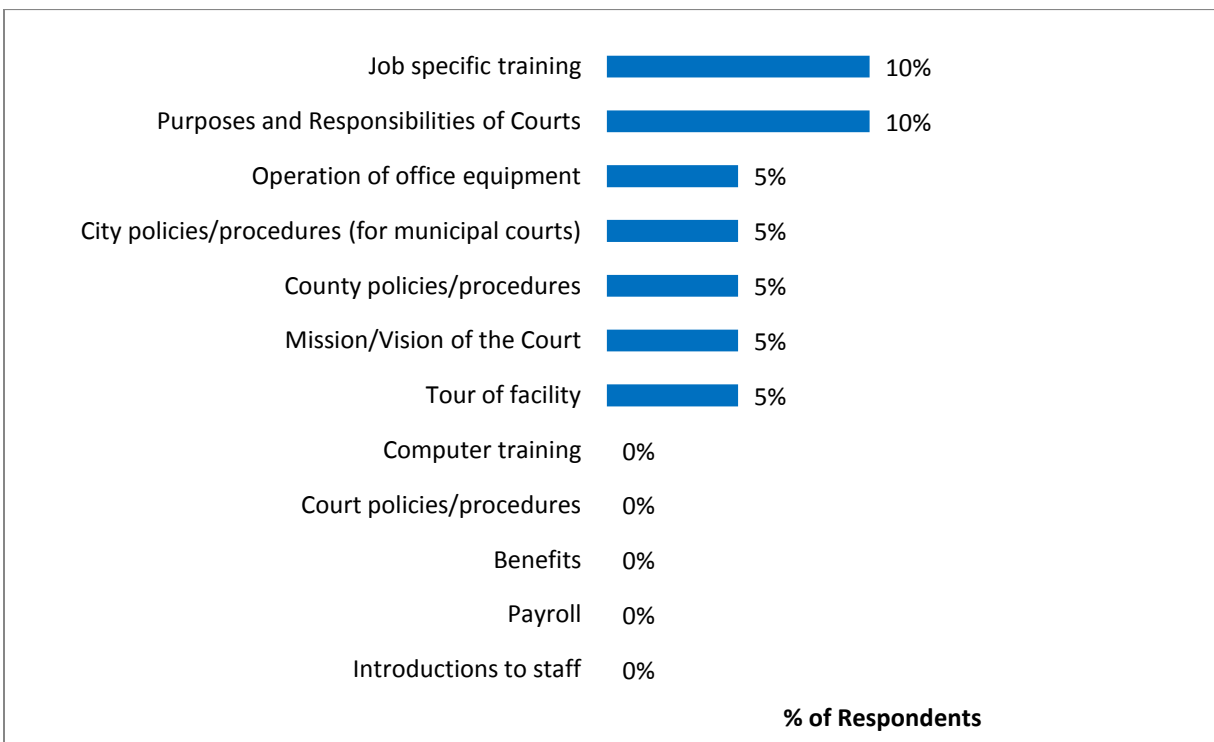
Finding 10: New employee education programs are largely finalized in responding states.

Respondents reported that just over half the listed topics were being considered for addition to existing education for new employees (see Table 11). The percentage of states considering these additions were 10% or under, not indicating a high level of interest by the states.

Finding 11: Nearly half of national respondents offer new employee orientation programs each time new employees are hired.

The frequency with which programs are offered varied greatly. Table 12 shows the variety by state. Five of eleven states offer the program each time new employees come on board. For those states that offer programs only a few times a year, it would be interesting to know what material is covered with employees early in their employment, even if not as part of a formal program.

Table 12. Frequency of National Program Offerings

State	Frequency
Connecticut	Nine months within hire date
Delaware	Three times a year
District of Columbia	Employee must complete 8 courses within 12 months
Minnesota	Quarterly
Nebraska	Twice a year; one day live, and an online Ethics course
Nevada	Each time new employees come on board
North Dakota	Each time new employees come on board
South Dakota	Each time new employees come on board; clerk of court staff and court services staff offered bimonthly with computer training

Tennessee	Each time new employees come on board
Utah	At least twice a year; more if needed
Vermont	Each time new employees come on board

Interstate Differences in Court Personnel Positions

Finding 12: Court personnel positions vary greatly from state to state.

Another element of program planning for new court personnel is accommodating the wide variety of positions which are required to attend new employee orientation. In the national survey, respondents were asked to indicate all position types required to attend the new employee orientation program in their states. See Table 13 for a summary of that information.

Table 13. Positions Required to Attend New Employee Orientation Programs in My State

Position	% of Respondents
Clerk	38%
Administrative Assistants	38%
Court Reporter (traditional or electronic)	29%
Assistant/Deputy Court Administrator	29%
Probation Officer	24%
Chief Probation Officer	24%
Judicial Assistants	24%
Court Administrator	24%
Interpreter	19%
Mediator	19%
Bailiff/Court Security Officer	14%
Pretrial Services	0%
Assignment Commissioners	0%

% of Respondents
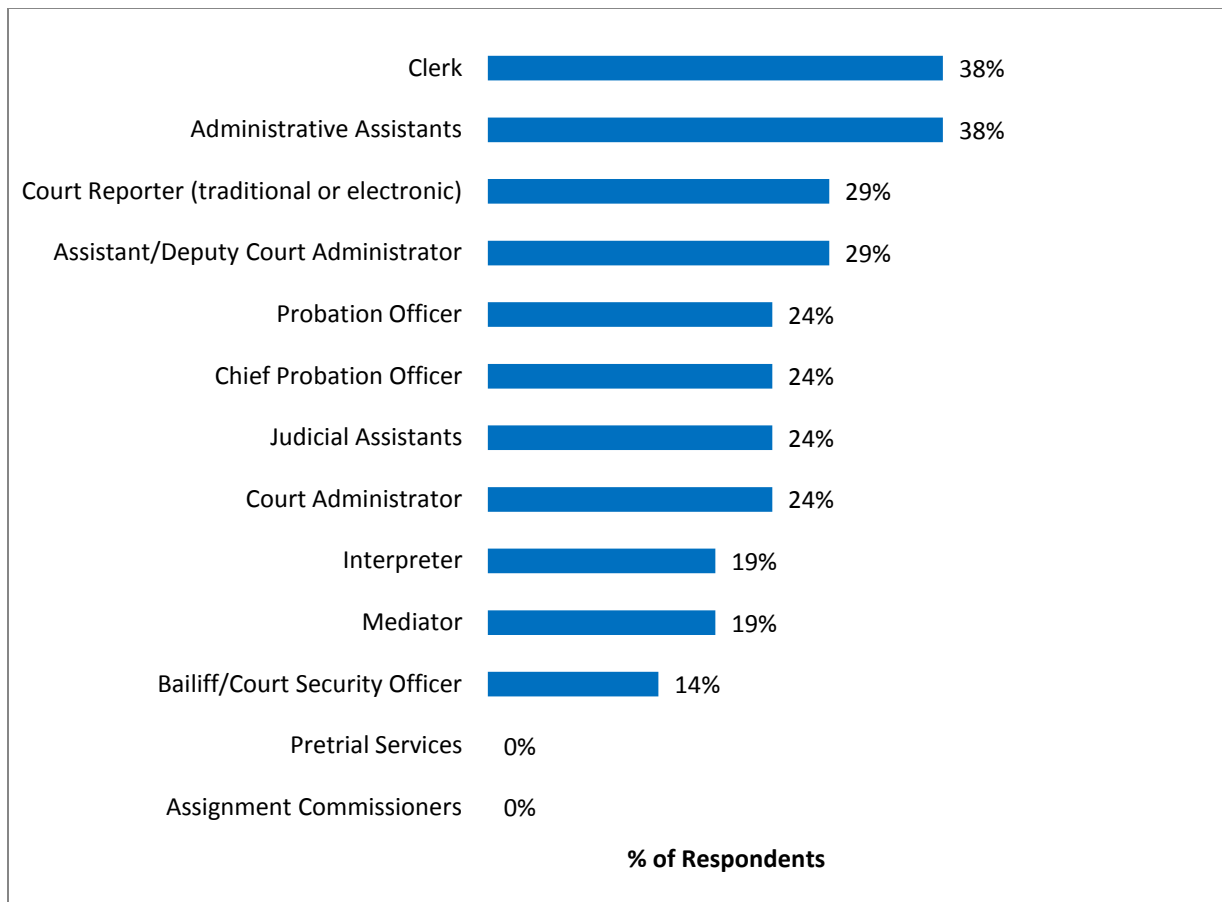
This question was not asked in the Ohio survey because it was assumed that if a program was offered, all employees would be required to attend. This may or may not be the case, and if the survey were offered again that question should be included. The national results are much different than Ohio, in that clerks and court reporters are often not court employees. Clerks can be elected or appointed in Ohio, and court reporters can either be "official" (employed by the court) or "freelance" (independent contractors).

Additional comments provided in the free response option indicated that all judicial branch/court employees were required to attend. One state added that all employees were required to attend "regardless of level in the system", which was interesting, as only five of the nine states required the court administrator to attend. Three states indicated that judges had their

own orientation program. According to the Court Statistics Project website, nine of the 21 responding states have a pre-bench required orientation program for judges (National Center for State Courts, 2013). In the District of Columbia, it was noted that some positions are housed in different agencies, such as pretrial services (Pretrial Services Agency) and security (U.S. Marshals), but that all those regular, full-time court employees must complete the courses. North Dakota responded that an orientation program for interpreters had been offered in summer 2014 and would be offered yearly from now on.

The national survey offered an opportunity to find out which types of positions are common to the judicial branch across states. Table 14 shows these results for the responding states.

Table 14. Positions Not Part of the Judicial Branch in My State

Position	% of Respondents
Assignment Commissioners	43%
Pretrial Services	29%
Mediator	29%
Probation Officer	29%
Chief Probation Officer	29%
Court Reporter (traditional or electronic)	14%
Interpreter	14%
Bailiff/Court Security Officer	14%
Clerk	5%
Judicial Assistants	5%
Administrative Assistants	0%
Assistant/Deputy Court Administrator	0%
Court Administrator	0%
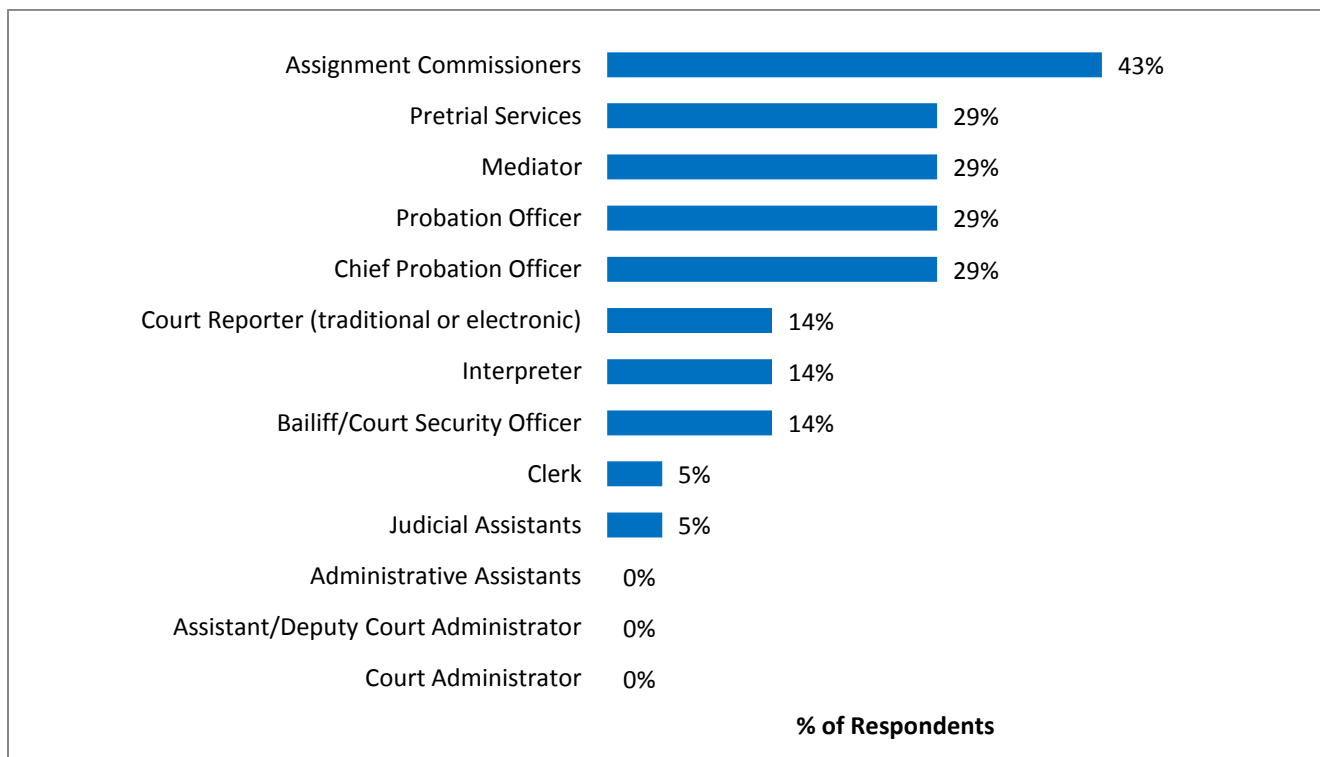
Not surprisingly, court administrators, deputy/assistant court administrators and administrative assistants were part of the judicial branch across the board. Individual differences emerged for many of the other positions, however. For example, in Delaware, interpreters are contract employees, though there is a court employee who manages this function. In Washington State, county clerks are part of the executive branch, while in Virginia, circuit court clerks are executive branch, but district court clerks reside in the judicial branch. In Florida, bailiffs/court security officers are not routinely part of the judicial branch. An important question was raised by a state director of judicial branch education:

> "How do you define judicial branch? Is it premised on access to state legislative appropriated funding or functioning as a separate service agency of government within the State (constitutional courts, or state regulatory authority) or local governing body (county, or city) apparatuses?"

For a future survey, a definition of the term "judicial branch" should be provided to simplify the question for respondents coming from a variety of government structures around the nation.

A repeated question from the Ohio survey was related to programs offered by county or city government open to new court personnel. Not surprisingly, the majority of states did not know if such programs were offered. It was not until this survey that the author became aware of programs for court personnel offered by county governments in Ohio. Table 15 compares the number of states in which counties/cities do not offer such programs vs. those states in which the existence of programs is unknown. A possible improvement for this question could be to substitute "limited-jurisdiction" for the term "municipal" in the question to avoid this Ohio-specific term.

Table 15. Do Counties in Your State Offer New Employee Orientation Programs Open to Court Personnel (Cities for Municipal Courts)?

Don't know	9
No	6
Yes	0
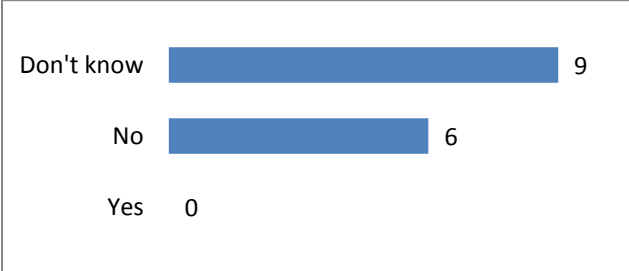
Conclusions and Recommendations

Conclusion 1: New court employees should receive information about their individual role in the judicial branch, the goals of their court, and details about their salary and benefits immediately upon beginning employment.

The literature review of this paper detailed the importance of sharing this type of information as early as during the hiring process in order to determine whether the candidate and the organization are a good match. While this may not be possible, after an offer of employment is accepted, the process of introducing individuals to key competencies and organizational values should start as soon as possible.

Recommendation 1: Development of general core competencies for court personnel at all levels, not just for managers, is needed to help guide the development of curriculum designs and eventual new employee education programs.

The NACM Core and its predecessor resource, the NACM Core Competencies, are undoubtedly helpful in that they identify the most important knowledge, skills, abilities and attitudes for those in court leadership positions. However, not all court personnel positions need to know the competencies related to leadership and other more sophisticated functions. I propose that there are a smaller number of competency areas that would orient new employees to the overarching goals of the judicial branch, regardless of their specific role.

Conclusion 2: Currently, offering orientation/onboarding programs each time new staff begin employment is burdensome for state judicial branch educators and local court personnel.

With the large number of court personnel in Ohio and nationally, I view the offering of orientation sessions each time new staff begin employment as an undue burden on court administrators and other managers. At the same time, imparting knowledge about both job duties and the court's mission and vision are very important.

Recommendation 2: A curriculum designed for new court employees would greatly aid judicial branch educators and managers in establishing a customized education program for new staff, removing the burden of reinventing the wheel with each new hire.

In the same vein as the curriculum designs developed from the original NACM Core Competencies as well as the upcoming designs based on the NACM Core, a curriculum design focused on the needs of new court employees would provide a road map for those interested in providing new employees with all the information they need to understand what they are being asked to do and why it is important. With the help of a curriculum design, those responsible for new employee onboarding can more efficiently create a comprehensive education program that can more easily be repeated when needed.

Recommendation 3: County and state partners may be a good resource for orientation education sessions and materials related to non-court-specific information or tasks.

As county and state governments have a large number of employees and some areas such as benefits, payroll, computer training and policies and procedures may have overlap with the courts, it would be worthwhile to investigate these resources for possible inclusion in court orientation programs or to send court employees (when possible) to available county or state education sessions. Through utilization of outside resources for non-court-specific education topics for new employees, courts can spend resources on developing and delivering information on those topics unique to our setting; namely, purposes and responsibilities of courts and the court-specific duties related to case management and courtroom processes.

Conclusion 3: More focus is needed on the "why", not just the "how".

The high volume of work in the courts, whether it is related to cases, operational matters or state-level activities, can prevent even the most well-intentioned from stepping back to focus on the big picture. Given that reality, the low number of courts discussing the Purposes of Courts with their new employees was not surprising. At the same time, it is crucial to help court staff understand their contribution to the administration of justice at the outset of their employment.

Recommendation 4: Throughout the onboarding process, judicial branch educators and managers should consider including information about the purposes and responsibilities of courts and the mission and vision statements of the state judiciary and/or the local court employer.

Even if employees view their individual role as being insignificant, it is inarguable that the judicial branch performs a vital function for society by providing citizens with a forum in which to settle disputes. Allowing employees to see where their job function fits within that picture can help to increase employee motivation and job satisfaction, laying the groundwork for better service to the public, resulting in greater public trust and confidence in the courts.

Conclusion 4: A database of complete contact information for all Ohio court administrators would benefit the Ohio Judiciary by facilitating information sharing.

The inability to reach all Ohio court administrators for this survey prevented statewide data analysis. It further highlights the need to collect and maintain this information for the purposes of this project and many others.

Recommendation 5: "Key contact" information should be collected and routinely updated for each Ohio court.

Contact information is maintained for each judicial officer, and that maintenance is made easier by the fact that all judges in Ohio are attorneys and their information is tracked by The Supreme Court of Ohio Office of Attorney Services. However, courts are managed by teams of individuals, including both judges and court personnel, each of whom perform an important function. Each team member would benefit from increased communication with The Supreme Court of Ohio related to education, legislative or court rule updates and other court-related news.

To facilitate this communication, "key contact" information must be obtained and regularly

maintained for each court.

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APPENDIX A

31 Core Competencies Explained
September 3, 2002

The following is a summarized list of the 31 competencies listed by "cluster" (similar competencies related to a common skill set). Each competency includes a definition and the observable behaviors that may indicate the existence of a competency in a person.

I. COMPETENCIES DEALING WITH PEOPLE

The Leading Others Cluster

1. Establishing Focus: The ability to develop and communicate goals in support of the business' mission.
2. Providing Motivational Support: The ability to enhance others' commitment to their work.
3. Fostering Teamwork: As a team member, the ability and desire to work cooperatively with others on a team; as a team leader, the ability to demonstrate interest, skill, and success in getting groups to learn to work together.
4. Managing Change: The ability to demonstrate support for innovation and for organizational changes needed to improve the organization's effectiveness; initiating, sponsoring, and implementing organizational change; helping others to successfully manage organizational change.
5. Developing Others: The ability to delegate responsibility and to work with others and coach them to develop their capabilities.
6. Managing Performance: The ability to take responsibility for one's own or one's employees' performance, by setting clear goals and expectations, tracking progress against the goals, ensuring feedback, and addressing performance problems and issues promptly.

Communication and Influencing Cluster

7. Attention to Communication: The ability to ensure that information is passed on to others who should be kept informed.
8. Oral Communication: The ability to express oneself clearly in conversations and interactions with others.
9. Written Communication: The ability to express oneself clearly in business writing.
10. Persuasive Communication: The ability to plan and deliver oral and written communications that make an impact and persuade their intended audiences.
11. Interpersonal Awareness: The ability to notice, interpret, and anticipate others' concerns and feelings, and to communicate this awareness empathetically to others.
12. Influencing Others: The ability to gain others' support for ideas, proposals, projects, and solutions.
13. Building Collaborative Relationships: The ability to develop, maintain, and strengthen partnerships with others inside or outside the organization who can provide information, assistance, and support.
14. Customer Orientation: The ability to demonstrate concern for satisfying one's external and/or internal customers.

II. COMPETENCIES DEALING WITH BUSINESS
The Preventing and Solving Problems Cluster

15. Diagnostic Information Gathering: The ability to identify the information needed to clarify a situation, seek that information from appropriate sources, and use skillful questioning to draw out the information, when others are reluctant to disclose it
16. Analytical Thinking: The ability to tackle a problem by using a logical, systematic, sequential approach.
17. Forward Thinking: The ability to anticipate the implications and consequences of situations and take appropriate action to be prepared for possible contingencies.
18. Conceptual Thinking: The ability to find effective solutions by taking a holistic, abstract, or theoretical perspective.
19. Strategic Thinking: The ability to analyze the organization's competitive position by considering market and industry trends, existing and potential customers (internal and external), and strengths and weaknesses as compared to competitors.
20. Technical Expertise: The ability to demonstrate depth of knowledge and skill in a technical area.

The Achieving Results Cluster

21. Initiative: Identifying what needs to be done and doing it before being asked or before the situation requires it.
22. Entrepreneurial Orientation: The ability to look for and seize profitable business opportunities; willingness to take calculated risks to achieve business goals.
23. Fostering Innovation: The ability to develop, sponsor, or support the introduction of new and improved method, products, procedures, or technologies.
24. Results Orientation: The ability to focus on the desired result of one's own or one's unit's work, setting challenging goals, focusing effort on the goals, and meeting or exceeding them.
25. Thoroughness: Ensuring that one's own and others' work and information are complete and accurate; carefully preparing for meetings and presentations; following up with others to ensure that agreements and commitments have been fulfilled.
26. Decisiveness: The ability to make difficult decisions in a timely manner.

III. SELF-MANAGEMENT COMPETENCIES

27. Self Confidence: Faith in one's own ideas and capability to be successful; willingness to take an independent position in the face of opposition.
28. Stress Management: The ability to keep functioning effectively when under pressure and maintain self control in the face of hostility or provocation.
29. Personal Credibility: Demonstrated concern that one be perceived as responsible, reliable, and trustworthy.
30. Flexibility: Openness to different and new ways of doing things; willingness to modify one's preferred way of doing things.

APPENDIX B

National Association for Court Management

Core Competencies Curriculum Guidelines and KSAs for the

Purposes and Responsibilities of Courts Competency

PURPOSES AND RESPONSIBILITIES OF COURTS

CURRICULUM GUIDELINES:

REQUIRED KNOWLEDGE, SKILL, AND ABILITY

WHY COURTS EXIST

COURTS AS INSTITUTIONS

RULE OF LAW, EQUAL PROTECTION, AND DUE PROCESS

ACCOUNTABILITY

INTERDEPENDENCE AND LEADERSHIP

PURPOSES AND RESPONSIBILITIES OF COURTS

WHY COURTS EXIST

Courts and only courts can definitively resolve society's inevitable conflicts. When they resolve disputes between individuals; between individuals and the government, including those accused by the government of violating the law; between individuals and corporations; and between organizations both public and private, they do so in ways that preserve the court's independence and impartiality, enduring purposes, and continuing responsibilities. The courts mediate society's interest in opposite but true mandates, in particular the tension between social order and individual freedom.

- Knowledge of accepted purposes underlying judicial process and the management of cases from filing to disposition, the heart of everyday judicial administration: 1) individual justice in individual cases; 2) the appearance of individual justice in individual cases; 3) provision of a forum for the resolution of legal disputes; 4) protection of individuals from the arbitrary use of governmental power; 5) a formal record of legal status; 6) deterrence of criminal behavior; 7) rehabilitation of persons convicted of crime; and 8) separation of some convicted people from society.

- Knowledge of the historical role the courts have played in balancing efficiency, stability, and social order against individual rights; preserving the equality of the individual and the state; bringing law in line with everyday norms and values; establishing the legitimacy of the law; and in guiding the behavior of individuals and organizations;

- Knowledge of the historical context which provided impartial and independent courts as a protection from the abuse of governmental power and as a safeguard of individual rights;

- Knowledge of each and every judge's independent responsibility for case decisions, the essential elements of judicial decision making, and judicial immunity;

- Knowledge of the implications of the court as an institution and judicial decisions as immune from challenge versus the court as an organization and a bureaucracy;

- Ability to maintain judicial and staff awareness that courts were not intended to be popular;

- Knowledge of the perpetual tensions inherent in the Purposes and Responsibilities of Courts including social order versus liberty, the adversarial process versus consensual or efficient case process, and the authority of the state versus the protection of individuals against governmental power.

PURPOSES AND RESPONSIBILITIES OF COURTS

COURTS AS INSTITUTIONS

Impartiality and independence demand courts that are separate from the executive and the legislative branches. But court purposes reflect a rich historical legacy that dictates both distinctive boundaries and interdependency. Competent court leaders understand separation of powers, judicial independence, and the inherent power of the court. Alternative organizational arrangements to maintain the courts boundaries and to permit their effective management are likewise known. Direction provided by the **Trial Court Performance Standards** guides day to day court management.

- Knowledge of the **Trial Court Performance Standards**, their values, and underlying principles: 1) Access to Justice; 2) Expedition and Timeliness; 3) Equality, Fairness, and Integrity; 4) Independence and Accountability; and 5) Public Trust and Confidence;

- Knowledge of the founders' theory, the *Federalist* papers, the Declaration of Independence, the U.S. Constitution and the Bill of Rights, separation of powers, judicial independence, and the parameters and constraints of the inherent powers of the courts;

- Knowledge of Roscoe Pound's 1906 ABA speech, "The Causes of Popular Dissatisfaction with the Administration of Justice" and its profound implications for understanding courts as institutions and everyday judicial administration;

- Knowledge of historical changes in the roles of state and federal supreme courts, intermediate courts of appeal, and trial courts;

- Knowledge of alternative governance structures for courts, including chief judges, judge committees, and joint public, executive, and legislative branch committees;

- Knowledge of alternative structures for organizing courts, cases, and calendars;

- Knowledge of various judicial selection methods and their theoretic and practical impact on the courts and their accountability;

- Knowledge of the jury system and other public participation and presence in the courts;

- Knowledge of therapeutic and restorative justice, current alternative approaches such as problem solving courts and alternative dispute resolution for civil and family cases, and their relationship to court purposes;

- Ability to translate the values inherent to the Declaration of Independence, the Founders Theory, the U.S. Constitution, and the Bill of Rights into everyday practice.

PURPOSES AND RESPONSIBILITIES OF COURTS

RULE OF LAW, EQUAL PROTECTION, AND DUE PROCESS

Effective court leaders understand and help courts deliver on the promise of the rule of law, equal protection, and due process. They know the theory, the history of the common law, and important concepts such as venue, justiciability, rule of law, equal protection, and due process and their practical implications. All types of cases, their processing, and typical forms and procedures are understood.

- Knowledge of the concept of the rule of law, growth of the common law, the common law adversarial system and other court-developed processes for truth-finding, discovery, narrowing the issues, and doing justice;

- Knowledge of differing legal traditions (civil law, common law, and socialist law) and conflicting concepts of justice;

- Knowledge of the processes by which the law is developed;

- Knowledge of the concepts of equal protection, due process, venue, justiciability, case in controversy, and standing;

- Knowledge of different types of jurisdiction;

- Knowledge of all case types and the basis for organizing disputes in categories, and the processes and procedures that courts use to resolve disputes;

- Knowledge of criminal and civil procedure and differing burdens of proof in criminal and civil cases;

- Knowledge of the essential elements of due process of law in both civil and criminal cases including but not limited to notice; discovery; probable cause; bail; the right to counsel; confrontation; cross examination; the right to witnesses; privilege against self-incrimination; speedy, timely and public disposition of disputes; jury trial; and appellate review;

- Ability to guide the organization and management of the court's structure, administration, procedures, alternative dispute resolution, and traditional case processing by the concepts of rule of law, equal protection, and due process.

PURPOSES AND RESPONSIBILITIES OF COURTS

ACCOUNTABILITY

Courts must be accountable. Accountability provides the rationale for court control of the pace of litigation, the tracking of case disposition times, and adherence to law and judicial decisions in individual cases. The judiciary establishes and maintains its boundaries, but it also assesses and reports on its performance, its use of public resources, and its conformance with its assigned responsibilities and the law.

- Ability to design court structure, programs, processes, and daily operations consistent with the purposes and responsibilities of courts, public needs, and the court's internal and external integrity and accountability;

- Ability to articulate why the courts and their programs exist;

- Ability to find ways to broaden access to justice, to increase the fairness and efficiency of the system, and to decrease public dissatisfaction with the courts;

- Knowledge of our multicultural society, differing cultures, and the public's understanding of and satisfaction with the courts;

- Ability to make courts more understandable, accessible, and fair through application of hardware and software;

- Ability to bring everyday judicial administration and case management in line with the purposes of courts, equal protection, due process, and the public's right to timely and affordable justice;

- Knowledge of why judicial decisions must be carried out as ordered;

- Ability to deliver on the promise of the rule of law, equal protection, due process, and respect for all individuals, at the counter, on the phone, electronically, and at the bench and the bar of the court;

- Ability to develop and use appropriate standards and measures of court performance and to assess and report on court performance internally, to funding authorities, the public, and the media;

- Ability to align court performance, court structure, court operations, and court processes with court purposes.

PURPOSES AND RESPONSIBILITIES OF COURTS

INTERDEPENDENCE AND LEADERSHIP

The "contriving" American constitutional structure gives the judiciary's relationship with its co-equal partners a distinctive flavor. Court leaders must be both independent and cooperative. They must be above the fray even as they build and maintain boundaries and seek and achieve public trust and confidence. Court leaders have passion for justice and court purposes and responsibilities, and bring pride to everyday routines and jobs. They require ethical conduct and ensure that the court's integrity is pure.

- Skill in leading the third branch and the justice system and in engaging the judiciary, the public, and the other branches in collaborative problem solving and needed change;

- Skill in working effectively with the leaders of the other branches without sacrificing the judiciary's independence and impartiality and in drawing the line between judicial autonomy and judicial independence;

- Ability to balance judicial independence, the inherent powers of the courts, and impartial judicial case processing and decisions with the judiciary's need to cooperate with others;

- Ability to focus staff and judges on issues which will impact the court's purposes and responsibilities, its core processes, and justice system issues;

- Ability to be committed, passionate, courageous, and energetic about court purposes and responsibilities and the courts as institutions;

- Ability to recruit, hire, and educate staff to maintain the court's independence, impartiality, and integrity;

- Skill in instilling in court staff an understanding of the role, purposes and responsibilities of courts, how they guide their everyday work, and why court management is a high calling;

- Knowledge of ethics and conflict of interest concepts, regulations and laws that constrain lawyers, judges, and court managers, including the ABA **Code of Professional Conduct** (for lawyers), the ABA **Canons of Judicial Ethics** (for judges), the **Federal Code of Conduct,** and the **NACM Model Code of Ethics for Court Managers**;

- Ability to inspire others in the court family to act and to appear to act with high ethical standards, before, during, and after the court day;

- Ability to lead the judiciary and the justice system and to take risks to fulfill the role of courts and justice.

APPENDIX C

National Association for Court Management

Core Competencies Curriculum Guidelines for the Following Competencies:

Caseflow Management

Court Community Communication

Education, Training, and Development

Essential Components

Human Resources Management

Information Technology Management Leadership

Resources, Budget, and Finance

Visioning and Strategic Planning

CASEFLOW MANAGEMENT

CURRICULUM GUIDELINES:

REQUIRED KNOWLEDGE, SKILL, AND ABILITY

COURT PURPOSES AND VISION

CASEFLOW MANAGEMENT FUNDAMENTALS

LEADERSHIP TEAMS AND SYSTEM-WIDE EFFECTIVENESS

CHANGE AND PROJECT MANAGEMENT

TECHNOLOGY

PERSONAL INTERVENTION

COURT COMMUNITY COMMUNICATION

CURRICULUM GUIDELINES

REQUIRED KNOWLEDGE, SKILL, AND ABILITY

PURPOSE AND COMMUNICATION FUNDAMENTALS

UNDERSTANDABLE COURTS

COMMUNITY OUTREACH

PUBLIC INFORMATION

THE MEDIA AND MEDIA RELATIONS

LEADERSHIP AND PROGRAM MANAGEMENT

EDUCATION, TRAINING, AND DEVELOPMENT

CURRICULUM GUIDELINES

REQUIRED KNOWLEDGE, SKILL, AND ABILITY

CONTEXT and VISION

RESOURCE DEVELOPMENT

ADULT EDUCATION FUNDAMENTALS

PROGRAM MANAGEMENT

EVALUATION

ESSENTIAL COMPONENTS

CURRICULUM GUIDELINES:

REQUIRED KNOWLEDGE, SKILL, AND ABILITY

PURPOSE, ROLE, AND VISION

CASE PREPARATION

ADJUDICATION AND ENFORCEMENT

COURT INFRASTRUCTURE

PROGRAM MANAGEMENT

HUMAN RESOURCES MANAGEMENT

HUMAN CURRICULUM GUIDELINES

REQUIRED KNOWLEDGE, SKILL, AND ABILITY

VISION AND PURPOSE

FUNDAMENTALS

CONTEXT AND FAIRNESS

MANAGEMENT AND SUPERVISION

INFORMATION TECHNOLOGY MANAGEMENT

CURRICULUM GUIDELINES

REQUIRED KNOWLEDGE, SKILL, AND ABILITY

COURT PURPOSES AND PROCESSES

VISION AND LEADERSHIP

FUNDAMENTALS

TECHNOLOGY MANAGEMENT

PROJECTS

LEADERSHIP

CURRICULUM GUIDELINES

REQUIRED KNOWLEDGE, SKILL, AND ABILITY

BE CREDIBLE IN ACTION

CREATE FOCUS THROUGH VISION AND PURPOSE

MANAGE INTERDEPENDENCIES: WORK BEYOND THE BOUNDARIES

CREATE A HIGH PERFORMANCE ENVIRONMENT

DO SKILLFUL AND CONTINUAL DIAGNOSIS

RESOURCES, BUDGET, AND FINANCE

CURRICULUM GUIDELINES

REQUIRED KNOWLEDGE, SKILL, AND ABILITY

COURT PURPOSES AND VISION

FUNDAMENTALS

LEADERSHIP AND INTERPERSONAL EFFECTIVENESS

PROBLEM DIAGNOSIS AND CHANGE

TECHNOLOGY

BUDGET CONTROLS AND PERFORMANCE MONITORING

VISIONING & STRATEGIC PLANNING

CURRICULUM GUIDELINES:

REQUIRED KNOWLEDGE, SKILL, AND ABILITY

COURT PURPOSES, ENVIRONMENT, AND PROCESSES

FUNDAMENTALS

ORGANIZATIONAL FOUNDATIONS

CHANGE AND ALIGNMENT

STRATEGIC THINKING

Data Collection Forms

Email and Survey Sent to Ohio Court Administrators

Greetings from Columbus!

My name is Margaret Allen, and I am an Education Program Manager at The Supreme Court of Ohio Judicial College. I am currently enrolled in the National Center for State Courts Institute for Court Management Fellows Program. As a part of the program, participants undertake a significant research project. I have chosen to examine orientation programs for court personnel. As a decentralized state, there is no one program that all Ohio court employees take before beginning their employment in the courts.

I hope to gather the best practices from local courts around the state in order to fashion a comprehensive orientation program that could be used by local courts to supplement their current offerings or, for those courts who may not have a program in place, as a foundation to create their own program.

Click on the link to begin the survey: https://www.surveymonkey.com/s/NEO2014MRA. Please complete the survey by **Friday, September 19**.

This survey is being sent to court administrators in every court in the state. I am sending one email per county in order to collect contact information for new court administrators. In most cases, there will be one staff per court listed – in the event that there are two, only one person needs to complete the survey **per court**.

		Erie	Erie County Municipal Court		
Forrester[1]	Victor	Erie	Erie Cty Common Pleas Court	Court Administrator	vf@eriecounty.oh.gov
McNaughten	Rebecca	Erie	Erie Cty Common Pleas Ct.	Court Administrator	rm@eriecounty.oh.gov
Hawthorne	Sally	Erie	Erie Cty Family Court	Court Administrator	sh@eriecounty.oh.gov
		Erie	Huron Municipal Court		
		Erie	Sandusky Municipal Court		
		Erie	Vermilion Municipal Court		

If there is no name/email listed for a court in your county (indicated by yellow in the table above) and you can provide the contact information, please reply to this email to do so. The red

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[1] Names and email addresses were changed to provide confidentiality for the survey respondents.

indicates that we have two names for one position in our database – thank you for confirming which individual holds the position.

Please feel free to contact me at any time with questions or comments: margaret.allen@sc.ohio.gov or 614-387-9464.

Many thanks for your contribution to the success of my Fellows Project, and have a great day!

~Margaret

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Survey Questions Sent to Ohio Court Administrators (via SurveyMonkey)

1. Do you offer a new employee orientation program in your court? YES   NO
   If response is "no", respondents are directed to question 5.

2. How often do you offer the program?
   - ☐ Each time new employees come on board
   - ☐ Monthly
   - ☐ Quarterly
   - ☐ Twice a year
   - ☐ Other (please explain)

3. Please indicate which topics are included in your current orientation program (check all that apply):
   - ☐ Tour of facility
   - ☐ Introductions to staff
   - ☐ Payroll
   - ☐ Benefits
   - ☐ Purposes and responsibilities of courts (historical background; "civics 101")
   - ☐ Mission/vision of the court
   - ☐ Court policies/procedures
   - ☐ County policies/procedures
   - ☐ City policies/procedures (for municipal courts)
   - ☐ Operation of office equipment (copier, phone/voicemail system, etc.
   - ☐ Job-specific training
   - ☐ Computer training (any type, including case management system)
   - ☐ Additional topics (please specify)

4. Please indicate which topics are not currently included in your program, but that you would like to add (check all that apply):
   - ☐ Tour of facility
   - ☐ Introductions to staff
   - ☐ Payroll
   - ☐ Benefits
   - ☐ Purposes and responsibilities of courts (historical background; "civics 101")
   - ☐ Mission/vision of the court
   - ☐ Court policies/procedures
   - ☐ County policies/procedures
   - ☐ City policies/procedures (for municipal courts)
   - ☐ Operation of office equipment (copier, phone/voicemail system, etc.
   - ☐ Job-specific training
   - ☐ Computer training (any type, including case management system)
   - ☐ Additional topics (please specify)

5. Does your county in which your court is located (or city for municipal courts) offer new employee orientation programs that are open to court personnel separate from what your court provides (on any topic, court-related or not)?
   YES   NO   DON'T KNOW
   If response is "no" or "don't know", respondents are sent to question 9.

6. If yes, what kinds of topics are covered in the training? (check all that apply)
   ☐ Tour of facility
   ☐ Introductions to staff
   ☐ Payroll
   ☐ Benefits
   ☐ County policies/procedures
   ☐ City policies/procedures (for municipal courts)
   ☐ Operation of office equipment (copier, phone/voicemail system, etc.)
   ☐ Job-specific training
   ☐ Computer training (any type)
   ☐ Other (please explain)

7. Is your county's (or city's, for municipal courts) orientation program mandatory or voluntary?   MANDATORY   VOLUNTARY

8. If voluntary, do you send your employees to the program?
   YES   NO
   Comments:

9. My court is in the following county:
   (respondents choose from a dropdown list of all counties in Ohio)

10. My court's jurisdiction is:
    ☐ Common Pleas Court, General Division (GD) only
    ☐ Common Pleas Court, GD plus Domestic Relations (DR)
    ☐ Common Pleas Court, GD plus Probate
    ☐ Common Pleas Court, GD plus DR, Juvenile and Probate
    ☐ Common Pleas Court, GD plus DR and Probate
    ☐ Domestic Relations only
    ☐ Domestic Relations, plus Juvenile
    ☐ Juvenile only
    ☐ Probate only
    ☐ Probate plus Juvenile
    ☐ Probate plus Juvenile and DR
    ☐ Municipal Court
    ☐ County Court

11. How many judges are in your court?
- ☐ 1-4
- ☐ 5-9
- ☐ 10-14
- ☐ 15-19
- ☐ 20+

12. How many employees are in your court?
- ☐ 1-4
- ☐ 5-9
- ☐ 10-14
- ☐ 15-19
- ☐ 20-49
- ☐ 50-99
- ☐ 100-149
- ☐ 150-199
- ☐ 200+

13. What types of positions exist in your organization?
- ☐ Court Administrator
- ☐ Assistant/Deputy Court Administrator
- ☐ Administrative Assistants
- ☐ Judicial Assistants
- ☐ Assignment Commissioner
- ☐ Bailiff/Court Security Officer
- ☐ Chief Deputy Clerk (juvenile courts)
- ☐ Deputy Clerk (juvenile courts)
- ☐ Chief Probation Officer
- ☐ Probation Officer
- ☐ Mediator
- ☐ Interpreter
- ☐ Court Reporter (traditional or electronic)
- ☐ Pretrial Services
- ☐ Other (please specify)

14. If you are willing, please provide your name and contact information. This question is optional but will be very helpful in contacting you with follow-up questions if needed.

If you indicated above that you have a new employee orientation program in your court, county or city, I will follow up with you to request materials.

First Name:
Last Name:
Phone Number:
Email Address:

Thank you very much for your time. Your responses will be invaluable as I work to create a curriculum that will enable court personnel in Ohio to understand both how to perform their duties and their important role in the judiciary very early in their employment. Please feel free to contact me at any time with questions at 614-387-9464 or margaret.allen@sc.ohio.gov.

Data Collection Forms

Email and Survey Sent to State Directors of Judicial Branch Education

Colleagues, greetings from Ohio! Hope you are well.

I am writing to you, state JBE directors or NASJE member JBEs, to ask for information related to new employee orientation programs for court personnel in your states. This is part of my ICM Fellows research project (description attached). My primary data source is a survey sent to Ohio court administrators, but I also want to gather your best practices from around the country.

To take the survey (should take about 10 minutes), please click here:
 https://www.surveymonkey.com/s/MRANASJE   Please respond by **Friday, November 7**.
Feel free to forward this to a member of your staff to complete if appropriate.

Ohio, as a decentralized state, does not have a standard new employee orientation program, and anecdotally, I've learned that local court orientation programs vary widely from court to court in terms of content and organization. The survey feedback I've received so far confirms this perception.

My goal is to take those positive practices that are in place around Ohio and nationally, as well as those I find in my literature review, and form the basis for a new employee curriculum that could supplement those being used in courts with very developed programs, or give courts without a program a place to begin.

In particular, I am curious to know how much focus is given to the "why" – the important role of the judiciary and each employee's part in providing access to justice.

If you have any questions, please let me know! If you indicate that you have a statewide new employee orientation program or related materials, I will be back in touch with you to request those materials.

Many thanks for your time, and I look forward to hearing from you!

~Margaret
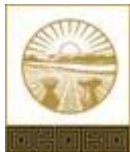
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Survey Questions Sent to State Directors of Judicial Branch Education
(via SurveyMonkey)

1. What state are you from? (respondents choose from drop-down list)

2. Does your state offer a standard new employee orientation program for all judicial branch employees?　　　YES　　NO　　DON'T KNOW
   If response is "no", respondents are directed to question 9.

3. If your state offers a standard new employee orientation program for all judicial branch employees, is attendance mandatory?　YES　　NO　　DON'T KNOW

4. How often do you offer the program?
   - ☐ Each time new employees come on board
   - ☐ Monthly
   - ☐ Quarterly
   - ☐ Twice a year
   - ☐ Other (please explain)

5. Please indicate all delivery methods used:
   - ☐ Live presentations
   - ☐ Distance learning (asynchronous)
   - ☐ Distance learning (synchronous)
   - ☐ Self-study (reading, videos)
   - ☐ Informal presentations (mentoring, etc.)
   - ☐ Other (please specify)

6. Please check all position types that would be required to attend the new employee orientation program in your state:
   - ☐ Court Administrator
   - ☐ Assistant/Deputy Court Administrator
   - ☐ Administrative Assistants
   - ☐ Judicial Assistants
   - ☐ Assignment Commissioner
   - ☐ Clerk
   - ☐ Chief Probation Officer
   - ☐ Probation Officer
   - ☐ Mediator
   - ☐ Interpreter
   - ☐ Court Reporter (traditional or electronic)
   - ☐ Pretrial Services
   - ☐ Other (please specify)

7. Please indicate which topics are included in your current orientation program (check all that apply):
   - ☐ Tour of facility
   - ☐ Introductions to staff
   - ☐ Payroll
   - ☐ Benefits
   - ☐ Purposes and responsibilities of courts (historical background; "civics 101")
   - ☐ Mission/vision of the court
   - ☐ Court policies/procedures
   - ☐ County policies/procedures
   - ☐ City policies/procedures (for municipal courts)
   - ☐ Operation of office equipment (copier, phone/voicemail system, etc.
   - ☐ Job-specific training
   - ☐ Computer training (any type, including case management system)
   - ☐ Additional topics (please specify)

8. Please indicate which topics are not currently included in your program, but that you would like to add (check all that apply):
   - ☐ Tour of facility
   - ☐ Introductions to staff
   - ☐ Payroll
   - ☐ Benefits
   - ☐ Purposes and responsibilities of courts (historical background; "civics 101")
   - ☐ Mission/vision of the court
   - ☐ Court policies/procedures
   - ☐ County policies/procedures
   - ☐ City policies/procedures (for municipal courts)
   - ☐ Operation of office equipment (copier, phone/voicemail system, etc.)
   - ☐ Job-specific training
   - ☐ Computer training (any type, including case management system)
   - ☐ Additional topics (please specify)

9. Do counties in your state (or cities for municipal courts) offer new employee orientation programs that are open to court personnel separate from what courts provide (on any topic, court-related or not)?
   YES   NO   DON'T KNOW
   If response is "no" or "don't know", respondents are sent to question 13.

10. If counties in your state (or cities for municipal courts) offer new employee orientation programs that are open to court personnel separate from what courts provide (on any topic, court-related or not), what kinds of topics are covered in the program? (check all that apply)
- ☐ Tour of facility
- ☐ Introductions to staff
- ☐ Payroll
- ☐ Benefits
- ☐ County policies/procedures
- ☐ City policies/procedures (for municipal courts)
- ☐ Operation of office equipment (copier, phone/voicemail system, etc.)
- ☐ Job-specific training
- ☐ Computer training (any type)
- ☐ Other (please explain)

11. Are county (or city, for municipal courts) orientation programs mandatory or voluntary?   Mandatory   Voluntary   Varies by county/city Don't know

12. If county (or city, for municipal courts) orientation programs are voluntary, do courts generally send their employees to the programs?
Yes   No   Varies by court   Don't know
Comments:

13. Please check any positions that are not part of the judicial branch in your state:
- ☐ Court Administrator
- ☐ Assistant/Deputy Court Administrator
- ☐ Administrative Assistants
- ☐ Judicial Assistants
- ☐ Assignment Commissioner
- ☐ Clerk
- ☐ Chief Probation Officer
- ☐ Probation Officer
- ☐ Mediator
- ☐ Interpreter
- ☐ Court Reporter (traditional or electronic)
- ☐ Pretrial Services
- ☐ Other (please specify)

14. Any additional comments?

15. If you are willing, please provide your name and contact information. This question is optional but will be very helpful in contacting you with follow-up questions if needed.

If you indicated above that you have a new employee orientation program in your state, I will follow up with you to request materials.

First Name:
Last Name:
Phone Number:
Email Address:

Thank you very much for your time. Your responses will be invaluable as I work to create a curriculum that will enable court personnel in Ohio to understand both how to perform their duties and their important role in the judiciary very early in their employment. Please feel free to contact me at any time with questions at 614-387-9464 or margaret.allen@sc.ohio.gov.

**Additional Job Titles Submitted in Response to the Ohio Survey Question,
"What types of positions exist in your court (check all that apply)?"**

Position Title	Number
Accounts Auditor	
Administrative Counsel	
Adoption Assessor	
Adoption/Guardianship Investigators	
Adult Probation Officer	2
Alternative School Director	
Alternative School Discipline Officer	
Alternative School Teacher	
Assignment Clerks	
Attendance Officers	
Bail Investigators	
Behavioral Health Unit	
Bond Commissioner	
Bookkeeper	
Business Manager	
CASA Detention Center Staff	
CASA Assistant	
CASA Coordinator	
Case Management Specialists	
Case Managers (review documents before being filed in the clerk's office). We are not our own clerk.	
CCA ISP Program 407 Grant	
Chief Deputy Clerk	4
Chief Deputy Clerk Probate Division	3
Chief Deputy Clerk-Civil	
Chief Deputy Clerk-Criminal/Traffic	
Child Care Workers	
Civil Bailiffs	
Classroom Monitor	
Clerical Court Services	
Clerical Positions	
Clerk / Court Administrator Same Position	
Clerk Of Courts	4
Clinical Director	
Community Corrections Officers	

Position Title	Number
Community Outreach Coordinator	
Community Service Director	
Community Service Officers	
Community Service Youth Supervisors	
Compliance Officer	2
Computer Techs	
Conference Attorney	
Cooks	
Coordinators	
Corrections Officers	
Counselors	
Court Auditor	
Court Counselors – LISW/MSW	
Court Interpreter on a contractual basis	
Court Investigator	2
Court Reporter (For Transcripts) on a contractual basis	
CRIS Operators	
Custodian	
Data Entry	
Day Reporting Program Counselors	
Day Reporting Program Staff	
Deputies	
Deputy Assignment Commissioner	
Deputy Clerk	11
Deputy Clerk (Probate)	3
Deputy Clerks (Municipal Court)	
Detention Administrator	2
Detention Center Administration	
Detention Center Staff	2
Detention Officers	
Director Of Court Services	
Director Of Family Services	
Director Of Intervention Services	
Diversion / Grant Officer Employee (Dys/ Reclaim)	
Diversion Officer	3
Diversion Officer (Juvenile)	
Docket Manager	
Doctors	
Domestic Relations Part-Time Magistrate	
Drug Court Case Manager	

Position Title	Number
Drug Court Coordinator	2
Drug Court Counselors	
DV Specialist	
Educational Services Teacher	
Electronic Court Reporter	
Facilities Management	
Family Investigators	
Family Services Coordinators	
Family Unit Specialist - Home Investigations Supervised Parenting Time.	
File Clerks	
Finance Officer	
Finance/Business Office	
Fiscal Manager	
Fiscal Officer	5
Diversion Officer	
Truancy Officer	
School Liaison	
Community Service Specialist	
Treatment Liaison	
Treatment Coordinator	
Forensic Psychologists And Psychiatrists	
GAL Program	
Grant Administrator	
Guardianship Investigator	2
Head Clerk Of Courts	
Head Of Security	
HR Manager	
HR Officer	
Information Technology Specialist	
Intake Manager	
Intake Officer	2
Interns	
Investigation	
IT Intern	
IT Manager	
IT Officer	
IT Professionals	
IT Staff (I.E. Programmers Network Engineers Etc.)	
Judges' Secretaries	
Judicial Aides	

Position Title	Number
Judicial Staff Attorneys	2
Jury Commissioner	2
Jury Coordinator	
Jury Manager	3
Juvenile Clerks	
Juvenile Corrections Officer	
Juvenile Diversion Officer	
Lab Director	
Lab Technicians	
Law Clerk/Judicial Attorneys	3
Law Clerks (Courtroom Bailiffs)	
Litter Crew Supervisor	
Magistrate	31
Maintenance Staff	
Managers	
Mediator	
Mentoring Assistant	
Mentoring Coordinator	
MIS Department	
Night Monitor	
Nurse	
Paralegal	
Part Time Deputy Clerk (1)	
Personal Bailiffs	
Presentence Investigators	
Probate Clerks (Chief Deputy)	
Probate Division Deputy Clerk	2
Probate Investigator(s) on a contractual basis	
Probation Community Service Officer	
Probation Intake Officers	
Probation Secretaries	
Program Administrator	3
PSI Writers	
Archivist (Part Time)	
Reception	3
Reentry Court Staff	
Referral Case Planners	
Schedulers	
School Resource Officer	
Secretarial	2

Position Title	Number
Senior Deputy Clerk	
Senior Staff Attorney	
Social Workers	2
Specialty Docket Coodinators	
Staff Attorney	8
Superintendent Of Corrections	
Supervisors	
Training Director	
Transcriptionist - Types Transcripts From FTR Recordings	
Transport Officer	
Treatment Center Staff	
Truancy Officer-Grant Funded	
Truancy Officers	
Tutor	
Victim Advocate	
Voices For Children (CASA)	
Wrap Supervisor And Staff	

APPENDIX G

Additional Sources

Though these sources were not cited, they are helpful resources for those learning more about education for new employees. See also the National Center for State Courts Library for additional resources, including previous ICM Fellows papers.

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