

Illinois Judicial Performance Evaluation Program Facilitator Training

January 17th, 2018



Judicial Performance Evaluation Goals

- 1. Monitoring Performance**
- 2. Professional Development**
- 3. Gap Closure and Improved Performance**
- 4. Coaching: Addressing Performance Problems**
- 5. Motivation & Goal-setting**

JPE Process

JPE Process

- **Process Overview**
- **Timeframes**
- **Scheduling and Conducting the Meeting**
- **Confidentiality**

Prepare for the Meeting

- **Review documentation**
- **Complete the performance appraisal summary letter**
- **Review your notes to be sure they are thorough and objective**
- **Give the judge at least a week's notice**
- **Know what options are available if the judge disagrees with the performance appraisal**

Conduct the Meeting

- **Control the environment; avoid an atmosphere of stress**
- **Show Respect and Appreciation**
- **Have support documentation available**
- **Re-state the purpose of the discussion**
- **Allow the judge to give their assessment of their performance**
- **Provide your own review of their performance**

Conduct the Meeting

- **Give specific examples of strengths and areas for improvement from the survey's**
- **Position criticisms as areas for improvement**
- **Ask open-ended questions**
- **Be calm and objective**
- **Focus on the performance, not the person**
- **Listen**

Closing the Meeting

- **Set specific goals and action plan with timeline**
- **Suggest resources for assistance**
- **Close the discussion**

Confidentiality

Survey Instruments

Survey Instruments

- **Survey Design**
- **Interpreting Data**
- **Limitations**

Performance Area Report

Summary Report

Providing Feedback

Keys to Effective Facilitation

Evaluation vs. Feedback

- **Evaluation:**

- **Summative**
- **Higher stakes**
- **Generally standardized**
- **Goal is to grade relative to peers or a gold standard**

- **Feedback:**

- **Formative**
- **Goal is to help people improve**
- **Can be formal or informal**

Common Facilitation Problems

- **Failure to prepare for the interview**
- **Failure to listen (80-20 ratio)**
- **Failure to maintain objectivity**
- **Failure to provide descriptive feedback—
positive and/or constructive**
- **Failure to follow-up**

Descriptive Non-judgmental Feedback

- **Aim: to support the learner and maximize learning**

What is it?

- **Evaluative**

- The beginning was awful, you just seemed to ignore her.
- The beginning was excellent - great stuff!!

- **Descriptive**

- At the beginning you were looking at the notes, which prevented eye contact.
- At the beginning you gave her your full attention and never lost eye contact – your facial expression registered your interest in what she was saying.

The Johari Window

THE JOHARI WINDOW

What the facilitator
knows about the
judge

What the facilitator
does not know
about the judge

What the
judge
knows
about
themselves

Public or Open Self

Hidden or Secret Self

What the
judge
does not
know about
themselves

Blind Self

Undiscovered or
Subconscious Self

Public or Open Self

- **A judge's knowledge of his or her behaviors and other aspects of professional practice that correspond to the colleague's or facilitator's knowledge**
- **The area in which communication occurs most effectively and where the person is least likely to be defensive**
- **Goal = broaden or enlarge this "cell" with the person**

Hidden or Secret Self

- **The judge knows aspects about his or her behavior and professional practice that the colleague or facilitator does not know.**
- **The judge tends to conceal these for fear that the facilitator may use them to punish, hurt, or exploit.**
- **This “cell” demonstrates the importance of a climate of trust and credibility.**

Blind Self

- **The facilitator knows about aspects of a judge's behaviors and professional practice of which the judge is unaware.**
- **This "cell" size is reduced as the leadership role or supervision develops and matures.**

Undiscovered Self

- **Neither the judge nor the colleague or facilitator know all the potential for the judge's behavior and professional practice.**
- **The size of this "cell" reduces as the development (learning) occurs.**

The Desired Direction of Development

Public Self	Secret Self
Blind Self	Undiscovered

Responding to The Defensive/Hostile Judge

- **Observe the judge's reaction and maintain your open responsive position**
- **Use restatement to reflect his/her negative comments**
- **Postpone the interview**
- **Have the judge prepare a written summary of his/her complaints/objections to the information**

When Performance Appraisals are:

- **Done Well**
 - **Opens communication**
 - **Judge is aware of areas requiring further development**
 - **Motivates and enhances performance**

- **Done Poorly**
 - **Inflammatory**
 - **Source of conflict**
 - **Waste of time**

Dyad Exercise

Dyads

- The ***facilitator*** verbally shares the feedback from the sample survey summary provided.
- The ***judge*** listens to the facilitator and engages in dialogue according to the role play card provided.
- The course instructors will facilitate timing and the role switch.

Instructions

- For each dyad there will be two listening periods, giving each member the opportunity to be in the roles of *judge and facilitator*.

In your dyad:

- First choose who will be the in the role of judge.
- Participants should arrange chairs so that the *facilitator and judge* are facing one another.

Dyad Session Instructions

- **Facilitators** will practice active listening, paraphrasing, and questioning when appropriate.
- **Judges** will play the role of the judge as outlined in the scenario
- After each pairing has had an opportunity to engage in the role play, they will use the rubric to review the experience together.
- After completing Report A, the pairs will be asked to switch roles and move on to Report B in the same manner.
- **Note:** Each scenario has been allotted approximately 30 minutes – course instructors will provide time keeping.

Guidelines For Giving Feedback

- **Examine your own motives.**
- **Consider the receiver's readiness to hear your feedback.**
- **Be descriptive rather than evaluative.**
- **Deal in specifics, not generalities.**
- **Offer feedback; do not try to impose it.**
- **Offer feedback in a spirit of tentativeness.**

Individually Reflect On The Following Questions:

- **How would you characterize your presentation?
What was most difficult about the interview?**
- **What would you do differently (if anything)?**
- **Reflect on the content of your inner thoughts.
What characterizes your “self-talk in an interview
situation?” Is it generally negative or positive? Is
what you think congruent with what you do?**

Things to Remember

- **Don't make hasty judgments.**
- **Be aware of nonverbals – yours and the judge's**
- **Don't be afraid of silence**
- **Don't interrupt when the judge is speaking**
- **Use "I" statements**
- **Say what you mean**

Conclusion

- **Q&A**
- **Contact:**