

PARTICIPANTS WORKBOOK

JUDICIAL LEADERSHIP & MANAGEMENT WORKSHOP 2008

JUDICIAL LEADERSHIP & MANAGEMENT WORKSHOP

INDEX

	DESCRIPTION	PAGE
1	JUDICIAL LEADERSHIP PROGRAMME: 2008	3
2	LEADERSHIP	88
3	JUDICIAL LEADERSHIP	104
4	COMMUNICATION	110
5	PEOPLE SKILLS	124
6	MEETINGS	135
7	WINNING WITH PEOPLE	147

JUDICIAL LEADERSHIP PROGRAMME: 2008

THURSDAY	
10h45 – 11h00	Registration, tea
11h00 – 11h30	Opening & Welcome
11h30 – 12h45	Introductions, setting of goals
12h45 – 13h30	LUNCH
13h30 – 15h15	Introduction to Leadership
15h15 – 15h30	TEA
15h30 – 17h00	Leadership and Judicial Leadership
17h00 – 17h30	TEA (Booking in)
17h30 – 18h30	Communication Skills
18h30 – 18h45	Ending the day
19h00	DINNER
FRIDAY	
8h00 – 10h00	Judicial leadership and Leadership skills
10h00 – 10h15	TEA
10h15 – 12h15	Judicial Leadership & Management Skills
12h15 – 13h00	LUNCH
13h00 – 15h00	Communication Skills
15h00 – 15h15	TEA
15h15 - 16h15	Communication Skills
16h15 – 17h15	Judicial Leadership & Management Skills
19h00	DINNER
SATURDAY	
08h00 – 10h00	Judicial Leadership & Management Skills
10h00 – 10h15	TEA
10h15 – 12h15	Communication and Facilitation Skills
12h15 – 13h00	LUNCH
13h00 – 14h00	Communication Skills
14h00 – 15h00	Planning
15h00 – 15h15	TEA
15h15 – 15h45	Planning: The Way Forward
15h45 – 16h00	Closing address
16h00 – 16h15	Evaluation & Closing (and DEPARTURE for those not staying over)
19h00	DINNER
SUNDAY	
08h00	Breakfast and departure (for those staying over Saturday night)

THURSDAY

SESSION 1

Part 1

OPENING & WELCOME

Objectives:

- To start the workshop on a positive note
- To welcome all participants
- To make sure everybody has all relevant material
- To welcome all participants
- To start the workshop on a positive note

NOTES:

SESSION 1

Part 2

INTRODUCTIONS & SETTING OF GOALS

Objectives:

- To introduce participants to each other
- To explore the expectations of participants of the workshop
- To set ground rules
- To set goals for the workshop

NOTES:

ASSIGNMENT

- 1) List your main expectations of the workshop.
- 2) List your main reason/s for attending the workshop
- 3) List what you hope to gain from the workshop

MY EXPECTATIONS
MY REASON/S FOR ATTENDING
WHAT DO I HOPE TO GAIN?

THURSDAY

GROUND RULES

SESSION 2

LEADERSHIP

Objectives:

- To understand the meaning of the concept 'leadership'
- To explore the basic principles of leadership
- To understand the skills necessary for effective leadership
- To explore leadership skills

NOTES:

DISCUSSION:

List the name of a person who you regard as an example of a good leader, a person to whom you had looked up to (NOT a well-known personality)

What was the greatest/most outstanding leadership quality you admired about this person?

DISCUSSION:

Write down what you think is meant by "LEADERSHIP"? (Not more than 1 sentence)

SESSION 3

LEADERSHIP AND JUDICIAL LEADERSHIP

Objectives:

- To introduce the topic of judicial leadership
- To explore the meaning of judicial leadership
- To understand the skills and knowledge required
- To provide a legal framework for judicial leadership, judicial responsibility and accountability

NOTES:

GROUP WORK

- List the **GOOD** & the **BAD** things people say/think about judicial officers
- Discuss the reasons why people think/say these Good & Bad things & **LIST** the reasons
- Discuss whether these perceptions have any impact on the judicial system & **LIST** the possible impact of these perceptions
- Discuss how the **BAD** perceptions and its impact on the judicial system can be changed & **LIST** possible solutions

GOOD THINGS		BAD THINGS	
BAD THINGS	IMPACT	SOLUTIONS	

SESSION 4

Part 1

JUDICIAL LEADERSHIP & COMMUNICATION SKILLS

Objectives:

- Explore communication skills
- Discuss communication style and barriers to effective communicating
- Understand how to communicate confidently and effectively

NOTES:

THURSDAY

SESSION 4

Part 2

ENDING THE DAY

Objectives:

- To end the day on a positive note
- To discuss the learning points achieved so far
- To explain the evening assignments

SELF REFLECTION ASSIGNMENTS

ASSIGNMENT 1

YOU ARE WHAT YOU BELIEVE YOU ARE

Write down 20 words that best describe you:

		N/P			N/P
1			2		
3			4		
5			6		
7			8		
9			10		
11			12		
13			14		
15			16		
17			18		
19			20		

Look at your answers one at a time and decide which believes have **POSITIVE** implications for you and which have **NEGATIVE** associations.

Put an N or a P next to each word.

Now go back and consider each of your N (negative) answers. Think carefully about why you believe these things to be true.

Each time ask yourself,

“Is this really true?”

“Why do I think this word describe me?”

Challenge your negative beliefs:

Why believe something that doesn't work for you?

(Adapted from: Instant Life Coach. Lynda Field)

ASSIGNMENT 2

ACTIVITY LIST			
DESCRIPTION OF STRENGTHS	RARELY	SOMETIMES	OFTEN
ABLE TO WORK ALONE. Do you plan your own work? Can you work by yourself?			
AMBITIOUS. Do you take on extra work that will help you get ahead? Do you plan for career advancement? Do you want to get on in life?			
ANALYTICAL. Are you a good problem solver? Do you have a logical mind?			
ARTICULATE. Can you express ideas easily? Are your instructions readily understood?			
ASSERTIVE. Are you afraid to give opinions or make suggestions?			
CHEERFUL. Are you generally good natured? Do you have a pleasant demeanour?			
COMPETENT. Are you able to meet deadlines? Is your work generally accepted?			
COMPETITIVE. Do you have an intense desire to win? Must you win at all costs?			
CONFIDENT. Are you self-assured? Do you have a high level of self-esteem?			
CONSCIENTIOUS. Do you believe in the phrase an honest day's work for a day's pay? Can you name some unpleasant task that you have done because it had to be done or no-one else would do it? Are you punctual?			
CO-OPERATIVE. Do you always do your part in a team assignment? Do you often volunteer to help?			
COURAGEOUS. Do you understand challenges readily? Have you ever had to stand firm on your principles despite opposition?			
CREATIVE. Are you innovative? Are you able to improve on ideas and produce new concepts?			
DECISIVE. Are you able to make clear-cut decisions under pressure? Do you stand back of them later? Have you ever had to take a firm stand and accept responsibility?			
DEPENDABLE. How is your attendance record? Can others count on you when they need help? Do you continue to work without being checked on by your seniors?			
DIPLOMATIC. Can you cope with difficult situations involving other people? Have you restored harmony where there was friction? Settled a difficult personal problem?			
DISCREET. Are you able to keep a secret? Do you guard confidential material carefully? Do you respect other people's right to privacy?			

ACTIVITY LIST			
DESCRIPTION OF STRENGTHS	RARELY	SOMETIMES	OFTEN
EFFICIENT. Do you plan your time well? Do you consciously try to improve your habits?			
EMOTIONALLY STABLE. Do you feel in control of yourself most of the time? Can other people count on your day-to-day mood to be agreeable. Do you ordinarily feel good will towards other people?			
ENERGETIC. Do you have a high level of mental and physical endurance?			
ENTHUSIASTIC. Are you interested in your work? Do you inspire others with your own interest? Have you ever done extra work because of your interest?			
FRIENDLY. Are you congenial in relationships with associates and strangers?			
GOOD WITH YOUR HANDS. Can you fix things easily? Are you handy around the house or on the job?			
HONEST. Do you usually tell the truth? Have you ever served as treasurer of an organisation? Do you pass along the praise when credit belongs elsewhere? Accept blame for your own mistakes?			
IMAGINATIVE. Do you often or occasionally come up with new ideas? Have you contributed an idea which proved both workable and profitable?			
INDUSTRIOUS. Can you be your own self-starter? Do you work steadily on a task until it is done? Do you resist interruptions whenever possible?			
LEADERSHIP ABILITY. Do people follow your suggestions? Have you held positions of responsibility at work? At university? In clubs or community activities?			
LOGICAL. Are you able to assimilate information, analyse difficult problems, and arrive at viable solutions?			
LOYAL. Can you set aside petty grievances to get a job done? Have you ever been in a situation where you stayed with a project or organisation because of a sense of responsibility despite disagreements?			
OBSERVANT. Do you remember names easily? Places? Do you recall facts and figures accurately? Find your way in a new place?			
OPTIMISTIC. Are you hopeful, expectant, convinced that everything will turn out well?			
ORGANISED. Do you keep things where they belong? Have a knack for arranging things in a logical way? Enjoy detail work? An efficient planner?			
PATIENT. Can you keep your temper? Are you able to remain calm even when you have to explain some things over and over again?			
PERSISTENT. Can you stick to a task even when your enthusiasm and patience are thin? Have you ever accomplished something very difficult?			
PERSUASIVE. Are you successful in bringing others to your point of view? In selling things and ideas?			

ACTIVITY LIST			
DESCRIPTION OF STRENGTHS	RARELY	SOMETIMES	OFTEN
POISED. Are you able to maintain a dignified, calm demeanour regardless of provocation or pressure?			
PRECISE. Do you have a high standard of perfection in all activities?			
RESOURCEFUL. Do you see what needs to be done and do it without being told? Have you ever worked your way out of a difficult situation?			
SELF-CONTROLLED. Are you slow to anger? Do you keep your head in tense situations?			
SINCERE. Caring - in personal and professional relationships?			
SOBER. Has drinking/drugs ever been a problem for you? Does it affect your life?			
SYMPATHETIC. Do you try to understand the problems of others? Do people confide in you often? Do you help them?			
TACTFUL. Are you able to deal with opposing opinions and actions without rancour?			
THRIFTY. Do you try to avoid waste? Do you know what to save and what to discard? Do you try save some money?			
TOLERANT. Do you associate with people of different social backgrounds? Are you open-minded? Have you ever worked for people of a different race or religious background?			

ASSIGNMENT 3

STRENGTHS AND WEAKNESSES

I see the following as my strengths and weaknesses:

STRENGTHS	WEAKNESSES

ASSIGNMENT 4

SKILLS/TALENTS

I think my most important skills/talents are:

SKILLS/TALENTS	SKILLS/TALENTS

Adversity has the effect of eliciting talents, which in prosperous circumstances would have lain dormant.

ASSIGNMENT 5

VALUES

The values that are most important to me are:

VALUES: HOME & FAMILY	VALUES: WORK

ASSIGNMENT 6

PROFESSIONAL VALUES: REFLECTION

	YES / NO
Does your work reflect your personal values and morals?	
Do you perform your work in a manner that is considerate of others?	
Is your work meaningful and appreciated?	
Do you make a difference by doing something more than just the bottom line?	
Do you manage your frustrations in a professional manner?	
Have you surrounded yourself with people who make you feel positive and do you do the same for others?	
Can you easily say that you have job satisfaction?	
Have you developed your own code of admirable work ethics?	
Do you value nurturing others more than nurturing your own way forward?	

What do my answers tell me about myself?

THURSDAY

ASSIGNMENT 7

TAKE THE STRESS OUT OF YOUR JOB

	YES / NO / UNSURE
Am I using the stress label when work is troublesome instead of understanding the problem and tries to resolve it?	
Am I identifying problems by being specific about the real cause of it to find a solution for it?	
Do I discuss my situation with a trusted friend to get constructive feedback that might bring new insights?	
Do I moan or gossip about things, and do I realize that I'm taking myself to a negative place?	
Do I use good communication skills to express my needs assertively?	
Am I letting myself be victimized by others, and do I realize that by acting like a victim, others will treat me as one?	
Do I see and think of my work problems as 'challenges', which I can overcome?	
Do I use a creative approach to problem solving?	
Do I keep on being positive and confident, or do I get negative and disillusioned?	
Are people treating me with respect?	
Do I use my intuitive awareness and natural empathy in the workplace?	
Do people trust me?	
Do I have a positive mental attitude?	

**Take the stress out of work
with a Positive Mental Attitude.
Believe in yourself, trust yourself,
and have confidence in yourself.**

(Adapted from: Instant Life Coach. Lynda Field)

ASSIGNMENT:

1) Prepare & write a speech (ONLY 2 pages and presentation/speech should be between 5 to 7 minutes) on any ONE of the following topics:

- Being a leader in my court
- My role in changing perceptions of (or in) the judiciary
- The challenges in being a change agent
- The role of a judicial officer in the community
- Judicial responsibility / Judicial accountability
- Is continuous judicial education important?
- Ethical judicial leadership
- The image of the judiciary
- Being professional as a judicial officer and judicial leader

SPEECH NOTES:

FRIDAY

SESSION 1

Part 1

STARTING THE DAY

Objectives:

- To start the day on a positive note
- To discuss the learning points achieved so far

NOTES:

SESSION 1

Part 2

JUDICIAL LEADERSHIP

Objectives:

- To understand the meaning of the concept 'ethical leadership'
- To explore the basic principles of judicial leadership
- To explore the impact of the concept of 'ethical judicial leadership' on each judicial officer

NOTES:

GROUPWORK:

Discuss examples (2 or 3) of unethical judicial leadership: state the conduct that is regarded as unethical, as well as the basis on which it is considered to be unethical, the possible reasons why judicial officers conducted themselves in such a way and possible solutions for such conduct including how it can be eliminated or what steps should be taken to address such conduct.

Unethical Judicial Leadership: Conduct, basis for being unethical	Possible reasons why?	Possible Solutions?

SESSION 2

JUDICIAL LEADERSHIP & LEADERSHIP SKILLS

Objectives:

- To understand the meaning of the concept 'judicial leadership'
- To understand the skills necessary for effective judicial leadership
- To explore ways to deal with people/ people skills
- To explore ways to deal with conflict
- To understand the dynamics of team work

NOTES:

DEALING WITH CONFLICT

Discuss in your group how conflict situations should be dealt with:

Discuss and compile 2 typical conflict scenarios within the office between judicial officers and/or judicial officers and other court officials. (NOT 'conflict in court' scenarios)

Scenario 1	Scenario 2

Discuss the best ways of dealing with each of these conflict situations and list the steps to be taken to resolve the conflict with the best possible outcome.

Scenario 1	Scenario 2

SESSION 3

COMMUNICATION SKILLS

Objectives:

- Explore communication skills
- Enhance and exercise communication and listening skills

NOTES:

Introduction of Speaker:

Speaker: _____

Topic of speech: _____

My introduction of the speaker: (NOTE: introduction should be done in NOT more than 2 minutes)

EVALUATION AND CONSTRUCTIVE FEEDBACK: SPEECHES

SPEAKER Name: Topic:	1	2	3	4
Could you hear the speaker clearly?				
What was good about the manner in which the speaker delivered the speech?				
Did the speaker have any mannerisms that distracted you?				
Was the content clear and understandable to you?				
Did the speaker deal adequately with the topic?				
How would you rate the presentation overall?				
Any suggestions to the speaker?				
SPEAKER Name: Topic:	5	6	7	8
Could you hear the speaker clearly?				
What was good about the manner in which the speaker delivered the speech?				
Did the speaker have any mannerisms that distracted you?				
Was the content clear and understandable to you?				
Did the speaker deal adequately with the topic?				
How would you rate the presentation overall?				
Any suggestions to the speaker?				

SPEAKER Name: Topic:	9	10	11	12
Could you hear the speaker clearly?				
What was good about the manner in which the speaker delivered the speech?				
Did the speaker have any mannerisms that distracted you?				
Was the content clear and understandable to you?				
Did the speaker deal adequately with the topic?				
How would you rate the presentation overall?				
Any suggestions to the speaker?				
SPEAKER Name: Topic:	13	14	15	16
Could you hear the speaker clearly?				
What was good about the manner in which the speaker delivered the speech?				
Did the speaker have any mannerisms that distracted you?				
Was the content clear and understandable to you?				
Did the speaker deal adequately with the topic?				
How would you rate the presentation overall?				
Any suggestions to the speaker?				

SPEAKER Name: Topic:	17	18	19	20
Could you hear the speaker clearly?				
What was good about the manner in which the speaker delivered the speech?				
Did the speaker have any mannerisms that distracted you?				
Was the content clear and understandable to you?				
Did the speaker deal adequately with the topic?				
How would you rate the presentation overall?				
Any suggestions to the speaker?				

NOTES:

FRIDAY

SESSION 4

PART 1

COMMUNICATION SKILLS

Objectives:

- Explore communication skills
- Enhance and exercise communication and listening skills

NOTES:

FRIDAY

SESSION 4 PART 2

JUDICIAL LEADERSHIP & MANAGEMENT SKILLS

Objectives:

- To explore the meaning of the concept 'judicial leadership'
- To explore the impact of the concept of 'judicial leadership' on each judicial officer

GROUP WORK INSTRUCTIONS:

1) Interview each other in respect of all interview questions (see next 2 pages).

NOTES:

INTERVIEW

What do you consider to be your greatest strength/s as a judicial officer?

What are the guiding principles in your life – and as a judicial officer?

What motivates you?

Who do you regard as your role model/s as a judicial officer and why?

Who do you consider to be your mentor/s and why?

What do you think are the most important qualities for a judicial leader?

How do you make a difference as a judicial leader?

What are your goals as a judicial leader?

Considering your position, what are your mission statement and your vision for what you want to achieve in your position as a judicial leader in your court?

- **Mission statement:**

- **Vision:**

SESSION 4

Part 3

ENDING THE DAY

Objectives:

- To end the day on a positive note
- To discuss the learning points achieved so far
- To explain the evening assignments

ASSIGNMENT 1

HAVE NO REGRETS AND FORGIVE YOURSELF

LET GO OF THE PAST

- Write down an incident that is worrying you

- Look at it coolly and objectively
- Recognize what is done is done
- Consider if there is anything you can do to remedy the situation

- If so – then do it (write down what you need to and when and how you are going to do it **AND THEN DO IT!**)– and if not, *let go of it!*

**You did the best you could at the time,
now look forward to a positive future.**

(Adapted from: Instant Life Coach. Lynda Field)

ASSIGNMENT 2

FORGIVE SOMEONE

Forgiveness does not mean that we think it is okay for anyone to do anything to us. Forgiveness is about letting go. If I cannot forgive someone, then my angry thoughts will connect me to that person forever. No matter how far away that person might live, if all you have to do is to think of that person for your emotions to get stirred up, then that person might as well be living with you.

Ask yourself what are you gaining from not forgiving that person? You gain a permanent relationship with the object of your hatred; you are bound together in anger. Forgiving does not mean overlooking; it means the opposite. Before you can let go of the ties that bind you to another in hatred, you need to know exactly what hurt you and why and express this in an appropriate way. When you can truly forgive you set yourself free.

- Is there anyone who you find it difficult to forgive? If yes, identify the person. _____
- Do I really want to be in this permanent relationship with _____ (name), a person I hate, and be bound to _____ (name) in anger? _____
- What exactly was it that _____ (name) did that hurt me so much?
- Why do I feel so hurt and angry?
- Why do I hate _____ (name) so much?
- Why could I not let go of my hate and anger?
- Can I let go of these feelings and forgive _____ (name)?

**How can you be high in self-esteem if you hate someone?
Let go of blame, increase your personal power
and be free to live your life dynamically.**

(Adapted from: Instant Life Coach. Lynda Field)

ASSIGNMENT 3

GET IN TOUCH WITH YOUR OWN TRUTH

LIFE IS ABOUT CHANGE and as we grow and develop we are playing a part in this natural process. Look into your own eyes and make a realistic assessment of where you are now. Ask yourself some big questions and let your answers be big! Be expansive, express your real needs and desires and get in touch with your own truth.

EXERCISE: Look into your own eyes

Ask yourself these questions and answer truthfully to yourself:

- What do I really want to do with my life?

- What gifts do I bring?

- How can I develop my unique skills and strengths?

- Can I trust myself? If not, why not?

- What are my biggest fears when I think about making changes?

- What is my goal/s for this year?

- How far did I get towards realizing my goal/s for this year?

- What is my vision for my life?

- What is the first step I need to take to get myself moving again?

(Adapted from: Instant Life Coach. Lynda Field)

ASSIGNMENT 4

START TODAY TO MAKE YOUR DREAMS COME TRUE

Have you ever heard people saying things like; *I've always wanted to go there, do that, have one of those, visit that place, and begin that hobby?* Why didn't they ever do these things? When we know what we would love to do, we can start taking steps towards our dreams. Try the following exercise to discover your goals;

EXERCISE

Ten things I want to do in my life:

I want:

To

To

To

To

To

To

To

To

To

To

Determine which things you can do within the next 12 months, 2 years etc and write it next to your dream/goal, decide which things you can do first, second etc, and the steps needed for the first three things on the list – then start to take the steps necessary to make your dreams/goals come true.

**Reach for your dreams;
begin today!**

(Adapted from: Instant Life Coach. Lynda Field)

ASSIGNMENT 5

EXERCISE: ACHIEVING MY GOALS

GOAL 1: (Short term goal)

GOAL	STEPS/ACTIONS	TIME FRAMES

GOAL 2: (Medium term goal)

GOAL	STEPS/ACTIONS	TIME FRAMES

GOAL 3: (Long term goal)

GOAL	STEPS/ACTIONS	TIME FRAMES

(Adapted from: Instant Life Coach. Lynda Field)

**A goal without a plan is just a wish. Make no little plan;
they have no magic to stir the blood... Make big plans, aim
high in hope, work and achievement!**

Extracts from:
Leading like Madiba. Leadership lessons from Nelson Mandela.
Martin Kalungu-Banda (2006)

How to lead like Madiba

Ten guidelines for growth: the Madiba path to leadership:

1) Cultivate a deep sense of awe for human beings.

Leadership is about people, and every single person matters.

Train yourself to treat everyone you come across with the utmost honour. Anyone who might experience the effects of your position or office deserves your undivided attention.

- What is your basic attitude towards others, those you know and those you do not know?

- What are you doing to deepen your respect for them?

2) Allow yourself to be inspired by the giftedness of other people.

In a practical way, show that you recognise that every person has special gifts to use for their own well-being as well as for their community or organisation.

Equally you should notice and celebrate the talents in your organisation or community. When the members share their abilities consistently, the giftedness of the group will emerge. Your honouring this capacity helps it to spread.

Leaders who do not have clear sources of inspiration often fail to inspire their organisations and communities.

- What inspires you in your life?

- What do you honour in others?

3) *Grow your courage.*

Great leaders have courage. This does not mean absence of fear but learning how to recognise your fears, face the harsh realities of your situation, and nevertheless choose to follow what you consider the right course of action.

Courage in leadership also means choosing to restrain the full use of the power you have been given, which implies trusting the loyalty and ability of people around you. This will enable those people to grow.

- In what ways are you learning to face realities, practise right action regardless of fear, and stand up for the truth as you see it?

4) *'Go and preach the Gospel. Where necessary, use words.'*

Lead by example. You should not ask of others what you are not ready to do yourself. Leading by action, you will inspire people more than by simply telling them what needs doing. Your active role will leave a deep and lasting impression on those you are privileged to lead.

While a gift for words will help, it is your ability to lead by example that is going to win you the hearts of people. When people know that you strive and sacrifices with them for the common good, they will give undivided loyalty and unflinching support.

- How are you working to bridge the gap between your words and your actions?

5) Create your own brand of leadership.

A leader's name and image must be consistently related to a set of values. This is what makes you really effective. When people think of you as a leader, they must immediately think of your principles.

Consistently try to gauge the kind of impact you are making. If it is possible, do what you can to grow and consolidate it. If negative, find ways to adapt or discard it.

Three things in particular will help you to assess your impact: creating an environment where people are free enough to speak their minds even in your presence, encouraging your colleagues and mentors to give you honest feedback, and finding time and place for regular reflection on your own.

- What values describe your brand of leadership?

- How are you working to increase candid discussion with yourself?

6) Practice humility.

Great leaders acknowledge their failings. Instead of making people lose faith in you, admitting your mistakes and limitations will draw people to help and work with you. By being able to apologise for your wrongs, you send the message that the search for right thought and action is a common enterprise. It is not owned or controlled by you or any other leader.

Showing that you were wrong is not a sign of weak leadership. In fact it strengthens your bond with people by showing you are one of them. Saying sorry is an act of humility. Humility attracts and inspires. Your arrogance does not.

- Is humility a virtue that you value?

- In what ways are you growing more humble?

7) Learn to live with the Madiba paradox.

Life is a mix of hope and hopelessness, joy and pain, success and failure, vision and disillusionment. You as leader have the task of helping others to live successfully with these apparent paradoxes. This is what Madiba has done. You must firmly believe and show by your actions that current difficulties have to be confronted no matter how painful they may be, while you sustain a belief that victory will definitely come. You can ride this paradox by honest inquiry and sharing fears and frustrations, on the one hand, while believing firmly in the unlimited human spirit and genius to find solutions.

- How honestly do you confront brutal facts in your life and your organisation?

- How are you growing your capacity to stay hopeful in the midst of activities?

9) Celebrate life.

Activity and achievement of any kind are signs of life that affect life in turn. We work in order to enhance our life. We seek to excel for the same reason, not just to look good. In this spirit, we should celebrate not only individual performance and giftedness but life itself.

- What rituals and symbols do you use to honour life and people?

10) Know when and how to make yourself replaceable.

Great leaders know how to move themselves from center stage. They know also when it is time to go. They prepare for it and make sure they have a successor who will build on what they have achieved. They enable other people to emerge as potential candidates. This is what sustains the leader's legacy while guaranteeing a smooth transition. It is not about cloning themselves; it is recognising that they cannot lead forever and that they must create the conditions for fresh leadership to emerge.

- How are you preparing yourself and the people around you for your exit from leadership?

Leadership Appraisal

Identify a recent task performed by a team that you had to lead. Ask yourself the following questions, and commit the answers in writing. Each question should be answered in a maximum of three to five sentences:

IDENTIFY TASK:	
Did I lead effectively?	
Did I strategise effectively, with a proper plan in place?	
Did I motivate well, and who was inspired by my leadership?	
How effective was my delegation?	
Did I manage to give worthwhile feedback to my team?	
What leadership qualities do I still need to develop?	

Assessing your Skills

SKILLS	LEVEL: Excellent: 5 Good: 4 Average: 3 Bad: 2 Non-existent: 1	How can it be improved?
Interpersonal		
Technical		
Presentation		
Time management		
Punctuality		
Networking		
Peripheral vision		
Visibility		
Budgeting		
Confidence		
Writing		
Strategising		
Conflict management		
Communication		
Delegating		
Other skills:		

EXERCISE: BEING ASSERTIVE

Think about a person with whom you need to become more assertive. Now consider a typical situation in which you might find yourself with that person. Analyze that situation, using the following checklist and then plan your assertive message:

Situation:	
Who?	
When?	
Where?	
Why?	
How?	

Plan an assertive message:

The following sequence will help you plan an assertive message in a difficult situation or with one of your problem people. Imagine yourself in a location where an encounter is likely to take place. Imagine yourself using the following feedback sequence to manage the encounter. Prepare what you are going to say by finishing the following sentences:

When you _____ (do this),

this happens _____

and I feel _____.

Would you (do something else) _____

because/that way/this would mean _____

I/you/they would feel _____.

So what do you think?

(Adapted from: Inspirational women at work. Lisel Erasmus-Kritzinger)

REMEMBER THESE IMPORTANT THINGS:

- **Dreams can come true - believe in them!**
- **We are all connected**
- **Say what you mean and mean what you say**
- **The more you give, the more you will receive**
- **Expect the best - you get what you expect**
- **Create your own reality**
- **Forgiveness creates happiness - decide to let go**
- **YOU ARE DIVINE!**
- **Everyone is doing the best they can**
- **Say 'no' and you will stop being a victim**
- **Every cloud has a silver lining!**
- **Everything changes - bad times will pass**
- **Your life has meaning and purpose**
- **Accept a compliment gracefully - smile and say thank you**
- **The universe supports you**
- **Persistence pays - don't take no for an answer**
- **YOU ARE INCREDIBLE!**
- **Smile dazzlingly - it will light up your life!**

(Adapted from: Instant Life Coach. Lynda Field)

SATURDAY

SESSION 1

Part 1

STARTING THE DAY

Objectives:

- To start the day on a positive note
- To discussion the learning points achieved so far

NOTES:

SATURDAY

SESSION 1

Part 2

JUDICIAL LEADERSHIP and MANAGEMENT SKILLS

Objectives:

- To further explore the meaning of the concept 'judicial leadership'
- To understand the skills necessary for effective judicial leadership
- To explore ways to deal with people/ people skills

NOTES:

SESSION 2

Part 1

JUDICIAL LEADERSHIP and MANAGEMENT SKILLS

Objectives:

- To further explore the meaning of the concept 'judicial leadership'
- To understand the skills necessary for effective judicial leadership
- To explore ways to deal with people/ people skills
- To understand how best to arrange and facilitate meetings
- To explore the reasons why meetings are effective
- To discuss how to be an active participant
- To understand the skills required to effectively chair meetings

NOTES:

3) Discuss and list the ways a chairperson can effectively manage a meeting. Include in your discussions also how to effectively arrange the meeting, effective chairing of the meeting, ensuring participation and follow-up of resolutions etc.

4) Discuss and list ways to be an effective participant in a meeting.

SESSION 2

Part 2

COMMUNICATION and FACILITATION SKILLS

Objectives:

- Explore communication skills
- Discuss communication style and barriers to effective communicating
- Understand how to communicate confidently and effectively
- Discuss effective writing skills
- To discuss the different roles of a trainer, facilitator, mentor and coach
- To discuss guidelines for and best practices in organizing training opportunities
- To discuss the best practices for presentations and facilitation
- Use of tools, ice breakers
- Dealing with different expectations and difficult participants

NOTES:

REFLECTION: ARE YOU AN EFFECTIVE COMMUNICATOR?

1) Can you listen to others adequately?	Yes / No
2) Do you encourage others to discuss their problems with you?	Yes / No
3) Can you tolerate others disagreeing with you in general and in public?	Yes / No
4) Can you deal with an unpleasant situation without becoming unpleasant yourself?	Yes / No
5) Are you usually able to raise sensitive issues?	Yes / No
6) Are you able to confront others when they make a mistake?	Yes / No
7) Do you find it easy to share your thoughts and feelings with others around you?	Yes / No
8) Do you usually seek out new or different experiences or situations?	Yes / No
9) Do you like change in general?	Yes / No

LISTENING SKILLS EXERCISE:

How Do You Rate As A Listener? *Rate yourself using the following scale:*

Always = 5

Almost Always = 4

Sometimes = 3

Rarely = 2

Never = 1

1.	I allow the speaker to express his or her complete thoughts without interrupting.	5	4	3	2	1
2.	I actively try to develop my ability to remember important facts.	5	4	3	2	1
3.	In a conference or important phone conversation, I write down the most important details of a message.	5	4	3	2	1
4.	I avoid becoming hostile or excited if a speaker's views differ from mine.	5	4	3	2	1
5.	I repeat the essential details of a conversation back to the speaker to confirm that I have understood correctly.	5	4	3	2	1
6.	I exercise tact in keeping the speaker on track.	5	4	3	2	1
7.	I tune out distractions when listening.	5	4	3	2	1
8.	I make an effort to show interest in the other person's conversation.	5	4	3	2	1
9.	I understand that I'm learning little when I'm talking. (I talk too much, listen too little?)	5	4	3	2	1
10.	I sound as if I'm listening (I use paraphrasing, ask questions).	5	4	3	2	1
11.	I remember that people are less defensive when they feel they're being understood.	5	4	3	2	1
12.	I understand that I don't have to agree with the speaker.	5	4	3	2	1

13.	In personal conversation, I look for non-verbal forms of communication, such as body language, tone of voice and other signals that provide information in addition to the speaker's words.	5	4	3	2	1
14.	I look as if I'm listening in personal meetings. (I lean forward, give eye contact)	5	4	3	2	1
15.	I ask for the spelling of names and places when I'm taking a message	5	4	3	2	1

SCORE: _____

- Scoring**
- 64 or more - You're an excellent listener
 - 50 – 63 - You're better than average
 - 40 – 49 - Your require improvement
 - 39 or less - You're not an effective listener. You need practice, practice and more practice

ASSESSING YOUR SKILLS:

- 1) On hearing that you have a presentation to deliver, what is your main reaction?**
 - a. How do I get out of this?
 - b. Excellent – I'll have an audience for my talents
 - c. Interesting – how can I benefit from this opportunity?
- 2) When preparing for a presentation, what is your main concern?**
 - a. What is the most painless way of putting this together in a hurry?
 - b. What is my message?
 - c. How do I want to affect the audience's behaviour or attitude?
- 3) What is the purpose of your presentation?**
 - a. I'm not sure
 - b. To get my message across
 - c. I don't know, but I know how to find out
- 4) How will you research your presentation?**
 - a. I'll borrow from a colleague, and put extra material together on my way there
 - b. Research won't be necessary – my presentation is already polished
 - c. I'll research a number of sources including my own, those of rivals, and the audience itself
- 5) How long is your presentation?**
 - a. I don't know
 - b. As long as it takes to get from start to finish
 - c. It depends – I can shorten it or extend it, depending on interest
- 6) How many key points are you making?**
 - a. As many as there are slides
 - b. They are all key points
 - c. No more than I can count on the fingers of one hand
- 7) Could you deliver the presentation without any slides, notes or props, if you had to?**
 - a. The slides are the presentation – no slides, no show
 - b. In theory, I know it by heart
 - c. Yes, it can even be better that way
- 8) How will you rehearse for this presentation?**
 - a. I don't rehearse
 - b. I won't – I have given it before
 - c. A 'dress rehearsal' with a mock audience
- 9) Which of these best describes the structure of your presentation?**
 - a. The slides are numbered
 - b. I tell them what I'm going to tell them, I tell them, then I tell them what I've told them
 - c. Begin with a bang, build up in the middle, go out on a high note
- 10) Which is your ideal position during the presentation?**
 - a. At the back of the room, controlling the slide show
 - b. Behind a podium
 - c. Moving around

11)When you present, what do you do with your hands?

- a. I've never thought about it
- b. They are helping me to emphasize my points for me
- c. They are calmly folded in front of me

12)How important is PowerPoint to you?

- a. It's a lifesaver – the whole presentation
- b. I find it unnecessary
- c. I think it should be used with discretion

13)What do you think about animations, video, and transition effects?

- a. I think they are cool
- b. I find them distracting
- c. It all depends on the time of the day, the audience and the message

14)How do you tailor your presentations for each audience?

- a. Why would I need to?
- b. I thank the audience by company name
- c. I have tailored slides and name individuals in the audience where appropriate

TOTAL: A _____

B _____

C _____

ANALYSIS

Mostly A's

These answers suggest a lack of confidence in your presentation skills, and a simple desire to make the experience as painless as possible. You may want to think about precisely which aspects of presentation you find most daunting, and then address each in turn. Focus on techniques, which help to make presentations less intimidating, such as keeping them more informal, planning them as conversations rather than lectures, and using props. Be careful, though, that you don't hide behind your supports, be sure to stay visible.

Mostly B's

You are confident – even enthusiastic – about your presentation. You understand that this is your chance to shine and intend to make the most of the opportunity. There is a risk, however, that you focus too much on yourself and your message, rather than your audience. It is possible that you are interested in the technical side of how you can add impact to your presentation, but you would be best served by redirecting your focus to understanding your audience.

Mostly C's

This reflects a sophisticated approach to presentations in which the outcome, more than the delivery, is your goal. Be careful, however, not to sacrifice yourself entirely in the process – although a good presentation is about what the audience learns, if you are unable to shine then you are missing an important opportunity. Consider working on delivery techniques.

(Adapted from: Perfect your Presentations. Steve Shippide)

SESSION 3

Part 1

COMMUNICATION SKILLS

Objectives:

- Explore communication skills
- Enhance and exercise communication and listening skills

NOTES:

EVALUATION AND CONSTRUCTIVE FEEDBACK: SPEECHES

SPEAKER Name: Topic:	1	2	3	4
Could you hear the speaker clearly?				
What was good about the manner in which the speaker delivered the speech?				
Did the speaker have any mannerisms that distracted you?				
Was the content clear and understandable to you?				
Did the speaker deal adequately with the topic?				
How would you rate the presentation overall?				
Any suggestions to the speaker?				
SPEAKER Name: Topic:	5	6	7	8
Could you hear the speaker clearly?				
What was good about the manner in which the speaker delivered the speech?				
Did the speaker have any mannerisms that distracted you?				
Was the content clear and understandable to you?				
Did the speaker deal adequately with the topic?				
How would you rate the presentation overall?				
Any suggestions to the speaker?				

SPEAKER Name: Topic:	9	10	11	12
Could you hear the speaker clearly?				
What was good about the manner in which the speaker delivered the speech?				
Did the speaker have any mannerisms that distracted you?				
Was the content clear and understandable to you?				
Did the speaker deal adequately with the topic?				
How would you rate the presentation overall?				
Any suggestions to the speaker?				
SPEAKER Name: Topic:	13	14	15	16
Could you hear the speaker clearly?				
What was good about the manner in which the speaker delivered the speech?				
Did the speaker have any mannerisms that distracted you?				
Was the content clear and understandable to you?				
Did the speaker deal adequately with the topic?				
How would you rate the presentation overall?				
Any suggestions to the speaker?				

SPEAKER Name: Topic:	17	18	19	20
Could you hear the speaker clearly?				
What was good about the manner in which the speaker delivered the speech?				
Did the speaker have any mannerisms that distracted you?				
Was the content clear and understandable to you?				
Did the speaker deal adequately with the topic?				
How would you rate the presentation overall?				
Any suggestions to the speaker?				

NOTES:

SELF REFLECTION ON OWN PRESENTATIONS:

1) How did I feel delivering my speech? Do I feel different about delivering this speech?

2) What would I do differently next time?

3) What did I learn about myself in preparing and delivering my speeches?

SATURDAY

SESSION 3

PART 2

PLANNING THE WAY FORWARD

Objectives:

- To discuss with participants from the same areas/offices ways to implement common goals and training initiatives

NOTES:

PROFESIONAL GOAL SETTING

EXERCISE: Achieving goals

SHORT TERM (achievable in three months or less)

Specify one short-term goal

GOAL	STEPS/ACTIONS	TIME FRAMES

MEDIUM TERM (achievable in six months or less)

Specify one medium-term goal

GOAL	STEPS/ACTIONS	TIME FRAMES

LONG TERM (achievable in twelve months or less)

Specify one long-term goal

GOAL	STEPS/ACTIONS	TIME FRAMES

(Adapted from: Instant Life Coach. Lynda Field)

MAKE AN ACTION PLAN

Choose your short-term goals and develop an action plan:

INTENTION	METHOD	NEEDS	REVIEW	CHANGES
State your goal: / <i>want to</i>	The specific action steps I need to take are:	List all the resources you may need (can change during process)	Set realistic deadlines & decide on certain dates to assess your progress	Note any changes that may occur – adapt plan to respond to setbacks

Do this with each of your goals in order to assist you in achieving it. Let your plan be specific, yet flexible to adapt to the changes. Tick off each action steps as you have taken it. Review your progress regularly, and try to keep to your deadlines.

Make a plan and take control.

(Adapted from: Instant Life Coach. Lynda Field)

NOTES:

SESSION 4

PLANNING THE WAY FORWARD: PRESENTATIONS

Objectives:

- To present discussions and plans to implement common goals and training initiatives

NOTES:

Winners take chances

Winners take chances.

Like everyone else they fear failing,
but they refuse to let fear control them.

Winners don't give up.

When life gets tough they hang in until the going gets better.

Winners are flexible.

They realise there is more than one way and are willing to try
others.

Winners know they are not perfect.

They respect their weaknesses while making the most of their
strengths.

Winners fall, but they don't stay down.

They stubbornly refuse to let a fall keep them from climbing.

Winners don't blame fate for their failures, nor luck for their
successes.

Winners accept responsibility for their lives.

Winners are positive thinkers who see good in all things.

From the ordinary, they make the extraordinary.

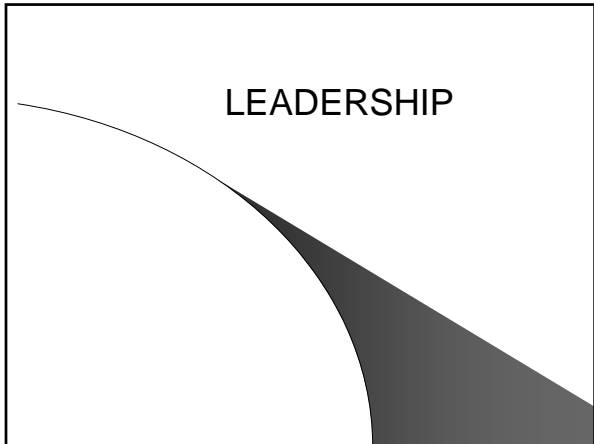
Winners believe in the path they have chosen even when it's
hard,

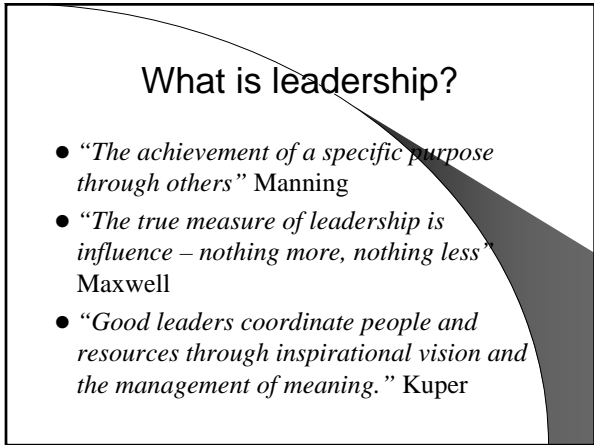
even when others can't see where they are going.

Winners are patient. They know a goal is only as worthy as
the effort that's required to achieve it.

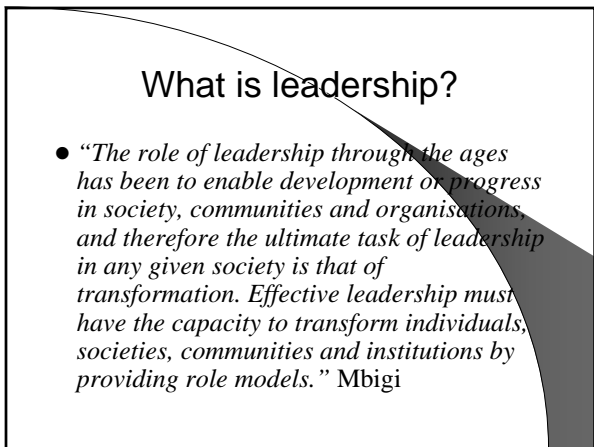
Winners are people like you. They make the world a better
place.

Nancye Sims





- *“The achievement of a specific purpose through others” Manning*
- *“The true measure of leadership is influence – nothing more, nothing less” Maxwell*
- *“Good leaders coordinate people and resources through inspirational vision and the management of meaning.” Kuper*



- *“The role of leadership through the ages has been to enable development or progress in society, communities and organisations, and therefore the ultimate task of leadership in any given society is that of transformation. Effective leadership must have the capacity to transform individuals, societies, communities and institutions by providing role models.” Mbigi*

What is leadership?

- *“The leader is the servant. So leadership is not having your own way. It’s not for self-aggrandizement. But oddly it is for service. It is for the sake of the led. It is proper altruism.”*

– Archbishop Desmond Tutu

Leadership concepts

- In 1980’s – management
 - Idea that manager is needed for consistency – to keep standards from slipping
- In 1990’s: leadership by an individual
- In 2000’s: team leadership (collaborative leadership)
 - Have to develop team of leaders – leaders at all levels, seek consensus
 - *“It’s okay to let those you lead outshine you, for if they shine brightly enough, they reflect positively on you”* Bill Hornsby

Leadership myths

- The Position myth: *I can’t lead if I’m not at the top*
- The Destination myth: *When I get to the top, then I’ll learn to lead*
- The Influence myth: *If I were on top, then people will follow me*
- The Inexperience myth: *When I get to the top, I’ll be in control*

Leadership myths

- The Freedom myth: *When I get to the top, I'll no longer be limited*
- The Potential myth: *I can't reach my potential if I'm not the top leader*
- The All-or-Nothing myth: *If I can't get to the top, then I won't try to lead*
- Leaders are born myth: *Leaders are born, not made.*
 - *The ability to lead is not something you are born with, but something you can develop over time*

Leadership Qualities

- Knowledge
- Trust
- Integrity
- Standards: lead by example to earn respect
- Decisiveness: decision-making abilities
- Assertiveness
- Optimism: be realistic but not fatalistic, find solutions

Leadership Qualities

- Results: track record
- Vision: expected to set goals that will guide in specific direction
- The appearance of power: must give off aura of power in your dress, carriage & surroundings

Leadership styles

- Dictatorship
- “Almost” Democracy
- Partnership
- Transformational

Leadership styles: Dictatorship

- Characteristics:
 - No questions asked: lays down law
 - Knowledge is power: only give information on need-to-know basis
 - No mistakes
- When works best:
 - When group gotten out of hand & making no or little effort to actually work
- Downside:
 - No creative, trusting work environment, disliked, perceived as harsh, oppressive and unfair

Leadership styles: ‘Almost’ Democracy

- Characteristics:
 - Participation: engage in most aspect of decision making
 - Encouraging debate
 - Veto power: ultimately makes final decision
- When works best:
 - When leading highly innovative team that needs direction

Leadership styles: Partnership

- Characteristics:
 - Equality: becomes just another group member
 - Group vision: all participate in decision making & setting of direction
 - Shared responsibility
- When works best:
 - Small group of experienced persons: trust, honesty & belief in ability of all key to success of partnership
- Downside:
 - Can be most rewarding leadership experience , but not if you are concerned about your authority being undermined

Leadership styles: Transformational

- Characteristics:
 - Charisma: clear vision
 - Confidence
 - Respect & Loyalty
 - Expressive praise
 - Inspirational
- When works best:
 - Ideal style when you need to drastically improve performance
- Downside:
 - You are responsible for vision and means of accomplishing it

Worst leadership mistakes

- Being overfriendly – one / all
- Micromanagement
- Letting colleagues get to you personally (thin skin)
- Asking them to do tasks or perform to levels you are not prepared to do yourself– *do as I say, not as I do...*
- Passing over people in favour of friends: favouritism/nepotism
- Viewing others as your competition
- Temper outbursts
- Arrogance: avoid autocratic behaviour

Ineffective leaders

- Insecure leaders
 - Think everything is about them, and as a result, every action, every piece of information, every decision is put through their filter of self-centeredness
- Incompetent leaders
 - *“Advice is seldom welcome, and those who need it most like it the least”*
- Visionless leaders
 - Fail to provide direction or incentive: no fire, no fuel
- Selfish leaders
 - Attempt to lead others for their own gain & for detriment of others

Ineffective leaders

- Chameleon leaders
 - Never know how he will react
- Political leaders
 - Motivated by own desires to move ahead
- Controlling leaders
 - Micromanage everybody
 - *“You must be interested in finding the best way, not having your own way”*

Guiding assumptions

- Two assumptions to guide leaders:
 - Each person’s talents are enduring and unique
 - Each person’s greatest room for growth is in the areas of his/her greatest strengths
 - Talents, knowledge and skills combine to create your strengths
 - Understand and build your strengths & learn to manage your weaknesses
 - Then you can help others to build their strengths and manage their weaknesses

Goal-orientated approach

- Reasons to set goals:
 - Goals provide direction
 - Goals tell you how far you have travelled (provide milestones)
 - Goals help to make your overall vision attainable
 - Goals clarify everyone's role
 - Goals give people something to strive for

SMART Goals

- Characteristics of well-designed goals:
 - **Specific:** clear & unambiguous
 - **Measurable:**
 - **Attainable:** realistic
 - **Relevant:** important as tool to assist in reaching overall vision
 - **Time-bound:** commitment with deadlines
 - Goals should be no more than one sentence: concise, compelling, easy to read & to understand

Ethical Leadership

- Ethical behaviour starts with you – you must set the example
- Ethical standards & behaviour:
 - Honesty
 - Integrity
 - Impartiality
 - Fairness
 - Loyalty
 - Dedication
 - Responsibility
 - Accountability

Ethical Leadership: Living it

- Keys to making ethical choices:
 - **E** – evaluate circumstances appropriately
 - **T** – treat people & issues fairly
 - **H** – hesitate before making critical decisions
 - **I** – inform those affected of the standard / decision that has been set / made
 - **C** – create an environment of consistency for yourself and your working group
 - **S** – seek counsel when you have any doubt (from those who are honest & whom you can respect)

Ethical Leadership

- Integrity guideline: “How would I like to be treated in this situation?”
- Key to living live of integrity and ethical excellence: CHARACTER
- Character is:
 - More than talk
 - A choice
 - Engenders trust
 - The only way to sustain success

Good Leadership = Attitude

- Attitude = inward feeling expressed by behaviour
- Attitude: determines our approach to life, relationships with people, & the only difference between success & failure
- You get your Attitude through your own self-image, beliefs, choices, environment, personality

*“Two men looked through prison bars;
One saw mud, one saw stars.”*

Good Leadership = Attitude

- Take responsibility for your attitude
- Evaluate your present attitude
- Develop the desire to change
- Change your attitude by changing your thoughts – think positive
- Develop good habits
- Manage your attitude daily

“You are not what you think you are, but what you think... you are.”

African leadership concepts

- *“It is the role of leadership to bring presence, profound meaning and hope into any situation... In indigenous African spiritual traditions, a leader is the ultimate medium or channel of meaning, hope and value. In organisations and communities the concept of servant leadership brings together service and meaning to express the fundamental interdependent values of ubuntu.” Mbigi*

Ubuntu

- *“Africans have a thing called UBUNTU; it is about the essence of being human... It embraces hospitality, caring about others, being willing to go that extra mile for the sake of another. We believe that a person is a person through other persons; that my humanity is caught up and bound up in yours. When I dehumanize you, I inexorably dehumanize myself. The solitary human being is a contradiction in terms, and therefore you seek to work for the common good because your humanity comes into its own in community, in belonging.” Archbishop Desmond Tutu*

Ubuntu

- “All big ideas are simple. Ubuntu is a simple, big idea. It asserts that the common ground of our humanity is greater and more enduring than the differences that divide us.” (Nelson Mandela)

Ubuntu Leadership

- Implies three levels of application:
 - *Morality*
 - *Transformation*
 - *Best practice*
- Acting right, changing organisations and insisting on quality, constitute the programme for leadership. (Khoza)

The philosophy of Ubuntu

- Discover not who we are through solitude, but through our relationships with others
- Each one of us needs all of us
- None of us is greater than all of us
- We cannot succeed on our own – we need each other – collective interdependence
- “*Umuntu ngumuntu ngabantu*” a person is a person through other persons
 - Testimony of the equality & brotherhood of humanity & of our sense of shared destiny & fate

Ubuntu values

- Human dignity
- Respect
- Interdependence
- Compassion
- Solidarity
- Taking care of our own: people care
- Accommodation of minority views

African leadership principles

- Ground your leadership & personal influence on interdependent values & philosophy of ubuntu
 - *“Ninety percent of the art of living consists of getting along with people you cannot stand”* Samuel Goldwyn
- Leadership goes to the silent & humble person (*mugati no unopuhwa anyerere*) Shona proverb
- *“Instead of putting others in their place, put yourself in their place”* (Maxwell)
- *“People don’t care how much you know until they know how much you care”* (Maxwell)

African leadership principles

- *“If you can win a man to your cause, first convince him that you are his sincere friend”* (Abraham Lincoln)
- *“The most important single ingredient in the formula of success is knowing how to get along with people.”* (Theodore Roosevelt)
- *“I will pay more for the ability to deal with people than any other ability under the sun.”* (John D Rockefeller)

African leadership principles

- *“Natural talent, intelligence, a wonderful education – none of those guarantees success. Something else is needed: the sensitivity to understand what other want and the willingness to give it to them.”* (John Luther)
- *“Always help people to increase their own self-esteem. Develop your skill in making other people feel important.”* (Donald Laird)

African leadership principles

- *“Always make others feel needed, important and appreciated and they will return the same to you.”* (Maxwell)
- There is no more noble occupation in the world than to assist another human being – to help someone succeed
- Make a habit to give service to selected structures of your community

African leadership practices

- Empathy
- Compassion
- Forgiveness
- Reconciliation
- Being at peace with the universe
- Tolerance
- Valuing diversity
- Learning to be: developing character & discipline

African leadership principles

- Promote team spirit in all groups & structures
- *“One learns people through the heart, not the eyes or the intellect.”* (Mark Twain)
- *“It is by forgiving that one is forgiven.”* (Mother Theresa)
- *“You cannot correct sin by committing another sin.”* (Chitema hachidzoreranwe) – Shona proverb

African leadership principles

- *“A thumb working on its own is useless. It has to work collectively with other fingers to get strength and to be able to achieve anything significant.”* (chara chimwe hachtswanhe inda) – Shona proverb
- *“One finger cannot trash grain”* Tsonga proverb

Leadership as service

- Hospitality principles:
 - Unconditional **welcome** to visitors, relatives & strangers
 - Unconditional **warmth** and **caring** for people
 - Unconditional **respect** for people, regardless of race, colour, creed and ethnic group

Leadership: art of listening

- Get in touch with one's inner voice
- Seeking to understand what one's body, spirit and mind are communicating
- Listening with regular reflection – necessary to enhance server leadership
- Honing skill of empathy – ability to enter others emotions and 'shoes' so as to view the world from their perspective

Ubuntu institutional governance model principles

- Stakeholder inclusion & accountability
- Stakeholder interdependence & assimilation of ubuntu values
- Consensus democracy – consultation in decision making
- Collective teamwork – characterised by habit of working together in spirit of harmony & service to the community

Ubuntu institutional governance model principles

- Contribution – eliminate passenger problem that destroy community spirit
- Value creation & equitable sharing as pathway to brotherhood of humanity
- Compassionate governance – to ensure creation of fair society

Emotionally intelligent leader

- Succeed through empathy
- Alternative formulation to express key ideas of Ubuntu
- Skilful & compassionate management of relationships
- Transmits a positive attitude by engaging with others on the level of shared understandings and shared feelings
- Good leaders lead from the inside
– Nelson Mandela

Progression of leadership

- “There is a degree of leadership in every person. All people can be encouraged to develop and demonstrate ‘dormant leadership qualities. All leaders, at all levels of progression, are responsible for nurturing, stimulating and awakening the leader that exists within practically every human being. This is the nature of leadership.” (Boon)

Progression-of-Leadership Model

- **COACHES: Visionary Leadership**
 - Impassioned & charismatic: they share their dreams
- **CAPTAINS: Physical Leadership**
 - Positive & motivating
- **PLAYERS: Enquiring Leadership**
 - Generally positive, know efforts will pay off
- **SPECTATORS: Observer & Critic**
 - Only positive when things go well, generally negative, will seldom do anything to change things they dislike

Spirit of African Management

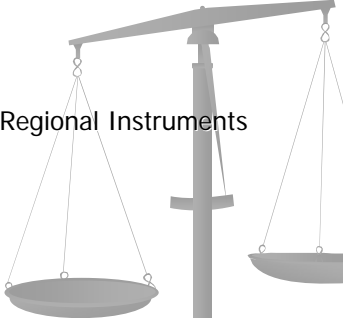
- BEFORE WE KNOW WHAT WE CAN BECOME (our vision), WE MUST KNOW WHO WE ARE (our spirit)
- Actions (what we do) + Spirit (who we are) = Vision (what we become)

***Success is...
Knowing your purpose in life,
Growing to reach your
maximum potential, and
Sowing seeds that benefit
others.*** (Maxwell)




JUDICIAL LEADERSHIP

Legal framework for judicial leadership



Legal Framework

- Constitution
- Magistrates' Act
- Judicial Oath
- International & Regional Instruments

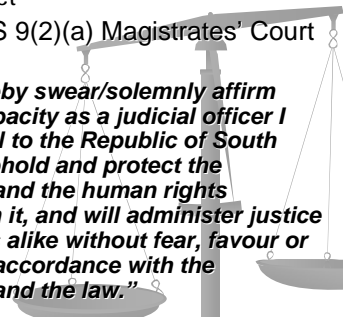


Constitution

- S 165: Judicial Authority
- S 174: Appointment
- S 7: Bill of Rights - cornerstone
- S 8: Bill of Rights binds judiciary
- S 1: Constitutional values
- S 2: Supremacy of Constitution
- Preamble
- S 41: Co-operative government

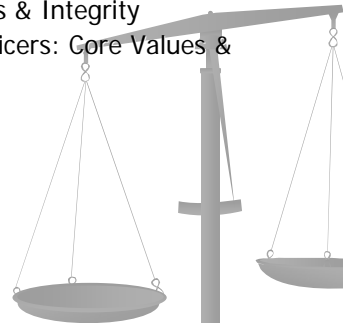
Magistrates' Act

- Code of Conduct
- Judicial Oath: S 9(2)(a) Magistrates' Court Act 32 of 1944:
 - ***"I, ... do hereby swear/solemnly affirm that in my capacity as a judicial officer I will be faithful to the Republic of South Africa, will uphold and protect the Constitution and the human rights entrenched in it, and will administer justice to all persons alike without fear, favour or prejudice, in accordance with the Constitution and the law."***



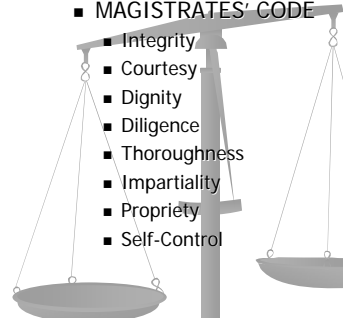
LEADERSHIP & ETHICS

- Personal Values & Integrity
- For Judicial Officers: Core Values & Principles:
 - Integrity
 - Dignity
 - Respect
 - Impartiality
 - Independence
 - Accountability



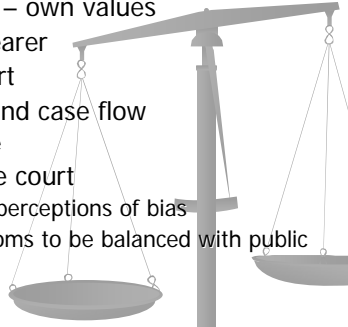
Values & Codes of Conduct

- BANGALORE
 - Accountability
 - Integrity
 - Equality
 - Diligence
 - Competence
 - Impartiality
 - Propriety
- MAGISTRATES' CODE
 - Integrity
 - Courtesy
 - Dignity
 - Diligence
 - Thoroughness
 - Impartiality
 - Propriety
 - Self-Control



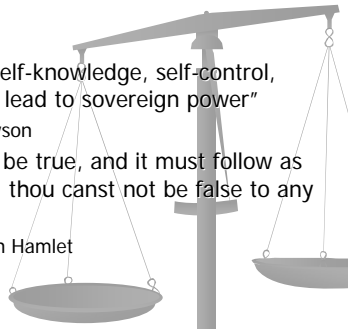
Leadership & Ethical Behaviour

- Self-awareness – own values
- Public Office Bearer
- Conduct in Court
- Manage court and case flow
 - Leadership role
- Conduct outside court
 - Beware public perceptions of bias
 - Personal freedoms to be balanced with public perceptions



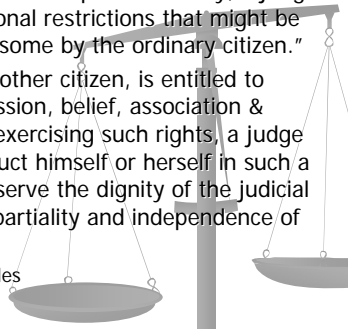
Self-awareness – own values

- “Know thyself”
 - Plato
- “Self-reverence, self-knowledge, self-control, these three alone lead to sovereign power”
 - Alfred Lord Tennyson
- To thine own self be true, and it must follow as the night the day, thou canst not be false to any man”
 - Polonius’ advice in Hamlet



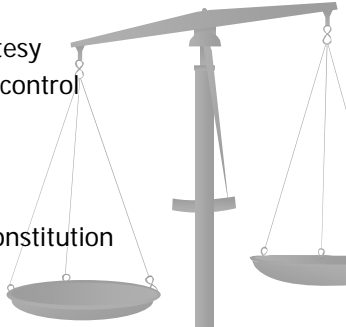
Judicial conduct

- “As a subject of constant public scrutiny, a judge must accept personal restrictions that might be viewed as burdensome by the ordinary citizen.”
- “A judge like any other citizen, is entitled to freedom of expression, belief, association & assembly, but in exercising such rights, a judge shall always conduct himself or herself in such a manner as to preserve the dignity of the judicial office and the impartiality and independence of the judiciary”
 - Bangalore Principles



Conduct in Court: Judicial Integrity

- Dignity
- Respect & courtesy
- Patience & self-control
- Impartiality
- Competence
- Diligence
- Allegiance to Constitution



Conduct in Court

- Judicial Officers' attitude & behaviour –
 - All parties treated equal before the law
 - Protect everyone's right to be treated with respect
 - Understand that own behaviour set the tone for proceedings
 - Court officials & witnesses take cue from the tone set
 - Must maintain control of proceedings



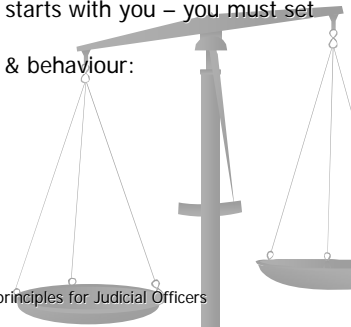
Ethical Principles

- Understand society's needs & concerns
- Never show prejudice or bias to any group or point of view
- Put aside preconceived opinions & sympathies
- Open mind



Ethical Leadership Principles

- Ethical behaviour starts with you – you must set the example
- Ethical standards & behaviour:
 - Honesty
 - Integrity
 - Impartiality
 - Fairness
 - Loyalty
 - Dedication
 - Responsibility
 - Accountability
 - Same as Ethical principles for Judicial Officers



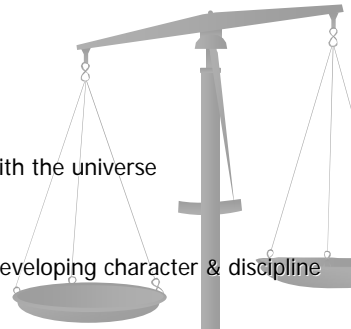
Ubuntu values: Judicial values?

- Human dignity
- Respect
- Interdependence
- Compassion
- Solidarity
- Taking care of our own: people care
- Accommodation of minority views



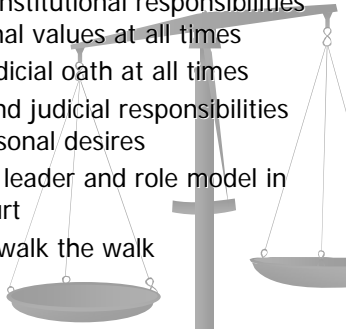
Ubuntu leadership practices: judicial leadership practices?

- Empathy
- Compassion
- Forgiveness
- Reconciliation
- Being at peace with the universe
- Tolerance
- Valuing diversity
- Learning to be: developing character & discipline



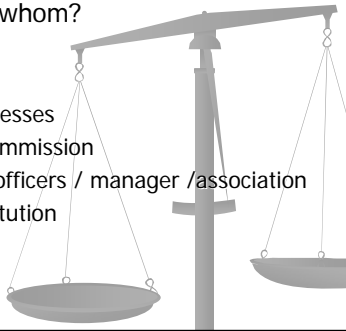
Judicial Responsibility

- To live up to constitutional responsibilities and constitutional values at all times
- To live up to judicial oath at all times
- To put public and judicial responsibilities before own personal desires
- To be a judicial leader and role model in and outside court
- Talk the talk & walk the walk



Judicial Accountability

- Accountable to whom?
 - Public
 - Court officials
 - Accused & witnesses
 - Magistrates' Commission
 - Fellow judicial officers / manager / association
 - Justice / Constitution
 - Parliament



Conclusion

- "If we require respect for the law, we must first make the law respectable"
- The public will 'judge the judge' by level of professionalism, based on manner, appearance, decorum, diligence & competence



Communication

**“ Communication is a very powerful thing
And when we choose to reach out
And speak to each other
We can change the world...
The future of our country will be built
Word by word
Conversation by conversation
And
others will follow our footsteps”**

(Nelson Mandela)

How to: Make a Talk

- Know what you want to say
 - Speak with knowledge, from authority and with confidence: if you don't know exactly what you want to say, keep quiet
- Say it and sit down
 - Be brief, to the point & then sit down
- Look at the audience while you talk
- Talk about what the audience is interested in
 - Audience interest is paramount, not yours
- Don't try to make a speech
 - Just say what you want to say, naturally

Practical tips : public speaking

The Roadmap

- Choose your destination
(the objectives or purpose of your speech)
- Plan route backward
- End at starting point
(points you want to make along the way)

Sample speech outline

- **Opening**
Capture audience attention
- **Body**
First point - statement of fact
-supporting material
- **Conclusion**
Review or summary
Call for action or memorable statement

Opening

- Walk purposefully
- Stand still make eye contact
- Look friendly
- Start with a strong, decisive and interesting opening sentence
- Deliver the words slowly and deliberately
- Pump up the volume of your opening lines

Conclusion

- **Make it clear you are ending**
- **Summarise the key points briefly**
- **Don't introduce anything else**
- **Finish on a high note**
- **Revisit the opening point**

- *“If nothing else is remembered at least your audience should remember your closing impact”*

The Body

- Organise your core material into points
- Keep each point short, punchy and focused
- Use simple language, avoid clichés
- Structure each point so that it has a beginning, middle and end
- Reinforce each point with:
 - real-life examples or anecdote
 - a sprinkle of humour

Quotes

- Courage is very important, like a muscle, it is strengthened by use. (Ruth Gordon)
- Employ your time in improving yourself by other men's writings, so that you shall gain easily what others have laboured hard for. (Socrates)
- Half the world is composed of people who have something to say and can't, the other half have nothing to say and keep saying it (Robert Frost)

How to make your "butter flies" fly in formation

- Nervousness
 - Speech anxiety
 - Stage fright
 - Platform panic
- We all experience it
Feeling a bit nervous is healthy
Harness it, and transform it into vitality and enthusiasm

Nervousness

- Know the room
- Know the audience
- Know the material
- "By failing to prepare, you are preparing to fail"*
(Benjamin Franklin)
- Relax
- Visualise yourself giving a speech
- Don't apologise
- Gain Experience

Avoid nervous twitches

- Swaying
- Stepping
- Restless hands
- Hair
- Nervous Cough
- Chin and nose
- Clutching the lectern
- Notes

The power of the language

- Be Clear: use short and simple sentences
- Spoken language is less formal than written language
- Words should be simple, specific and concrete

Language

- Relate to your audience: " you" , "we", and "our"
- Vividness: use words that are alive conveying mental images
- Express in threes: group ideas, adjectives, and points in threes
".....we mutually pledge to each other our lives, our fortunes, and our sacred honour"

Voice

- **Volume**
loud enough to be heard, convey authority, project your voice
being inaudible is rude and frustrating
- **A quite voice:** lacks authority and credibility
- **Pitch:** Best approach is to be conversational
- **Avoid:** rambling and mumbling
- **In Court:** must be understood

Voice

- Check yourself:
- Does my pitch vary up and down?
(it should !)
 - Do I mumble, or am I unclear?
(You shouldn't be !)
 - Do I pronounce my syllables clearly
(you must !)

Voice

- Beware of interferences and crutches
- "uh", "uhm", "well", "eh", "you know"
- They interrupt, concentration and comprehension
- Fill interferences with a pause
- Pauses are thinking spaces
- Court situation

Body Language

- Effective communication
 - 7% is verbal, words we say
 - 38% is how we say those words
 - 55% is expressed by our body language
- Our body has an important language, learn how to speak it

Body language

- Stand with confidence
- Sitting
- Hands
- Eye contact + gaze and directness
- Movement

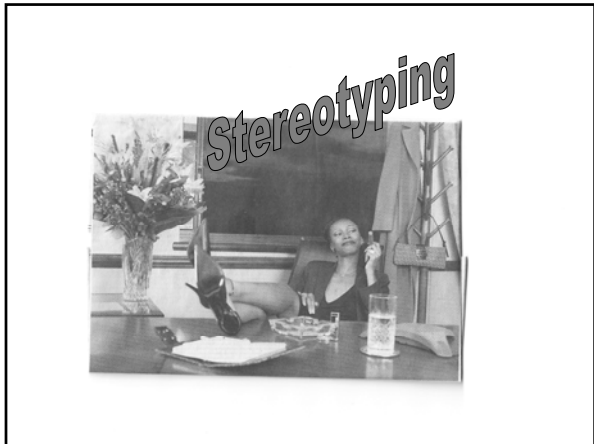


EYE CONTACT

- Our eyes are the most expressive parts of our face
- Subconscious factors guide our eye movement
- Our eyes are the “windows to our souls”

EYE CONTACT

- Our eyes can control the impact we have on other people (e.g. if a person makes a poor impression socially, it is often the consequence of an inappropriate amount of eye contact, particularly during conversation).



DRESS SENSE FOR BETTER COMMUNICATION

- Our physical appearance can make an instant impression on people – and initial opinions can be formed immediately.

SNAP JUDGEMENTS

Dress and Grooming

clothes don't make the man.....but they go a long way toward making a professional man or woman!

SMILING

- Smiling is a universal human expression;
- People can learn to smile for more good effect; (be genuine)
- Smiling can improve your self-image, and the response other people have towards you;



Visual Aids

- increase understanding
- enhance attention
- help control nervousness
- what you create with your gestures, your facial expression is far more effective than any visual aid

The art of listening: an important Leadership skill

- Get in touch with one's inner voice
- Seeking to understand what one's body, spirit and mind are communicating
- Listening with regular reflection – necessary to enhance server leadership
- Honing skill of empathy – ability to enter others emotions and 'shoes' so as to view the world from their perspective

Listening Skills

Communication has two sides:
the **doing side** and the **listening side**

- Express your interest:
 - it increases better understanding
 - Clear your mind of distractions
 - Give the other person your full attention

How to: Listen to people

- Look at the person who is talking
- Lean towards the speaker & listen intently
- Ask questions
- Stick to speaker's subject & don't interrupt
- Use the speaker's words: 'you', 'your', 'we'
- This is about COURTESY

Friends, Romans, Country man...



Listening skills

Avoid:

- yawing
- watching the clock
- look around aimlessly
- fiddling with papers
- showing facial expressions
- rolling your eyes

Listening Skills

- Maintain focus – People think much faster than they speak - the wandering mind
- Speak 150 words – think 500 words
- Ask questions: reflective listening, summarising what a speaker has said and repeating it back
- Seek the key points : "***Don't get lost in the forest of details and miss seeing the trees***"

How to introduce a speaker

- Tell the audience about the expertise of the speaker
- Give relevant background information
- Wave the speakers name as much as possible in your introduction
- Set the mood, allusions to the topic will arouse audience interest and build expectations
- After the speech: a few words of thanks on behalf of the audience and compliment the talk

How to introduce a speaker

- Every speaker deserves a thoughtful and helpful introduction
- Introduce speaker to audience and audience to speaker
- Mini speech
- The body: why this speaker?
why this speech?
why this audience?
Why at this time?

I

How to introduce a speaker

- Bring your own introduction
 - who you are?
 - What your area of expertise is?
 - What topic are you to talk on?
 - Why you are qualified to talk on the topic?
 - A few additional facts about yourself
 - And don't be afraid to use a bit of humour, it helps to brake the ice

Evaluations

- The key to evaluation is self-esteem
- Helps people feel good about their efforts, in a growing process
- Identify mistakes and mannerisms
- Identify strong points
- Don't 'whitewash', give constructive

Evaluations

- Personalise recommendations for improvement
 - “ I suggest...”
 - “ a technique I have found useful is...”
 - “ I think next time you will have a stronger impact on me if..”

Evaluations

- Avoid impersonal statements such as..

" you should have..... "

"you must..... "

"Try it...."

"good speakers do it....."

Winners take chances

Winners take chances.

Like everyone else they fear failing,
but they refuse to let fear control them.

Winners don't give up.

When life gets tough they hang in until the going gets better.

Winners are flexible.

They realise there is more than one way and are willing to try others.

Winners know they are not perfect.

They respect their weaknesses while making the most of their strengths.

Winners fall, but they don't stay down.

They stubbornly refuse to let a fall keep them from climbing.

Winners don't blame fate for heir failures, nor luck for their successes.

Winners accept responsibility for their lives.

Winners are positive thinkers who see good in all things.


From the ordinary, they make the extraordinary.

Winners believe in the path they have chosen even when it's hard,
even when others can't see where they are going.

Winners are patient. They know a goal is only as worthy as the
effort that's required to achieve it.

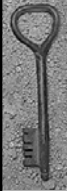
Winners are people like you. They make the world a better place.

Nancy Sims



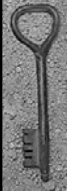
JUDICIAL SKILLS

Skills with people




Understanding People & Human Nature

- ◆ Have to understand people & their nature to successfully dealing with people
- ◆ Recognise people for **WHAT** they are, NOT what you *think* they are or what you *want* them to be
- ◆ *What are they?*
 - **PEOPLE ARE PRIMARILY INTERESTED IN THEMSELVES, NOT IN YOU!**




People Principles

- ◆ Our success, fulfilment & happiness depends upon our ability to relate to people effectively
- ◆ The key to relating to others is putting yourself in someone else's place instead of putting them in their place
- ◆ Treat people the way you want to be treated:
 - Encourage
 - Appreciate
 - Forgive
 - Listen
 - Understand
- ◆ See people as assets, not adversaries




Draw people to you: charisma

- ◆ The key to develop charisma: be more concerned about making others feel good about themselves than you are in making them feel good about you
- ◆ Traits of a person with charisma:
 - Concern – what they show
 - Help – what they offer
 - Action – what they provide
 - Results – what they produce
 - Influence – what they do
 - Sensitivity – what they follow
 - Motivation – what they give
 - Affirmation – what they share




How to: Motivate People

- ◆ To ‘persuade’ means to use sweetness / kindness to get people to do things
- ◆ We motivate best from the other person’s perspective
- ◆ You can get everything you want if you help enough people get what they want
- ◆ The 5 ‘C’s’ in motivating people:
 - Consideration – what is the needed response?
 - Credibility – what must I do to get it?
 - Content – what must I say to get it?
 - Conviction –how must I say it?
 - Conclusion - what steps do I need to take?




Understand difficult people

- ◆ A person who sees him/herself negatively, see others in a negative way & treat others how they see themselves
- ◆ Key to successful relationships: **responsibility**
 - I am responsible for how I treat others
 - I may not be responsible for how they treat me; however, I am responsible for my reaction to those who are difficult
 - I cannot choose how you’ll treat me, but I can choose how I will respond to you




How to: Deal with criticism

- ◆ By standing apart from crowd, you put yourself in vulnerable position – expect criticism
- ◆ If you stick your neck out, someone will want to chop it off – don't let the threat keep you from being all you can be – rise above it
- ◆ Question is not: “*Will I be confronted with criticism*”, but “*How can I handle and learn from criticism and confrontation?*”
- ◆ Learn to laugh at yourself - make you more relaxed when receiving or giving criticism
- ◆ A negative attitude towards criticism is more destructive than criticism itself
- ◆ Take criticism gracefully, analyse & learn from it




How to: Be a person people trust

- ◆ People who receive trust have developed their character & earned the right to be trusted
- ◆ Trust does not depend on position, money, name etc. Trust lies in the character of the person
- ◆ With trust, strong, positive relationships are built & are fed by encouragement & consistency
- ◆ Keys to be a trustable person:
 - Demonstrate what you want to instil
 - Be an encourager
 - Believe the best in others
 - Help others experience success
 - Equip people for future growth



How to: TALK to people

- ◆ When talking to people pick out the most interesting subject to them they want to talk about: **THEMSELVES**
- ◆ Take out of your vocabulary: *I, me, my, mine* and substitute with ‘**YOU**’
- ◆ When talking to others, talk about them, and get them talking about themselves
 - *How is your family?*
 - *Did you enjoy your holiday?*
 - *How did you do that?*




How to: Make people feel important

- ◆ Universal human trait: desire to feel important, desire to be recognised:
 - the more important you make them feel, the more they will respond to you
- ◆ Do not talk down to people or treat them so they feel like a nobody




How to: make people feel important

- ◆ **Listen to them**
 - Best way to make them feel important
- ◆ **Applaud and compliment them**
 - When they deserve it
- ◆ **Use their names as often as possible**
- ◆ **Pause before you answer**
 - Give impression you thought over what they had said
- ◆ **Use their words – ‘you’, ‘your’**
 - Not I, me mine
- ◆ **Acknowledge people who are waiting to see you**
 - Treat them as somebody
- ◆ **Pay attention to everybody in a group**




How to: Agree with people

- ◆ Art of Being Agreeable
- ◆ *“Any fool can disagree with people. It takes a wise man, a shrewd man, a big man to agree, particularly when the other person is wrong”*
- ◆ Reasons behind the Art of Being Agreeable:
 - People like those that agree with them
 - People dislike those that disagree with them
 - People don’t like being disagreed with




How to: Agree with people

- ◆ **Learn to be agreeable, to agree with people**
- ◆ **Tell people when you agree with them**
- ◆ **Do not tell people that you disagree with them unless it is absolutely necessary**
- ◆ **Admit when you are wrong**
- ◆ **Refrain from arguing**
 - Even if you are right – don't argue: poorest technique known
- ◆ **Handle fighters properly**
 - Fighters want a fight – by refusing to fight with them, they will sputter, fume and then look silly...




How to: Convince people

- ◆ **Human nature to be sceptical of you and what you say when you are saying things that are to your own advantage**
- ◆ **Better way: not make statement directly, but to quote someone else**
 - Quote people – relate success stories – cite facts & statistics
- ◆ **Speak through third persons!**




How to: Make up peoples' mind

- ◆ **Give people REASONS to say YES to you**
 - Tell them how THEY will BENEFIT
- ◆ **Ask 'yes' questions**
 - Ask them 'yes' questions – get them into 'yes' frame of mind + nod your head 'yes' when asking
- ◆ **Give people choices between two yeses**
 - Would this afternoon or tomorrow morning be best? (Choice of time, but either way yes to appointment)
- ◆ **Expect people to say 'yes; to you and let them know they are expected to say yes**
 - Confidence




How to: Set peoples' Moods

- ◆ In any dealings between people – there is a mood, atmosphere/stage set
- ◆ Skill to set mood/atmosphere/stage – either you or other person will set it: in your own advantage to set it first
- ◆ How?
 - First few seconds set tone and spirit
 - People respond in kind: What you put out to people you get right back
- ◆ First few seconds – eye contact, and before anything said: **SMILE** sincerely
 - Set stage for warm, friendly mood




How to: Praise people

- ◆ People need food for the spirit as well as body
- ◆ Spiritual food: praise, compliment
- ◆ Happiness formula for You – when you see the joy you give to others with praise
- ◆ But:
 - The praise must be **sincere & specific**
 - Praise the **ACT**, not the person
 - Praising the act avoid embarrassment, confusion, sound more sincere, creates incentive for more of same act and avoids charges of favouritism




How to: Critique people

- ◆ Key to successful critiques lies in the **SPIRIT** of the critiques
- ◆ If critique is to 'tell person off', or 'to give person piece of your mind'
 - You will get nothing from critique other than satisfaction of venting your spleen AND
 - The other person's resentment




7 musts for successful critique

- ◆ Criticism should be made in private
 - No raising of voices, nobody else listening
- ◆ Preface criticism with kind word or compliment
 - Create friendly atmosphere – soften blow
- ◆ Make criticism impersonal – criticize act, not the person
- ◆ Supply the answer
 - Answer means right way: if you tell someone what he is doing wrong, you also should tell him how to do it right




7 musts for successful critique

- ◆ Ask for cooperation – don't demand it
 - You will get more cooperation from people if you ask them for it than if you demand it
 - Demanding is a last resort measure
- ◆ One criticism per offence
 - The most justified criticism is justified once
- ◆ Finish the criticism on a friendly note
 - Finish on note of 'we're friends, we've solved our problems, let's work together & help each other'
 - NOT on note 'you've been told of, now get on the ball'



How to: Thank people

- ◆ When you say 'thank you', MEAN it
 - Be sincere
- ◆ Say it clearly and distinctly
 - Don't mumble or whisper: say thanks as if you are glad you are saying it
- ◆ Look at the people you thank
 - Anybody worth thanking is worth looking at
- ◆ Thank people by name
- ◆ Work at thanking people
 - Watch for chances to show your appreciation




How to: Make a Good Impression

- ◆ Peoples' opinion of us is largely determined by way we conduct ourselves
- ◆ If you want people to think well of you, to look up to you, to look upon you with admiration & respect, you must give them the impression that you deserve that rating
 - This is done primarily by the value you put on yourself
- ◆ Be proud of yourself (but not conceited), of who you are, of what you do, of where you work.
 - Don't apologise for your station in life or for yourself.
 - You are what you are, so handle yourself with pride and respect




How to: Make a Good Impression

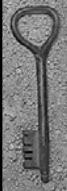
- ◆ Be sincere
 - Say only things which you mean & believe those things that you say
- ◆ Show enthusiasm
- ◆ Don't be overanxious
 - Give people doubts about you
- ◆ Don't try to build yourself up by running other people down
 - Stand on your own merits
- ◆ Don't knock anybody or anything
 - If you can't say something good, say nothing



Success is...
Knowing your purpose in life,
Growing to reach your
maximum potential, and
Sowing seeds that benefit
others. (Maxwell)

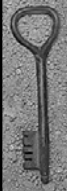


Can / should judicial officers be a TEAM?




Group v Team

<p>◆ GROUP</p> <ul style="list-style-type: none"> - No communication procedures - No support for each other's activities - No overriding vision - Subgroups form randomly - No group identity - Individual contributions not encouraged 	<p>◆ TEAM</p> <ul style="list-style-type: none"> - Communication procedures in place - Support for each other's activities - Vision / goals provided by leader/by consensus - Focus on working together as a single group - Self-esteem formed through group identity - Individual contributions welcomed
---	---



Understanding motivators

<p>◆ Motivators/Satisfiers</p> <ul style="list-style-type: none"> - Achievement - Recognition - The work itself - Responsibility - Advancement - Growth 	<p>◆ Demotivators / dissatisfiers</p> <ul style="list-style-type: none"> - Policies & administration - Supervision - Relationship with supervisor - Working conditions - Relationships with peers - Relationships with other role players
---	---




Can magistrates be a 'team'?

- ◆ Communication in office/cluster/province?
- ◆ Support for each other?
- ◆ Vision / common goal/s?
- ◆ Working together – vision/goal?
- ◆ Group identity?
- ◆ Recognition for contribution?




Can magistrates be a 'team'?

- ◆ Can court & case flow management hold key to building magistrates in a cluster / province as a 'team'?
- ◆ Can/should associations and/or provincial structures of associations play a role?
- ◆ Role of outside work activities?
 - Peer education / training
 - Rally together for cause (blanket drive, community effort etc)
 - Sport/other activities



Building a team

- ◆ Not short term effort
- ◆ Shared vision, common goals – all agreed on
- ◆ Air conflicts & resolve it
- ◆ Resolve/address problems / dissatisfiers, find solutions all agree with
- ◆ Keystones of good teams:
 - Trust
 - Communication
 - Involvement
 - Feedback



How to: make team work

- ◆ Glue that hold team together: Unity of purpose
- ◆ Realise that other people can help you do a better job than you could do it alone
- ◆ Highest reward for improvement is not what you get for it, but what you become as a result of it
- ◆ Characteristics of winning teams:
 - They play to win – if playing it safe, you will never know thrill of victory – to win, you must risk failure
 - They take risks
 - They keep improving
 - They care about each other

Effective Meetings

■ *"One finger cannot trash grain"*
■ Tsonga proverb

- S 41: Co-operative Government**
- Co-operate with one another in mutual trust & good faith by:
 - Fostering friendly relations
 - Assisting & supporting one another
 - Informing one another of, and consulting one another on matters of common interest
 - Co-ordinating their actions & legislation with one another
 - Adhering to agreed procedures

Ubuntu institutional governance model principles

- Stakeholder inclusion & accountability
- Stakeholder interdependence & assimilation of Ubuntu values
- Consensus democracy – consultation in decision making
- Collective teamwork – characterised by habit of working together in spirit of harmony & service to the community

Ubuntu institutional governance model principles

- Contribution by all – eliminate passenger problem that destroy community spirit
- Value creation & equitable sharing as pathway to brotherhood of humanity
- Compassionate governance – necessary to ensure the creation of fair society

Enthusiasm is catching

- **Enthusiasm is more catching than a cold; and so are indifference and lack of enthusiasm.**

“You can never sell anything to anyone until you are sold on it yourself”

Type of meetings

- **Your own Court**
- **Office manager**
- **CFM**
- **Provincial LMC**
- **Any other**

Why Meetings ?

- **Addressing and readdressing systematic problems**
- **Know the other side**
- **Information**
- **Collective responsibility: Case Flow Management**

The role players

- **Judiciary (district & Regional)**
- **NPA Attorneys**
- **Office Manager**
- **Legal Aid Board**
- **SAPS**
- **Social Services**
- **Correctional Services**
- **Any Other**

Meetings



Managing a meeting is a key managerial SKILL

What can go wrong?

- Timekeeping is appalling and bad
- The discussion rambles from point to point
- Hidden agendas hijack the proceedings
- Conflict not properly managed
- Weak chairing
- Lack of meeting procedures

- *"You must be interested in finding the best way, not having your own way"*

The art of Communicating

- Be brief
- Ask only one point per question
- Be specific
- Phrase questions to emphasise the positive when possible
- Make pace in your voice
- Modulate your voice
- Express yourself accurately
- Look at the group, keep calm
- Be Fearless

The art of listening

- Look at the person who is talking
- Appear deeply interested
- Lean towards the person
- Ask questions
- Don't interrupt; instead ask for more
- Stick to the speakers subject
- Use the speaker's words to get your point across

Opening a meeting

- Establish a friendly atmosphere
- Start on time open with an "attention getter"
- Then welcome the group
- Introducing the problem
- State the purpose of the meeting
- Establish a method for attacking the problem

Watch the clock

- Start on time, without delays for latecomers
- Announce a finishing time, it is discourteous not to
- Impose a time limit on each agenda item if necessary
- Make it your goal to end on time

Starting Participation

- State your need for ideas from the group
- Invite Cooperation
- Seek the unique resources of those present
- Call / ask an individual's help
- Compliment the individual
- Refer to previous encountering of problems

Handling a meeting

- Promote an open atmosphere
- Test possible solutions
- Avoid turning down ideas
- Facilitate good democratic decision making
- Work for consensus
- Delegate responsibilities
- Plan future action
- Plan evaluations

Communication

- Be brief
- Ask only one point per question
- Phrase questions to emphasise the positive when possible
- Modulate your voice
- Express yourself accurately
- Look at the group
- Keep calm
- Set the tone- be friendly, warm, open and firm

Concluding a meeting

- Indicate time to conclude
- Review the problem briefly
- Summarise the progress made
- Emphasise major agreements
- Inform of developments
- Thank the group

Be a confident Participant

- Read the agenda in advance
- Research any issues you are uncertain
- Do not waste time or sap confidence comparing yourself to others, who may appear more confident or knowledgeable
- Don't let your inner voice undermine your opinion
- Let your own voice underline it

Dealing with people

- Everyone is a millionaire in human relations.
- The great tragedy is that too many of us hoard our wealth, dole it out stingily, or don't even realise we possess it
- The quickest way to improve our dealings with people is to give away this wealth we possess

How to: Influence people

- To get people to do what you want them to do is to find out what will make them do it
 - *WHAT THEY WANT*
- The method of **Finding Out What People Want** is used by asking, watching and listening to them + the effort on your part to find out

How to: Influence people

- Then you can move them by telling them what they want to hear:
 - You simply show them HOW they can get what they want by doing what you want them to do.

How to: Be Assertive

- Improve your **TONE** of voice: Is it firm, decisive, calm and authoritative?
- Improve **WHAT** you say and plan a more assertive message: Am I prepared for my encounter with a problem person or situation?
- Watch your **BODY** language: How do I sit, walk, stand? Have I checked my gestures and facial expressions?

How to: Be Assertive

- Learn **HOW** to confront tough issues or people head-on: Have I established the who, what, where, when, why and how of a situation in which I need to be more assertive?
- Do **NOT** get **ANGRY** (was I aggressive?) and do not avoid the issue (am I being submissive?).
 - **ASSERTIVE DOES NOT MEAN BEING ARROGANT**

How to: Exhibit assertiveness

- Project air of positive confidence, incl. through assertive nonverbal communicators:
 - Facial expressions – no rolling of eyes etc.
 - Relaxed yet forthright posture – no slouching
 - Look at person when talking to him/her
 - Using gestures that convey positive feelings
 - Interpersonal distance – normal conversation distance – not too close / far
 - Personal appearance

Difficult People


**“Always make others feel needed,
important
and they will return the same to you”
(Maxwell)**

Writing Minutes

- Nature of meeting
- Date, time, venue
- Names and those present
- Follow the agenda and record all decisions and brief summaries of discussions
- Make it clear where work has to be followed up and where individuals take responsibility for implementation

Spirit of African Management

- BEFORE WE KNOW WHAT WE CAN BECOME (our vision), WE MUST KNOW WHO WE ARE (our spirit)
- Actions (what we do) + Spirit (who we are) = Vision (what we become)



■ *“A thumb working on its own is useless. It has to work collectively with other fingers to get strength and to be able to achieve anything significant.”*

Shona proverb



Winning with People

Extracts from:
25 ways to win with people:
John C Maxwell with Les Parrott




Start with yourself

- ◆ *“Your relationships can only be as healthy as you are”* Neil Clark Warren
- ◆ If you want to win with people, you have to be a winner yourself
 - Recognise your value
 - Accept your value
 - Increase your value
 - Believe your value




- ◆ **Forget about:**
 - Whatever makes you feel insecure
- ◆ **Ask:**
 - How can I increase my value in order to benefit others, rather than just myself?
- ◆ **Do it:**
 - List the things you can improve about yourself (ex. Bad habits to break), along with specific steps to take to make the improvements
- ◆ **Remember:**
 - Your relationships can only be as healthy as you are




Practise the 30-second rule

- ◆ 30-second rule: within the first 30 seconds of a conversation, say something encouraging to a person
- ◆ All people feel better & do better when you give them *attention, affirmation & appreciation*
- ◆ Gives people energy & motivation




- ◆ **Forget about:**
 - Searching for ways to make yourself look good. Instead, search for ways to make others look good.
- ◆ **Ask:**
 - What positive, encouraging thing can I say to each person I will see today?
- ◆ **Do it:**
 - Give everyone you meet the Triple-A treatment
 - Attention, Affirmation & Appreciation
- ◆ **Remember:**
 - Within the first 30 seconds of a conversation, say something encouraging




Let people know You need Them

- ◆ *“The greatest compliment that was ever paid me was when someone asked me what I thought, and attended to my answer.”*
Henry David Thoreau
- ◆ People need to be needed
- ◆ People need to know they need people
- ◆ People need to know they are needed
- ◆ People need to know that they helped




- ◆ **Forget about:**
 - A prideful attitude that cause you to prove how capable you are without the help of others
- ◆ **Ask:**
 - Who specifically can help me do a better job than I can do alone? Who is just waiting to be asked to join in what I am doing?
- ◆ **Do it:**
 - Sincerely ask others for input or help and attend carefully to what they have to say
- ◆ **Remember:**
 - Individuals who win with people make others feel that they are at the very heart of things, not at the periphery




Compliment people in front of other people

- ◆ *“Admonish thy friends in secret, praise them openly”* Publilius Syrus
- ◆ People want to feel worthwhile in life
- ◆ Compliments affirm people and make them strong
- ◆ Compliments in front of others are the most effective ones you can give




- ◆ **Forget about:**
 - Giving compliments only in private. Instead, give public praise whenever you can
- ◆ **Ask:**
 - Who can I spotlight in front of others?
- ◆ **Do it:**
 - Compliment someone around you in front of other people today
- ◆ **Remember:**
 - When you give someone a public compliment, you give him/her wings like an eagle




Give others a reputation to uphold

- ◆ *“Treat a man as he appears to be and you make him worse. But treat a man as if he already were what he potentially could be, and you make him what he should be.”* Goethe
- ◆ The opinions you have of people affect them – people perform consistently as they perceive you expect them to perform
- ◆ Find people’s value and potential, help others up instead of pushing them down




- ◆ **Forget about:**
 - A person’s failures in the past and focus on his/her potential in the future
- ◆ **Ask:**
 - What is special, unique, and wonderful about this person? How can I show it to others?
- ◆ **Do it:**
 - Back up your high opinion of a person with action that reinforces that opinion
- ◆ **Remember:**
 - Many people go farther than they thought they could go because someone else believed they could and told them so




Say the right words at the right time

- ◆ *“No man has a prosperity so high or firm, but that two or three words can dishearten it; and there is no calamity which right words will not begin to redress.”* Ralph Waldo Emerson
- ◆ What we say & do & when it is said & done have value:
 - The *wrong words* said at the *wrong time* **discourage**
 - The *wrong words* said at the *right time* **frustrate**
 - The *right words* said at the *wrong time* **confuse**
 - The *right words* said at the *right time* **encourage**




- ◆ **Forget about:**
 - What you want to say and focus on what the other person needs to hear
- ◆ **Ask:**
 - What would I want to hear if I was in this person's shoes?
- ◆ **Do it:**
 - Change someone's day – or maybe even his/her life – by saying the right words at the right time from the heart
- ◆ **Remember:**
 - *“Like apples of gold in settings of silver is a word spoken in the right circumstances”*




Encourage the Dreams of Others

- ◆ *“Try to keep away from people who try to belittle your ambitions. Small people do that, but the really great make you feel that you, too, can become great.”* Mark Twain
- ◆ Encourage others in the pursuit of their dreams
- ◆ People will live up to their dreams when they have a chance to fulfil them




- ◆ **Forget about:**
 - Critiquing another person's dream. Instead, affirm his/her lofty vision and his/her pursuit to realise it
- ◆ **Ask:**
 - Who can I encourage today in reaching their dreams?
- ◆ **Do it:**
 - Offer specific help in bringing another person closer to making his/her dream a reality
- ◆ **Remember:**
 - When a person shares his/her dream with you, it is the center of that person's soul.




Pass the credit onto others

- ◆ Check your ego at the door
 - *“An egotist is not a person who thinks too much of himself; it’s someone who thinks too little of other people.”*
- ◆ Don’t wait, pass the credit asap
 - *“Reward employees while the sweat’s still on their brow”* Ross Perot
- ◆ Say it in front of others, but only say it if you mean it (be sincere), and put it in print as well – note, notice/article




- ◆ **Forget about:**
 - Your ego. Focus on the people around you and the credit they deserve
- ◆ **Ask:**
 - Who has made me more successful than I would have been on my own?
- ◆ **Do it:**
 - Publicly pass along credit for a successful endeavour to as many people as you can
- ◆ **Remember:**
 - If each of us were to confess our most secret desire, we would say: *“I want to be praised”*



Offer your very best

- ◆ *“I do the very best I know how to – the very best I can; and I mean to keep on doing so until the end.”* Abraham Lincoln
- ◆ Make the most of your gifts and opportunities




- ◆ **Forget about:**
 - Doing the minimum required to get by, and focus instead on your maximum effort
- ◆ **Ask:**
 - What can I do for someone who could never repay me?
- ◆ **Do it:**
 - Voluntarily give beyond what is required
- ◆ **Remember:**
 - Everybody appreciates a person who gives his very best




Mine the gold of good intentions

- ◆ *“Forgiveness is not an occasional act, it is a permanent attitude.”* Martin Luther King Jr.
- ◆ Give people the benefit of the doubt
- ◆ Believe the best about people
- ◆ See things from their perspective
- ◆ *“It is with the attitude with which you judge others that you will also be judged.”*




- ◆ **Forget about:**
 - Justice, instead, focus on grace and forgiveness
- ◆ **Ask:**
 - How would I feel and what would I do if I were in this person’s shoes?
- ◆ **Do it:**
 - Practice the golden rule by appreciating what others intend, not only what they do – just as you would like for them to do with you
- ◆ **Remember:**
 - If I fail to believe the best in others, I will not give the effort to ‘mine’ gold contained in them




Keep your Eyes off the Mirror

- ◆ *“I don’t know what your destiny will be, but one thing I know: the only ones among you who will be really happy are those who sought and found how to serve”* Albert Schweitzer
- ◆ Focusing on others can give you a sense of purpose, energy, sense of contentment




- ◆ **Forget about:**
 - Trying to find happiness by tending to your own needs first
- ◆ **Ask:**
 - What can I do to forget myself and focus on others?
- ◆ **Do it:**
 - Set your needs aside and do something specific, today, that will help you take your eyes off the mirror
- ◆ **Remember:**
 - Success in life has everything to do with what you do to others




Do for others what they can’t do for themselves

- ◆ *“You have not lived today until you have done something for someone who can never repay you”* John Bunyan
- ◆ Introduce others to people they can’t know on their own
- ◆ Take others to places where they can’t go on their own
- ◆ Offer others opportunities they can’t reach on their own
- ◆ Share ideas with others that they don’t possess on their own
 - Open doors for others




- ◆ **Forget about:**
 - Focusing on what you can get from others and focus instead on what you can do for others
- ◆ **Ask:**
 - What opportunity, idea, or experience could I provide that someone might never be able to have without my help?
- ◆ **Do it:**
 - Consider specific things you might be able to do for others by making a list of your unique skills, resources, and connections
- ◆ **Remember:**
 - We all need others to do for us what we cannot do for ourselves



Listen with your heart

- ◆ *“The most important thing in communication is to hear what isn’t said”* John Drucker
- ◆ Listen effectively – focus on the person
- ◆ **Barriers:**
 - *Distractions* – phones, TV etc
 - *Defensiveness* – seeing complaints/criticism as personal attack
 - *Closed-mindedness* – thinking you have the all the answers
 - *Projection* – attributing your own thoughts & feelings to others
 - *Assumptions* – jumping to conclusions
 - *Pride* – thinking we have little to learn from others




- ◆ **Forget about:**
 - Trying to get your point across and put your energy into understanding the other person’s point
- ◆ **Ask:**
 - How can I better understand what this person is feeling and thinking?
- ◆ **Do it:**
 - Listen aggressively by eliminating distractions and focusing on the other person’s point of view
- ◆ **Remember:**
 - The best way to persuade is with your ears




Find the keys to their hearts

- ◆ *“Coaches who can outline plays on a blackboard are a dime a dozen. The ones who succeed are those who get inside their players and motivate them”* Vince Lombardi
- ◆ Accept the fact that people are different
- ◆ Find the keys to their hearts by asking questions
- ◆ Establish common ground
- ◆ Realize that with time, people change – look for the ‘change indicators’ in a person’s life




- ◆ **Forget about:**
 - Your inclination to believe that everyone is (or should be) just like you
- ◆ **Ask:**
 - What ‘change indicators’ have I seen in the person whose heart I’d like to understand?
- ◆ **Do it:**
 - Purposefully try to discover the keys to the hearts of your inner circle
- ◆ **Remember:**
 - Leaders who succeed are those who understand the hearts of their team




Be the first to help

- ◆ *“You can get everything in life you want if you will just help enough other people to get what they want.”* Zig Ziglar
- ◆ Make helping others a priority
- ◆ Make yourself aware of people’s needs
- ◆ Be willing to take a risk
- ◆ Follow through once you begin to help




- ◆ **Forget about:**
 - Thinking only about what’s in it for you and about how you can offer a hand
- ◆ **Ask:**
 - How can I help you?
- ◆ **Do it:**
 - Be the first to volunteer your services, offer assistance, or lend a hand
- ◆ **Remember:**
 - If you help enough people to get what they want, you’ll get what you want too




Add value to people

- ◆ *“Try not to become a man of success, but rather try to become a man of value”* Albert Einstein
- ◆ Value people
- ◆ Make yourself more valuable
- ◆ Know what people value
 - *“You can’t make the other fellow feel important in your presence if you secretly feel that he is a nobody”* Les Giblin




- ◆ **Forget about:**
 - Trying to become a person of success, and instead become a person of value
- ◆ **Ask:**
 - Who adds value to my life, and to whom would I most like to add value?
- ◆ **Do it:**
 - Make a list of the people in your life and note exactly what they value most from you
- ◆ **Remember:**
 - If you don’t truly value the person, he/she will never feel important in your presence




Point out people's strengths

- ◆ *"The praises of others may be of use in teaching us, not what we are, but what we ought to be."* August W Hare
- ◆ Pointing out strengths underlines people's uniqueness
- ◆ People are motivated in their areas of strengths & add the most value in their strength zones
 - *"A successful person finds the right place for himself. But a successful leader finds the right place for others"*




- ◆ **Forget about:**
 - The weaknesses of others
- ◆ **Ask:**
 - What does this individual do exceptionally well?
- ◆ **Do it:**
 - Every day this week, tell at least one person what strength you see in him or her
- ◆ **Remember:**
 - Every person in the world possesses the seeds for success



Help people win

- ◆ *"The most important measure of how good a game I played was how much better I'd make my teammates play"* Bill Russel
- ◆ Believe in people
 - *"Those who believe in our ability do more than stimulate us, they create for us an atmosphere in which it becomes easier to succeed"* John Spalding
- ◆ Give people hope
- ◆ Focus on the process, not just the win
- ◆ Understand that when you help others win, you also win



- ◆ **Forget about:**
 - Approaching life as a competition where you have to beat everyone else in order to win
- ◆ **Ask:**
 - Whom would I most like to help win and how can I do it?
- ◆ **Do it:**
 - Make a game plan. Chart the road you will travel together on your way to victory
- ◆ **Remember:**
 - Once you help someone to win, you will have a friend for life
