



*Future Leaders:
A Research Report on Desirable Career
Credentials for the Federal and State
Courts in the United States*

JERITT Monograph Fifteen

Judicial Administration Program

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**MICHIGAN STATE
UNIVERSITY**

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**Judicial Administration Program
Judicial Education Reference, Information and Technical Transfer
Project (JERITT)**

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A Research Report on Desirable Career Credentials for the
Federal and State Courts in the United States**

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and Edited by Ksenia Petlakh*

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Acknowledgement

On behalf of the Michigan State University Judicial Administration Program, we thank our research partners, listed below, for their collaborative efforts in this project. We also thank those individuals who took the time to respond to the future court leader survey. We trust that the results reported here will advance the court administration profession, rule of law, administration of justice, and human rights in the United States and across the globe.

Representing Federal Courts

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Representing State and Local Trial Courts

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Chapter 1: Overview

This exploratory study provides a snapshot in time about what the current top-level administrators believe their successors should have in the way of credentials to lead the courts in the future. This is particularly interesting data as the group of professionals who have shaped the contemporary administration of courts and the associated profession are about to retire in large numbers. Perhaps of even greater importance, those individuals who have as their goal a career in court administration can use the results of this study to develop individual plans so that they achieve their goals. While there is a great deal that this data does not tell us about specific jobs and associated education and experience requirements, it is a place for individuals to start developing career plans. The study also provides foundational data that can be used by educators, associations, mentors, and coaches who specialize in the career development of their students, members, and protégés.

The results are also informative for human resource departments. They can be used to write job descriptions, set recruiting standards, and develop appropriate performance expectations and associated compensation plans.

The remaining chapters describe the research process and the results. Chapter 2 explains the rationale for the research and the methodology used. Chapter 3 gives a description of the respondents, as defined by the independent variables. Chapter 4 provides a description of the desired credentials for future court leaders. Chapter 5 examines the bivariate relationships for the full sample. A closing discussion of the findings is in Chapter 6.

In the appendices, documents are offered that provide additional information about the study. Appendix A is the research partner invitation. Appendix B profiles the research advisory committee. The survey cover letter is in Appendix C. Appendix D lists and describes, where needed, the demographic variables. Appendices E through J depict summary data for the clerks/administrators and chief deputies for the federal and state courts. Appendix K contains the reference list.

Chapter 2: Research Methods

The research question and the development of the survey instrument, its distribution, and levels of analysis are the subjects of Chapter 2. The research was guided and facilitated by a Research Advisory Committee comprised of Michigan State University (MSU) Judicial Administration Program Partners and affiliated members of the partner group. The committee was comprised of organizations from U.S. federal courts, as well as state and local courts. Letters of invitation were disseminated inviting organizations to become members of the advisory committee. The letters were sent to courts and court associations from the Judicial Administration Program Partner-Provider list and National Advisory Committee. See Appendix A for the invitation. See Appendix B for the Research Advisory Committee Roster.

Data collection was conducted via an electronic survey utilizing the Survey Monkey platform. Tabulation and analysis of the responses were accomplished using the Statistical Package for the Social Sciences, IBM Statistics 19. The survey was accompanied by a cover letter explaining the purpose of the research, the survey questions, forms of analysis, and subsequent reporting of the findings. See Appendix C for the survey cover letter.

The Research Question

This research was prompted by a number of factors that would likely impact the courts into the foreseeable future: a massive number of Baby Boomers retiring, though later than some may have planned due to the global economic crisis that started in 2008; drastic budget cuts related to the crisis that had the potential to permanently change the way courts do business; the emergence of systemic information technology advances that appear to require a different employee skill set or which will eliminate positions altogether; and, lastly, a potential shift in how positions are defined, classified, and filled that may result in changing the mix of required or preferred education and experience.

MSU and its research advisory committee viewed these factors as a potential perfect storm for the profession of judicial administration. Yet, there was no data on what to expect and how to prepare for this potential shift. The other pressing factor, and perhaps the most important one for those individuals who had been building their credentials for the top administrative positions, is that the career path to those positions may either be significantly narrowed or closed. This leaves the most dedicated and prepared court professionals with no place to go in the courts after years of building their credentials for the top jobs.

Many research questions could be asked related to the factors just explained. The research committee settled on the following: What are the desirable credentials for future court administration positions at the upper level over the next decade—2012-2022?

For the purposes of this study, the term “credentials” was defined as education level, length and type of experience, leadership management traits, and knowledge and skills areas. Top-level administrative positions were confined to two positions. The highest administrative position usually referred to as clerk of court or court executive, at the federal level; and court

administrator or court executive in the state and local courts. The second position included the second-in-command position or the chief deputy clerk or chief deputy administrator. The time period of the next decade (2012-2022) was selected as a large number of Baby Boomers will be leaving the workforce during that decade, thus potentially creating the largest number of openings in recent history and also making it potentially the “largest brain drain” in the history of American courts. This professional group, in large part, is also responsible for the establishment of the contemporary court administration profession, as it was formed and shaped by them since the 1970s.

As previously stated, the research advisory committee determined that it would attempt to answer the research question by going to those individuals who already work in the courts to gain their thoughts about the desired credentials for the future. This group was selected because they are intimately familiar with the operations of the courts. Second, many of the respondents will be leaving their positions due to retirement, and the research advisory committee wanted to capture their opinions about what the future leaders need in terms of credentials in order to be competitive in the court administration job market. Third, as stated above, many of these individuals shaped the court administration profession and likely have thoughts about what credentials are required for the future.

Survey Construction

The survey was titled *MSU Judicial Administration Program Credentials of Court Leadership Survey*. The intent of the survey was to determine the most desirable credentials for future court administration upper-level positions over the next decade—2012-2022. More specifically, we wanted to determine what were perceived to be the requisite knowledge areas, skill sets, educational credentials, and amount and kind of experience that would make for attractive candidates for future job openings related to the top two administrative positions—the top administrator or clerk and the chief deputy to that top position. We pursued answering these questions by soliciting the perceptions of current court leaders defined as chief or presiding judges, clerks of court, administrators, managers, and chief deputies. The final survey respondent group also included court staff because many of the partner groups were professional associations that had members who did not hold management positions.

The survey had three parts. The first two parts consisted of questions that comprised the dependent variables. The third part contained demographic questions and comprised the independent variables of the study.

Part One asked the respondents to indicate what they thought was the most desirable lowest and highest levels of education for the top two administrative positions. See Table 1. They were also asked to indicate desirable years and types of experience. The years of experience intervals were: less than 1 year, 1-3 years, 3-5 years, 5-7 years, 7-9 years, and 9+ years. See Table 2 for a listing of the response options for types of experience. The response options for education, years of experience, and types of experience were arrived at by the advisory committee members reviewing the range of job descriptions and requirements associated with the top two administrative positions associated with the organizations they were representing. The last

question in Part One asked respondents to indicate whether they thought special certifications representing intensive courses of study were desirable for both of the top positions.

Table 1. Desirable Education

High School Graduate or Equivalent
Some College
Associate’s Degree (e.g. A.A. or A.S.)
Bachelor’s Degree (e.g. B.A. or B.S.)
Bachelor of Laws Degree (LL.B.)
Master’s Degree (e.g. M.A., M.S., or M.P.A.)
Master of Laws Degree (LL.M.)
Doctorate Degree (e.g. Ph.D. or Ed.D.)
Doctor of Jurisprudence Degree (J.D.)

Table 2. Desirable Experience

Experience as a top-level administrator in a court
Experience as the second-in-command
Experience as a division, section, or regional director in a court
Experience as a practicing attorney
Experience as a manager, administrator, or executive of another organization, government agency or not-for-profit organization, or for-profit business
Experience as a judge
Experience as a director, deputy/assistant director, or division/department manager in the Office of the State Court Administrator or Judicial Council
Experience as an analyst, researcher, or technology officer in the Office of the State Court Administrator or Judicial Council
Experience as a director, deputy/assistant director, or division/department manager in the Administrative Office of the U.S. Courts or Judicial Council
Experience as an analyst, researcher, or technology officer in the Administrative Office of the U.S. Courts or Judicial Council
Other (explain)

Part Two focused on identifying desirable leadership and management traits for the future top two court administrator positions. The traits were divided into three sections: Ways of Communicating and Being, Ways of Thinking and Perceiving, and Ways of Behaving and Taking Action. These categories and the associated traits were arrived at through the review of the leadership and management research that has developed over the past several decades and attributed to successful leaders and managers. The second section of Part Two listed knowledge and skills areas for the respondents to consider and rate the extent to which they thought mastery of those areas were important for future court administration leaders. The items for this section were arrived at by researching core competencies identified by the National Association for Court Management; university curriculum in public, judicial, and business administration; and topics offered through federal, state, and national court professional education programs. See Tables 3-6 for a listing of items related to Part Two.

Table 3. Ways of Communicating and Being

Articulates/displays excellent verbal skills
Displays excellent writing skills
Gracious/dignified/respectful
Charismatic
Sense of humor
Shows appreciation/supportive/caring/sensitivity/empathy
Friendly/outgoing/social
Optimistic
Shows wisdom/maturity
Demonstrates political savvy
Acts on personal/professional values
Other

Response options: 1.00=not very important; 2.00=somewhat important; 3.00=moderately important; 4.00=important; 5.00=very important

Table 4. Ways of Thinking and Perceiving

Intelligent/sharp cognitive abilities
Critical/creative thinker
Strategic thinker
Original/out-of-the box thinker
Fair-minded
Perceptive
Consistent
Forward-looking/visionary/can see big picture
Other

Response options: 1.00=not very important; 2.00=somewhat important; 3.00=moderately important; 4.00=important; 5.00=very important

Table 5. Ways of Behaving and Taking Action

Decisive/decision-maker
Problem-solver
Negotiator/mediator
Takes strategic action
Deadline-oriented
Detail-oriented
Organized/disciplined/focused
Seeks and accepts challenges
Innovative
Independent/self-controlled/self-confident
Diligent/determined/persistent
Inclusive/cooperative/collaborative
Trustworthy/ethical/honest
Dependable/conscientious/diligent
Engages in continual learning and development of self
Accepts criticism

Persistent
Promotes the learning and development of others
Other

Response options: 1.00=not very important; 2.00=somewhat important; 3.00=moderately important; 4.00=important; 5.00=very important

The knowledge base of judicial administration has become more sophisticated over the past five decades resulting in identifiable competencies for court leadership and management. Respondents were asked to determine the competencies important to both the clerk/administrator and chief deputy positions by asking the respondents to identify how the knowledge and skill is applied in the position. There were nineteen knowledge and skills areas in this study. Respondents were asked to identify the extent to which each knowledge and skill area was applied or used in the position on a five-point scale.

Table 6. Knowledge/Skills Areas

Skill Area	Skill Area Definition
Governance	Responsible for court governance that establishes the authorities, responsibilities, and lines of reporting for and with the chief/presiding judge, judicial council, the top-level court administrator, the second-in-command court administrator, unit supervisors, and advisory committees.
Court management infrastructure/management teams	Responsible for developing, implementing, and sustaining an executive management team that has the responsibility of managing the operations of the courts and advising the top-level administrator and the second-in-command on the strategic goals, needs, and direction of the court.
External communication and outreach	Actively engaging with the other branches of government and organizations to collaborate on legislation; rules; projects; initiatives; and so forth that advance the rule of law, the administration of the courts, the delivery of court services, and the public's right to due process. This could include communication, cooperation, and collaboration with Bar Associations; business and civic groups; schools; legislative bodies; executive agencies; court user groups; law enforcement; prosecutors; public defenders; corrections; and others.
Internal communication and outreach	Actively engaging in intradepartmental relations within the court to build cohesive service and management approaches; seeking feedback from court users and jurors; and developing and managing websites, media plans, and self-help centers or procedures to ensure access to justice and timely resolution of cases.

Human resources management	Developing and/or managing workforce plans; succession plans; position classifications and job descriptions; performance criteria and reviews; and mentoring, coaching, developing, sanctioning, and/or terminating employees.
Education, training, and development	Assessing and aligning the court's performance needs with the employees' abilities to deliver to the expected standards. Engaging in educational needs assessment and impact/outcome evaluation that will shape the education and training agenda for the court and its employees' professional development. Establishing an in-court training capacity or identifying opportunities outside of the court that have demonstrated ability to deliver the content required for employee performance.
Budget and resource acquisition and management	Determining the budget and resource needs of the court using quantitative and qualitative fiscal and budget office data, financial data and trends, and programmatic data; preparing and presenting the budget; building relationships with funders for continued support of court funding; and directing audit processes.
Fines and fees collection	Establishing and managing court imposed fines and fees collection systems that demonstrate the court's responsibility and authority to enforce its own orders.
Future, strategic, and long-range planning and policy-making	Continuously engaging in environmental scanning, analysis of stakeholders, issues, and trends affecting the courts; developing plans consistent with outcome of analysis; engaging groups and teams in the planning and implementation process; and writing, seeking support, and passage of policies and procedures that support the plans and court operations.
Court technology	Assessing and making decisions about the technology needs of the courts from chambers, to the courtroom, to the administration of the court; staying current with the court technology marketplace and matching technology innovations with the needs of the court; managing technology initiatives such as electronic courts; use of social media; and managing and directing technology consultants and services.
Caseflow management	Applying principles and practices of caseflow management; using macro/micro data to analyze case management performance; and applying differentiated caseflow management methods.

Records management	Developing and implementing records management policies and standards; safeguarding privacy and integrity of records; determining safe records storage, and scheduling the elimination of records in accordance with established guidelines and laws.
Jury management	Managing the jury selection process, orienting jurors to their role and responsibilities, caring for jurors during their service, and managing jury process expenses.
Buildings and facilities management	Managing court facilities including security requirements; disaster preparedness, recovery, and management; work space planning; technology infrastructure; and environmental building considerations.
Quasi-judicial functions	Engaging in activities such as conducting hearings, drafting orders, entering judgments, issuing bench warrants, and so forth.
Research, analysis, and writing	Conducting legal research and writing; drafting court rules and administrative orders; drafting legislation affecting the courts; researching and writing procedure manuals; engaging in quantitative and qualitative research and analysis of court operations; engaging in impact, outcome, and output evaluation; and researching and writing bench books or guides.
Specialized courts and court services	Assessing and managing the need for specialized courts, court dockets, and associated services to meet the needs of the public as they manifest in the community. Such services could include self-help centers for the self-represented and assistance for the elderly, veterans, drug and alcohol addicted defendants, domestic violence victims, and others.
Alternative dispute resolution (ADR)	Managing alternative dispute resolution (ADR) services and employees.
Interpreter services	Implementing and managing interpreter services in keeping with the needs of the court to provide access to justice and due process.

Response options: 1.00=very small extent; 2.00=small extent; 3.00=some extent; 4.00=large extent; 5.00=very large extent

Part Three contained demographic questions or independent variables, which allowed us to describe the respondents. The study also sought to determine whether the respondents' opinions varied significantly based on demographic characteristics.

See Table 7 for the categories of demographic questions posed.

Table 7. Demographic Question Categories

Type of court
Type of position
Length of court employment
Sex
Age
Education
Race
Population size of location of court
Court region/division
Court budget
Number of employees

Human Subjects Review and Pilot Testing

The survey was reviewed by Michigan State University Human Research Protection Program, Institutional Review Board (IRB) to ensure that it complied with all human subject research requirements and ethics. Following the approval of IRB, the survey was pilot tested by the research advisory committee members and a random sampling of their constituents. Minor changes were made to the survey based on the pilot testing results.

Survey Distribution

The survey was distributed to the constituents of the research advisory committee members via their electronic registers, which covered federal, state, and local administrative personnel and judges with administrative responsibilities; professional court association members; and judicial branch educators. Table 8 shows organizations that distributed the survey.

Table 8. Survey Distribution

Federal Courts
Administrative Office of the U.S. Courts
Federal Court Clerks Association
Federal Judicial Center
National Conference of Bankruptcy Clerks
U.S. District Court Central District of California
State and Local Trial Courts
Arizona Association of Superior Court Administrators/Superior Court in Yuma County
Association of Clerks of the District Courts of Virginia
California Administrative Office of the Courts, Education Division, CJER
Colorado Association for Municipal Court Administration
Conference of State Court Administrators
Delaware Administrative Office of the Courts, Judicial Branch Education
Florida Supreme Court, Office of the State Court Administrator
Georgia Council of Court Administration
Louisiana Court Administrators Association

Michigan Association of Circuit Court Administrators
Michigan Court Administration Association
Mid-Atlantic Association of Court Management
Minnesota Association for Court Management
Missouri Association of Court Administrators
National Association for Court Management
National Association of State Judicial Educators
New Mexico Judicial Education Center
North Carolina Conference of Court Administrators, University of North Carolina, School of Government
Office of the Executive Secretary, Education Services, Supreme Court of Virginia
Ohio Association for Court Administration
Ohio Supreme Court, Ohio Judicial College
Oregon Association of Court Administration
Pennsylvania Association of Court Management
Trial Courts of Maricopa County, Arizona
University of Georgia, Institute of Continuing Judicial Education
Washington State District and Municipal Court Management Association

Data Collection

Because the survey was delivered and collected electronically via Survey Monkey, no identifiers were associated with the returns. Thus, the responses were anonymous. Individuals initially had one month to complete the survey—January 2012. They received multiple prompts to do so, which resulted in individuals receiving an additional two weeks to respond with data collection from the first data collection period formally ending in February 2012. After the deadline return date, the research advisory committee members were contacted to determine whether they wanted the survey distributed again to increase the number of returns from their respective organizations. The presidents of the National Conference of Bankruptcy Clerks and the Federal Court Clerks Association asked for a second distribution. Their request was granted. The survey was redistributed in August 2012 with a two week data collection period. No further data collection periods took place.

Data Analysis

The first level of analysis was descriptive—describing the respondents and their answers to the survey questions. The demographic questions or independent variables were analyzed using frequencies and percentages, thus allowing for an understanding of who responded to the survey. Next, frequencies, percentages, means, and standard deviations were used to analyze and describe the respondents’ answers to the questions in Parts One through Three of the survey. These questions sought to capture the perceptions of the respondents about what the desired credentials are for the top two court administrative positions for the next decade. These questions are also the dependent variables of the study.

The second level of analysis was focused on exploring whether there was any relationship between the dependent and independent variables. In other words, through this study we sought to determine whether the perceptions about desirable credentials (dependent variables) change when considering the demographic characteristics of the respondents (independent variables). Thus, bivariate and multivariate analysis was undertaken using cross tabulation and Chi Square. Chi Square is the appropriate test of statistical significance when the independent and dependent variables are at nominal and/or ordinal levels of measurement, which is what we have in this study rather than interval or ratio levels of measurement. Chi Square tells us if there is a relationship, but not the strength or direction of the relationship.

A significance level of 0.05 was specified prior to analysis of the data. When a given p-value is less than 0.05, the event that has occurred is said to be statistically significant.

Response Rate

Sample size was not predetermined or known prior to the commencement of the study. Nine hundred and one (901) individuals accessed the survey and completed some parts of the survey. Three hundred and eighty-seven (387) completed the survey to the last question. The response rate was calculated to be 42.9% (387/901).

Terminology

The title, “clerk/administrator” is employed in these analyses to denote the top-level administrative position in a court. The title, “chief deputy” is employed in these analyses to denote the second-in-command position in a court.

Chapter 3: Demographic Characteristics of the Survey Respondents

This chapter provides summary profiles of the demographic characteristics of all survey respondents, which includes both federal and state courts.

Summary Profile of Demographic Characteristics of All Survey Respondents

The information that follows provides a description of the survey respondents related to court and position type, length of service, sex, age, education, race, geographic region/division, and population size of the court location for respondents regardless of whether they work in the federal, state, or local court systems.

Court Type

Among all survey respondents, 60.5% (n=247) were employed within the state courts while 39.5% (n=161) were employed within the federal courts. See Table 9 on page 16.

Position Type

Among all survey respondents, 45.1% (n=175) held the top-level administrative position; 14.9% (n=58) held the second-in-command position; and 3.6% held a judge position with administrative responsibilities. Thus, over 60.0% of the respondents held executive positions within the state and federal courts. See Table 12 on page 17.

Length of Service

This was a very experienced respondent group. Among all survey respondents, 32.0% (n=124) were employed for 20 to 30 years; 29.9% (n=116) were employed for 10 to 20 years; and 12.1% (n=47) had 30 or more years of experience. See Table 13 on page 18.

Sex

Among all survey respondents, 62.9% (n=244) were female. See Table 14 on page 18.

Age

Among all survey respondents, 56.1% (n=218) were 50 years or older and 43.9% (n=170) were 49 years and younger. See Table 15 on page 19.

Education

The majority of the respondents were highly educated with 28.4% (n=110) possessing bachelor's degrees and 46.3% (n=180) possessing graduate or law degrees. See Table 16 on page 20.

Race

Among all survey respondents, 90.2% (n=332) were white. See Table 17 on page 21.

Geographic Court Region/Division

The single geographic region with the most respondents, 28.7% (n=111), was from the Western Region/Pacific Division (AK, CA, HI, OR, WA) of the United States. Following that region was the Midwest Region/East North Central Division (IN, IL, MI, OH, WI) with 19.9% (n=77) of the

respondents. The region with the third highest response rate was the South Region, South Atlantic Division (DE, DC, FL, GA, MD, NC, SC, VA, WV) with 16.3% (n=63) of the respondents. The only other region with response rates in double digits was the Midwest Region, West North Central Division (IA, KS, MN, MO, NE, ND, SD) with 12.1% (n=47) of respondents. See Table 18 on page 22.

Population Size of Court Location

The respondents identified themselves as working in courts that cover more than one geographic type (rural, urban, and/or suburban) with a response rate of 44.1% (n=171). Respondents who identified themselves from courts that were primarily in urban areas comprised 31.4% (n=122) of the respondents, and those from suburban areas comprised 17.3% (n=67) of the respondents. Only 7.2% (n=28) of the respondents indicated that they were from courts in primarily rural areas. See Table 19 on page 22.

Summary Profile of Demographic Characteristics of the Federal Court Survey Respondents

The information that follows provides a description of the survey respondents related to court and position type, length of service, sex, age, education, race, geographic region/division, and population size of the court location from federal courts.

Court Type

Among federal court respondents, 71.4% (n=115) were employed in district courts. There were 38 respondents from bankruptcy courts or 23.6% of the total respondents. See Table 10 on page 16.

Position Type

Among federal court respondents, 42.9% (n=67) of the respondents reported being from executive positions within the courts—judge with administrative responsibilities (1.9%/n=3), top-level administrator (23.1%/n=36), and the second in command (17.9%/n=28). Another 22.4% (n=32) were either mid-level managers (16.0%/n=25) or first-line supervisors (6.4%/n=10) in the courts. Staff positions in the courts were held by 31.4% (n=49) of the respondents. See Table 12 on page 17.

Length of Service

Among federal court respondents, 35.9% (n=56) were employed 20 to 30 years and 12.8% (n=20) were employed 30 years or more. Thus, the federal court respondents were a seasoned group. Individuals with 10 to 20 years of experience comprised 25.6% (n=40) of the respondents. See Table 13 on page 18.

Sex

Among federal court respondents, 61.5% (n=96) were female. See Table 14 on page 18.

Age

Individuals that were between the ages of 50 and 75 and above comprised 49.4% (n=77) of the respondents. The largest single age group, 24.4% (n=38), were between the ages of 45 to 49.

The remaining number of respondents were 44 and younger at 26.3%/n=41. See Table 15 on page 19.

Education

Among federal court respondents, 32.7% (n=51) possessed a bachelor's degree. Advanced degrees were held by 37.8% (n=59) of the respondents. Nearly 30% (29.5%/n=46) possessed an associate's degree or less. See Table 16 on page 20.

Race

Among federal court respondents, 85.3% (n=122) were white. See Table 17 on page 21.

Geographic Court Region/Division

The single geographic region with the most respondents, 29.7% (n=46), was from the Western Region/Pacific Division (AK, CA, HI, OR, WA) of the United States. Following that region was the South Region, South Atlantic Division (DE, DC, FL, GA, MD, NC, SC, VA, WV) with 14.8% (n=23) of the respondents. Next, was the Midwest Region/East North Central Division (IN, IL, MI, OH, WI) with 14.2% (n=22) of the respondents. The region with the fourth highest response rate was the Midwest Region, West North Central Division (IA, KS, MN, MO, NE, ND, SD) with 12.9% (n=20) of respondents. The rest of the regions had response rates in single digits. See Table 18 on page 22.

Population Size of Court Location

Among federal court respondents, 51.9% (n=81) were from courts that served more than one geographic type (rural, urban, and/or suburban). The next highest respondent group was from courts primarily serving urban populations (32.7%/n=51). See Table 19 on page 22.

Summary Profile of Demographic Characteristics of the State Court Survey Respondents

The information that follows provides a description of the survey respondents related to court and position type, length of service, sex, age, education, race, geographic region/division, and population size of the court location from state courts.

Court Type

Most respondents were from the general and limited jurisdiction courts. Among state court respondents, 49.8% (n=123) were employed in general jurisdiction trial courts and 21.5% (n=53) were employed in limited jurisdiction courts. See Table 11 on page 16.

Position Type

Among state court respondents, 59.9% (n=139) held a top-level administrative position. Thus, the majority of the respondents represented the executive positions of the courts when including respondents holding the second-in-command position (12.9%/n=30) and judges with administrative responsibilities (4.7%/n=11). See Table 12 on page 17.

Length of Service

Among state court respondents, 32.8% (n=76) were employed 10 to 20 years. Respondents that were employed 20 to 30 years or more comprised 40.9% (n=95) of the survey returns. Thus, the respondents from state courts had long careers with the courts. See Table 13 on page 18.

Sex

Among state court respondents, 63.8% (n=148) were female. See Table 14 on page 18.

Age

The majority of the respondents were 50 years and older—60.8% (n=141). See Table 15 on page 19.

Education

Like the federal court respondents, the state court respondents were also highly educated with 25.4% (n=59) holding bachelor's degrees and 52.1% (n=121) holding graduate or law degrees. See Table 16 on page 20.

Race

Among state court respondents, 93.3% (n=210) were white. See Table 17 on page 21.

Geographic Court Region/Division

The single geographic region with the most respondents, 28.0% (n=65), was from the Western Region/Pacific Division (AK, CA, HI, OR, WA) of the United States. Following that region was the Midwest Region/East North Central Division (IN, IL, MI, OH, WI) with 23.7% (n=55) of the respondents. The region with the third highest response rate was the South Region, South Atlantic Division (DE, DC, FL, GA, MD, NC, SC, VA, WV) with 17.2% (n=40) of the respondents. The only other region with response rates in double digits was the Midwest Region, West North Central Division (IA, KS, MN, MO, NE, ND, SD) with 11.6% (n=27) of respondents. See Table 18 on page 22.

Population Size of Court Location

Among state court respondents, 38.8% (n=90) were from a court that covers more than one geographic type (rural, urban, and/or suburban). Respondents serving primarily urban areas had the next highest number of returns (30.6%/n=71), followed by respondents from suburban areas (21.6%/n=50). Interestingly, the state court respondents had double the number of survey participants from rural courts (9.1%/n=21) compared to the federal court respondents (4.5%/n=7). See Table 19 on page 22.

The remainder of this chapter provides the data tables that further describe the individuals who participated in this survey research project.

Data Tables: Demographic Characteristics of the Survey Respondents

Court Type Category Tables

Table 9. Court Type

		Frequency	Percent	Valid Percent
Valid	Federal Court	161	17.9	39.5
	State Court	247	27.4	60.5
	Total	408	45.3	100.0
Missing	System	493	54.7	
Total		901	100.0	

Table 10. Federal Court Type

		Frequency	Percent	Valid Percent
Valid	U.S. Supreme Court	3	.3	1.9
	Circuit Court of Appeals	1	.1	.6
	District Court	115	12.8	71.4
	Bankruptcy Court	38	4.2	23.6
	Combined District and Bankruptcy Court	1	.1	.6
	Administrative Office of the U.S. Courts	3	.3	1.9
	Total	161	17.9	100.0
	Missing	System	740	82.1
Total		901	100.0	

Table 11. State Court Type

		Frequency	Percent	Valid Percent
Valid	State Supreme Court	33	3.7	13.4
	Intermediate Appellate Court	7	.8	2.8
	General Jurisdiction Trial Court	123	13.7	49.8
	Limited Jurisdiction Trial Court	53	5.9	21.5
	Specialty Court	4	.4	1.6
	Office of the State Court Administrator	27	3.0	10.9
	Total	247	27.4	100.0
Missing	System	654	72.6	
Total		901	100.0	

Table 12. Position Types for Combined, Federal, and State Court Respondents

		Respondent Type		Combined
		Federal Court	State Court	
Judge with administrative responsibility	Count	3	11	14
	%	1.9%	4.7%	3.6%
Top-level administrative position	Count	36	139	175
	%	23.1%	59.9%	45.1%
Second-in-command administrative position	Count	28	30	58
	%	17.9%	12.9%	14.9%
Upper management with the Administrative Office of the U.S. Courts	Count	2	2	4
	%	1.3%	0.9%	1.0%
Upper management with the Office of the State Court Administrator	Count	0	13	13
	%	0.0%	5.6%	4.1%
Mid-Level manager in a court	Count	25	25	50
	%	16.0%	10.8%	12.9%
First-Line supervisor in a court	Count	10	7	17
	%	6.4%	3.0%	4.4%
Staff position in a court	Count	49	5	54
	%	31.4%	2.2%	13.9%
Total	Count	153	232	385
	%	100.0%	100.0%	100.0%

Table 12a. Cases for Position Type

Cases					
Valid		Missing		Total	
N	Percent	N	Percent	N	Percent
385	43.1%	513	56.9%	901	100.0%

Length of Service Category Tables

Table 13. Length of Service for Combined, Federal, and State Court Respondents

		Respondent Type		Combined
		Federal Court	State Court	
1 year or less	Count	2	1	3
	%	1.3%	0.4%	0.8%
1 to 5 years	Count	24	26	50
	%	15.4%	11.2%	12.9%
5 to 10 years	Count	14	34	48
	%	9.0%	14.7%	12.4%
10 to 20 years	Count	40	76	116
	%	25.6%	32.8%	29.9%
20 to 30 years	Count	56	68	124
	%	35.9%	29.3%	32.0%
30 years or more	Count	20	27	47
	%	12.8%	11.6%	12.1%
Total	Count	156	232	388
	%	100.0%	100.0%	100.0%

Table 13a. Cases for Length of Service

Cases					
Valid		Missing		Total	
N	Percent	N	Percent	N	Percent
388	43.1%	513	56.9%	901	100.0%

Sex Category Tables

Table 14. Sex Identification for Combined, Federal, and State Court Respondents

		Respondent Type		Combined
		Federal Court	State Court	
Male	Count	60	84	144
	%	38.5%	36.2%	37.1%
Female	Count	96	148	244
	%	61.5%	63.8%	62.9%
Total	Count	156	232	388
	%	100.0%	100.0%	100.0%

Table 14a. Cases for Sex

Cases					
Valid		Missing		Total	
N	Percent	N	Percent	N	Percent
388	43.1%	513	56.9%	901	100.0%

Age Category Tables

Table 15. Age Identification for Combined, Federal, and State Court Respondents

		Respondent Type		Combined
		Federal Court	State Court	
25 to 29 years	Count	5	3	8
	%	3.2%	1.3%	2.1%
30 to 34 years	Count	3	4	7
	%	1.9%	1.7%	1.8%
35 to 39 years	Count	19	22	41
	%	12.2%	9.5%	10.6%
40 to 44 years	Count	14	36	50
	%	9.0%	15.5%	12.9%
45 to 49 years	Count	38	26	64
	%	24.4%	11.2%	16.5%
50 to 54 years	Count	34	46	80
	%	21.8%	19.8%	20.6%
55 to 59 years	Count	21	43	64
	%	13.5%	18.5%	16.5%
60 to 64 years	Count	16	47	63
	%	10.3%	20.3%	16.2%
65 to 69 years	Count	4	2	6
	%	2.6%	0.9%	1.5%
70 to 74 years	Count	1	2	3
	%	0.6%	0.9%	0.8%
75 and above	Count	1	1	2
	%	0.6%	0.4%	0.5%
Total	Count	156	232	388
	%	100.0%	100.0%	100.0%

Categories adapted from the United States Census Bureau

Table 15a. Cases for Age

Cases					
Valid		Missing		Total	
N	Percent	N	Percent	N	Percent
388	43.1%	513	56.9%	901	100.0%

Education Category Table

Table 16. Education Identification for Combined, Federal, and State Court Respondents

		Respondent Type		Combined
		Federal Court	State Court	
High School Graduate or Equivalent	Count	2	8	10
	%	1.3%	3.4%	2.6%
Some College	Count	30	24	54
	%	19.2%	10.3%	13.9%
Associate's Degree (e.g. A.A. or A.S.)	Count	14	20	34
	%	9.0%	8.6%	8.8%
Bachelor's Degree (e.g. B.A. or B.S.)	Count	51	59	110
	%	32.7%	25.4%	28.4%
Master's Degree (e.g. M.A., M.S., or M.P.A)	Count	32	69	101
	%	20.5%	29.7%	26.0%
Master of Laws Degree (LL.M)	Count	2	0	2
	%	1.3%	0.0%	0.5%
Doctorate Degree (e.g. Ph.D. or Ed.D.)	Count	1	6	7
	%	0.6%	2.6%	1.8%
Doctor of Jurisprudence Degree (J.D.)	Count	24	46	70
	%	15.4%	19.8%	18.0%
Total	Count	156	232	388
	%	100.0%	100.0%	100.0%

Categories adapted from the United States Census Bureau

Table 16a. Cases for Education

Cases					
Valid		Missing		Total	
N	Percent	N	Percent	N	Percent
388	43.1%	513	56.9%	901	100.0%

Race Category Tables

Table 17. Race Identification for Combined, Federal, and State Court Respondents

		Respondent Type		Combined
		Federal Court	State Court	
White	Count	122	210	332
	%	85.3%	93.3%	90.2%
Black, African American, or Negro	Count	19	8	27
	%	13.3%	3.6%	7.3%
American Indian or Alaska Native	Count	2	2	4
	%	1.4%	0.9%	1.1%
Japanese	Count	0	2	2
	%	0.0%	0.9%	0.5%
Chinese	Count	0	1	1
	%	0.0%	0.4%	0.3%
Korean	Count	0	1	1
	%	0.0%	0.4%	0.3%
Filipino	Count	0	1	1
	%	0.0%	0.4%	0.3%
Total	Count	143	225	368
	%	100.0%	100.0%	100.0%

Categories adapted from the United States Census Bureau

Table 17a. Cases for Race

Cases					
Valid		Missing		Total	
N	Percent	N	Percent	N	Percent
368	40.8%	533	59.2%	901	100.0%

Geographic Court Region/Division Category Tables

Table 18. Geographic Court Region/Division for Combined, Federal, and State Court Respondents

		Respondent Type		Combined
		Federal Court	State Court	
Northeast Region, New England Division (CT, ME, MA, NH, RI, VT)	Count %	5 3.2%	1 0.4%	6 1.6%
Northeast Region, Middle Atlantic Division (NJ, NY, PA)	Count %	10 6.5%	19 8.2%	29 7.5%
Midwest Region, East North Central Division (IN, IL, MI, OH, WI)	Count %	22 14.2%	55 23.7%	77 19.9%
Midwest Region, West North Central Division (IA, KS, MN, MO, NE, ND, SD)	Count %	20 12.9%	27 11.6%	47 12.1%
South Region, South Atlantic Division (DE, DC, FL, GA, MD, NC, SC, VA, WV)	Count %	23 14.8%	40 17.2%	63 16.3%
South Region, East South Central Division (AL, KY, MS, TN)	Count %	14 9.0%	0 0.0%	14 3.6%
South Region, West South Central Division (AR, LA, OK, TX)	Count %	10 6.5%	9 3.9%	19 4.9%
West Region, Mountain Division (AZ, CO, ID, NM, MT, UT, NV, WY)	Count %	5 3.2%	16 6.9%	21 5.4%
West Region, Pacific Division (AK, CA, HI, OR, WA)	Count %	46 29.7%	65 28.0%	111 28.7%
Total	Count %	155 100.0%	232 100.0%	387 100.0%

Categories adapted from the United States Census Bureau

Table 18a. Cases for Court Region/Division

Cases					
Valid		Missing		Total	
N	Percent	N	Percent	N	Percent
387	43.0%	514	57.0%	901	100.0%

Population Size of Court Location Category Tables

Table 19. Population Size of Court Location for Combined, Federal, and State Court Respondents

		Respondent Type		Combined
		Federal Court	State Court	
Primarily rural (< 2,500 inhabitants)	Count %	7 4.5%	21 9.1%	28 7.2%
Primarily urbanized area (> 50,000 inhabitants)	Count %	51 32.7%	71 30.6%	122 31.4%
Primarily suburban (2,500-50,000 inhabitants)	Count %	17 10.9%	50 21.6%	67 17.3%
Court covers more than one geographic type	Count %	81 51.9%	90 38.8%	171 44.1%
Total	Count %	156 100.0%	232 100.0%	388 100.0%

Categories adapted from the United States Census Bureau

Table 19a. Cases for Population Size of Court Location

Cases					
Valid		Missing		Total	
N	Percent	N	Percent	N	Percent
388	43.1%	513	56.9%	901	100.0%

Chapter 4: Desired Credentials of Future Court Leaders

This chapter reports the opinions of the respondents about the desirable credentials for future court leaders in the top two administration positions. The combined results for the federal and state courts are explained first in Section A. Second, the findings for the federal courts are reported in Section B. Third, the state court findings are offered in Section C.

Data tables that provide further information are presented after the summary descriptions. The data tables for the education, types and years of experience, and certificates display the results with frequencies and percentages. The results for the desired leadership and management traits and the knowledge and skills competencies are reported by frequencies, means, and standard deviations. As previously explained in the research methods chapter, the Likert scale options used in the survey instrument ranged from means of 1.0 indicating least desirable to 5.0 as most desirable.

Section A: All Respondents Education Credentials: Findings by Federal and State Respondents

Lowest Desired Education for Clerks/Administrators in Federal and State Courts

Among all survey respondents, 49.0% (n=148) indicated the lowest desired education for clerks/administrators was a bachelor's degree. A master's degree was determined to be the lowest education level by 23.8% (n=72) of the respondents. See Table 26 on page 44.

Lowest Desired Education for Chief Deputies in Federal and State Courts

Among all survey respondents over half, 54.4% (n=149), indicated the lowest desired education for chief deputies was a bachelor's degree. See Table 30 on page 47.

Highest Desired Education for Clerks/Administrators in Federal and State Courts

Among all survey respondents, 31.4% (n=92) indicated the highest desired education for clerks/administrators was a master's degree. Also, 31.4% (n=92) thought the doctor of jurisprudence degree was the highest desired education level. See Table 34 on page 50.

Highest Desired Education for Chief Deputies in Federal and State Courts

Among all survey respondents, 32.8% (n=85) indicated the highest desired education for chief deputies was a master's degree. Following closely behind the master's degree was the bachelor's degree as the highest desired degree—31.3% (n=81). See Table 38 on page 53.

Experience Credentials: Findings by Federal and State Respondents

Desired Types and Years of Experience for Clerks/Administrators

Among all survey respondents, three to five (3-5) years of experience was most often selected as the desired length of service for the following types of experience: top-level administrator in a court (31.2%/n=93); second-in-command (34.9%/n=116); division, section, or regional director in a court (36.6%/n=112); manager, administrator, or executive of another organization, government agency or not-for-profit organization, or for-profit business (35.6%/n=108); director, deputy/assistant director, or division/department manager in the Office of the State Court Administrator or Judicial Council (28.1%/n=72); or director, deputy/assistant director, or division/department manager in the Administrative Office of the U.S. Courts or Judicial Council (27.6%/n=69).

Among all survey respondents, one to three (1-3) years as an analyst, researcher, or technology officer in the Office of the State Court Administrator or Judicial Council (26.0%/n=64) was deemed desirable for clerks/administrators.

Among all survey respondents, less than one (<1) year experience as a practicing attorney (34.6%/n=80); judge (52.7%/n=108); or analyst, researcher, or technology officer in the Administrative Office of the U.S. Courts or Judicial Council (26.6%/n=63) was viewed as desirable for clerks/administrators. See Tables 42-52 on pages 55-60.

Table 20. Desired Types and Years of Experience for Clerks/Administrators by All Respondents

Experience Type	Years					
	< 1	1-3	3-5	5-7	7-9	9+
Top-level administrator in a court			√			
Second-in-command			√			
Division, section, or regional director in a court			√			
Practicing attorney	√					
Manager, administrator, or executive of another organization, government agency or not-for-profit organization, or for-profit business			√			
Judge	√					
Director, deputy/assistant director, or division/department manager in the Office of the State Court Administrator or Judicial Council			√			
Analyst, researcher, or technology officer in the Office of the State Court Administrator or Judicial Council		√				
Director, deputy/assistant director, or division/department manager in the Administrative Office of the U.S. Courts or Judicial Council			√			
Analyst, researcher, or technology officer in the Administrative Office of the U.S. Courts or Judicial Council	√					

Table Note: Cells with a “√” indicate the highest observed frequency distribution/percentage

Desired Types and Years of Experience for Chief Deputies

Among all survey respondents, three to five (3-5) years as a director, deputy/assistant director, or division/department manager in the Office of the State Court Administrator or Judicial Council (30.0%, n=69) was seen as acceptable for chief deputies.

Among all survey respondents, one to three (1-3) years of experience was most often selected as the desired length of service for the following types of experience: as the top-level administrator in a court (32.3%/n=74); second-in-command (39.4%/n=109); division, section, or regional director in a court (38.8%/n=116); manager, administrator, or executive of another organization, government agency or not-for-profit organization, or for-profit business (38.1%/n=107); analyst, researcher, or technology officer in the Office of the State Court Administrator or Judicial Council (30.9%/n=69); director, deputy/assistant director, or division/department manager in the Administrative Office of the U.S. Courts or Judicial Council (30.4%/n=70); or analyst, researcher, or technology officer in the Administrative Office of the U.S. Courts or Judicial Council (27.5%/n=61) was the most often selected desired types and years of experience for chief deputies.

Among all survey respondents, less than one (<1) year as a practicing attorney (37.4%/n=80) or judge (55.6%/n=104) was viewed as acceptable for chief deputies. See Tables 53-63 on pages 61-66.

Table 21. Desired Types and Years of Experience for Chief Deputies by All Respondents

Experience Type	Years					
	< 1	1-3	3-5	5-7	7-9	9+
Top-level administrator in a court		√				
Second-in-command		√				
Division, section, or regional director in a court		√				
Practicing attorney	√					
Manager, administrator, or executive of another organization, government agency or not-for-profit organization, or for-profit business		√				
Judge	√					
Director, deputy/assistant director, or division/department manager in the Office of the State Court Administrator or Judicial Council			√			
Analyst, researcher, or technology officer in the Office of the State Court Administrator or Judicial Council		√				
Director, deputy/assistant director, or division/department manager in the Administrative Office of the U.S. Courts or Judicial Council		√				
Analyst, researcher, or technology officer in the Administrative Office of the U.S. Courts or Judicial Council		√				

Table Note: Cells with a “√” indicate the highest observed frequency distribution/percentage

Specialized Certificates Credentials: Findings by Federal and State Respondents

Desirability of Specialized Certificates for Clerks/Administrators

Among all survey respondents, 75.9% (n=300) found certificates demonstrating specialized knowledge to be desirable. See Table 64 on page 67.

Desirability of Specialized Certificates for Chief Deputies

Among all survey respondents, 73.4% (n=290) found certificates demonstrating specialized knowledge to be desirable. See Table 65 on page 67.

Leadership and Management Traits Credentials: Findings by Federal and State Respondents

In this section, the opinions of the respondents related to the three categories of leadership and management traits listed in the survey are reported—Ways of Communicating and Being, Ways of Thinking and Knowing, and Ways of Behaving and Taking Action. The results for clerks/administrators are reported first followed by the results for the chief deputies.

All desired leadership and management traits for clerks/administrators and chief deputies are listed in order of importance. Each trait demonstrated a score of 4.0 or greater (important to very important) on a 5.0 Likert Scale.

Desired Ways of Communicating and Being for Clerks/Administrators

Among all survey respondents, the following eight traits were deemed important to very important for ways of communicating and being:

1. articulates/displays excellent verbal skills
2. shows wisdom/maturity
3. gracious/dignified/respectful
4. displays excellent writing skills
5. acts on personal/professional values
6. shows appreciation/supportive/caring/sensitivity/empathy
7. optimistic
8. demonstrates political savvy

See Table 66 on page 68.

Desired Ways of Thinking and Perceiving for Clerks/Administrators

Among all survey respondents, the following eight traits were deemed important to very important to ways of thinking and perceiving:

1. intelligent/sharp cognitive abilities
2. forward-looking/visionary/can see big picture
3. strategic thinker
4. fair-minded
5. consistent

6. critical/creative thinker
7. perceptive
8. original/out-of-the-box thinker

See Table 69 on page 69.

Desired Ways of Behaving and Taking Action for Clerks/Administrators

Among all survey respondents, the following eighteen traits were deemed important to very important to ways of behaving and taking action:

1. trustworthy/ethical/honest
2. problem-solver
3. dependable/conscientious/diligent
4. decisive/decision-maker
5. promotes the learning and development of others
6. organized/disciplined/focused
7. independent/self-controlled/self-confident
8. inclusive/cooperative/collaborative
9. takes strategic action
10. innovative
11. seeks and accepts challenges
12. negotiator/mediator
13. accepts criticism
14. engages in continual learning and development of self
15. diligent/determined
16. deadline-oriented
17. detail-oriented
18. persistent

See Table 72 on page 70.

Desired Ways of Communicating and Being for Chief Deputies

Among all survey respondents, the following seven traits were deemed important to very important to ways of communicating and being:

1. articulates/displays excellent verbal skills
2. gracious/dignified/respectful
3. displays excellent writing skills
4. acts on personal/professional values
5. shows wisdom/maturity
6. shows appreciation/supportive/caring/sensitivity/empathy
7. optimistic

See Table 75 on page 71.

Desired Ways of Thinking and Perceiving for Chief Deputies

Among all survey respondents, the following eight traits were deemed important to very important to ways of thinking and perceiving:

1. intelligent/sharp cognitive abilities
2. consistent
3. fair-minded
4. critical/creative thinker
5. perceptive
6. strategic thinker
7. forward-looking/visionary/can see big picture
8. original/out-of-the-box thinker

See Table 78 on page 72.

Desired Ways of Behaving and Taking Action for Chief Deputies

Among all survey respondents, the following eighteen traits were deemed important to very important to ways of behaving and taking action:

1. trustworthy/ethical/honest
2. dependable/conscientious/diligent
3. organized/disciplined/focused
4. problem-solver
5. detail-oriented
6. accepts criticism
7. inclusive/cooperative/collaborative
8. deadline-oriented
9. promotes the learning and development of others
10. engages in continual learning and development of self
11. independent/self-controlled/self-confident
12. seeks and accepts challenges
13. decisive/decision-maker
14. diligent/determined
15. innovative
16. negotiator/mediator
17. takes strategic action
18. persistent

See Table 81 on page 73.

Knowledge and Skills Credentials: Findings by Federal and State Respondents

In this section, the opinions of the respondents related to the knowledge and skills desired for the top-two leadership positions in the courts are reported. The results for clerks/administrators are reported first followed by the results for the chief deputies.

All desired knowledge and skills credentials for clerks/administrators and chief deputies are listed in order of importance. Each item demonstrated a score of 4.0 or greater (important to very important) on a 5.0 Likert Scale.

Desired Knowledge and Skills Areas for Clerks/Administrators

Among all survey respondents, the following sixteen knowledge and skills areas were deemed important to very important:

1. court management infrastructure/management team
2. budget and resource acquisition and management
3. governance
4. internal communication and outreach
5. court technology
6. human resources management
7. future, strategic, and long-range planning and policy-making
8. caseload management
9. education, training, and development
10. external communication and outreach
11. records management
12. buildings and facilities management
13. fines and fees collection
14. interpreter services
15. specialized courts and court services
16. jury management

See Table 90 on page 81.

Desired Knowledge and Skills Areas for Chief Deputies

Among all survey respondents, the following three knowledge and skills areas were deemed important to very important:

1. internal communication and outreach
2. caseload management
3. education, training, and development

See Table 93 on page 82.

Section B: Federal Respondents Education Credentials: Findings by Federal Respondents Only

Lowest Desired Education for Clerks/Administrators in Federal Courts

Among federal court respondents, 47.9% (n=56) indicated the lowest desired education for clerks/administrators was a bachelor's degree. A master's degree was viewed as the lowest desired education level by 21.4% (n=25) of the respondents. See Table 27 on page 45.

Lowest Desired Education for Chief Deputies in Federal Courts

Among federal court respondents, 55.9% (n=62) indicated the lowest desired education for chief deputies was a bachelor's degree followed by 15.3% (n=17) who thought the master's degree was the lowest desired education level. See Table 31 on page 48.

Highest Desired Education for Clerks/Administrators in Federal Courts

Among federal court respondents, 38.4% (n=43) indicated the highest desired education for clerks/administrators was a doctor of jurisprudence degree followed by 24.1% (n=27) who favored a master's degree. See Table 35 on page 51.

Highest Desired Education for Chief Deputies in Federal Courts

Among federal court respondents, 43.1% (n=44) indicated the highest desired education for chief deputies was a master's degree. Also reported in double digits was the bachelor's degree (19.6%/n=20) and juris doctorate degree at a slightly lower level than the master's degree (18.6%/n=19). See Table 39 on page 54.

Experience Credentials: Findings by Federal Respondents Only

Desired Types and Years of Experience for Clerks/Administrators

Among federal court respondents, three to five (3-5) years of experience was viewed as desirable for the following types of service: second-in-command (34.1%/n=45); division, section, or regional director in a court (34.4%/n=43); or a manager, administrator, or executive of another organization, government agency or not-for-profit organization, or for-profit business (36.3%/n=45).

Among federal court respondents, one to three (1-3) years of experience was viewed as desirable for the following types of service: top-level administrator in a court (29.1%/n=34); director, deputy/assistant director, or division/department manager in the Office of the State Court Administrator or Judicial Council (27.5%/n=30); analyst, researcher, or technology officer in the Office of the State Court Administrator or Judicial Council (30.8%/n=33); director, deputy/assistant director, or division/department manager in the Administrative Office of the U.S. Courts or Judicial Council (29.6%/n=32); or analyst, researcher, or technology officer in the Administrative Office of the U.S. Courts or Judicial Council (26.0%/n=27) was most often reported as the desired types and years of experience for clerks/administrators.

Among federal court respondents, less than one (<1) year as a practicing attorney (30.9%/n=34) or judge (56.0%/n=51) was also viewed as desirable service. See Tables 42-52 on pages 55-60.

Table 22. Desired Types and Years of Experience for Clerks/Administrators by Federal Court Respondents

Experience Type	Years					
	< 1	1-3	3-5	5-7	7-9	9+
Top-level administrator in a court		√				
Second-in-command			√			
Division, section, or regional director in a court			√			
Practicing attorney	√					
Manager, administrator, or executive of another organization, government agency or not-for-profit organization, or for-profit business			√			
Judge	√					
Director, deputy/assistant director, or division/department manager in the Office of the State Court Administrator or Judicial Council		√				
Analyst, researcher, or technology officer in the Office of the State Court Administrator or Judicial Council		√				
Director, deputy/assistant director, or division/department manager in the Administrative Office of the U.S. Courts or Judicial Council		√				
Analyst, researcher, or technology officer in the Administrative Office of the U.S. Courts or Judicial Council		√				

Table Note: Cells with a “√” indicate the highest observed frequency distribution/percentage

Desired Types and Years of Experience for Chief Deputies

Among federal court respondents, three to five (3-5) years as a division, section, or regional director in a court (37.1%/n=46); manager, administrator, or executive of another organization, government agency or not-for-profit organization, or for-profit business (36.4%/n=43); director, deputy/assistant director, or division/department manager in the Office of the State Court Administrator or Judicial Council (32.0%/n=32) ; analyst, researcher, or technology officer in the Office of the State Court Administrator or Judicial Council (29.8%/n=28); or analyst, researcher, or technology officer in the Administrative Office of the U.S. Courts or Judicial Council (28.9%/n=28) was most often reported as the desired types and years of experience for chief deputies.

Among federal court respondents, one to three (1-3) years as a top-level administrator in a court (28.7%/n=29); second-in-command (38.8%/n=45); or director, deputy/assistant director, or division/department manager in the Administrative Office of the U.S. Courts or Judicial Council (31.4%/n=32) was most often reported as the desired types and years of experience for chief deputies.

Among federal court respondents, less than one (<1) year as a practicing attorney (35.8%/n=34) or judge (56.6%/n=47) was most often reported as the desired types and years of experience for chief deputies. See Tables 53-63 on pages 61-66.

Table 23. Desired Types and Years of Experience for Chief Deputies by Federal Court Respondents

Experience Type	Years					
	< 1	1-3	3-5	5-7	7-9	9+
Top-level administrator in a court		√				
Second-in-command		√				
Division, section, or regional director in a court			√			
Practicing attorney	√					
Manager, administrator, or executive of another organization, government agency or not-for-profit organization, or for-profit business			√			
Judge	√					
Director, deputy/assistant director, or division/department manager in the Office of the State Court Administrator or Judicial Council			√			
Analyst, researcher, or technology officer in the Office of the State Court Administrator or Judicial Council			√			
Director, deputy/assistant director, or division/department manager in the Administrative Office of the U.S. Courts or Judicial Council		√				
Analyst, researcher, or technology officer in the Administrative Office of the U.S. Courts or Judicial Council			√			

Table Note: Cells with a “√” indicate the highest observed frequency distribution/percentage

Specialized Certificates Credentials: Findings by Federal Respondents Only

Desirability of Specialized Certificates for Clerks/Administrators

Among federal court respondents, 67.9% (n=106) found certificates demonstrating specialized knowledge to be desirable. See Table 64 on page 67.

Desirability of Specialized Certificates for Chief Deputies

Among federal court respondents, 67.9% (n=106) found certificates demonstrating specialized knowledge to be desirable. See Table 65 on page 67.

Leadership and Management Traits Credentials: Findings by Federal Respondents Only

In this section, the opinions of the respondents related to the three categories of leadership and management traits listed in the survey are reported—Ways of Communicating and Being, Ways of Thinking and Knowing, and Ways of Behaving and Taking Action. The results for clerks/administrators are reported first followed by the results for the chief deputies.

All desired leadership and management traits for clerks/administrators and chief deputies are listed in order of importance. Each trait demonstrated a score of 4.0 or greater (important to very important) on a 5.0 Likert Scale.

Desired Ways of Communicating and Being for Clerks/Administrators

Among federal court respondents, the following eight traits were deemed important to very important:

1. articulates/displays excellent verbal skills
2. shows wisdom/maturity
3. gracious/dignified/respectful
4. displays excellent writing skills
5. acts on personal/professional values
6. optimistic
7. demonstrates political savvy
8. shows appreciation/supportive/caring/sensitivity/empathy

See Table 67 on page 68.

Desired Ways of Thinking and Perceiving for Clerks/Administrators

Among federal court respondents, the following eight traits were deemed important to very important:

1. intelligent/sharp cognitive abilities
2. forward-looking/visionary/can see big picture
3. strategic thinker
4. consistent
5. fair-minded
6. critical/creative thinker
7. perceptive
8. original/out-of-the-box thinker

See Table 70 on page 69.

Desired Ways of Behaving and Taking Action for Clerks/Administrators

Among federal court respondents, the following eighteen traits were deemed important to very important:

1. trustworthy/ethical/honest
2. dependable/conscientious/diligent
3. problem-solver
4. decisive/decision-maker
5. organized/disciplined/focused
6. promotes the learning and development of others
7. independent/self-controlled/self-confident
8. takes strategic action
9. inclusive/cooperative/collaborative
10. innovative
11. accepts criticism
12. diligent/determined

13. negotiator/mediator
14. detail-oriented
15. seeks and accepts challenges
16. engages in continual learning and development of self
17. deadline-oriented
18. persistent

See Table 73 on page 70.

Desired Ways of Communicating and Being for Chief Deputies

Among federal court respondents, the following seven traits were deemed important to very important:

1. articulates/displays excellent verbal skills
2. displays excellent writing skills
3. gracious/dignified/respectful
4. shows wisdom/maturity
5. acts on personal/professional values
6. shows appreciation/supportive/caring/sensitivity/empathy
7. optimistic

See Table 76 on page 72.

Desired Ways of Thinking and Perceiving for Chief Deputies

Among federal court respondents, the following seven traits were deemed important to very important:

1. intelligent/sharp cognitive abilities
2. consistent
3. fair-minded
4. critical/creative thinker
5. perceptive
6. forward-looking/visionary/can see big picture
7. strategic thinker
8. original/out-of-the-box thinker

See Table 79 on page 73.

Desired Ways of Behaving and Taking Action for Chief Deputies

Among federal court respondents, the following eighteen traits were deemed important to very important:

1. trustworthy/ethical/honest
2. dependable/conscientious/diligent
3. problem-solver
4. organized/disciplined/focused
5. promotes the learning and development of others
6. accepts criticism
7. inclusive/cooperative/collaborative
8. deadline-oriented

9. independent/self-controlled/self-confident
10. detail-oriented
11. decisive/decision-maker
12. seeks and accepts challenges
13. diligent/determined/persistent
14. engages in continual learning and development of self
15. negotiator/mediator
16. takes strategic action
17. innovative
18. persistent

See Table 82 on page 74.

Knowledge and Skills Credentials: Findings by Federal Respondents Only

In this section, the opinions of the respondents related to the knowledge and skills desired for the top-two leadership positions in the courts are reported. The results for clerks/administrators are reported first followed by the results for the chief deputies.

All desired knowledge and skills credentials for clerks/administrators and chief deputies are listed in order of importance. Each item demonstrated a score of 4.0 or greater (important to very important) on a 5.0 Likert Scale.

Desired Knowledge and Skills Areas for Clerks/Administrators

Among federal court respondents, the following fourteen knowledge and skills areas were deemed important to very important:

1. court management infrastructure/management team
2. governance
3. budget and resource acquisition and management
4. internal communication and outreach
5. education, training, and development
6. court technology
7. external communication and outreach
8. human resources management
9. future, strategic, and long-range planning and policy-making
10. caseload management
11. records management
12. buildings and facilities management
13. fines and fees collection
14. jury management

See Table 91 on page 81.

Desired Knowledge and Skills Areas for Chief Deputies

Among federal court respondents, the following nine knowledge and skills areas were deemed important to very important:

1. internal communication and outreach
2. court management infrastructure/management team
3. education, training, and development
4. future, strategic, and long-range planning and policy-making
5. external communication and outreach
6. human resources management
7. caseload management
8. governance
9. records management

See Table 94 on page 83.

Section C: State Respondents Education Credentials: Findings by State Respondents Only

Lowest Desired Education for Clerks/Administrators in State Courts

Among state court respondents, 49.7% (n=92) indicated the lowest desired education for clerks/administrators was a bachelor's degree followed by a master's degree (25.4%/n=47). See Table 28 on page 45.

Lowest Desired Education for Chief Deputies in State Courts

Over half of the state court respondents, 53.4% (n=87), indicated the lowest desired education for chief deputies was a bachelor's degree. Though far below the bachelor's degree but still in double digits, 16.0% (n=26) indicated that a high school graduate or equivalent would be acceptable for the lowest education level followed by 11.7% (n=19) selecting the master's degree. See Table 32 on page 48.

Highest Desired Education for Clerks/Administrators in State Courts

The expectations were greater for the highest education level for clerks/administrators in state courts—35.9% (n=65) selected the master's degree followed by the juris doctorate (27.1%/n=49) and the bachelor's degree (23.8%/n=43). See Table 36 on page 51.

Highest Desired Education for Chief Deputies in State Courts

Among all survey respondents, 38.9% (n=61) indicated the highest desired education for chief deputies was a bachelor's degree followed by the master's degree (26.1%/n=41) and the juris doctorate (17.2%/n=27). See Table 40 on page 54.

Experience Credentials: Findings by State Respondents Only

Desired Types and Years of Experience for Clerks/Administrators

Among state court respondents, three to five (3-5) years was viewed as desirable experience with the following types of service: top-level administrator in a court (36.5%/n=66); second-in-command (35.5%/n=71); division, section, or regional director in a court (38.1%/n=69); manager, administrator, or executive of another organization, government agency or not-for-profit organization, or for-profit business (35.2%/n=63); director, deputy/assistant director, or division/department manager in the Office of the State Court Administrator or Judicial Council (31.3%/n=46); analyst, researcher, or technology officer in the Office of the State Court Administrator or Judicial Council (28.1%/n=39); or director, deputy/assistant director, or division/department manager in the Administrative Office of the U.S. Courts or Judicial Council (30.3%/n=43) was the desired type and years of experience for clerks/administrators.

Among state court respondents, less than one (<1) year as a practicing attorney (34.6%/n=46); judge (50.0%/n=57); or analyst, researcher, or technology officer in the Administrative Office of the U.S. Courts or Judicial Council (27.8%/n=37) was the desired type and years of experience for clerks/administrators. See Tables 42-52 on pages 55-60.

Table 24. Desired Types and Years of Experience for Clerks/Administrators by State Respondents

Experience Type	Years					
	< 1	1-3	3-5	5-7	7-9	9+
Top-level administrator in a court			√			
Second-in-command			√			
Division, section, or regional director in a court			√			
Practicing attorney	√					
Manager, administrator, or executive of another organization, government agency or not-for-profit organization, or for-profit business			√			
Judge	√					
Director, deputy/assistant director, or division/department manager in the Office of the State Court Administrator or Judicial Council			√			
Analyst, researcher, or technology officer in the Office of the State Court Administrator or Judicial Council			√			
Director, deputy/assistant director, or division/department manager in the Administrative Office of the U.S. Courts or Judicial Council			√			
Analyst, researcher, or technology officer in the Administrative Office of the U.S. Courts or Judicial Council	√					

Table Note: Cells with a “√” indicate the highest observed frequency distribution/percentage

Desired Types and Years of Experience for Chief Deputies

Among state court respondents, one to three (1-3) years as a top-level administrator in a court (35.2%/n=45); second-in-command (39.8%/n=64); division, section, or regional director in a court (41.7%/n=73); manager, administrator, or executive of another organization, government agency or not-for-profit organization, or for-profit business (42.3%/n=69); director, deputy/assistant director, or division/department manager in the Office of the State Court Administrator or Judicial Council (31.5%/n=41); analyst, researcher, or technology officer in the Office of the State Court Administrator or Judicial Council (33.3%/n=43); director, deputy/assistant director, or division/department manager in the Administrative Office of the U.S. Courts or Judicial Council (29.7%/n=38) was the desired type and years of experience for chief deputies.

Among state court respondents, less than one (<1) year as a practicing attorney (38.7%/n=46); judge (54.8%/n=57); or analyst, researcher, or technology officer in the Administrative Office of the U.S. Courts or Judicial Council (31.2%/n=39) was the desired type and years of experience for chief deputies. See Tables 53-63 on pages 61-66.

Table 25. Desired Types and Years of Experience for Chief Deputies by State Respondents

Experience Type	Years					
	< 1	1-3	3-5	5-7	7-9	9+
Top-level administrator in a court		√				
Second-in-command		√				
Division, section, or regional director in a court		√				
Practicing attorney	√					
Manager, administrator, or executive of another organization, government agency or not-for-profit organization, or for-profit business		√				
Judge	√					
Director, deputy/assistant director, or division/department manager in the Office of the State Court Administrator or Judicial Council		√				
Analyst, researcher, or technology officer in the Office of the State Court Administrator or Judicial Council		√				
Director, deputy/assistant director, or division/department manager in the Administrative Office of the U.S. Courts or Judicial Council		√				
Analyst, researcher, or technology officer in the Administrative Office of the U.S. Courts or Judicial Council	√					

Table Note: Cells with a “√” indicate the highest observed frequency distribution/percentage

Specialized Certificates Credentials: Findings by State Respondents Only

Desirability of Specialized Certificates for Clerks/Administrators

Among state court respondents, 81.2% (n=194) found certificates demonstrating specialized knowledge to be desirable. See Table 64 on page 67.

Desirability of Specialized Certificates for Chief Deputies

Among state court respondents, 77.0% (n=184) found certificates demonstrating specialized knowledge to be desirable. See Table 65 on page 67.

Leadership and Management Traits Credentials: Findings by State Respondents Only

In this section, the opinions of the respondents related to the three categories of leadership and management traits listed in the survey are reported—Ways of Communicating and Being, Ways of Thinking and Knowing, and Ways of Behaving and Taking Action. The results for clerks/administrators are reported first followed by the results for the chief deputies.

All desired leadership and management traits for clerks/administrators and chief deputies are listed in order of importance. Each trait demonstrated a score of 4.0 or greater (important to very important) on a 5.0 Likert Scale.

Desired Ways of Communicating and Being for Clerks/Administrators

Among state court respondents, the following eight traits were deemed important to very important:

1. articulates/displays excellent verbal skills
2. shows wisdom/maturity
3. gracious/dignified/respectful
4. acts on personal/professional values
5. displays excellent writing skills
6. demonstrates political savvy
7. shows appreciation/supportive/caring/sensitivity/empathy
8. optimistic

See Table 68 on page 68.

Desired Ways of Thinking and Perceiving for Clerks/Administrators

Among state court respondents, the following eight traits were deemed important to very important:

1. forward-looking/visionary/can see big picture
2. intelligent/sharp cognitive abilities
3. strategic thinker
4. fair-minded
5. consistent
6. critical/creative thinker
7. perceptive
8. original/out-of-the-box thinker

See Table 71 on page 69.

Desired Ways of Behaving and Taking Action for Clerks/Administrators

Among state court respondents, the following eighteen traits were deemed important to very important:

1. trustworthy/ethical/honest
2. problem-solver
3. dependable/conscientious/diligent
4. decisive/decision-maker
5. promotes the learning and development of others
6. inclusive/cooperative/collaborative
7. organized/disciplined/focused
8. independent/self-controlled/self-confident
9. takes strategic action
10. seeks and accepts challenges
11. innovative
12. engages in continual learning and development of self
13. negotiator/mediator
14. accepts criticism
15. diligent/determined
16. deadline-oriented
17. detail-oriented
18. persistent

See Table 74 on page 71.

Desired Ways of Communicating and Being for Chief Deputies

Among state court respondents, the following seven traits were deemed important to very important:

1. articulates/displays excellent verbal skills
2. acts on personal/professional values
3. gracious/dignified/respectful
4. shows wisdom/maturity
5. displays excellent writing skills
6. shows appreciation/supportive/caring/sensitivity/empathy
7. optimistic

See Table 77 on page 72.

Desired Ways of Thinking and Perceiving for Chief Deputies

Among state court respondents, the following eight traits were deemed important to very important:

1. intelligent/sharp cognitive abilities
2. consistent
3. fair-minded
4. critical/creative thinker
5. perceptive
6. strategic thinker
7. forward-looking/visionary/can see big picture

8. original/out-of-the-box thinker

See Table 80 on page 73.

Desired Ways of Behaving and Taking Action for Chief Deputies

Among state court respondents, the following eighteen traits were deemed important to very important:

1. trustworthy/ethical/honest
2. dependable/conscientious/diligent
3. organized/disciplined/focused
4. problem-solver
5. detail-oriented
6. inclusive/cooperative/collaborative
7. deadline-oriented
8. accepts criticism
9. engages in continual learning and development of self
10. promotes the learning and development of others
11. independent/self-controlled/self-confident
12. seeks and accepts challenges
13. decisive/decision-maker
14. innovative
15. diligent/determined/persistent
16. negotiator/mediator
17. takes strategic action

See Table 83 on page 74. For a listing of all leadership and management traits in order of importance to the respondents see tables 84 – 89 on pages 75-80.

Knowledge and Skills Credentials: Findings by State Respondents Only

In this section, the opinions of the respondents related to the knowledge and skills desired for the top-two leadership positions in the courts are reported. The results for clerks/administrators are reported first followed by the results for the chief deputies.

All desired knowledge and skills credentials for clerks/administrators and chief deputies are listed in order of importance. Each item demonstrated a score of 4.0 or greater (important to very important) on a 5.0 Likert Scale.

Desired Knowledge and Skills Areas for Clerks/Administrators

Among state court respondents, the following sixteen knowledge and skills areas were deemed important to very important:

1. budget and resource acquisition and management
2. court management infrastructure/management team
3. internal communication and outreach
4. governance

5. caseflow management
6. court technology
7. future, strategic, and long-range planning and policy-making
8. human resources management
9. external communication and outreach
10. education, training, and development
11. records management
12. buildings and facilities management
13. interpreter services
14. fines and fees collection
15. specialized courts and court services
16. jury management

See Table 92 on page 82.

Desired Knowledge and Skills Areas for Chief Deputies

Among state court respondents, the following two knowledge and skills areas were deemed important to very important:

1. caseflow management
2. internal communication and outreach

See Table 95 on page 83.

The remainder of this chapter provides the data tables that further describe the individuals who participated in this survey research project.

Data Tables: Findings for Education, Experience, Certificates, Leadership and Management Traits, and Knowledge and Skills Areas

Lowest Desired Education for Clerks/Administrators in Federal and State Courts

Table 26. Lowest Desired Education for Clerks/Administrators in Federal and State Courts

		Respondent Type		Combined
		Federal Court	State Court	
High School Graduate or Equivalent	Count	6	16	22
	%	5.1%	8.6%	7.3%
Some College	Count	9	5	14
	%	7.7%	2.7%	4.6%
Associate's Degree (e.g. A.A. or A.S.)	Count	7	8	15
	%	6.0%	4.3%	5.0%
Bachelor's Degree (e.g. B.A. or B.S.)	Count	56	92	148
	%	47.9%	49.7%	49.0%
Bachelor of Laws Degree (LL.B.)	Count	3	5	8
	%	2.6%	2.7%	2.6%
Master's Degree (e.g. M.A., M.S., or M.P.A.)	Count	25	47	72
	%	21.4%	25.4%	23.8%
Master of Laws Degree (LL.M.)	Count	1	0	1
	%	0.9%	0.0%	0.3%
Doctor of Jurisprudence Degree (J.D.)	Count	10	12	22
	%	8.5%	6.5%	7.3%
Total	Count	117	185	302
	%	100.0%	100.0%	100.0%

Table 26a. Cases for Lowest Desired Education for Clerks/Administrators in Federal and State Courts

Cases					
Valid		Missing		Total	
N	Percent	N	Percent	N	Percent
302	33.5%	599	66.5%	901	100.0%

Table 27. Lowest Desired Education for Clerks/Administrators in Federal Courts

		Respondent Type
		Federal Court
Bachelor's Degree (e.g. B.A. or B.S.)	Count	56
	%	47.9%
Master's Degree (e.g. M.A., M.S., or M.P.A.)	Count	25
	%	21.4%
Doctor of Jurisprudence Degree (J.D.)	Count	10
	%	8.5%
Some College	Count	9
	%	7.7%
Associate's Degree (e.g. A.A. or A.S.)	Count	7
	%	6.0%
High School Graduate or Equivalent	Count	6
	%	5.1%
Bachelor of Laws Degree (LL.B.)	Count	3
	%	2.6%
Master of Laws Degree (LL.M.)	Count	1
	%	0.9%
Total	Count	117
	%	100.0%

Table 28. Lowest Desired Education for Clerks/Administrators in State Courts

		Respondent Type
		State Court
Bachelor's Degree (e.g. B.A. or B.S.)	Count	92
	%	49.7%
Master's Degree (e.g. M.A., M.S., or M.P.A.)	Count	47
	%	25.4%
High School Graduate or Equivalent	Count	16
	%	8.6%
Doctor of Jurisprudence Degree (J.D.)	Count	12
	%	6.5%
Associate's Degree (e.g. A.A. or A.S.)	Count	8
	%	4.3%
Some College	Count	5
	%	2.7%
Bachelor of Laws Degree (LL.B.)	Count	5
	%	2.7%
Master of Laws Degree (LL.M.)	Count	0
	%	0.0%
Total	Count	185
	%	100.0%

Table 29. Lowest Desired Education for Clerk/Administrators in Federal and State Courts

		Combined
Bachelor's Degree (e.g. B.A. or B.S.)	Count %	148 49.0%
Master's Degree (e.g. M.A., M.S., or M.P.A.)	Count %	72 23.8%
Doctor of Jurisprudence Degree (J.D.)	Count %	22 7.3%
High School Graduate or Equivalent	Count %	22 7.3%
Associate's Degree (e.g. A.A. or A.S.)	Count %	15 5.0%
Some College	Count %	14 4.6%
Bachelor of Laws Degree (LL.B.)	Count %	8 2.6%
Master of Laws Degree (LL.M.)	Count %	1 0.9%
Total	Count %	302 100.0%

Table 30. Lowest Desired Education for Chief Deputies in Federal and State Courts

		Respondent Type		Combined
		Federal Court	State Court	
High School Graduate or Equivalent	Count	7	26	33
	%	6.3%	16.0%	12.0%
Some College	Count	10	12	22
	%	9.0%	7.4%	8.0%
Associate's Degree (e.g. A.A. or A.S.)	Count	7	12	19
	%	6.3%	7.4%	6.9%
Bachelor's Degree (e.g. B.A. or B.S.)	Count	62	87	149
	%	55.9%	53.4%	54.4%
Bachelor of Laws Degree (LL.B.)	Count	2	2	4
	%	1.8%	1.2%	1.5%
Master's Degree (e.g. M.A., M.S., or M.P.A.)	Count	17	19	36
	%	15.3%	11.7%	13.1%
Master of Laws Degree (LL.M)	Count	2	1	3
	%	1.8%	0.6%	1.1%
Doctor of Jurisprudence Degree (J.D.)	Count	4	4	8
	%	3.6%	2.5%	2.9%
Total	Count	111	163	274
	%	100.0%	100.0%	100.0%

Table 30a. Cases for Lowest Desired Education for Chief Deputies in Federal and State Courts

Cases					
Valid		Missing		Total	
N	Percent	N	Percent	N	Percent
274	30.4%	627	69.6%	901	100.0%

Table 31. Lowest Desired Education for Chief Deputies in Federal Courts

		Respondent Type
		Federal Court
Bachelor's Degree (e.g. B.A. or B.S.)	Count	62
	%	55.9%
Master's Degree (e.g. M.A., M.S., or M.P.A.)	Count	17
	%	15.3%
Some College	Count	10
	%	9.0%
High School Graduate or Equivalent	Count	7
	%	6.3%
Associate's Degree (e.g. A.A. or A.S.)	Count	7
	%	6.3%
Doctor of Jurisprudence Degree (J.D.)	Count	4
	%	3.6%
Bachelor of Laws Degree (LL.B.)	Count	2
	%	1.8%
Master of Laws Degree (LL.M.)	Count	2
	%	1.8%
Total	Count	111
	%	100.0%

Table 32. Lowest Desired Education for Chief Deputies in State Courts

		Respondent Type
		State Court
Bachelor's Degree (e.g. B.A. or B.S.)	Count	87
	%	53.4%
High School Graduate or Equivalent	Count	26
	%	16.0%
Master's Degree (e.g. M.A., M.S., or M.P.A.)	Count	19
	%	11.7%
Some College	Count	12
	%	7.4%
Associate's Degree (e.g. A.A. or A.S.)	Count	12
	%	7.4%
Doctor of Jurisprudence Degree (J.D.)	Count	4
	%	2.5%
Bachelor of Laws Degree (LL.B.)	Count	2
	%	1.2%
Master of Laws Degree (LL.M.)	Count	1
	%	0.6%
Total	Count	163
	%	100.0%

Table 33. Lowest Desired Education for Chief Deputies in Federal and State Courts

		Combined
Bachelor's Degree (e.g. B.A. or B.S.)	Count %	149 54.4%
Master's Degree (e.g. M.A., M.S., or M.P.A.)	Count %	36 13.1%
High School Graduate or Equivalent	Count %	33 12.0%
Some College	Count %	22 8.0%
Associate's Degree (e.g. A.A. or A.S.)	Count	19 6.9%
Doctor of Jurisprudence Degree (J.D.)	Count %	8 2.9%
Bachelor of Laws Degree (LL.B.)	Count %	4 1.5%
Master of Laws Degree (LL.M.)	Count %	3 1.1%
Total	Count %	274 100.0%

Highest Desired Education for Clerks/Administrators in Federal and State Courts

Table 34. Highest Desired Education for Clerks/Administrators in Federal and State Courts

		Respondent Type		Combined
		Federal Court	State Court	
High School Graduate or Equivalent	Count	2	9	11
	%	1.8%	5.0%	3.8%
Some College	Count	4	4	8
	%	3.6%	2.2%	2.7%
Associate's Degree (e.g. A.A. or A.S.)	Count	2	3	5
	%	1.8%	1.7%	1.7%
Bachelor's Degree (e.g. B.A. or B.S.)	Count	21	43	64
	%	18.8%	23.8%	21.8%
Bachelor of Laws Degree (LL.B.)	Count	4	3	7
	%	3.6%	1.7%	2.4%
Master's Degree (e.g. M.A., M.S., or M.P.A)	Count	27	65	92
	%	24.1%	35.9%	31.4%
Master of Laws Degree (LL.M.)	Count	5	3	8
	%	4.5%	1.7%	2.7%
Doctorate Degree (e.g. Ph.D. or Ed.D.)	Count	4	2	6
	%	3.6%	1.1%	2.0%
Doctor of Jurisprudence Degree (J.D.)	Count	43	49	92
	%	38.4%	27.1%	31.4%
Total	Count	112	181	293
	%	100.0%	100.0%	100.0%

Table 34a. Cases for Highest Desired Education for Clerks/Administrators in Federal and State Courts

Cases					
Valid		Missing		Total	
N	Percent	N	Percent	N	Percent
293	32.5%	608	67.5%	901	100.0%

Table 35. Highest Desired Education for Clerks/Administrators in Federal Courts in Descending Order

		Respondent Type
		Federal Court
Doctor of Jurisprudence Degree (J.D.)	Count %	43 38.4%
Master's Degree (e.g. M.A., M.S., or M.P.A.)	Count %	27 24.1%
Bachelor's Degree (e.g. B.A. or B.S.)	Count %	21 18.8%
Master of Laws (LL.M.)	Count %	5 4.5%
Some College	Count %	4 3.6%
Bachelor of Laws Degree (LL.B.)	Count %	4 3.6%
Doctorate Degree (e.g. Ph.D. or Ed.D.)	Count %	4 3.6%
High School Graduate or Equivalent	Count %	2 1.8%
Associate's Degree (e.g. A.A. or A.S.)	Count %	2 1.8%
Total	Count %	112 100.0%

Table 36. Highest Desired Education for Clerks/Administrators in State Courts in Descending Order

		Respondent Type
		State Court
Master's Degree (e.g. M.A., M.S., or M.P.A.)	Count %	65 35.9%
Doctor of Jurisprudence Degree (J.D.)	Count %	49 27.1%
Bachelor's Degree (e.g. B.A. or B.S.)	Count %	43 23.8%
High School Graduate or Equivalent	Count %	9 5.0%
Some College	Count %	4 2.2%
Associate's Degree (e.g. A.A. or A.S.)	Count %	3 1.7%
Bachelor of Laws Degree (LL.B.)	Count %	3 1.7%
Master of Laws Degree (LL.M.)	Count %	3 1.7%
Doctorate Degree (e.g. Ph.D. or Ed.D.)	Count	2 1.1%
Total	Count %	181 100.0%

Table 37. Highest Desired Education for Clerks/Administrators in Federal and State Courts in Descending Order

		Combined
Master's Degree (e.g. M.A., M.S., or M.P.A.)	Count %	92 31.4%
Doctor of Jurisprudence Degree (J.D.)	Count %	92 31.4%
Bachelor's Degree (e.g. B.A. or B.S.)	Count %	64 21.8%
High School Graduate or Equivalent	Count %	11 3.8%
Some College	Count %	8 2.7%
Master of Laws Degree (LL.M.)	Count %	8 2.7%
Bachelor of Laws Degree (LL.B.)	Count %	7 2.4%
Doctorate Degree (e.g. Ph.D. or Ed.D.)	Count %	6 2.0%
Associate's Degree (e.g. A.A. or A.S.)	Count %	5 1.7%
Total	Count %	293 100.0%

Highest Desired Education for Chief Deputies in Federal and State Courts

Table 38. Highest Desired Education for Chief Deputies in Federal and State Courts

		Respondent Type		Combined
		Federal Court	State Court	
High School Graduate or Equivalent	Count	3	12	15
	%	2.9%	7.6%	5.8%
Some College	Count	4	8	12
	%	3.9%	5.1%	4.6%
Associate's Degree (e.g. A.A. or A.S.)	Count	4	4	8
	%	3.9%	2.5%	3.1%
Bachelor's Degree (e.g. B.A. or B.S.)	Count	20	61	81
	%	19.6%	38.9%	31.3%
Bachelor of Laws Degree (LL.B.)	Count	3	0	3
	%	2.9%	0.0%	1.2%
Master's Degree (e.g. M.A., M.S., or M.P.A.)	Count	44	41	85
	%	43.1%	26.1%	32.8%
Master of Laws Degree (LL.M.)	Count	2	2	4
	%	2.0%	1.3%	1.5%
Doctorate Degree (e.g. Ph.D. or Ed.D.)	Count	3	2	5
	%	2.9%	1.3%	1.9%
Doctor of Jurisprudence Degree (J.D.)	Count	19	27	46
	%	18.6%	17.2%	17.8%
Total	Count	102	157	259
	%	100.0%	100.0%	100.0%

Table 38a. Cases for Highest Desired Education for Chief Deputies in Federal and State Courts

Cases					
Valid		Missing		Total	
N	Percent	N	Percent	N	Percent
259	28.7%	642	71.3%	901	100.0%

Table 39. Highest Desired Education for Chief Deputies in Federal Courts in Descending Order

		Respondent Type
		Federal Court
Master's Degree (e.g. M.A., M.S., or M.P.A.)	Count %	44 43.1%
Bachelor's Degree (e.g. B.A. or B.S.)	Count %	20 19.6%
Doctor of Jurisprudence Degree (J.D.)	Count %	19 18.6%
Some College	Count %	4 3.9%
Associate's Degree (e.g. A.A. or A.S.)	Count %	4 3.9%
High School Graduate or Equivalent	Count %	3 2.9%
Bachelor of Laws Degree (LL.B.)	Count %	3 2.9%
Doctorate Degree (e.g. Ph.D. or Ed.D.)	Count %	3 2.9%
Master of Laws Degree (LL.M.)	Count %	2 2.0%
Total	Count %	102 100.0%

Table 40. Highest Desired Education for Chief Deputies in State Courts in Descending Order

		Respondent Type
		State Court
Bachelor's Degree (e.g. B.A. or B.S.)	Count %	61 38.9%
Master's Degree (e.g. M.A., M.S., or M.P.A.)	Count %	41 26.1%
Doctor of Jurisprudence Degree (J.D.)	Count %	27 17.2%
High School Graduate or Equivalent	Count %	12 7.6%
Some College	Count %	8 5.1%
Associate's Degree (e.g. A.A. or A.S.)	Count %	4 2.5%
Doctorate Degree (e.g. Ph.D. or Ed.D.)	Count %	2 1.3%
Master of Laws Degree (LL.M.)	Count %	2 1.3%
Bachelor of Laws Degree (LL.B.)	Count %	0 0.0%
Total	Count %	157 100.0%

Table 41. Highest Desired Education for Chief Deputies in Federal and State Courts in Descending Order

		Combined
Master's Degree (e.g. M.A., M.S., or M.P.A.)	Count %	85 32.8%
Bachelor's Degree (e.g. B.A. or B.S.)	Count %	81 31.3%
Doctor of Jurisprudence Degree (J.D.)	Count %	46 17.8%
High School Graduate or Equivalent	Count %	15 5.8%
Some College	Count %	12 4.6%
Associate's Degree (e.g. A.A. or A.S.)	Count %	8 3.1%
Doctorate Degree (e.g. Ph.D. or Ed.D.)	Count %	5 1.9%
Master of Laws Degree (LL.M.)	Count %	4 1.5%
Bachelor of Laws Degree (LL.B)	Count %	3 1.2%
Total	Count %	259 100.0%

Desired Type and Years of Experience for Clerks/Administrators

Table 42. Desired Experience as the Top-Level Administrator in a Court

		Respondent Type		Combined
		Federal Court	State Court	
Less Than 1 Year	Count	11	14	25
	% within Fed and State Court	9.4%	7.7%	8.4%
1-3 Years	Count	34	51	85
	% within Fed and State Court	29.1%	28.2%	28.5%
3-5 Years	Count	27	66	93
	% within Fed and State Court	23.1%	36.5%	31.2%
5-7 Years	Count	25	29	54
	% within Fed and State Court	21.4%	16.0%	18.1%
7-9 Years	Count	9	11	20
	% within Fed and State Court	7.7%	6.1%	6.7%
9 + Years	Count	11	10	21
	% within Fed and State Court	9.4%	5.5%	7.0%
Total	Count	117	181	298
	% within Fed and State Court	100.0%	100.0%	100.0%

Table 43. Desired Experience as the Second-in-Command

		Respondent Type		Combined
		Federal Court	State Court	
Less Than 1 Year	Count	8	11	19
	% within Fed and State Court	6.1%	5.5%	5.7%
1-3 Years	Count	41	65	106
	% within Fed and State Court	31.1%	32.5%	31.9%
3-5 Years	Count	45	71	116
	% within Fed and State Court	34.1%	35.5%	34.9%
5-7 Years	Count	23	40	63
	% within Fed and State Court	17.4%	20.0%	19.0%
7-9 Years	Count	12	10	22
	% within Fed and State Court	9.1%	5.0%	6.6%
9 + Years	Count	3	3	6
	% within Fed and State Court	2.3%	1.5%	1.8%
Total	Count	132	200	332
	% within Fed and State Court	100.0%	100.0%	100.0%

Table 44. Desired Experience as a Division, Section, or Regional Director in a Court

		Respondent Type		Combined
		Federal Court	State Court	
Less Than 1 Year	Count	9	13	22
	% within Fed and State Court	7.2%	7.2%	7.2%
1-3 Years	Count	37	49	86
	% within Fed and State Court	29.6%	27.1%	28.1%
3-5 Years	Count	43	69	112
	% within Fed and State Court	34.4%	38.1%	36.6%
5-7 Years	Count	22	35	57
	% within Fed and State Court	17.6%	19.3%	18.6%
7-9 Years	Count	10	10	20
	% within Fed and State Court	8.0%	5.5%	6.5%
9 + Years	Count	4	5	9
	% within Fed and State Court	3.2%	2.8%	2.9%
Total	Count	125	181	306
	% within Fed and State Court	100.0%	100.0%	100.0%

Table 45. Desired Experience as a Practicing Attorney

		Respondent Type		Combined
		Federal Court	State Court	
Less Than 1 Year	Count	34	46	80
	% within Fed and State Court	30.9%	34.6%	32.9%
1-3 Years	Count	28	22	50
	% within Fed and State Court	25.5%	16.5%	20.6%
3-5 Years	Count	26	40	66
	% within Fed and State Court	23.6%	30.1%	27.2%
5-7 Years	Count	10	11	21
	% within Fed and State Court	9.1%	8.3%	8.6%
7-9 Years	Count	6	6	12
	% within Fed and State Court	5.5%	4.5%	4.9%
9 + Years	Count	6	8	14
	% within Fed and State Court	5.5%	6.0%	5.8%
Total	Count	110	133	243
	% within Fed and State Court	100.0%	100.0%	100.0%

Table 46. Desired Experience as a Manager, Administrator, or Executive of Another Organization, Government Agency or Not-for-Profit Organization, or For-Profit Business

		Respondent Type		Combined
		Federal Court	State Court	
Less Than 1 Year	Count	9	15	24
	% within Fed and State Court	7.3%	8.4%	7.9%
1-3 Years	Count	34	48	82
	% within Fed and State Court	27.4%	26.8%	27.1%
3-5 Years	Count	45	63	108
	% within Fed and State Court	36.3%	35.2%	35.6%
5-7 Years	Count	18	35	53
	% within Fed and State Court	14.5%	19.6%	17.5%
7-9 Years	Count	11	11	22
	% within Fed and State Court	8.9%	6.1%	7.3%
9 + Years	Count	7	7	14
	% within Fed and State Court	5.6%	3.9%	4.6%
Total	Count	124	179	303
	% within Fed and State Court	100.0%	100.0%	100.0%

Table 47. Desired Experience as a Judge

		Respondent Type		Combined
		Federal Court	State Court	
Less Than 1 Year	Count	51	57	108
	% within Fed and State Court	56.0%	50.0%	52.7%
1-3 Years	Count	14	14	28
	% within Fed and State Court	15.4%	12.3%	13.7%
3-5 Years	Count	8	21	29
	% within Fed and State Court	8.8%	18.4%	14.1%
5-7 Years	Count	7	12	19
	% within Fed and State Court	7.7%	10.5%	9.3%
7-9 Years	Count	7	3	10
	% within Fed and State Court	7.7%	2.6%	4.9%
9 + Years	Count	4	7	11
	% within Fed and State Court	4.4%	6.1%	5.4%
Total	Count	91	114	205
	% within Fed and State Court	100.0%	100.0%	100.0%

Table 48. Desired Experience as a Director, Deputy/Assistant Director, or Division/Department Manager in the Office of the State Court Administrator or Judicial Council

		Respondent Type		Combined
		Federal Court	State Court	
Less Than 1 Year	Count	22	27	49
	% within Fed and State Court	20.2%	18.4%	19.1%
1-3 Years	Count	30	30	60
	% within Fed and State Court	27.5%	20.4%	23.4%
3-5 Years	Count	26	46	72
	% within Fed and State Court	23.9%	31.3%	28.1%
5-7 Years	Count	21	33	54
	% within Fed and State Court	19.3%	22.4%	21.1%
7-9 Years	Count	8	7	15
	% within Fed and State Court	7.3%	4.8%	5.9%
9 + Years	Count	2	4	6
	% within Fed and State Court	1.8%	2.7%	2.3%
Total	Count	109	147	256
	% within Fed and State Court	100.0%	100.0%	100.0%

Table 49. Desired Experience as an Analyst, Researcher, or Technology Officer in the Office of the State Court Administrator or Judicial Council

		Respondent Type		Combined
		Federal Court	State Courts	
Less Than 1 Year	Count	21	37	58
	% within Fed and State Court	19.6%	26.6%	23.6%
1-3 Years	Count	33	31	64
	% within Fed and State Court	30.8%	22.3%	26.0%
3-5 Years	Count	24	39	63
	% within Fed and State Court	22.4%	28.1%	25.6%
5-7 Years	Count	17	19	36
	% within Fed and State Court	15.9%	13.7%	14.6%
7-9 Years	Count	8	9	17
	% within Fed and State Court	7.5%	6.5%	6.9%
9 + Years	Count	4	4	8
	% within Fed and State Court	3.7%	2.9%	3.3%
Total	Count	107	139	246
	% within Fed and State Court	100.0%	100.0%	100.0%

Table 50. Desired Experience as a Director, Deputy Assistant Director, or Division/Department Manager in the Administrative Office of the U.S. Courts or Judicial Council

		Respondent Type		Combined
		Federal Court	State Courts	
Less Than 1 Year	Count	22	33	55
	% within Fed and State Court	20.4%	23.2%	22.0%
1-3 Years	Count	32	28	60
	% within Fed and State Court	29.6%	19.7%	24.0%
3-5 Years	Count	26	43	69
	% within Fed and State Court	24.1%	30.3%	27.6%
5-7 Years	Count	17	24	41
	% within Fed and State Court	15.7%	16.9%	16.4%
7-9 Years	Count	8	9	17
	% within Fed and State Court	7.4%	6.3%	6.8%
9 + Years	Count	3	5	8
	% within Fed and State Court	2.8%	3.5%	3.2%
Total	Count	108	142	250
	% within Fed and State Court	100.0%	100.0%	100.0%

Table 51. Desired Experience as an Analyst, Researcher, or Technology Officer in the Administrative Office of the U.S. Courts or Judicial Council

		Respondent Type		Combined
		Federal Court	State Courts	
Less Than 1 Year	Count	26	37	63
	% within Fed and State Court	25.0%	27.8%	26.6%
1-3 Years	Count	27	29	56
	% within Fed and State Court	26.0%	21.8%	23.6%
3-5 Years	Count	22	35	57
	% within Fed and State Court	21.2%	26.3%	24.1%
5-7 Years	Count	15	19	34
	% within Fed and State Court	14.4%	14.3%	14.3%
7-9 Years	Count	10	8	18
	% within Fed and State Court	9.6%	6.0%	7.6%
9 + Years	Count	4	5	9
	% within Fed and State Court	3.8%	3.8%	3.8%
Total	Count	104	133	237
	% within Fed and State Court	100.0%	100.0%	100.0%

Table 52. Case Processing Summary for Desired Types of Experience for Clerk/Administrators

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
1. Experience as the top-level administrator in a court	298	33.1%	603	66.9%	901	100.0%
2. Experience as the second-in-command	332	36.8%	569	63.2%	901	100.0%
3. Experience as a division, section, or regional director in a court	306	34.0%	595	66.0%	901	100.0%
4. Experience as a practicing attorney	243	27.0%	658	73.0%	901	100.0%
5. Experience as a manager, administrator, or executive of another organization, government agency or not-for-profit organization, or for-profit business	303	33.6%	598	66.4%	901	100.0%
6. Experience as a judge	205	22.8%	696	77.2%	901	100.0%
7. Experience as a director, deputy/ assistant director, or division/department manager in the Office of the State Court Administrator or Judicial Council	256	28.4%	645	71.6%	901	100.0%
8. Experience as an analyst, researcher, or technology officer in the Office of the State Court Administrator or Judicial Council	246	27.3%	655	72.7%	901	100.0%
9. Experience as a director, deputy/ assistant director, or division/department manager in the Administrative Office of the U.S. Courts or Judicial Council	250	27.7%	651	72.3%	901	100.0%
10. Experience as an analyst, researcher, or technology officer in the Administrative Office of the U.S. Courts or Judicial Council	237	26.3%	664	73.7%	901	100.0%

Desired Types and Years of Experience for Chief Deputies

Table 53. Desired Experience as the Top-Level Administrator in a Court

		Respondent Type		Combined
		Federal Court	State Court	
Less Than 1 Year	Count	23	33	56
	% within Fed and State Court	22.8%	25.8%	24.5%
1-3 Years	Count	29	45	74
	% within Fed and State Court	28.7%	35.2%	32.3%
3-5 Years	Count	22	26	48
	% within Fed and State Court	21.8%	20.3%	21.0%
5-7 Years	Count	14	13	27
	% within Fed and State Court	13.9%	10.2%	11.8%
7-9 Years	Count	8	5	13
	% within Fed and State Court	7.9%	3.9%	5.7%
9 + Years	Count	5	6	11
	% within Fed and State Court	5.0%	4.7%	4.8%
Total	Count	101	128	229
	% within Fed and State Court	100.0%	100.0%	100.0%

Table 54. Desired Experience as the Second-in-Command

		Respondent Type		Combined
		Federal Court	State Court	
Less Than 1 Year	Count	16	26	42
	% within Fed and State Court	13.8%	16.1%	15.2%
1-3 Years	Count	45	64	109
	% within Fed and State Court	38.8%	39.8%	39.4%
3-5 Years	Count	32	43	75
	% within Fed and State Court	27.6%	26.7%	27.1%
5-7 Years	Count	13	17	30
	% within Fed and State Court	11.2%	10.6%	10.8%
7-9 Years	Count	8	10	18
	% within Fed and State Court	6.9%	6.2%	6.5%
9 + Years	Count	2	1	3
	% within Fed and State Court	1.7%	0.6%	1.1%
Total	Count	116	161	277
	% within Fed and State Court	100.0%	100.0%	100.0%

Table 55. Desired Experience as a Division, Section, or Regional Director in a Court

		Respondent Type		Combined
		Federal Court	State Court	
Less Than 1 Year	Count	10	12	22
	% within Fed and State Court	8.1%	6.9%	7.4%
1-3 Years	Count	43	73	116
	% within Fed and State Court	34.7%	41.7%	38.8%
3-5 Years	Count	46	53	99
	% within Fed and State Court	37.1%	30.3%	33.1%
5-7 Years	Count	16	31	47
	% within Fed and State Court	12.9%	17.7%	15.7%
7-9 Years	Count	6	4	10
	% within Fed and State Court	4.8%	2.3%	3.3%
9 + Years	Count	3	2	5
	% within Fed and State Court	2.4%	1.1%	1.7%
Total	Count	124	175	299
	% within Fed and State Court	100.0%	100.0%	100.0%

Table 56. Desired Experience as a Practicing Attorney

		Respondent Type		Combined
		Federal Court	State Court	
Less Than 1 Year	Count	34	46	80
	% within Fed and State Court	35.8%	38.7%	37.4%
1-3 Years	Count	22	30	52
	% within Fed and State Court	23.2%	25.2%	24.3%
3-5 Years	Count	24	23	47
	% within Fed and State Court	25.3%	19.3%	22.0%
5-7 Years	Count	6	12	18
	% within Fed and State Court	6.3%	10.1%	8.4%
7-9 Years	Count	6	4	10
	% within Fed and State Court	6.3%	3.4%	4.7%
9 + Years	Count	3	4	7
	% within Fed and State Court	3.2%	3.4%	3.3%
Total	Count	95	119	214
	% within Fed and State Court	100.0%	100.0%	100.0%

Table 57. Desired Experience as a Manager, Administrator, or Executive of Another Organization, Government Agency or Not-for-Profit Organization, or For-Profit Business

		Respondent Type		Combined
		Federal Court	State Court	
Less Than 1 Year	Count	10	18	28
	% within Fed and State Court	8.5%	11.0%	10.0%
1-3 Years	Count	38	69	107
	% within Fed and State Court	32.2%	42.3%	38.1%
3-5 Years	Count	43	44	87
	% within Fed and State Court	36.4%	27.0%	31.0%
5-7 Years	Count	16	23	39
	% within Fed and State Court	13.6%	14.1%	13.9%
7-9 Years	Count	8	4	12
	% within Fed and State Court	6.8%	2.5%	4.3%
9 + Years	Count	3	5	8
	% within Fed and State Court	2.5%	3.1%	2.8%
Total	Count	118	163	281
	% within Fed and State Court	100.0%	100.0%	100.0%

Table 58. Desired Experience as a Judge

		Respondent Type		Combined
		Federal Court	State Court	
Less Than 1 Year	Count	47	57	104
	% within Fed and State Court	56.6%	54.8%	55.6%
1-3 Years	Count	14	14	28
	% within Fed and State Court	16.9%	13.5%	15.0%
3-5 Years	Count	10	16	26
	% within Fed and State Court	12.0%	15.4%	13.9%
5-7 Years	Count	2	10	12
	% within Fed and State Court	2.4%	9.6%	6.4%
7-9 Years	Count	7	2	9
	% within Fed and State Court	8.4%	1.9%	4.8%
9 + Years	Count	3	5	8
	% within Fed and State Court	3.6%	4.8%	4.3%
Total	Count	83	104	187
	% within Fed and State Court	100.0%	100.0%	100.0%

Table 59. Desired Experience as a Director, Deputy/Assistant Director, or Division/Department Manager in the Office of the State Court Administrator or Judicial Council

		Respondent Type		Combined
		Federal Court	State Court	
Less Than 1 Year	Count	19	26	45
	% within Fed and State Court	19.0%	20.0%	19.6%
1-3 Years	Count	26	41	67
	% within Fed and State Court	26.0%	31.5%	29.1%
3-5 Years	Count	32	37	69
	% within Fed and State Court	32.0%	28.5%	30.0%
5-7 Years	Count	13	19	32
	% within Fed and State Court	13.0%	14.6%	13.9%
7-9 Years	Count	8	6	14
	% within Fed and State Court	8.0%	4.6%	6.1%
9 + Years	Count	2	1	3
	% within Fed and State Court	2.0%	0.8%	1.3%
Total	Count	100	130	230
	% within Fed and State Court	100.0%	100.0%	100.0%

Table 60. Desired Experience as an Analyst, Researcher, or Technology Officer in the Office of the State Court Administrator or Judicial Council

		Respondent Type		Combined
		Federal Court	State Court	
Less Than 1 Year	Count	18	33	51
	% within Fed and State Court	19.1%	25.6%	22.9%
1-3 Years	Count	26	43	69
	% within Fed and State Court	27.7%	33.3%	30.9%
3-5 Years	Count	28	29	57
	% within Fed and State Court	29.8%	22.5%	25.6%
5-7 Years	Count	12	15	27
	% within Fed and State Court	12.8%	11.6%	12.1%
7-9 Years	Count	7	6	13
	% within Fed and State Court	7.4%	4.7%	5.8%
9 + Years	Count	3	3	6
	% within Fed and State Court	3.2%	2.3%	2.7%
Total	Count	94	129	223
	% within Fed and State Court	100.0%	100.0%	100.0%

Table 61. Desired Experience as a Director, Deputy/Assistant Director, or Division/Department Manager in the Administrative Office of the U.S. Courts or Judicial Council

		Respondent Type		Combined
		Federal Court	State Court	
Less Than 1 Year	Count	19	32	51
	% within Fed and State Court	18.6%	25.0%	22.2%
1-3 Years	Count	32	38	70
	% within Fed and State Court	31.4%	29.7%	30.4%
3-5 Years	Count	28	35	63
	% within Fed and State Court	27.5%	27.3%	27.4%
5-7 Years	Count	13	14	27
	% within Fed and State Court	12.7%	10.9%	11.7%
7-9 Years	Count	7	6	13
	% within Fed and State Court	6.9%	4.7%	5.7%
9 + Years	Count	3	3	6
	% within Fed and State Court	2.9%	2.3%	2.6%
Total	Count	102	128	230
	% within Fed and State Court	100.0%	100.0%	100.0%

Table 62. Desired Experience as an Analyst, Researcher, or Technology Officer in the Administrative Office of the U.S. Courts or Judicial Council

		Respondent Type		Combined
		Federal Court	State Court	
Less Than 1 Year	Count	18	39	57
	% within Fed and State Court	18.6%	31.2%	25.7%
1-3 Years	Count	27	34	61
	% within Fed and State Court	27.8%	27.2%	27.5%
3-5 Years	Count	28	27	55
	% within Fed and State Court	28.9%	21.6%	24.8%
5-7 Years	Count	13	15	28
	% within Fed and State Court	13.4%	12.0%	12.6%
7-9 Years	Count	9	6	15
	% within Fed and State Court	9.3%	4.8%	6.8%
9 + Years	Count	2	4	6
	% within Fed and State Court	2.1%	3.2%	2.7%
Total	Count	97	125	222
	% within Fed and State Court	100.0%	100.0%	100.0%

Table 63. Case Processing Summary for Desired Types of Experience for Chief Deputies

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
1. Experience as the top-level administrator in a court	229	25.4%	672	74.6%	901	100.0%
2. Experience as the second-in-command	277	30.7%	624	69.3%	901	100.0%
3. Experience as a division, section, or regional director in a court	299	33.2%	602	66.8%	901	100.0%
4. Experience as a practicing attorney	214	23.8%	687	76.2%	901	100.0%
5. Experience as a manager, administrator, or executive of another organization, government agency or not-for-profit organization, or for-profit business	281	31.2%	620	68.8%	901	100.0%
6. Experience as a judge	187	20.8%	714	79.2%	901	100.0%
7. Experience as a director, deputy/ assistant director, or division/department manager in the Office of the State Court Administrator or Judicial Council	230	25.5%	671	74.5%	901	100.0%
8. Experience as an analyst, researcher, or technology officer in the Office of the State Court Administrator or Judicial Council	223	24.8%	678	75.2%	901	100.0%
9. Experience as a director, deputy/ assistant director, or division/department manager in the Administrative Office of the U.S. Courts or Judicial Council	230	25.5%	671	74.5%	901	100.0%
10. Experience as an analyst, researcher, or technology officer in the Administrative Office of the U.S. Courts or Judicial Council	222	24.6%	679	75.4%	901	100.0%

Desirability of Specialized Certificates for Clerks/Administrators

Table 64. Desirability of Specialized Certificates for Clerks/Administrators

		Respondent Type		Combined
		Federal Court	State Court	
Yes	Count	106	194	300
	%	67.9%	81.2%	75.9%
No	Count	50	45	95
	%	32.1%	18.8%	24.1%
Total	Count	156	239	395
	%	100.0%	100.0%	100.0%

Table 64a. Cases for Desirability of Specialized Certificates for Clerks/Administrators

Cases					
Valid		Missing		Total	
N	Percent	N	Percent	N	Percent
395	43.8%	506	56.2%	901	100.0%

Desirability of Specialized Certificates for Chief Deputies

Table 65. Desirability of Specialized Certificates for Chief Deputies

		Respondent Type		Combined
		Federal Court	State Court	
Yes	Count	106	184	290
	%	67.9%	77.0%	73.4%
No	Count	50	55	105
	%	32.1%	23.0%	26.6%
Total	Count	156	239	395
	%	100.0%	100.0%	100.0%

Table 65a. Cases for Desirability of Specialized Certificates for Chief Deputies

Cases					
Valid		Missing		Total	
N	Percent	N	Percent	N	Percent
395	43.8%	506	56.2%	901	100.0%

Desired Leadership and Management Traits for Clerks/Administrators

**Table 66. Desired Ways of Communicating and Being for Clerks/Administrators:
Respondent Type: Combined**

	N	Minimum	Maximum	Mean	Std. Deviation
Articulates/displays excellent verbal skills	539	1.00	5.00	4.7718	.55031
Shows wisdom/maturity	538	1.00	5.00	4.5502	.67840
Gracious/dignified/respectful	539	1.00	5.00	4.5325	.68193
Displays excellent writing skills	539	1.00	5.00	4.4991	.74767
Acts on personal/professional values	524	1.00	5.00	4.4561	.74719
Shows appreciation/supportive/caring/sensitivity/empathy	539	1.00	5.00	4.0983	.84681
Optimistic	539	1.00	5.00	4.0742	.85254
Demonstrates political savvy	537	1.00	5.00	4.0559	.97957
Friendly/outgoing/social	537	1.00	5.00	3.5885	.93646
Sense of humor	540	1.00	5.00	3.5352	.95573
Charismatic	536	1.00	5.00	3.4534	.95392
Valid N	516				

**Table 67. Desired Ways of Communicating and Being for Clerks/Administrators:
Respondent Type: Federal Court**

	N	Minimum	Maximum	Mean	Std. Deviation
Articulates/displays excellent verbal skills	156	3.00	5.00	4.8397	.43250
Shows wisdom/maturity	155	2.00	5.00	4.6194	.63727
Gracious/dignified/respectful	156	2.00	5.00	4.5769	.64296
Displays excellent writing skills	156	1.00	5.00	4.5513	.74742
Acts on personal/professional values	154	3.00	5.00	4.5130	.63900
Optimistic	156	1.00	5.00	4.1346	.85825
Demonstrates political savvy	155	2.00	5.00	4.1161	.89700
Shows appreciation/supportive/caring/sensitivity/empathy	156	1.00	5.00	4.1026	.86643
Friendly/outgoing/social	156	1.00	5.00	3.6026	.96172
Sense of humor	156	1.00	5.00	3.5385	1.02476
Charismatic	154	1.00	5.00	3.4221	.96190
Valid N	150				

**Table 68. Desired Ways of Communicating and Being for Clerks/Administrators:
Respondent Type: State Court**

	N	Minimum	Maximum	Mean	Std. Deviation
Articulates/displays excellent verbal skills	232	1.00	5.00	4.7629	.52620
Shows wisdom/maturity	232	1.00	5.00	4.5560	.62858
Gracious/dignified/respectful	232	1.00	5.00	4.5388	.62298
Acts on personal/professional values	226	1.00	5.00	4.4602	.78356
Displays excellent writing skills	232	1.00	5.00	4.4526	.72518
Demonstrates political savvy	231	1.00	5.00	4.1602	.94885
Shows appreciation/supportive/caring/sensitivity/empathy	232	1.00	5.00	4.1250	.82540
Optimistic	232	2.00	5.00	4.0560	.83814
Friendly/outgoing/social	230	1.00	5.00	3.6000	.88953
Sense of humor	232	1.00	5.00	3.5517	.91021
Charismatic	232	1.00	5.00	3.5000	.89733
Valid N	223				

Desired Ways of Thinking and Perceiving for Clerks/Administrators

**Table 69. Desired Ways of Thinking and Perceiving for Clerks/Administrators:
Respondent Type: Combined**

	N	Minimum	Maximum	Mean	Std. Deviation
Intelligent/sharp cognitive abilities	540	1.00	5.00	4.6333	.60823
Forward-looking/visionary/can see big picture	525	1.00	5.00	4.6229	.64696
Strategic thinker	537	1.00	5.00	4.6034	.63262
Fair-minded	537	1.00	5.00	4.5847	.63539
Consistent	536	1.00	5.00	4.5709	.66037
Critical/creative thinker	539	1.00	5.00	4.5380	.65664
Perceptive	537	1.00	5.00	4.4860	.66935
Original/out-of-the box thinker	537	1.00	5.00	4.2216	.78777
Valid N	517				

**Table 70. Desired Ways of Thinking and Perceiving for
Clerks/Administrators: Respondent Type: Federal Court**

	N	Minimum	Maximum	Mean	Std. Deviation
Intelligent/sharp cognitive abilities	156	3.00	5.00	4.7115	.50812
Forward-looking/visionary/can see big picture	153	2.00	5.00	4.6928	.58805
Strategic thinker	155	2.00	5.00	4.6258	.61526
Consistent	155	2.00	5.00	4.6129	.59639
Fair-minded	155	3.00	5.00	4.6000	.57660
Critical/creative thinker	156	2.00	5.00	4.5321	.61613
Perceptive	155	3.00	5.00	4.5032	.60704
Original/out-of-the box thinker	156	2.00	5.00	4.2051	.78468
Valid N	152				

**Table 71. Desired Ways of Thinking and Perceiving for
Clerks/Administrators: Respondent Type: State Court**

	N	Minimum	Maximum	Mean	Std. Deviation
Forward-looking/visionary/can see big picture	225	1.00	5.00	4.6400	.59702
Intelligent/sharp cognitive abilities	232	1.00	5.00	4.6207	.59805
Strategic thinker	232	1.00	5.00	4.6207	.58339
Fair-minded	231	1.00	5.00	4.6017	.60202
Consistent	230	1.00	5.00	4.5870	.63987
Critical/creative thinker	232	1.00	5.00	4.5690	.64094
Perceptive	231	1.00	5.00	4.4892	.65183
Original/out-of-the box thinker	231	1.00	5.00	4.2468	.74872
Valid N	220				

Desired Ways of Behaving and Taking Action for Clerks/Administrators

**Table 72. Desired Ways of Behaving and Taking Action for Clerks/Administrators:
Respondent Type: Combined**

	N	Minimum	Maximum	Mean	Std. Deviation
Trustworthy/ethical/honest	537	1.00	5.00	4.8380	.50539
Problem-solver	538	1.00	5.00	4.6710	.59914
Dependable/conscientious/diligent	536	1.00	5.00	4.6493	.61151
Decisive/decision-maker	537	1.00	5.00	4.5549	.65879
Promotes the learning and development of others	527	1.00	5.00	4.4972	.70542
Organized/disciplined/focused	535	1.00	5.00	4.4879	.67551
Independent/self-controlled/self-confident	537	1.00	5.00	4.4302	.71188
Inclusive/cooperative/collaborative	539	1.00	5.00	4.4100	.71154
Takes strategic action	537	1.00	5.00	4.3799	.71302
Innovative	536	1.00	5.00	4.3638	.71572
Seeks and accepts challenges	539	1.00	5.00	4.3321	.72598
Negotiator/mediator	538	1.00	5.00	4.3271	.77004
Accepts criticism	537	1.00	5.00	4.3184	.73625
Engages in continual learning and development of self	537	1.00	5.00	4.2961	.74803
Diligent/determined	538	1.00	5.00	4.2788	.73510
Deadline-oriented	537	1.00	5.00	4.2514	.77153
Detail-oriented	535	1.00	5.00	4.2299	.83096
Persistent	534	1.00	5.00	4.1423	.75669
Valid N	509				

**Table 73. Desired Ways of Behaving and Taking Action for Clerks/Administrators:
Respondent Type: Federal Court**

	N	Minimum	Maximum	Mean	Std. Deviation
Trustworthy/ethical/honest	155	2.00	5.00	4.8323	.48106
Dependable/conscientious/diligent	154	2.00	5.00	4.6429	.61228
Problem-solver	156	2.00	5.00	4.6090	.62809
Decisive/decision-maker	155	2.00	5.00	4.5935	.64160
Organized/disciplined/focused	154	2.00	5.00	4.5455	.64768
Promotes the learning and development of others	153	1.00	5.00	4.4902	.75322
Independent/self-controlled/self-confident	155	2.00	5.00	4.4323	.70268
Takes strategic action	155	2.00	5.00	4.3935	.70708
Inclusive/cooperative/collaborative	156	2.00	5.00	4.3846	.73143
Innovative	155	2.00	5.00	4.3806	.72319
Accepts criticism	155	2.00	5.00	4.3548	.77075
Diligent/determined	155	2.00	5.00	4.3097	.75221
Negotiator/mediator	156	1.00	5.00	4.2821	.83314
Detail-oriented	154	2.00	5.00	4.2727	.81868
Seeks and accepts challenges	156	2.00	5.00	4.2564	.77769
Engages in continual learning and development of self	155	1.00	5.00	4.2258	.81023
Deadline-oriented	155	2.00	5.00	4.2258	.76911
Persistent	154	2.00	5.00	4.1558	.80950
Valid N	149				

**Table 74. Desired Ways of Behaving and Taking Action for Clerks/Administrators:
Respondent Type: State Court**

	N	Minimum	Maximum	Mean	Std. Deviation
Trustworthy/ethical/honest	232	1.00	5.00	4.8879	.40068
Problem-solver	231	2.00	5.00	4.7013	.51241
Dependable/conscientious/diligent	231	2.00	5.00	4.6926	.53233
Decisive/decision-maker	231	1.00	5.00	4.5411	.62331
Promotes the learning and development of others	228	2.00	5.00	4.5088	.65363
Inclusive/cooperative/collaborative	232	2.00	5.00	4.4655	.64373
Organized/disciplined/focused	232	1.00	5.00	4.4612	.65018
Independent/self-controlled/self-confident	232	2.00	5.00	4.4483	.67542
Takes strategic action	232	2.00	5.00	4.4224	.64668
Seeks and accepts challenges	232	2.00	5.00	4.4181	.63941
Innovative	230	2.00	5.00	4.4087	.65944
Engages in continual learning and development of self	232	2.00	5.00	4.3578	.68156
Negotiator/mediator	232	1.00	5.00	4.3448	.69136
Accepts criticism	231	1.00	5.00	4.3247	.68095
Diligent/determined	232	1.00	5.00	4.2845	.69389
Deadline-oriented	232	1.00	5.00	4.2759	.72776
Detail-oriented	231	1.00	5.00	4.1515	.79042
Persistent	230	2.00	5.00	4.1261	.70971
Valid N	221				

Desired Leadership and Management Traits for Chief Deputies

Table 75. Desired Ways of Communicating and Being for Chief Deputies: Respondent Type: Combined

	N	Minimum	Maximum	Mean	Std. Deviation
Articulates/displays excellent verbal skills	517	1.00	5.00	4.6538	.62726
Gracious/dignified/respectful	514	1.00	5.00	4.4630	.72520
Displays excellent writing skills	514	1.00	5.00	4.4572	.70581
Acts on personal/professional values	498	1.00	5.00	4.4558	.78406
Shows wisdom/maturity	514	1.00	5.00	4.4553	.71665
Shows appreciation/supportive/caring/sensitivity/empathy	515	1.00	5.00	4.1689	.83258
Optimistic	515	1.00	5.00	4.1146	.83485
Demonstrates political savvy	514	1.00	5.00	3.8911	.97722
Friendly/outgoing/social	513	1.00	5.00	3.7388	.87611
Sense of humor	515	1.00	5.00	3.6117	.92557
Charismatic	512	1.00	5.00	3.5176	.92776
Valid N	490				

Table 76. Desired Ways of Communicating and Being for Chief Deputies: Respondent Type: Federal Court

	N	Minimum	Maximum	Mean	Std. Deviation
Articulates/displays excellent verbal skills	155	3.00	5.00	4.7355	.52319
Displays excellent writing skills	155	3.00	5.00	4.6258	.58274
Gracious/dignified/respectful	155	2.00	5.00	4.5613	.65549
Shows wisdom/maturity	154	2.00	5.00	4.5260	.63861
Acts on personal/professional values	153	2.00	5.00	4.4902	.71743
Shows appreciation/supportive/caring/sensitivity/empathy	155	1.00	5.00	4.2452	.89255
Optimistic	155	1.00	5.00	4.1806	.84877
Demonstrates political savvy	155	1.00	5.00	3.9806	.88619
Friendly/outgoing/social	154	1.00	5.00	3.7597	.90065
Sense of humor	155	1.00	5.00	3.5677	.98705
Charismatic	154	1.00	5.00	3.5130	.98510
Valid N	150				

Table 77. Desired Ways of Communicating and Being for Chief Deputies: Respondent Type: State Court

	N	Minimum	Maximum	Mean	Std. Deviation
Articulates/displays excellent verbal skills	232	1.00	5.00	4.6164	.58427
Acts on personal/professional values	223	1.00	5.00	4.4753	.76997
Gracious/dignified/respectful	232	1.00	5.00	4.4612	.65680
Shows wisdom/maturity	232	1.00	5.00	4.4353	.67430
Displays excellent writing skills	231	1.00	5.00	4.3463	.69874
Shows appreciation/supportive/caring/sensitivity/empathy	232	2.00	5.00	4.1422	.74528
Optimistic	232	1.00	5.00	4.1078	.76816
Demonstrates political savvy	231	1.00	5.00	3.9177	.97231
Friendly/outgoing/social	232	1.00	5.00	3.7026	.81776
Sense of humor	232	1.00	5.00	3.6164	.87993
Charismatic	230	1.00	5.00	3.5130	.88525
Valid N	220				

Desired Ways of Thinking and Perceiving for Chief Deputies

Table 78. Desired Ways of Thinking and Perceiving for Chief Deputies: Respondent Type: Combined

	N	Minimum	Maximum	Mean	Std. Deviation
Intelligent/sharp cognitive abilities	516	1.00	5.00	4.5775	.64747
Consistent	515	1.00	5.00	4.5204	.68408
Fair-minded	516	1.00	5.00	4.5097	.68966
Critical/creative thinker	514	1.00	5.00	4.4300	.71734
Perceptive	515	1.00	5.00	4.3942	.68187
Strategic thinker	515	1.00	5.00	4.3301	.73262
Forward-looking/visionary/can see big picture	509	1.00	5.00	4.3261	.76057
Original/out-of-the box thinker	516	1.00	5.00	4.1298	.83643
Valid N	502				

Table 79. Desired Ways of Thinking and Perceiving for Chief Deputies: Respondent Type: Federal Court

	N	Minimum	Maximum	Mean	Std. Deviation
Intelligent/sharp cognitive abilities	155	2.00	5.00	4.6839	.54362
Consistent	155	2.00	5.00	4.5677	.63470
Fair-minded	154	2.00	5.00	4.5649	.65605
Critical/creative thinker	154	2.00	5.00	4.5130	.69768
Perceptive	154	2.00	5.00	4.4675	.61749
Forward-looking/visionary/can see big picture	154	2.00	5.00	4.4286	.74848
Strategic thinker	155	2.00	5.00	4.4258	.65414
Original/out-of-the box thinker	155	2.00	5.00	4.2516	.80254
Valid N	151				

Table 80. Desired Ways of Thinking and Perceiving for Chief Deputies: Respondent Type: State Court

	N	Minimum	Maximum	Mean	Std. Deviation
Intelligent/sharp cognitive abilities	233	1.00	5.00	4.5579	.59981
Consistent	232	1.00	5.00	4.5302	.65064
Fair-minded	233	1.00	5.00	4.5279	.61612
Critical/creative thinker	232	2.00	5.00	4.4181	.65281
Perceptive	233	1.00	5.00	4.3906	.64145
Strategic thinker	232	2.00	5.00	4.2931	.70885
Forward-looking/visionary/can see big picture	229	1.00	5.00	4.2926	.70524
Original/out-of-the box thinker	233	1.00	5.00	4.0815	.81328
Valid N	226				

Desired Ways of Behaving and Taking Action for Chief Deputies

Table 81. Desired Ways of Behaving and Taking Action for Chief Deputies: Respondent Type: Combined

	N	Minimum	Maximum	Mean	Std. Deviation
Trustworthy/ethical/honest	515	1.00	5.00	4.7825	.56079
Dependable/conscientious/diligent	513	1.00	5.00	4.6160	.64249
Organized/disciplined/focused	516	1.00	5.00	4.5407	.67715
Problem-solver	516	1.00	5.00	4.5271	.68920
Detail-oriented	517	1.00	5.00	4.4449	.72828
Accepts criticism	515	1.00	5.00	4.4291	.71144
Inclusive/cooperative/collaborative	514	1.00	5.00	4.4280	.72526
Deadline-oriented	515	1.00	5.00	4.4214	.73485
Promotes the learning and development of others	507	1.00	5.00	4.4122	.78881
Engages in continual learning and development of self	516	1.00	5.00	4.3721	.76648
Independent/self-controlled/self-confident	514	1.00	5.00	4.3696	.74636
Seeks and accepts challenges	514	1.00	5.00	4.3599	.74459
Decisive/decision-maker	514	1.00	5.00	4.3093	.74118
Diligent/determined	515	1.00	5.00	4.2408	.76161
Innovative	514	1.00	5.00	4.2315	.77667
Negotiator/mediator	514	1.00	5.00	4.2121	.84453
Takes strategic action	515	1.00	5.00	4.1767	.77525
Persistent	513	1.00	5.00	4.1715	.78176
Valid N	485				

Table 82. Desired Ways of Behaving and Taking Action for Chief Deputies: Respondent Type: Federal Court

	N	Minimum	Maximum	Mean	Std. Deviation
Trustworthy/ethical/honest	156	2.00	5.00	4.7692	.49313
Dependable/conscientious/diligent	156	2.00	5.00	4.6090	.60720
Problem-solver	156	2.00	5.00	4.5897	.62084
Organized/disciplined/focused	156	2.00	5.00	4.5449	.65592
Promotes the learning and development of others	155	2.00	5.00	4.4903	.78432
Accepts criticism	155	2.00	5.00	4.4774	.66777
Inclusive/cooperative/collaborative	155	2.00	5.00	4.4774	.68694
Deadline-oriented	156	2.00	5.00	4.4487	.71206
Independent/self-controlled/self-confident	155	2.00	5.00	4.4452	.73097
Detail-oriented	156	2.00	5.00	4.4231	.74521
Decisive/decision-maker	156	2.00	5.00	4.4231	.68192
Seeks and accepts challenges	155	2.00	5.00	4.4000	.74381
Diligent/determined/persistent	155	2.00	5.00	4.3419	.70654
Engages in continual learning and development of self	156	1.00	5.00	4.3269	.84367
Negotiator/mediator	156	1.00	5.00	4.3269	.78010
Takes strategic action	155	2.00	5.00	4.3032	.66815
Innovative	156	2.00	5.00	4.2500	.80020
Persistent	154	2.00	5.00	4.2273	.79642
Valid N	148				

Table 83. Desired Ways of Behaving and Taking Action for Chief Deputies: Respondent Type: State Court

	N	Minimum	Maximum	Mean	Std. Deviation
Trustworthy/ethical/honest	232	1.00	5.00	4.8405	.45154
Dependable/conscientious/diligent	231	1.00	5.00	4.6580	.56715
Organized/disciplined/focused	232	1.00	5.00	4.5819	.58274
Problem-solver	232	1.00	5.00	4.5129	.63778
Detail-oriented	231	1.00	5.00	4.4762	.65812
Inclusive/cooperative/collaborative	231	2.00	5.00	4.4545	.65698
Deadline-oriented	231	1.00	5.00	4.4502	.66977
Accepts criticism	232	1.00	5.00	4.4397	.66174
Engages in continual learning and development of self	232	2.00	5.00	4.4224	.67933
Promotes the learning and development of others	227	1.00	5.00	4.3744	.77337
Independent/self-controlled/self-confident	231	2.00	5.00	4.3723	.68519
Seeks and accepts challenges	231	2.00	5.00	4.3636	.66416
Decisive/decision-maker	232	1.00	5.00	4.2414	.72220
Innovative	230	2.00	5.00	4.2174	.71518
Diligent/determined/persistent	232	2.00	5.00	4.2112	.71062
Negotiator/mediator	231	1.00	5.00	4.1169	.84915
Takes strategic action	232	1.00	5.00	4.0776	.79119
Valid N	217				

All Leadership and Management Traits for Clerks/Administrators in Federal and State Courts

Table 84. All Leadership and Management Traits for Clerks/Administrators in Federal and State Courts: Respondent Type: Combined

	N	Minimum	Maximum	Mean	Std. Deviation
Trustworthy/ethical/honest	537	1.00	5.00	4.8380	.50539
Articulates/displays excellent verbal skills	539	1.00	5.00	4.7718	.55031
Problem-solver	538	1.00	5.00	4.6710	.59914
Dependable/conscientious/diligent	536	1.00	5.00	4.6493	.61151
Intelligent/sharp cognitive abilities	540	1.00	5.00	4.6333	.60823
Forward-looking/visionary/can see big picture	525	1.00	5.00	4.6229	.64696
Strategic thinker	537	1.00	5.00	4.6034	.63262
Fair-minded	537	1.00	5.00	4.5847	.63539
Consistent	536	1.00	5.00	4.5709	.66037
Decisive/decision-maker	537	1.00	5.00	4.5549	.65879
Shows wisdom/maturity	538	1.00	5.00	4.5502	.67840
Critical/creative thinker	539	1.00	5.00	4.5380	.65664
Gracious/dignified/respectful	539	1.00	5.00	4.5325	.68193
Displays excellent writing skills	539	1.00	5.00	4.4991	.74767
Promotes the learning and development of others	527	1.00	5.00	4.4972	.70542
Organized/disciplined/focused	535	1.00	5.00	4.4879	.67551
Perceptive	537	1.00	5.00	4.4860	.66935
Acts on personal/professional values	524	1.00	5.00	4.4561	.74719
Independent/self-controlled/self-confident	537	1.00	5.00	4.4302	.71188
Inclusive/cooperative/collaborative	539	1.00	5.00	4.4100	.71154
Takes strategic action	537	1.00	5.00	4.3799	.71302
Innovative	536	1.00	5.00	4.3638	.71572
Seeks and accepts challenges	539	1.00	5.00	4.3321	.72598
Negotiator/mediator	538	1.00	5.00	4.3271	.77004
Accepts criticism	537	1.00	5.00	4.3184	.73625
Engages in continual learning and development of self	537	1.00	5.00	4.2961	.74803
Diligent/determined	538	1.00	5.00	4.2788	.73510
Deadline-oriented	537	1.00	5.00	4.2514	.77153
Detail-oriented	535	1.00	5.00	4.2299	.83096
Original/out-of-the box thinker	537	1.00	5.00	4.2216	.78777
Persistent	534	1.00	5.00	4.1423	.75669
Shows appreciation/supportive/caring/sensitivity/empathy	539	1.00	5.00	4.0983	.84681
Optimistic	539	1.00	5.00	4.0742	.85254
Demonstrates political savvy	537	1.00	5.00	4.0559	.97957
Friendly/outgoing/social	537	1.00	5.00	3.5885	.93646
Sense of humor	540	1.00	5.00	3.5352	.95573
Charismatic	536	1.00	5.00	3.4534	.95392
Valid N	475				

Table 85. All Leadership and Management Traits for Clerks/Administrators in Federal and State Courts: Respondent Type: Federal Court

	N	Minimum	Maximum	Mean	Std. Deviation
Articulates/displays excellent verbal skills	156	3.00	5.00	4.8397	.43250
Trustworthy/ethical/honest	155	2.00	5.00	4.8323	.48106
Intelligent/sharp cognitive abilities	156	3.00	5.00	4.7115	.50812
Forward-looking/visionary/can see big picture	153	2.00	5.00	4.6928	.58805
Dependable/conscientious/diligent	154	2.00	5.00	4.6429	.61228
Strategic thinker	155	2.00	5.00	4.6258	.61526
Shows wisdom/maturity	155	2.00	5.00	4.6194	.63727
Consistent	155	2.00	5.00	4.6129	.59639
Problem-solver	156	2.00	5.00	4.6090	.62809
Fair-minded	155	3.00	5.00	4.6000	.57660
Decisive/decision-maker	155	2.00	5.00	4.5935	.64160
Gracious/dignified/respectful	156	2.00	5.00	4.5769	.64296
Displays excellent writing skills	156	1.00	5.00	4.5513	.74742
Organized/disciplined/focused	154	2.00	5.00	4.5455	.64768
Critical/creative thinker	156	2.00	5.00	4.5321	.61613
Acts on personal/professional values	154	3.00	5.00	4.5130	.63900
Perceptive	155	3.00	5.00	4.5032	.60704
Promotes the learning and development of others	153	1.00	5.00	4.4902	.75322
Independent/self-controlled/self-confident	155	2.00	5.00	4.4323	.70268
Takes strategic action	155	2.00	5.00	4.3935	.70708
Inclusive/cooperative/collaborative	156	2.00	5.00	4.3846	.73143
Innovative	155	2.00	5.00	4.3806	.72319
Accepts criticism	155	2.00	5.00	4.3548	.77075
Diligent/determined/	155	2.00	5.00	4.3097	.75221
Negotiator/mediator	156	1.00	5.00	4.2821	.83314
Detail-oriented	154	2.00	5.00	4.2727	.81868
Seeks and accepts challenges	156	2.00	5.00	4.2564	.77769
Engages in continual learning and development of self	155	1.00	5.00	4.2258	.81023
Deadline-oriented	155	2.00	5.00	4.2258	.76911
Original/out-of-the box thinker	156	2.00	5.00	4.2051	.78468
Persistent	154	2.00	5.00	4.1558	.80950
Optimistic	156	1.00	5.00	4.1346	.85825
Demonstrates political savvy	155	2.00	5.00	4.1161	.89700
Shows appreciation/supportive/caring/sensitivity/empathy	156	1.00	5.00	4.1026	.86643
Friendly/outgoing/social	156	1.00	5.00	3.6026	.96172
Sense of humor	156	1.00	5.00	3.5385	1.02476
Charismatic	154	1.00	5.00	3.4221	.96190
Valid N	141				

Table 86. All Leadership and Management Traits for Clerks/Administrators in Federal and State Courts: Respondent Type: State Court

	N	Minimum	Maximum	Mean	Std. Deviation
Trustworthy/ethical/honest	232	1.00	5.00	4.8879	.40068
Articulates/displays excellent verbal skills	232	1.00	5.00	4.7629	.52620
Problem-solver	231	2.00	5.00	4.7013	.51241
Dependable/conscientious/diligent	231	2.00	5.00	4.6926	.53233
Forward-looking/visionary/can see big picture	225	1.00	5.00	4.6400	.59702
Intelligent/sharp cognitive abilities	232	1.00	5.00	4.6207	.59805
Strategic thinker	232	1.00	5.00	4.6207	.58339
Fair-minded	231	1.00	5.00	4.6017	.60202
Consistent	230	1.00	5.00	4.5870	.63987
Critical/creative thinker	232	1.00	5.00	4.5690	.64094
Shows wisdom/maturity	232	1.00	5.00	4.5560	.62858
Decisive/decision-maker	231	1.00	5.00	4.5411	.62331
Gracious/dignified/respectful	232	1.00	5.00	4.5388	.62298
Promotes the learning and development of others	228	2.00	5.00	4.5088	.65363
Perceptive	231	1.00	5.00	4.4892	.65183
Inclusive/cooperative/collaborative	232	2.00	5.00	4.4655	.64373
Organized/disciplined/focused	232	1.00	5.00	4.4612	.65018
Acts on personal/professional values	226	1.00	5.00	4.4602	.78356
Displays excellent writing skills	232	1.00	5.00	4.4526	.72518
Independent/self-controlled/self-confident	232	2.00	5.00	4.4483	.67542
Takes strategic action	232	2.00	5.00	4.4224	.64668
Seeks and accepts challenges	232	2.00	5.00	4.4181	.63941
Innovative	230	2.00	5.00	4.4087	.65944
Engages in continual learning and development of self	232	2.00	5.00	4.3578	.68156
Negotiator/mediator	232	1.00	5.00	4.3448	.69136
Accepts criticism	231	1.00	5.00	4.3247	.68095
Diligent/determined	232	1.00	5.00	4.2845	.69389
Deadline-oriented	232	1.00	5.00	4.2759	.72776
Original/out-of-the box thinker	231	1.00	5.00	4.2468	.74872
Demonstrates political savvy	231	1.00	5.00	4.1602	.94885
Detail-oriented	231	1.00	5.00	4.1515	.79042
Persistent	230	2.00	5.00	4.1261	.70971
Shows appreciation/supportive/caring/sensitivity/empathy	232	1.00	5.00	4.1250	.82540
Optimistic	232	2.00	5.00	4.0560	.83814
Friendly/outgoing/social	230	1.00	5.00	3.6000	.88953
Sense of humor	232	1.00	5.00	3.5517	.91021
Charismatic	232	1.00	5.00	3.5000	.89733
Valid N	205				

All Leadership and Management Traits for Chief Deputies in Federal and State Courts

Table 87. All Leadership and Management Traits for Chief Deputies in Federal and State Courts: Respondent Type: Combined

	N	Minimum	Maximum	Mean	Std. Deviation
Trustworthy/ethical/honest	515	1.00	5.00	4.7825	.56079
Articulates/displays excellent verbal skills	517	1.00	5.00	4.6538	.62726
Dependable/conscientious/diligent	513	1.00	5.00	4.6160	.64249
Intelligent/sharp cognitive abilities	516	1.00	5.00	4.5775	.64747
Organized/disciplined/focused	516	1.00	5.00	4.5407	.67715
Problem-solver	516	1.00	5.00	4.5271	.68920
Consistent	515	1.00	5.00	4.5204	.68408
Fair-minded	516	1.00	5.00	4.5097	.68966
Gracious/dignified/respectful	514	1.00	5.00	4.4630	.72520
Displays excellent writing skills	514	1.00	5.00	4.4572	.70581
Acts on personal/professional values	498	1.00	5.00	4.4558	.78406
Shows wisdom/maturity	514	1.00	5.00	4.4553	.71665
Detail-oriented	517	1.00	5.00	4.4449	.72828
Critical/creative thinker	514	1.00	5.00	4.4300	.71734
Accepts criticism	515	1.00	5.00	4.4291	.71144
Inclusive/cooperative/collaborative	514	1.00	5.00	4.4280	.72526
Deadline-oriented	515	1.00	5.00	4.4214	.73485
Promotes the learning and development of others	507	1.00	5.00	4.4122	.78881
Perceptive	515	1.00	5.00	4.3942	.68187
Engages in continual learning and development of self	516	1.00	5.00	4.3721	.76648
Independent/self-controlled/self-confident	514	1.00	5.00	4.3696	.74636
Seeks and accepts challenges	514	1.00	5.00	4.3599	.74459
Strategic thinker	515	1.00	5.00	4.3301	.73262
Forward-looking/visionary/can see big picture	509	1.00	5.00	4.3261	.76057
Decisive/decision-maker	514	1.00	5.00	4.3093	.74118
Diligent/determined	515	1.00	5.00	4.2408	.76161
Innovative	514	1.00	5.00	4.2315	.77667
Negotiator/mediator	514	1.00	5.00	4.2121	.84453
Takes strategic action	515	1.00	5.00	4.1767	.77525
Persistent	513	1.00	5.00	4.1715	.78176
Shows appreciation/supportive/caring/sensitivity/empathy	515	1.00	5.00	4.1689	.83258
Original/out-of-the box thinker	516	1.00	5.00	4.1298	.83643
Optimistic	515	1.00	5.00	4.1146	.83485
Demonstrates political savvy	514	1.00	5.00	3.8911	.97722
Friendly/outgoing/social	513	1.00	5.00	3.7388	.87611
Sense of humor	515	1.00	5.00	3.6117	.92557
Charismatic	512	1.00	5.00	3.5176	.92776
Valid N	458				

Table 88. All Leadership and Management Traits for Chief Deputies in Federal and State Courts: Respondent Type: Federal Court

	N	Minimum	Maximum	Mean	Std. Deviation
Trustworthy/ethical/honest	156	2.00	5.00	4.7692	.49313
Articulates/displays excellent verbal skills	155	3.00	5.00	4.7355	.52319
Intelligent/sharp cognitive abilities	155	2.00	5.00	4.6839	.54362
Displays excellent writing skills	155	3.00	5.00	4.6258	.58274
Dependable/conscientious/diligent	156	2.00	5.00	4.6090	.60720
Problem-solver	156	2.00	5.00	4.5897	.62084
Consistent	155	2.00	5.00	4.5677	.63470
Fair-minded	154	2.00	5.00	4.5649	.65605
Gracious/dignified/respectful	155	2.00	5.00	4.5613	.65549
Organized/disciplined/focused	156	2.00	5.00	4.5449	.65592
Shows wisdom/maturity	154	2.00	5.00	4.5260	.63861
Critical/creative thinker	154	2.00	5.00	4.5130	.69768
Promotes the learning and development of others	155	2.00	5.00	4.4903	.78432
Acts on personal/professional values	153	2.00	5.00	4.4902	.71743
Accepts criticism	155	2.00	5.00	4.4774	.66777
Inclusive/cooperative/collaborative	155	2.00	5.00	4.4774	.68694
Perceptive	154	2.00	5.00	4.4675	.61749
Deadline-oriented	156	2.00	5.00	4.4487	.71206
Independent/self-controlled/self-confident	155	2.00	5.00	4.4452	.73097
Forward-looking/visionary/can see big picture	154	2.00	5.00	4.4286	.74848
Strategic thinker	155	2.00	5.00	4.4258	.65414
Detail-oriented	156	2.00	5.00	4.4231	.74521
Decisive/decision-maker	156	2.00	5.00	4.4231	.68192
Seeks and accepts challenges	155	2.00	5.00	4.4000	.74381
Diligent/determined	155	2.00	5.00	4.3419	.70654
Engages in continual learning and development of self	156	1.00	5.00	4.3269	.84367
Negotiator/mediator	156	1.00	5.00	4.3269	.78010
Takes strategic action	155	2.00	5.00	4.3032	.66815
Original/out-of-the box thinker	155	2.00	5.00	4.2516	.80254
Innovative	156	2.00	5.00	4.2500	.80020
Shows appreciation/supportive/caring/sensitivity/empathy	155	1.00	5.00	4.2452	.89255
Persistent	154	2.00	5.00	4.2273	.79642
Optimistic	155	1.00	5.00	4.1806	.84877
Demonstrates political savvy	155	1.00	5.00	3.9806	.88619
Friendly/outgoing/social	154	1.00	5.00	3.7597	.90065
Sense of humor	155	1.00	5.00	3.5677	.98705
Charismatic	154	1.00	5.00	3.5130	.98510
Valid N	142				

Table 89. All Leadership and Management Traits for Chief Deputies in Federal and State Courts: Respondent Type: State Court

	N	Minimum	Maximum	Mean	Std. Deviation
Trustworthy/ethical/honest	232	1.00	5.00	4.8405	.45154
Dependable/conscientious/diligent	231	1.00	5.00	4.6580	.56715
Articulates/displays excellent verbal skills	232	1.00	5.00	4.6164	.58427
Organized/disciplined/focused	232	1.00	5.00	4.5819	.58274
Intelligent/sharp cognitive abilities	233	1.00	5.00	4.5579	.59981
Consistent	232	1.00	5.00	4.5302	.65064
Fair-minded	233	1.00	5.00	4.5279	.61612
Problem-solver	232	1.00	5.00	4.5129	.63778
Detail-oriented	231	1.00	5.00	4.4762	.65812
Acts on personal/professional values	223	1.00	5.00	4.4753	.76997
Gracious/dignified/respectful	232	1.00	5.00	4.4612	.65680
Inclusive/cooperative/collaborative	231	2.00	5.00	4.4545	.65698
Deadline-oriented	231	1.00	5.00	4.4502	.66977
Accepts criticism	232	1.00	5.00	4.4397	.66174
Shows wisdom/maturity	232	1.00	5.00	4.4353	.67430
Engages in continual learning and development of self	232	2.00	5.00	4.4224	.67933
Critical/creative thinker	232	2.00	5.00	4.4181	.65281
Perceptive	233	1.00	5.00	4.3906	.64145
Promotes the learning and development of others	227	1.00	5.00	4.3744	.77337
Independent/self-controlled/self-confident	231	2.00	5.00	4.3723	.68519
Seeks and accepts challenges	231	2.00	5.00	4.3636	.66416
Displays excellent writing skills	231	1.00	5.00	4.3463	.69874
Strategic thinker	232	2.00	5.00	4.2931	.70885
Forward-looking/visionary/can see big picture	229	1.00	5.00	4.2926	.70524
Decisive/decision-maker	232	1.00	5.00	4.2414	.72220
Innovative	230	2.00	5.00	4.2174	.71518
Diligent/determined	232	2.00	5.00	4.2112	.71062
Persistent	231	1.00	5.00	4.1429	.74099
Shows appreciation/supportive/caring/sensitivity/empathy	232	2.00	5.00	4.1422	.74528
Negotiator/mediator	231	1.00	5.00	4.1169	.84915
Optimistic	232	1.00	5.00	4.1078	.76816
Original/out-of-the box thinker	233	1.00	5.00	4.0815	.81328
Takes strategic action	232	1.00	5.00	4.0776	.79119
Demonstrates political savvy	231	1.00	5.00	3.9177	.97231
Friendly/outgoing/social	232	1.00	5.00	3.7026	.81776
Sense of humor	232	1.00	5.00	3.6164	.87993
Charismatic	230	1.00	5.00	3.5130	.88525
Valid N	203				

Desired Knowledge and Skills Areas for Clerks/Administrators

Table 90. Desired Knowledge and Skills Areas for Clerks/Administrators: Respondent Type: Combined

	n	minimum	maximum	mean	std. deviation
Court management infrastructure/management team	438	1.00	5.00	5.0001	1.20848
Budget and resource acquisition and management	438	1.00	5.00	4.9950	1.15079
Governance	438	1.00	5.00	4.9041	1.34281
Internal communication and outreach	438	1.00	5.00	4.8904	1.22777
Court technology	438	1.00	5.00	4.8311	1.25063
Human resources management	438	1.00	5.00	4.7671	1.26224
Future, strategic, and long-range planning and policy-making	438	1.00	5.00	4.7648	1.36210
Caseflow management	438	1.00	5.00	4.7603	1.25641
Education, training, and development	438	1.00	5.00	4.7580	1.28390
External communication and outreach	438	1.00	5.00	4.7557	1.25735
Records management	438	1.00	5.00	4.6438	1.32779
Buildings and facilities management	435	1.00	5.00	4.4322	1.47072
Fines and fees collection	438	1.00	5.00	4.2694	1.58382
Interpreter services	437	1.00	5.00	4.2174	1.53129
Specialized courts and court services	437	1.00	5.00	4.1579	1.67969
Jury management	435	1.00	5.00	4.0414	1.71551
Research, analysis, and writing	436	1.00	5.00	3.6789	1.69044
Alternative dispute resolution (ADR) services	438	1.00	5.00	3.5365	1.78278
Quasi-judicial functions	436	1.00	5.00	3.0183	1.76678
Valid N	431				

Table 91. Desired Knowledge and Skills Areas for Clerks/Administrators: Respondent Type: Federal Court

	N	Minimum	Maximum	Mean	Std. Deviation
Court management infrastructure/management team	156	2.00	5.00	5.0001	.99998
Governance	156	1.00	5.00	4.9040	1.27501
Budget and resource acquisition and management	156	1.00	5.00	4.8974	1.13125
Internal communication and outreach	156	1.00	5.00	4.8205	1.08054
Education, training, and development	156	1.00	5.00	4.7885	1.22348
Court technology	156	1.00	5.00	4.7308	1.21997
External communication and outreach	156	1.00	5.00	4.7179	1.18482
Human resources management	156	1.00	5.00	4.7179	1.16837
Future, strategic, and long-range planning and policy-making	156	1.00	5.00	4.6923	1.27818
Caseflow management	156	1.00	5.00	4.5192	1.37475
Records management	156	1.00	5.00	4.4808	1.31233
Buildings and facilities management	153	1.00	5.00	4.4706	1.41913
Fines and fees collection	156	1.00	5.00	4.2436	1.46076
Jury management	153	1.00	5.00	4.0588	1.64731
Specialized courts and court services	155	1.00	5.00	3.9871	1.69793
Interpreter services	155	1.00	5.00	3.9484	1.63085
Research, analysis, and writing	154	1.00	5.00	3.8182	1.59842
Alternative dispute resolution (ADR) services	156	1.00	5.00	3.7244	1.64836
Quasi-judicial functions	154	1.00	5.00	3.0455	1.76880
Valid N	149				

Table 92. Desired Knowledge and Skills Areas for Clerks/Administrators: Respondent Type: State Court

	N	Minimum	Maximum	Mean	Std. Deviation
Budget and resource acquisition and management	232	1.00	5.00	5.0001	1.12695
Court management infrastructure/management team	232	1.00	5.00	5.0000	1.25291
Internal communication and outreach	232	1.00	5.00	4.9901	1.20527
Governance	232	1.00	5.00	4.9871	1.23611
Caseload management	232	1.00	5.00	4.9871	1.06694
Court technology	232	1.00	5.00	4.9483	1.22276
Future, strategic, and long-range planning and policy-making	232	1.00	5.00	4.8707	1.36137
Human resources management	232	1.00	5.00	4.8534	1.25014
External communication and outreach	232	1.00	5.00	4.8491	1.23394
Education, training, and development	232	1.00	5.00	4.7672	1.29172
Records management	232	1.00	5.00	4.7586	1.31011
Buildings and facilities management	232	1.00	5.00	4.4741	1.43223
Interpreter services	232	1.00	5.00	4.4612	1.37644
Fines and fees collection	232	1.00	5.00	4.2974	1.67290
Specialized courts and court services	232	1.00	5.00	4.2974	1.64156
Jury management	232	1.00	5.00	4.0905	1.71459
Research, analysis, and writing	232	1.00	5.00	3.6638	1.72049
Alternative dispute resolution (ADR) services	232	1.00	5.00	3.5129	1.83280
Quasi-judicial functions	232	1.00	5.00	3.0172	1.78004
Valid N	232				

Desired Knowledge and Skills Areas for Chief Deputies

Table 93. Desired Knowledge and Skills Areas for Chief Deputies: Respondent Type: Combined

	N	Minimum	Maximum	Mean	Std. Deviation
Internal communication and outreach	411	1.00	5.00	4.1144	1.29127
Caseload management	411	1.00	5.00	4.0633	1.30697
Education, training, and development	412	1.00	5.00	4.0024	1.26048
Court management infrastructure/management team	411	1.00	5.00	3.9732	1.34591
Records management	412	1.00	5.00	3.9393	1.30084
External communication and outreach	412	1.00	5.00	3.8981	1.35420
Human resources management	411	1.00	5.00	3.8783	1.34882
Future, strategic, and long-range planning and policy-making	412	1.00	5.00	3.8689	1.34808
Court technology	412	1.00	5.00	3.8641	1.32759
Budget and resource acquisition and management	411	1.00	5.00	3.8418	1.39399
Governance	411	1.00	5.00	3.8102	1.41179
Buildings and facilities management	411	1.00	5.00	3.6861	1.42667
Interpreter services	412	1.00	5.00	3.6189	1.38744
Specialized courts and court services	412	1.00	5.00	3.5316	1.49662
Fines and fees collection	412	1.00	5.00	3.5146	1.50499
Jury management	412	1.00	5.00	3.4951	1.54651
Research, analysis, and writing	408	1.00	5.00	3.3456	1.55036
Alternative dispute resolution (ADR) services	412	1.00	5.00	3.0922	1.55710
Quasi-judicial functions	411	1.00	5.00	2.7956	1.58101
Valid N	405				

Table 94. Desired Knowledge and Skills Areas for Chief Deputies: Respondent Type: Federal Court

	N	Minimum	Maximum	Mean	Std. Deviation
Internal communication and outreach	155	1.00	5.00	4.3161	1.24188
Court management infrastructure/management team	155	1.00	5.00	4.2839	1.25230
Education, training, and development	156	1.00	5.00	4.2756	1.16161
Future, strategic, and long-range planning and policy-making	156	1.00	5.00	4.1731	1.31573
External communication and outreach	156	1.00	5.00	4.1667	1.33360
Human resources management	155	1.00	5.00	4.1161	1.27898
Caseflow management	155	1.00	5.00	4.0581	1.33504
Governance	155	1.00	5.00	4.0194	1.43911
Records management	156	1.00	5.00	4.0128	1.26485
Budget and resource acquisition and management	155	1.00	5.00	3.9871	1.33867
Court technology	156	1.00	5.00	3.9167	1.29992
Buildings and facilities management	155	1.00	5.00	3.8323	1.35713
Fines and fees collection	156	1.00	5.00	3.6346	1.42822
Specialized courts and court services	156	1.00	5.00	3.5833	1.53227
Interpreter services	156	1.00	5.00	3.5577	1.40616
Jury management	156	1.00	5.00	3.5513	1.53789
Research, analysis, and writing	152	1.00	5.00	3.4474	1.61856
Alternative dispute resolution (ADR) services	156	1.00	5.00	3.1667	1.51054
Quasi-judicial functions	155	1.00	5.00	2.8452	1.67542
Valid N	149				

Table 95. Desired Knowledge and Skills Areas for Chief Deputies: Respondent Type: State Court

	N	Minimum	Maximum	Mean	Std. Deviation
Caseflow management	232	1.00	5.00	4.1336	1.27727
Internal communication and outreach	232	1.00	5.00	4.0345	1.30885
Records management	232	1.00	5.00	3.9483	1.31488
Court technology	232	1.00	5.00	3.8836	1.34496
Education, training, and development	232	1.00	5.00	3.8793	1.28025
Court management infrastructure/management team	232	1.00	5.00	3.8233	1.37346
External communication and outreach	232	1.00	5.00	3.7759	1.33929
Budget and resource acquisition and management	232	1.00	5.00	3.7716	1.41558
Human resources management	232	1.00	5.00	3.7672	1.36979
Governance	232	1.00	5.00	3.7284	1.38310
Future, strategic, and long-range planning and policy-making	232	1.00	5.00	3.7198	1.31720
Interpreter services	232	1.00	5.00	3.6983	1.36892
Buildings and facilities management	232	1.00	5.00	3.6552	1.45110
Specialized courts and court services	232	1.00	5.00	3.5517	1.47912
Jury management	232	1.00	5.00	3.5302	1.54834
Fines and fees collection	232	1.00	5.00	3.4698	1.56502
Research, analysis, and writing	232	1.00	5.00	3.3190	1.50093
Alternative dispute resolution (ADR) services	232	1.00	5.00	3.0862	1.59039
Quasi-judicial functions	232	1.00	5.00	2.7500	1.52540
Valid N	232				

Chapter 5: Bivariate Relationships

This chapter provides summaries of the significant bivariate relationships found among several independent and dependent variables for clerks/administrators and chief deputies. The corresponding data tables follow the summary profiles. To conduct bivariate analysis, federal and state courts are combined to reach the number of cases necessary to do such analysis.

Significant Bivariate Relationships for Clerks/Administrators

Lowest Desired Education for Clerks/Administrators in Federal and State Courts

Sex, age, education, and population size of court location were the demographic variables found to be statistically significant with the dependent variable, lowest desired education for clerks/administrators. Specifically the following were likely to indicate a preference for individuals who hold bachelor's degrees:

- Women respondents
- Respondents 50-54 years of age
- Respondents with a prior bachelor's degree
- Respondents from courts that cover more than one geographic type

See Table 96 on page 92.

Highest Desired Education for Clerks/Administrators in Federal and State Courts

Sex, education, population size of court location, and geographic court region/division were the demographic variables found to be statistically significant with the dependent variable, highest desired education for clerks/administrators. Specifically the following were more likely to prefer a master's degree:

- Women respondents
- Respondents with master's degrees
- Respondents from courts in primarily urbanized areas (> 50,000 inhabitants)
- Respondents from courts in the Western Region/Pacific Division (AK, CA, HI, OR, and WA)

See Table 97 on page 92.

Types and Years of Experience Desired for Clerks/Administrators in Federal and State Courts

Sex, age, education, population size of court location, and geographic court region/division were the demographic variables found to be statistically significant with desired types and years of experience. Specifically:

- Women were more likely to indicate a preference for less than one year experience as a practicing attorney.
- Respondents 50-54 and 60-64 years of age were more likely to indicate a preference for 3-5 years experience as a top-level administrator.

- Respondents 50-54 years of age were more likely to indicate a preference for 1-3 years experience as a judge.
- Respondents 60-64 years of age were more likely to indicate a preference for 1-3 years experience as a practicing attorney and 3-5 years as an analyst, researcher, or technology officer in the Office of the State Court Administrator or Judicial Council.
- Respondents with a prior bachelor's degree were more likely to indicate a preference for 1-3 years experience as a division, section, or regional director in a court; a director, deputy/assistant director, or division/department manager in the Office of the State Court Administrator or Judicial Council; and an analyst, researcher, or technology officer in the Office of the State Court Administrator or Judicial Council.
- Respondents with a prior bachelor's degree were more likely to indicate a preference for 3-5 years experience as a top-level administrator.
- Respondents with a prior master's degree were more likely to indicate a preference for 3-5 years experience as a second-in-command or analyst, researcher, or technology officer in the Office of the State Court Administrator or Judicial Council.
- Respondents from courts that cover more than one geographic type were more likely to indicate a preference for 3-5 years experience as:
 - a division, section, or regional director in a court;
 - a manager, administrator, or executive of another government agency or not-for-profit organization, or for-profit business;
 - a director, deputy/assistant director, or division/department manager in the Office of the State Court Administrator or Judicial Council;
 - an analyst, researcher, or technology officer in the Office of the State Court Administrator or Judicial Council;
 - a director, deputy/assistant director, or division/department manager in the Administrative Office of the United States Courts or Judicial Council; and
 - an analyst, researcher, or technology officer in the Administrative Office of the United States Courts or Judicial Council.
- Respondents from courts that cover more than one geographic type were more likely to indicate a preference for 1-3 years experience as a practicing attorney.
- Respondents from courts in the Western Region/Pacific Division (AK, CA, HI, OR, and WA) were more likely to indicate a preference for less than one year as a practicing attorney.
- Respondents from courts in the Western Region/Pacific Division (AK, CA, HI, OR, and WA) were more likely to indicate a preference for 1-3 years experience as a director, deputy assistant director, or division/department manager in the Office of the State Court Administrator or Judicial Council; and a director, deputy/assistant director, or division/department manager in the Administrative Office of the United States Courts or Judicial Council.

See Table 98 on pages 92-94.

Desirability of Certificates for Clerks/Administrators in Federal and State Courts

Court type was the only demographic variable found to be statistically significant with desirability of certificates. Specifically:

- Respondents from the state courts were more likely to indicate a preference for certificates demonstrating specialized knowledge.

See Table 99 on page 94.

Leadership and Management Traits Desired for Clerks/Administrators in Federal and State Courts

Court type, sex, age, education, population size of court location, and geographic court region/division were the demographic variables found to be statistically significant with select desired leadership and management traits. Specifically:

- Respondents from the state courts were more likely to indicate a preference for negotiator/mediator and accepts criticism.
- Women respondents were more likely to indicate a preference for:
 - gracious/dignified/respectful;
 - original/out-of-the-box thinker;
 - consistent;
 - decisive/decision-maker;
 - deadline-oriented;
 - detail-oriented;
 - organized/disciplined/focused;
 - independent/self-controlled/self-confident
 - inclusive/cooperative/collaborative; and
 - promotes the learning and development of others.
- Respondents 50-54 years of age were more likely to indicate a preference for:
 - shows wisdom/maturity;
 - critical/creative thinking;
 - strategic thinker;
 - forward-looking/visionary/can see big picture;
 - takes strategic action;
 - seeks and accepts challenges;
 - innovative; and
 - persistent.
- Respondents with a prior bachelor's degree were more likely to indicate a preference for strategic thinker; detail-oriented; and organized/disciplined/focused.
- Respondents from courts that cover more than one population size were more likely to indicate a preference for:
 - shows wisdom/maturity;
 - demonstrates political savvy;
 - fair-minded;
 - forward-looking/visionary/can see big picture; and
 - detail-oriented.
- Respondents from courts in the Western Region/Pacific Division (AK, CA, HI, OR, and WA) were more likely to indicate a preference for:

- articulates/displays verbal skills;
- consistent;
- problem-solver;
- negotiator/mediator;
- inclusive/cooperative/collaborative; and
- trustworthy/ethical/honest.

See Table 100 on pages 95-96.

Knowledge and Skills Areas Desired for Clerks/Administrators in Federal and State Courts

Court type, sex, age, education, and geographic court region/division were the demographic variables found to be statistically significant with select desired knowledge and skills areas. Specifically:

- Respondents from the state courts were more likely to indicate a preference for:
 - internal communication and outreach;
 - budget and resource acquisition and management;
 - fines and fees collection;
 - future, strategic, and long-range planning and policy-making;
 - caseflow management;
 - records management;
 - Alternative Dispute Resolution (ADR) services; and
 - interpreter services.
- Women respondents were more likely to indicate a preference for:
 - governance;
 - court management infrastructure/management team;
 - external communication and outreach;
 - internal communication and outreach;
 - future, strategic, and long-range planning and policy-making;
 - caseflow management;
 - jury management;
 - research, analysis, and writing; and
 - Alternative Dispute Resolution (ADR) services.
- Respondents 50-54 years of age were more likely to indicate a preference for internal communication and outreach.
- Respondents with a prior bachelor's degree were more likely to indicate a preference for:
 - court management infrastructure/management team;
 - external communication and outreach;
 - internal communication and outreach;
 - education, training, and development;
 - budget and resource acquisition and management;
 - fines and fees collection;
 - future, strategic, and long-range planning and policy making;
 - court technology;
 - caseflow management;
 - records management;

- building and facilities management;
- quasi-judicial functions; and
- Alternative Dispute Resolution (ADR) services.
- Respondents from courts in the Western Region/Pacific Division (AK, CA, HI, OR, and WA) were more likely to indicate a preference for budget and resource acquisition and management and jury management.

See Table 101 on page 96-98.

Significant Bivariate Relationships for Chief Deputies

Lowest Desired Education for Chief Deputies in Federal and State Courts

Sex, education, and population size of court location were the demographic variables found to be statistically significant with the dependent variable, lowest desired education for chief deputies.

Specifically:

- Women were more likely to indicate a preference for a bachelor's degree.
- Respondents with prior master's degrees were more likely to indicate a preference for a bachelor's degree.
- Respondents from primarily urbanized courts (>50, 000 inhabitants) were more likely to indicate a preference for a bachelor's degree.

See Table 102 on page 98.

Highest Desired Education for Chief Deputies in Federal and State Courts

Court type, sex, education, population size of court location, and geographic region/division were the demographic variables found to be statistically significant with the dependent variable, highest desired education for chief deputies. Specifically:

- Respondents from the federal courts were more likely to indicate a preference for a master's degree.
- Women were more likely to indicate a preference for a master's degree.
- Respondents with prior master's degrees were more likely to indicate a preference for a master's degree.
- Respondents from courts in primarily urbanized areas (> 50,000 inhabitants) were more likely to indicate a preference for a master's degree
- Respondents from courts in the Western Region/Pacific Division (AK, CA, HI, OR, and WA) were more likely to indicate a preference for a master's degree.

See Table 103 on page 98.

Types and Years of Experience for Chief Deputies in Federal and State Courts

Sex, education, and geographic court region/division were the demographic variables found to be statistically significant with desired types and years of experience. Specifically:

- Women were more likely to indicate a preference for 1-3 years experience as an analyst, researcher, or technology officer in the Administrative Office of the United States Courts or Judicial Council.

- Respondents with a prior bachelor’s degree were more likely to indicate a preference for 1-3 years experience as a division, section, or regional director in a court.
- Respondents from courts in the Western Region/Pacific Division (AK, CA, HI, OR, and WA) were more likely to indicate a preference for 1-3 years experience as a practicing attorney.

See Table 104 on page 99.

Desirability of Certificates for Chief Deputies in Federal and State Courts

Court type was the only demographic variable found to be statistically significant with desirability of certificates. Specifically:

- Respondents from the state courts were more likely to indicate a preference for certificates demonstrating specialized knowledge.

See Table 105 on page 99.

Leadership and Management Traits Desired for Chief Deputies in Federal and State Courts

Court type, sex, age, education, population size of court location, and geographic court region/division were the demographic variables found to be statistically significant with select desired leadership and management traits. Specifically:

- Respondents from the state courts were more likely to indicate a preference for:
 - articulates/displays excellent verbal skills;
 - displays excellent writing skills;
 - shows appreciation/supportive/caring/sensitivity/empathy;
 - forward looking/visionary/can see big picture; and
 - takes strategic action.
- Women respondents were more likely to indicate a preference for:
 - gracious/dignified/respectful;
 - shows wisdom/maturity;
 - acts on personal/professional values;
 - consistent
 - fair-minded;
 - forward-looking/visionary/can see big picture;
 - decisive/decision-maker;
 - deadline-oriented;
 - detail-oriented;
 - organized/disciplined/focused;
 - innovative;
 - independent/self-controlled/self-confident;
 - dependable/conscientious/diligent; and
 - engages in continual learning and development of self.
- Respondents 45-49 years of age were more likely to indicate a preference for strategic thinker.
- Respondents 50-54 years of age were more likely to indicate a preference for acts on personal/professional values; seeks and accepts challenges; and innovative.

- Respondents 55-59 years of age were more likely to indicate a preference for critical/creative thinker.
- Respondents 60-64 years of age were more likely to indicate a preference for promotes the learning and development of others.
- Respondents with a prior bachelor's degree were more likely to indicate a preference for:
 - perceptive;
 - consistent;
 - decisive/decision-maker;
 - detail-oriented;
 - organized/disciplined/focused; and
 - promotes the learning and development of others.
- Respondents with a prior master's degree were more likely to indicate a preference for original/out-of-the-box thinker.
- Respondents from courts that cover more than one geographic type were more likely to indicate a preference for:
 - articulates/displays excellent verbal skills;
 - displays excellent writing skills;
 - acts on personal/professional values;
 - fair-minded;
 - perceptive;
 - consistent; and
 - diligent/determined/persistent.
- Respondents from courts in the Western Region/Pacific Division (AK, CA, HI, OR, and WA) were more likely to indicate a preference for:
 - articulates/displays excellent verbal skills;
 - intelligent/sharp cognitive abilities;
 - acts on personal/professional values;
 - fair-minded;
 - perceptive;
 - problem-solver; and
 - negotiator/mediator.

See Table 106 on page 99-101.

Knowledge and Skills Areas Desired for Chief Deputies in Federal and State Courts

Court type, sex, age, education, court population and court region/division were the demographic variables found to be statistically significant with select desired knowledge and skill areas.

Specifically:

- Respondents from the state courts were more likely to indicate a preference for:
 - governance;
 - court management infrastructure/management team;
 - external communication and outreach; and
 - future, strategic, and long-range planning and policy-making.
- Women respondents were more likely to indicate a preference for:
 - governance;
 - court management infrastructure/management team;

- external communication and outreach;
- internal communication and outreach;
- human resources management;
- budget and resource acquisition and management;
- future, strategic, and long-range planning and policy-making;
- jury management; and
- Alternative Dispute Resolution (ADR) services.
- Respondents 60-64 years of age were more likely to indicate a preference for external communication and outreach.
- Respondents 50-54 years of age were more likely to indicate a preference for caseflow management.
- Respondents with a prior master's degree were more likely to indicate a preference for external communication and outreach.
- Respondents with a prior bachelor's degree were more likely to indicate a preference for: governance; education, training, and development; and building and facilities management.
- Respondents from courts that cover more than one geographic type were more likely to indicate a preference for:
 - governance;
 - external communication and outreach;
 - budget and resource acquisition and management;
 - future, strategic, and long-range planning and policy-making; and
 - buildings and facilities management.
- Respondents from courts in the Western Region/Pacific Division (AK, CA, HI, OR, and WA) were more likely to indicate a preference for jury management and Alternative Dispute Resolution (ADR) services.

See Table 107 on page 101-103.

The remainder of this chapter provides the data tables that further describe the individuals who participated in this survey research project.

Data Tables: Bivariate Analysis of Significant Relationships

Data Tables for Clerks/Administrators

Table 96. Lowest Desired Education for Clerks/Administrators in Federal and State Courts

Independent Variable	X ²	DF	Sample Size	Chi Square	Significance Level (<i>p</i>)
Sex (Women)	X ²	7	309	14.09	0.050
Age (50-54)	X ²	70	309	92.74	0.036
Education (Bachelor's Degree)	X ²	49	309	175.83	0.000
Population Size of Court Location (More Than one Geographic Type)	X ²	21	309	59.87	0.000

p < 0.05; Significant independent variable category in bold parentheses.

Table 97. Highest Desired Education for Clerks/Administrators in Federal and State Courts

Independent Variable	X ²	DF	Sample Size	Chi Square	Significance Level (<i>p</i>)
Sex (Women)	X ²	8	299	21.83	0.005
Education (Master's Degree)	X ²	56	299	167.87	0.000
Population Size of Court Location (Primarily Urbanized)	X ²	24	299	60.08	0.000
Geographic Region/ Division (Western Region/Pacific Division)	X ²	88	298	64.0	0.024

p < 0.05; Significant independent variable category in bold parentheses.

Table 98. Type and Years of Experience for Clerks/Administrators in Federal and State Courts

Independent Variable/Dependent Variable	X ²	DF	Sample Size	Chi Square	Significance Level (<i>p</i>)
Sex (Women)/Experience as a practicing attorney: <1 year	X ²	5	227	12.210	.032
Independent Variable/Dependent Variable	X ²	DF	Sample Size	Chi Square	Significance Level (<i>p</i>)
Age (50-54; 60-64)/Experience as a top-level administrator: 3-5 years	X ²	35	230	55.17	0.016
Age (50-54)/Experience as a judge: 1-3 years	X ²	35	189	54.08	0.021
Age (60-64)/Experience as a practicing attorney: 3-5 years	X ²	35	213	50.10	0.047
Age (60-64)/Experience as an analyst, researcher, or technology officer in the Office of the State Court Administrator or Judicial Council: 3-5 years	X ²	35	228	56.36	0.013

Independent Variable/Dependent Variable	X²	DF	Sample Size	Chi Square	Significance Level (p)
Education (Bachelor's Degree)/Experience as a division, section, or regional director in a court: 1-3 years	X ²	35	335	56.85	0.011
Education (Bachelor's Degree)/Experience as a director, deputy/assistant director, or division/department manager in the Office of the State Court Administrator or Judicial Council: 1-3 years	X ²	35	273	58.87	0.007
Education (Bachelor's Degree and Master's Degree)/Experience as an analyst, researcher, or technology officer in the Office of the State Court Administrator or Judicial Council: 1-3 years	X ²	35	245	75.54	0.000
Education (Bachelor's Degree) /Experience as a top-level administrator: 3-5 years	X ²	35	311	59.92	0.005
Education (Master's Degree)/Experience as a second-in-command: 3-5 years	X ²	35	335	76.07	0.000
Independent Variable/Dependent Variable	X²	DF	Sample Size	Chi Square	Significance Level (p)
Population Size of Court Location (More than One Geographic Type)/Experience as a division, section, or regional director in a court: 3-5 years	X ²	15	295	30.70	0.010
Population Size of Court Location (More than One Geographic Type)/Experience as a practicing attorney:1-3 years	X ²	15	213	32.91	0.005
Population Size of Court Location (More than One Geographic Type)/Experience as a manager, administrator, or executive of another government agency or not-for-profit organization, or for-profit business: 3-5 years	X ²	15	292	26.30	0.035
Population Size of Court Location (More than One Geographic Type)/Experience as a director, deputy/assistant director, or division/department manager in the Office of the State Court Administrator or Judicial Council: 3-5 years	X ²	15	238	30.40	0.011
Population Size of Court Location (More than One Geographic Type)/Experience as an analyst, researcher, or technology officer in the Office of the State Court Administrator or Judicial Council: 3-5 years	X ²	15	228	32.74	0.005

Population Size of Court Location (More than One Geographic Type)/ Experience as a director, deputy/assistant director, or division/department manager in the Administrative Office of the U.S. Courts or Judicial Council: 3-5 years	X ²	15	238	30.40	0.011
Population Size of Court Location (More than One Geographic Type)/Experience as an analyst, researcher, or technology officer in the Administrative Office of the U.S. Courts or Judicial Council: 3-5 years	X ²	15	227	25.72	0.041
Independent Variable/Dependent Variable	X²	DF	Sample Size	Chi Square	Significance Level (p)
Geographic Court Region/Division (Western Region/Pacific Division)/Experience as a practicing attorney:<1 year	X ²	40	235	56.53	0.043
Geographic Court Region/Division (Western Region/Pacific Division)/ Experience as a director, deputy/assistant director, or division/department manager in the Office of the State Court Administrator or Judicial Council:1-3 years	X ²	40	237	56.94	0.040
Geographic Court Region/Division (Western Region/Pacific Division)/ Experience as a director, deputy/assistant director, or division/department manager in the Administrative Office of the U.S. Courts or Judicial Council:1-3 years	X ²	40	228	69.81	0.002

p < 0.05; Significant independent variable category in bold parentheses.

Table 99. Desirability of Certificates for Clerks/Administrators in Federal and State Courts

Independent Variable	X²	DF	Sample Size	Chi Square	Significance Level (p)
Court Type (State)	X ²	8	395	9.04	0.003

p < 0.05; Significant independent variable category in bold parentheses.

Table 100. Leadership and Management Traits Desired for Clerks/Administrators in Federal and State Courts

Independent Variable: Court Type	X²	DF	Sample Size	Chi Square	Significance Level (p)
Negotiator/mediator (State)	X ²	4	388	12.13	0.016
Accepts criticism (State)	X ²	4	386	10.34	0.035
Independent Variable: Sex	X²	DF	Sample Size	Chi Square	Significance Level (p)
Gracious/dignified/respectful (Women)	X ²	4	410	17.83	0.001
Original/out-of-the-box thinker (Women)	X ²	4	409	9.95	0.041
Consistent (Women)	X ²	4	409	12.56	0.014
Decisive/decision-maker (Women)	X ²	4	408	12.05	0.017
Deadline-oriented (Women)	X ²	4	409	24.10	0.000
Detail-oriented (Women)	X ²	4	409	30.29	0.000
Organized/disciplined/focused (Women)	X ²	4	409	14.07	0.007
Independent/self-controlled/self-confident (Women)	X ²	4	409	18.20	0.001
Inclusive/cooperative/Collaborative (Women)	X ²	4	410	9.54	0.049
Promotes the learning and development of others (Women)	X ²	4	402	14.78	0.005
Independent Variable: Age	X²	DF	Sample Size	Chi Square	Significance Level (p)
Shows wisdom/maturity (50-54)	X ²	40	409	63.31	0.003
Critical/creative thinking (50-54)	X ²	40	410	64.96	0.008
Strategic thinker (50-54)	X ²	40	409	56.98	0.040
Forward-looking/visionary/can see big picture (50-54)	X ²	40	409	58.92	0.027
Takes strategic action (50-54)	X ²	40	409	58.45	0.030
Seeks and accepts challenges (50-54)	X ²	40	410	64.78	0.008
Innovative (50-54)	X ²	40	407	62.77	0.012
Persistent (50-54)	X ²	40	405	63.55	0.010
Independent Variable: Education	X²	DF	Sample Size	Chi Square	Significance Level (p)
Strategic thinker (Bachelor's Degree)	X ²	28	409	46.33	0.016
Detail-oriented (Bachelor's Degree)	X ²	28	407	52.36	0.003
Organized/disciplined/focused (Bachelor's Degree)	X ²	28	407	48.00	0.011

Independent Variable: Population Size of Court Location	X²	DF	Sample Size	Chi Square	Significance Level (p)
Shows wisdom/maturity (More than One Geographic Type)	X ²	12	409	30.51	0.002
Demonstrates political savvy (More than One Geographic Type)	X ²	12	408	26.25	0.010
Fair-minded (More than One Geographic Type)	X ²	12	408	23.24	0.026
Forward-looking/visionary/ can see big picture (More than One Geographic Type)	X ²	12	400	25.60	0.012
Detail-oriented (More than One Geographic Type)	X ²	12	407	23.01	0.028
Independent Variable: Geographic Court Region/Division	X²	DF	Sample Size	Chi Square	Significance Level (p)
Articulates/displays verbal skills (Western Region/Pacific Division)	X ²	32	409	36.07	0.054
Consistent (Western Region/Pacific Division)	X ²	32	406	46.05	0.051
Problem-solver (Western Region/Pacific Division)	X ²	32	408	47.15	0.041
Negotiator/mediator (Western Region/Pacific Division)	X ²	32	409	56.87	0.004
Inclusive/cooperative/ collaborative (Western Region/Pacific Division)	X ²	32	409	55.26	0.007
Trustworthy/ethical/honest (Western Region/Pacific Division)	X ²	32	408	47.19	0.041

$p < 0.05$; Significant independent variable category in bold parentheses.

Table 101. Knowledge and Skills Areas Desired for Clerks/Administrators in Federal and State Courts

Independent Variable: Court Type	X²	DF	Sample Size	Chi Square	Significance Level (p)
Internal communication and outreach (State)	X ²	5	388	14.95	0.011
Budget and resource acquisition and management (State)	X ²	5	388	10.99	0.052
Fines and fees collection (State)	X ²	40	388	16.00	0.007
Future, strategic, and long-range planning and policy-making (State)	X ²	40	388	13.04	0.023
Caseflow management (State)	X ²	40	388	20.69	0.001
Records management (State)	X ²	40	388	13.79	0.017
Alternative dispute resolution (ADR) services (State)	X ²	40	388	12.14	0.033
Interpreter services (State)	X ²	40	388	29.63	0.000

Independent Variable: Sex	X²	DF	Sample Size	Chi Square	Significance Level (p)
Governance (Women)	X ²	5	410	12.77	0.026
Court management infrastructure/management team (Women)	X ²	5	410	11.42	0.044
External communication and outreach (Women)	X ²	5	410	13.89	0.016
Internal communication and outreach (Women)	X ²	5	410	12.41	0.030
Future, strategic, and long-range planning and policy-making (Women)	X ²	5	410	16.88	0.005
Caseflow management (Women)	X ²	5	410	13.26	0.021
Jury management (Women)	X ²	5	410	13.73	0.017
Research, analysis, and writing (Women)	X ²	5	408	16.38	0.006
Alternative dispute resolution (ADR) services (Women)	X ²	5	410	23.24	0.000
Independent Variable: Age	X²	DF	Sample Size	Chi Square	Significance Level (p)
Internal communication and outreach (50-54)	X ²	50	410	70.00	0.032
Independent Variable: Education	X²	DF	Sample Size	Chi Square	Significance Level (p)
Court management infrastructure/management team (Bachelor's Degree)	X ²	35	410	68.15	0.001
External communication and outreach (Bachelor's Degree)	X ²	35	410	80.61	0.000
Internal communication and outreach (Bachelor's Degree)	X ²	35	410	62.75	0.003
Education, training, and development (Bachelor's Degree)	X ²	35	410	65.17	0.001
Budget and resource acquisition and management (Bachelor's Degree)	X ²	35	410	79.17	0.000
Fines and fees collection (Bachelor's Degree)	X ²	35	410	50.12	0.047
Future, strategic, and long-range planning and policy-making (Bachelor's Degree)	X ²	35	410	70.27	0.000
Court technology (Bachelor's Degree)	X ²	35	410	50.54	0.043
Caseflow management (Bachelor's Degree)	X ²	35	410	61.94	0.003
Records management (Bachelor's Degree)	X ²	35	410	61.57	0.004

Buildings and facilities management (Bachelor's Degree)	X ²	35	407	62.82	0.003
Quasi-judicial functions (Bachelor's Degree)	X ²	35	408	55.80	0.014
Alternative dispute resolution (ADR) services (Bachelor's Degree)	X ²	35	408	53.15	0.025
Independent Variable: Geographic Court Region/Division	X²	DF	Sample Size	Chi Square	Significance Level (p)
Budget and resource acquisition and management (Western Region/Pacific Division)	X ²	40	409	60.67	0.019
Jury management (Western Region/Pacific Division)	X ²	40	406	75.90	0.001

$p < 0.05$; Significant independent variable category in bold parentheses.

Data Tables for Chief Deputies

Table 102. Lowest Desired Education for Chief Deputies in Federal and State Courts

Independent Variable	X²	DF	Sample Size	Chi Square	Significance Level (p)
Sex (Women) : Bachelor's Degree	X ²	7	281	22.56	0.002
Education (Master's Degree) : Bachelor's Degree	X ²	49	281	126.87	0.000
Population (Primarily Urbanized) : Bachelor's Degree	X ²	21	281	75.31	0.000

$p < 0.05$; Significant independent variable category in bold parentheses.

Table 103. Highest Desired Education for Chief Deputies in Federal and State Courts

Independent Variable	X²	DF	Sample Size	Chi Square	Significance Level (p)
Court Type (Federal) : Master's Degree	X ²	8	259	21.47	0.006
Sex (Women) : Master's Degree	X ²	8	266	23.21	0.003
Education (Master's Degree) : Master's Degree	X ²	56	266	148.49	0.000
Population (Primarily Urbanized) : Master's Degree	X ²	24	266	71.24	0.000
Region (Western Region/Pacific Division) : Master's Degree	X ²	64	265	87.64	0.027

$p < 0.05$; Significant independent variable category in bold parentheses.

Table 104. Type and Years of Experience for Chief Deputies in Federal and State Courts

Independent Variable/Dependent Variable	X²	DF	Sample Size	Chi Square	Significance Level (p)
Sex (Women)/Experience as an analyst, researcher, or technology officer in the administrative office of the U.S. courts or judicial council: 1-3 years	X ²	5	227	12.21	0.032
Independent Variable/Dependent Variable	X²	DF	Sample Size	Chi Square	Significance Level (p)
Education (Bachelor's Degree)/Experience as a division, section, or regional director in a court: 1-3 years	X ²	35	312	50.42	0.044
Independent Variable/Dependent Variable	X²	DF	Sample Size	Chi Square	Significance Level (p)
Geographic Court Region/Division (Western Region/Pacific Division)/ Experience as a practicing attorney: 1-3 years	X ²	40	224	58.58	0.029

p < 0.05; Significant independent variable category in bold parentheses.

Table 105. Desirability of Certificates for Chief Deputies in Federal and State Courts

Independent Variable	X²	DF	Sample Size	Chi Square	Significance Level (p)
Court Type (State): Prefers	X ²	1	395	3.95	0.047

p < 0.05; Significant independent variable category in bold parentheses.

Table 106. Leadership and Management Traits Desired for Chief Deputies in Federal and State Courts

Independent Variable: Court Type	X²	DF	Sample Size	Chi Square	Significance Level (p)
Articulates/Displays excellent verbal skills (State)	X ²	4	387	8.77	0.032
Displays excellent writing skills (State)	X ²	4	386	18.59	0.001
Shows appreciation/supportive/caring/sensitivity/empathy (State)	X ²	4	387	13.22	0.010
Forward looking/visionary/can see big picture (State)	X ²	4	383	16.85	0.002
Takes strategic action (State)	X ²	4	387	14.16	0.007
Independent Variable: Sex	X²	DF	Sample Size	Chi Square	Significance Level (p)
Gracious/dignified/respectful (Women)	X ²	4	409	10.76	0.029
Shows wisdom/maturity (Women)	X ²	4	408	14.14	0.007

Acts on personal/professional values (Women)	X ²	4	398	11.88	0.018
Fair-minded (Women)	X ²	4	408	12.24	0.016
Consistent (Women)	X ²	4	408	21.78	0.000
Forward-looking/visionary/can see big picture (Women)	X ²	4	408	13.38	0.10
Decisive/decision-maker (Women)	X ²	4	410	16.53	0.002
Deadline-oriented (Women)	X ²	4	409	11.08	0.026
Detail-oriented (Women)	X ²	4	409	13.01	0.011
Organized/disciplined/focused (Women)	X ²	4	409	17.74	0.001
Innovative (Women)	X ²	4	408	10.33	0.035
Independent/self-controlled/self-confident (Women)	X ²	4	408	14.92	0.005
Dependable/conscientious/diligent (Women)	X ²	4	409	16.92	0.002
Engages in continual learning and development of self (Women)	X ²	4	410	10.04	0.040
Independent Variable: Age	X²	DF	Sample Size	Chi Square	Significance Level (p)
Strategic thinker (45-49)	X ²	40	407	65.84	0.006
Acts on personal/professional values (50-54)	X ²	40	398	62.32	0.013
Seeks and accepts challenges (50-54)	X ²	40	408	67.32	0.004
Innovative (50-54)	X ²	40	408	67.78	0.004
Critical/creative thinker (55-59)	X ²	40	407	77.19	0.000
Promotes the learning and development of others (60-64)	X ²	40	404	56.57	0.043
Independent Variable: Education	X²	DF	Sample Size	Chi Square	Significance Level (p)
Perceptive (Bachelor's Degree)	X ²	40	408	47.23	0.013
Consistent (Bachelor's Degree)	X ²	40	408	42.23	0.041
Decisive/decision-maker (Bachelor's Degree)	X ²	40	410	65.34	0.000
Detail-oriented (Bachelor's Degree)	X ²	40	409	79.62	0.000
Organized/disciplined/focused (Bachelor's Degree)	X ²	40	410	53.60	0.002
Promotes the learning and development of others (Bachelor's Degree)	X ²	40	404	48.64	0.009
Original/out-of-the-box thinker (Master's Degree)	X ²	40	409	44.09	0.027

Independent Variable: Population Size of Court Location	X²	DF	Sample Size	Chi Square	Significance Level (p)
Articulates/displays excellent verbal skills (More than One Geographic Type)	X ²	12	409	23.79	0.022
Displays excellent writing skills (More than One Geographic Type)	X ²	12	409	28.24	0.005
Acts on personal/professional values (More than One Geographic Type)	X ²	12	398	21.57	0.043
Fair-minded (More than One Geographic Type)	X ²	12	408	23.11	0.027
Perceptive (More than One Geographic Type)	X ²	12	408	27.43	0.007
Consistent (More than One Geographic Type)	X ²	12	408	33.58	0.001
Diligent/determined/persistent (More than One Geographic Type)	X ²	12	409	32.53	0.001
Independent Variable: Geographic Court Region/Division	X²	DF	Sample Size	Chi Square	Significance Level (p)
Articulates/Displays verbal skills (Western Region/Pacific Division)	X ²	12	409	23.79	0.022
Intelligent/sharp cognitive abilities (Western Region/Pacific Division)	X ²	12	409	28.24	0.005
Acts on personal/professional values (Western Region/Pacific Division)	X ²	12	398	21.57	0.043
Fair-minded (Western Region/Pacific Division)	X ²	12	408	23.11	0.027
Perceptive (Western Region/Pacific Division)	X ²	12	408	27.43	0.007
Problem-solver (Western Region/Pacific Division)	X ²	12	408	33.58	0.001
Negotiator/mediator (Western Region/Pacific Division)	X ²	12	409	32.53	0.001

p < 0.05; Significant independent variable category in bold parentheses.

Table 107. Knowledge and Skills Areas Desired for Chief Deputies in Federal and State Courts

Independent Variable: Court Type	X²	DF	Sample Size	Chi Square	Significance Level (p)
Governance (State)	X ²	5	387	13.19	0.022
Court management infrastructure/management team (State)	X ²	5	387	12.32	0.031
External communication and outreach (State)	X ²	5	388	11.87	0.037

Future, strategic, and long-range planning and policy-making (State)	X ²	5	388	15.65	0.008
Independent Variable: Sex	X²	DF	Sample Size	Chi Square	Significance Level (p)
Governance (Women)	X ²	5	409	13.29	0.021
Court management infrastructure/management team (Women)	X ²	5	387	14.28	0.014
External communication and outreach (Women)	X ²	5	410	14.97	0.011
Internal communication and outreach (Women)	X ²	5	409	18.64	0.002
Human resources management (Women)	X ²	5	409	11.98	0.035
Budget and resource acquisition and management (Women)	X ²	5	409	15.93	0.007
Future, strategic, and long-range planning and policy-making (Women)	X ²	5	410	12.76	0.026
Jury management (Women)	X ²	5	410	13.29	0.021
Alternative dispute resolution (ADR) services (Women)	X ²	5	410	112.61	0.027
Independent Variable: Age	X²	DF	Sample Size	Chi Square	Significance Level (p)
External communication and outreach (60-64)	X ²	5	410	69.35	0.036
Caseflow management (50-54)	X ²	5	409	77.58	0.007
Independent Variable: Education	X²	DF	Sample Size	Chi Square	Significance Level (p)
Governance (Bachelor's Degree)	X ²	5	409	54.96	0.017
External communication and outreach (Master's Degree)	X ²	5	410	52.61	0.028
Education, training, and development (Bachelor's Degree)	X ²	5	410	54.95	0.017
Buildings and facilities management (Bachelor's Degree)	X ²	5	409	59.17	0.007
Independent Variable: Population Size of Court Location	X²	DF	Sample Size	Chi Square	Significance Level (p)
Governance (More than One Geographic Type)	X ²	15	409	54.96	0.017
External communication and outreach (More than One Geographic Type)	X ²	15	410	52.61	0.028
Budget and resource acquisition and management (More than One Geographic Type)	X ²	15	409	52.61	0.008

Future, strategic, and long-range planning and policy-making (More than One Geographic Type)	X ²	15	410	29.56	0.014
Buildings and facilities management (More than One Geographic Type)	X ²	15	409	27.69	0.024
Independent Variable: Geographic Court Region/Division	X²	DF	Sample Size	Chi Square	Significance Level (p)
Jury management (Western Region/Pacific Division)	X ²	40	409	82.01	0.000
Alternative dispute resolution (ADR) services(Western Region/Pacific Division)	X ²	40	409	62.04	0.014

$p < 0.05$; Significant independent variable category in bold parentheses.

Chapter 6: Summary and Suggested Applications for the Research Findings

The research findings suggest that individuals who have high educational credentials, demonstrable leadership characteristics, mastery of management competencies, and past experience in positions that require policy development, critical thinking, and strategic action will be competitive for the top administrative positions in courts. Many readers of this report will not be surprised by the findings and may even assume that such qualifications have always been in place. However, for those who pioneered the profession, the findings represent a shift in understanding related to the credentials required to lead and manage court operations with efficiency while ensuring access to justice and due process.

Leadership and management of the courts in the mid-to-late twentieth century primarily consisted of judges adjudicating cases with personnel keeping the records. While adjudicating cases is still the business of the courts, the business environment itself has evolved into a complex system with competing priorities, unstable funding, and increased demands for more of everything. The “demand for more” includes, but is not limited to, more electronic access; specialized court types or dockets; transparency; language interpretation; self-represented litigant services; secure facilities, which increase the access to justice; and more highly educated and skilled professionals to direct the achievement of the missions, mandates, and strategic goals of the courts.

At the beginning of this report, we stated that this study was undertaken because of three events that were taking place nearly simultaneously, which would impact how courts operate and are led—retirement of the Baby Boomer generation, a change in the basic structure and processes of court funding, and technology advances that will replace court positions or change the way the duties and responsibilities of those positions are executed. Adding to the aforementioned events is the entrance in the job market of a new generation of employees who have a different set of values and expectations.

What does this mean for those in the courts who are recruiting and hiring new employees or promoting current employees? What does it mean for those individuals seeking top-level leadership and management positions?

Implications for Judges

Judges, as the constitutional officers of the courts, must believe that they have competent partners in the administration of justice who are dedicated to the purposes and responsibilities of courts. By necessity, judges will need to become more cognizant of the knowledge and skills needed to administer the courts in this new and changing environment. Without a continual flow of information about judicial administration needs and requirements, judges will be challenged to make appropriate personnel decisions matching knowledge and skills requirements of the courts with job candidates. This is particularly so for chief and presiding judges.

Administrative offices of both the state and federal courts can assist judges in acquiring this information, as can their training and education divisions. Additionally, judges' associations are also a vehicle to keep judges current with the evolving complexities of leading and managing court operations. Most judges do not have a business, public, or judicial administration education background because they are educated in the law. This gap can be filled through the organizations just mentioned, as well as through judicial mentoring among judges who have held the job of chief or presiding judge.

Implications for Human Resources Management Departments

Particularly in the state and local court systems, there are knowledge gaps about the types, volume, and complexity of court work. Current court administrative personnel report that the effect of this knowledge gap is that court positions are often not accurately described, resulting in job descriptions, recruiting efforts, salaries, and hiring decisions that do not match the needs of the courts. This mismatch has serious implications. If the courts cannot draw from a qualified candidate pool, they have little chance of hiring and retaining the right individuals. This mismatch can result in substandard performance, increased orientation time, and increased training costs. Also, over the long-term, courts cannot hope to develop their employees to take on more responsible positions so succession planning is out of the question, thus disadvantaging the courts.

An active campaign to better inform the human resources management departments associated with the court funding units is a necessity if this situation is to change. Chief judges and current court administrators can engage in an outreach initiative to do just that. Also, the administrative offices of the courts have a role to play, as do the court administrative professional associations that represent the continuing education needs of court administrators and their staff.

Implications for Current Judicial Administration Leaders and Managers

For courts to be employers of choice, they must develop and maintain an environment that is focused on the higher calling of protecting the rights of citizens under the federal and state constitutions, resolving disputes, dispensing justice, and creating peace and tranquility in communities across the country. Such a calling requires an organizational culture that is value-driven with transparent governance and a thriving collaborative environment where the best and brightest want to dedicate their time and talents. Achieving such an environment is in the hands of our current leaders and managers. People thrive when they are asked to give all of themselves in service to a higher vision and mission. They wish to be acknowledged for their competence and contributions. In particular, the millennial generation now entering the work force believes in public service and giving back. Though they do so on their own terms, which may or may not match the needs of the courts. Thus, is the challenge of creating a productive and attractive work environment. The findings of this study give leaders and managers a starting place for how they can create work assignments and work groups that stimulate employees and create an environment of personal and professional growth. In so doing, future leaders can be identified and groomed for upcoming opportunities.

Implications for Judicial Branch Educators

The continuing professional development of judges and court personnel certainly falls within the mandates of judicial branch educators. They have daily contact with individual and system

actors from which they can gain valuable needs assessment information, that when used in sound curriculum and program development, results in timely, pertinent, and challenging learning experiences. That means that education must be viewed as more than a collection of individual programs. Preparing future leaders to continually meet the challenges of serving both the rule of law and the public, requires cohesive and consistent training that builds knowledge, skills, abilities, and aptitudes to thrive in an ever changing environment.

Judicial branch educators are in the unique position to blend the needs of the whole court with the needs of the individual so that both are served. Such an approach is a winning combination that will benefit the courts.

Implications for Court Administration Associations

In each state there are multiple court associations that were established to serve the professional needs of court employees. There are also multiple associations for federal court employees. Such organizations are in a position to create networking, mentoring, and training opportunities for their members. Court administration associations, through their members, create professional communities where ideas flourish and innovation evolves.

Court associations are also uniquely situated to lobby for policies that advance the professional groups they represent, including the status of the judicial administration profession. Thus, the voice of court leaders and managers gain in strength as they gain in numbers and work as partners with judges to create the court organization of the future.

Implications for Future Judicial Administration Leaders and Managers

Perhaps the most important use of these findings is for those individuals who have answered the call to make a difference in the world through the administration of justice. Using the information contained within this report, early and mid-career professionals can craft a personalized development plan. Such a plan can direct their education choices in relationship to the position they wish to hold. These results can focus the type of work experiences new court professionals explore so that they are achieving increasingly more challenging and responsible positions and projects. Individuals who are serious about mastering their future must engage in a deep assessment of their own leadership traits and evaluate their own strengths and challenges in comparison to these findings. Additionally, an assessment of their leadership capacities in relationship to the competencies required to “do the job” must also be undertaken. The summary profiles in Appendices E through J lists the variables associated with the clerks/administrators and chief deputies positions and will provide those who use the summary profiles with the information they need to actively and persistently achieve their career goals.

In closing, there are likely many other implications for the study findings. Their usefulness will be equivalent to our creativity, will, and desire to create the next generation of judicial administration leaders.

Appendix A. Invitation to Research Partners

Dear Sir/Madam:

The Judicial Administration Program at MSU is undertaking a study of what current court leaders (Chief or Presiding Judges, Clerks of Court, Administrators, Managers, and Chief Deputies) believe are or will be the most desirable credentials for future court administration upper-level positions. More specifically, we are trying to determine what are the requisite knowledge areas, skill sets, educational credentials, and amount and kind of experience that would make for attractive candidates for future job openings.

The Judicial Administration Program and its partners have decided to engage in this study in the hopes of addressing what the likely outcome is of massive numbers of Baby Boomers retiring, though later than some may have planned; drastic budget cuts that will likely permanently change the way that courts do business; the emergence of systemic information technology advances that will require a different skill set or which will eliminate positions altogether; and, last, a potential shift in how positions are defined, classified, and filled that may result in changing the mix of required or preferred education and experience.

These factors represent a perfect storm for the profession of judicial administration as they are happening nearly simultaneously. Yet, we do not have any sound data on what to expect and how to prepare for this shift. Perhaps more importantly, those individuals who have been building their credentials for what everyone thought would be a large number of openings in upper management when the Baby Boomers retired may no longer have a clear career path to follow.

I am in the process of contacting all of the Judicial Administration Program court partners to determine if they would like to participate in this research and appoint a person to be part of the research advisory group—thus, this email to you. I have no research money to do this. Therefore, all of the planning will be done via email, the internet, and the phone. We intend on beginning the work over the summer with the goal of delivering the results in the summer of 2012.

Please let me know at your earliest convenience if your group would like to participate and if you are assigning a representative to the advisory group. I am always happy to answer any questions you may have. Attached to this email is the list of partners. Those partners with associated liaison names represent the partners that have already committed to this research. I am still contacting the remaining partners. Please feel free to call me with questions and comments.

Best regards.

Appendix B. Research Advisory Committee

Michigan State University Study of Necessary Credentials for Future Judicial Administration Positions Research Partners and Advisory Committee Members

Representing Federal Courts

Research Partner	Representative/s
Administrative Office of the United States Courts	Rosann Crawford
Federal Court Clerks Association	Jeffrey Allsteadt Michael Palus Vanessa Armstrong Libby Smith
Federal Judicial Center	Stephanie Hemmert
National Conference of Bankruptcy Clerks	Barry Lander
United States. District Court Central District of California	Terry Nafisi Steven Cohen

Representing State and Local Trial Courts

Research Partner	Representative/s
Arizona Association of Superior Court Administrators/Superior Court in Yuma County	Margaret Guidero
Association of Clerks of the District Courts of Virginia	Dawn Williams
California Administrative Office of the Courts, Education Division, CJER	Maggie Cimino
Colorado Association for Municipal Court Administration	Rick Lewis
Conference of State Court Administrators	Jeff Hall
Delaware Administrative Office of the Courts, Judicial Branch Education	Franny Haney
Florida Supreme Court, Office of the State Court Administrator	Blan Teagle
Georgia Council of Court Administration	Will Simmons
Louisiana Court Administrators Association	Adrienne Stroble
Michigan Association of Circuit Court Administrators	Patricia A. Steele
Michigan Court Administration Association	Gary Dodge
Mid-Atlantic Association of Court Management	Caroline Kirkpatrick
Minnesota Association for Court Management	Lori Brandon
Missouri Association of Court Administrators	Laura Ellis
National Association for Court Management	Will Simmons
National Association of State Judicial Educators	Lee Ann Barnhardt
New Mexico Judicial Education Center	Tony Cornay
North Carolina Conference of Court Administrators, University of North Carolina, School of Government	Jim Drennan

Research Partner	Representative/s
Office of the Executive Secretary, Education Services, Supreme Court of Virginia	Caroline Kirkpatrick
Ohio Association for Court Administration	Elizabeth Stephenson
Ohio Supreme Court, Ohio Judicial College	Stephanie Hess
Oregon Association of Court Administration	Cheryl Stone
Pennsylvania Association of Court Management	Carol Dillon
Trial Courts of Maricopa County, Arizona	Cindy Reid
University of Georgia, Institute of Continuing Judicial Education	Rich Reaves
Washington State District and Municipal Court Management Association	Kathy Seymour

Appendix C. Survey Cover Letter

INTRODUCTION AND EXPLANATION OF THE CURRENT STUDY

Dear Sir or Madam,

The Judicial Administration Program at Michigan State University is undertaking a study of what current court leaders (Chief or Presiding Judges, State Court Administrators, Clerks of Court, Administrators, Managers, Chief Deputies, and others in the courts) believe will be the most desirable credentials for future court administration positions at the upper-level over the next decade—2012-2022. We are undertaking this study in collaboration with our research advisory committee comprised of members from courts and court associated organizations at the federal, state, and local levels. A detailed listing of the research advisory committee partnering organizations and representatives can be found at the end of the survey.

The Judicial Administration Program and its partners have decided to engage in this study in the hopes of addressing:

- what the likely outcome will be of massive numbers of Baby Boomers retiring, though later than some may have planned;
- drastic budget cuts that will likely permanently change the way courts do business;
- the emergence of systemic information technology advances that will require a different skill set or which will eliminate positions altogether;
- and, last, a potential shift in how positions are defined, classified, and filled that may result in changing the mix of required or preferred education and experience.

These factors represent a perfect storm for the profession of judicial administration as they are happening nearly simultaneously. Yet, we do not have any sound data on what to expect and how to prepare for this shift. More importantly, individuals who have been building their credentials for what everyone thought would be a large number of openings in upper management when the Baby Boomers retired may no longer have a clear career path to follow.

Our hope is that you will complete the questionnaire so that we can call upon your thoughts and assessments to guide us through this time of change and plan for the future.

The survey has three parts and takes 20 minutes to complete on average.

- Part One asks you to respond to questions related to the mix of education and experience that you think is most desirable for the top-level and second-in-command professional court administrative positions.
- Part Two asks you to respond to questions related to the desirable leadership and management attributes, traits, characteristics, and abilities; and the desirable knowledge and skills areas.
- Part Three asks you to provide some demographic information. We will compile this information to determine whether the desirable credentials vary by type of court, position, geographic region, and so forth. Additionally, by answering the questions in Part Three, we will

be able to demonstrate that we attempted to be as inclusive as possible in pursuing feedback from the field on this important issue. In so doing, our results will be highly credible and will help our future court leaders to prepare for the demands of the job. Those individuals who are responsible for the education of court professionals will also be able to use this information to develop programs in keeping with the professional development needs of our future leaders.

NOTE: YOU MAY RECEIVE THIS SURVEY MORE THAN ONCE IF YOU ARE AFFILIATED WITH MORE THAN ONE OF OUR RESEARCH PARTNER GROUPS. IF SO, PLEASE COMPLETE THE SURVEY ONLY ONCE.

We are soliciting your responses to this research project electronically using Survey Monkey. Your responses will be anonymous as they will automatically be directed to the statistical analysis software for compilation with all of the other returns. Thus, confidentiality is assured. While your participation is totally voluntary, we are hopeful that you will respond as the higher the response rate the more validity the results will have. Once the data collection is concluded, statistical analysis will begin. We will make the survey results available via our research partner conferences, journals, and newsletters. Please answer all questions. By responding to the survey questions in Survey Monkey you indicate your voluntary agreement to participate in this research study.

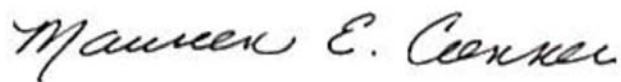
If you have questions or wish to discuss the research project further, please contact Maureen Conner or Cathy White:

Maureen Conner: connerm@msu.edu

Cathy White: gamperca@msu.edu

Submission Deadline: **THURSDAY, MARCH 29TH, 2012 @ 5:00 PM ET**

Sincerely,

A handwritten signature in cursive script that reads "Maureen E. Conner".

Maureen E. Conner, Ph.D.
Associate Professor and Director
Judicial Administration Program

Appendix D. Demographic Variables

A. Court Type

- 1.) Federal
- 2.) State

B.) Federal Court Type

- 1.) U.S. Supreme Court
- 2.) Circuit Court of Appeals
- 3.) District Court
- 4.) Bankruptcy Court
- 5.) Combined District and Bankruptcy Courts
- 6.) Administrative Office of the U.S. Courts

C.) State Court Type

- 1.) State Supreme Court (the highest appellate court in the state)
- 2.) Intermediate Appellate Court
- 3.) General Jurisdiction Trial Court
- 4.) Limited Jurisdiction Trial Court
- 5.) Specialty Court (drug, elder, domestic violence, etc.)
- 6.) State Court Administrative Office

D.) Position Type

- 1.) Judge with administrative responsibility for the court such as policy making, budgets, and personnel. You work directly with the top-level administrative position for your court. Examples of your position title are chief judge, presiding judge, administrative judge, and so on.
- 2.) The top-level administrative position with responsibility for the management of the courts which would include policy making, budgets, personnel, caseload management, information technology, and so on. You work directly with the judge responsible for the court. Examples of your position title are Court Administrator, Court Executive, Court Manager, Clerk of Court, Trial Court Administrator, Trial Court Coordinator, Appellate Court Clerk, Court Marshall, and so on.
- 3.) The second-in-command administrative position with the responsibility for working with the top-level administrative position for the management of the courts. While second-in-command, you would assume the duties of the top-level administrative position when that person is absent. Examples of your position title are Chief Deputy; Chief Deputy Clerk; Assistant Court Administrator, Executive, or Manager; Associate Trial Court Administrator and so on.
- 4.) Upper management with the Administrative Office of the U.S. Courts (e.g. director, deputy assistant director or division/department manager)
- 5.) Upper management with the Office of the State Court Administrator (e.g. director, deputy assistant director or division/department manager)
- 6.) Mid-Level manager in a court. You may be responsible for a court function, division, department, or project.
- 7.) First-Line supervisor in a court. You may be responsible for certain operations or services.
- 8.) Staff position in a court. You have no management or supervisory duties or responsibilities.

E.) Total Length of Service in the Courts

- 1.) 1 Year or Less
- 2.) 1 to 5 Years
- 3.) 5 to 10 Years
- 4.) 10 to 20 years
- 5.) 20 to 30 Years
- 6.) 30 Years or More

F.) Sex

- 1.) Male
- 2.) Female

G.) Age

- 1.) Less Than 20 Years
- 2.) 20 to 24 Years
- 3.) 25 to 29 years
- 4.) 30 to 34 Years
- 5.) 35 to 39 Years
- 6.) 40 to 44 Years
- 7.) 45 to 49 years
- 8.) 50 to 54 Years
- 9.) 55 to 59 Years
- 10.) 60 to 64 Years
- 11.) 65 to 69 Years
- 12.) 70 to 74 Years
- 13.) 75 and Above

H.) Education

- 1.) High School Graduate or Equivalent
- 2.) Some College
- 3.) Associate's Degree (e.g. A.A. or A.S.)
- 4.) Bachelor's Degree (e.g. B.A. or B.S.)
- 5.) Bachelor of Laws (LL.B)
- 6.) Master's Degree (e.g. M.A., M.S., or M.P.A)
- 7.) Master of Laws (LL.M)
- 8.) Doctorate Degree (e.g. Ph.D. or Ed.D.)
- 9.) Doctor of Jurisprudence (J.D.)

I.) Race

- 1.) White
- 2.) Black, African American, or Negro
- 3.) American Indian or Alaska Native
- 4.) Asian Indian
- 5.) Japanese
- 6.) Native Hawaiian
- 7.) Chinese

- 8.) Korean
- 9.) Guamanian or Chamorro
- 10.) Filipino
- 11.) Vietnamese

J. Population Size of Court Location

- 1.) Primarily Rural ($\leq 2,500$ inhabitants)
- 2.) Primarily Suburban (2,500-50,000 inhabitants)
- 3.) Primarily Urbanized Area ($\geq 50,000$ inhabitants)
- 4.) Court Covers More than One Geographic Type

H.) Geographic Court Region or Division

- 1.) Northeast Region, New England Division (CT, ME, MA, NH, RI, VT)
- 2.) Northeast Region, Middle Atlantic Division (NJ, NY, PA)
- 3.) Midwest Region, East North Central Division (IN, IL, MI, OH, WI)
- 4.) Midwest Region, West North Central Division (IA, KS, MN, MO, NE, ND, SD)
- 5.) South Region, South Atlantic Division (DE, DC, FL, GA, MD, NC, SC, VA, WV)
- 6.) South Region, East South Central Division (AL, KY, MS, TN)
- 7.) South Region, West South Central Division (AR, LA, OK, TX)
- 8.) West Region, Mountain Division (AZ, CO, ID, NM, MT, UT, NV, WY)
- 9.) West Region, Pacific Division (AK, CA, HI, OR, WA)

Appendix E. Summary of Research Findings for Clerks/Administrators in Federal and State Courts

Desired Future Education Requirements

- 49.0% (n=148) indicated the lowest desired education for clerks/administrators was a bachelor's degree
- 31.4% (n=92) indicated the highest desired education for clerks/administrators was a master's degree; also, 31.4% indicated the highest desired degree for clerks/administrators was a doctor of jurisprudence.

Desirability of Specialized Certificates

- 75.9% (n=300) found certificates demonstrating specialized knowledge to be desirable for clerks/administrators

Desired Types and Years of Experience

- Three to five (3-5) years as a top-level administrator in a court (31.2%/n=93); second-in-command (34.9%/n=116); division, section, or regional director in a court (36.6%/n=112); manager, administrator, or executive of another organization, government agency or not-for-profit organization, or for-profit business (35.6%/n=108); director, deputy/assistant director, or division/department manager in the Office of the State Court Administrator or Judicial Council (28.1%/n=72); or director, deputy/assistant director, or division/department manager in the Administrative Office of the U.S. Courts or Judicial Council (27.6%/n=69)
- One to three (1-3) years as an analyst, researcher, or technology officer in the Office of the State Court Administrator or Judicial Council (26.0%/n=64)
- Less than one (<1) year as a practicing attorney (34.6%/n=80); judge (52.7%/n=108); or analyst, researcher, or technology officer in the Administrative Office of the U.S. Courts or Judicial Council (26.6%/n=63)

Leadership and Management Traits: Desired Ways of Behaving and Taking Action

- trustworthy/ethical/honest
- problem-solver
- dependable/conscientious/diligent
- decisive/decision-maker
- promotes the learning and development of others
- organized/disciplined/focused
- independent/self-controlled/self-confident
- inclusive/cooperative/collaborative
- takes strategic action
- innovative
- seeks and accepts challenges
- negotiator/mediator
- accepts criticism
- engages in continual learning and development of self

- diligent/determined
- deadline-oriented
- detail-oriented
- persistent

Note: All desired leadership and management traits for clerks/administrators are listed in order of importance. Each trait demonstrated a score of 4.0 or greater (important to very important) on a 5.0 Likert Scale.

Leadership and Management Traits: Desired Ways of Communicating and Being

- articulates/displays excellent verbal skills
- shows wisdom/maturity
- gracious/dignified/respectful
- displays excellent writing skills
- acts on personal/professional values
- shows appreciation/supportive/caring/sensitivity/empathy
- optimistic
- demonstrates political savvy

Note: All desired leadership and management traits for clerks/administrators are listed in order of importance. Each trait demonstrated a score of 4.0 or greater (important to very important) on a 5.0 Likert Scale.

Leadership and Management Traits: Desired Ways of Thinking and Perceiving

- intelligent/sharp cognitive abilities
- forward-looking/visionary/can see big picture
- strategic thinker
- fair-minded
- consistent
- critical/creative thinker
- perceptive
- original/out-of-the-box thinker

Note: All desired leadership and management traits for clerks/administrators are listed in order of importance. Each trait demonstrated a score of 4.0 or greater (important to very important) on a 5.0 Likert Scale.

Desired Knowledge and Skills Areas

- court management infrastructure/management team
- budget and resource acquisition and management
- governance
- internal communication and outreach
- court technology
- human resources management
- future, strategic, and long-range planning and policy-making
- caseload management
- education, training, and development
- external communication and outreach
- records management
- buildings and facilities management
- fines and fees collection

- interpreter services
- specialized courts and court services
- jury management

Note: All desired knowledge and skills credentials for clerks/administrators and chief deputies are listed in order of importance. Each item demonstrated a score of 4.0 or greater (important to very important) on a 5.0 Likert Scale.

Appendix F. Summary of Research Findings for Chief Deputies in Federal and State Courts

Desired Future Education Requirements

- 54.4% (n=149) indicated the lowest desired education for chief deputies was a bachelor's degree
- 32.8% (n=85) indicated the highest desired education for chief deputies was a master's degree

Desirability of Specialized Certificates

- 73.4% (n=290) found certificates demonstrating specialized knowledge to be desirable for chief deputies

Desired Types and Years of Experience

- Three to five (3-5) years as a director, deputy/assistant director, or division/department manager in the Office of the State Court Administrator or Judicial Council (30.0%/n=69)
- One to three (1-3) years as the top-level administrator in a court (32.3%/n=74); second-in-command (39.4%/n=109); division, section, or regional director in a court (38.8%/n=116); manager, administrator, or executive of another organization, government agency or not-for-profit organization, or for-profit business (38.1%/n=107); analyst, researcher, or technology officer in the Office of the State Court Administrator or Judicial Council (30.9%/n=69); director, deputy/assistant director, or division/department manager in the Administrative Office of the U.S. Courts or Judicial Council (30.4%/n=70); or analyst, researcher, or technology officer in the Administrative Office of the U.S. Courts or Judicial Council (27.5%/n=61)
- Less than one (<1) year as a practicing attorney (37.4%/n=80) or judge (55.6%/n=104)

Leadership and Management Traits: Desired Ways of Behaving and Taking Action

- trustworthy/ethical/honest
- dependable/conscientious/diligent
- organized/disciplined/focused
- problem-solver
- detail-oriented
- accepts criticism
- inclusive/cooperative/collaborative
- deadline-oriented
- promotes the learning and development of others
- engages in continual learning and development of self
- independent/self-controlled/self-confident
- seeks and accepts challenges
- decisive/decision-maker
- diligent/determined
- innovative
- negotiator/mediator

- takes strategic action
- persistent

Note: All desired leadership and management traits for chief deputies are listed in order of importance. Each trait demonstrated a score of 4.0 or greater (important to very important) on a 5.0 Likert Scale.

Leadership and Management Traits: Desired Ways of Communicating and Being

- articulates/displays excellent verbal skills
- gracious/dignified/respectful
- displays excellent writing skills
- acts on personal/professional values
- shows wisdom/maturity
- shows appreciation/supportive/caring/sensitivity/empathy
- optimistic

Note: All desired leadership and management traits for chief deputies are listed in order of importance. Each trait demonstrated a score of 4.0 or greater (important to very important) on a 5.0 Likert Scale.

Leadership and Management Traits: Desired Ways of Thinking and Perceiving

- intelligent/sharp cognitive abilities
- consistent
- fair-minded
- critical/creative thinker
- perceptive
- strategic thinker
- forward-looking/visionary/can see big picture
- original/out-of-the-box thinker

All desired leadership and management traits for chief deputies are listed in order of importance. Each trait demonstrated a score of 4.0 or greater (important to very important) on a 5.0 Likert Scale.

Desired Knowledge and Skills Areas

- internal communication and outreach
- caseflow management
- education, training, and development

Note: All desired knowledge and skills credentials for chief deputies are listed in order of importance. Each item demonstrated a score of 4.0 or greater (important to very important) on a 5.0 Likert Scale.

Appendix G. Summary of Research Findings for Clerks/Administrators in Federal Courts

Desired Future Education Requirements

- 47.9% (n=56) indicated the lowest desired education for clerks/administrators was a bachelor's degree
- 38.4% (n=43) indicated the highest desired education for clerks/administrators was a doctor of jurisprudence degree

Desirability of Specialized Certificates

- 67.9% (n=106) found certificates demonstrating specialized knowledge to be desirable

Desired Types and Years of Experience

- Three to five (3-5) years as the second-in-command (34.1%/n=45); division, section, or regional director in a court (34.4%/n=43); or a manager, administrator, or executive of another organization, government agency or not-for-profit organization, or for-profit business (36.3%/n=45) was most often reported as the desired types and years of experience for clerks/administrators
- One to three (1-3) years as a top-level administrator in a court (29.1%/n=34); director, deputy/assistant director, or division/department manager in the Office of the State Court Administrator or Judicial Council (27.5%/n=30); analyst, researcher, or technology officer in the Office of the State Court Administrator or Judicial Council (30.8%/n=33); director, deputy/assistant director, or division/department manager in the Administrative Office of the U.S. Courts or Judicial Council (29.6%/n=32); or analyst, researcher, or technology officer in the Administrative Office of the U.S. Courts or Judicial Council (26.0%/n=27) was most often reported as the desired types and years of experience for clerks/administrators
- Less than one (<1) year as a practicing attorney (30.9%/n=34) or judge (56.0%/n=51) was most often reported as the desired types and years of experience for clerks/administrators

Leadership and Management Traits: Desired Ways of Behaving and Taking Action

- trustworthy/ethical/honest
- dependable/conscientious/diligent
- problem-solver
- decisive/decision-maker
- organized/disciplined/focused
- promotes the learning and development of others
- independent/self-controlled/self-confident
- takes strategic action
- inclusive/cooperative/collaborative
- innovative
- accepts criticism
- diligent/determined
- negotiator/mediator

- detail-oriented
- seeks and accepts challenges
- engages in continual learning and development of self
- deadline-oriented
- persistent

Note: All desired leadership and management traits for clerks/administrators are listed in order of importance. Each trait demonstrated a score of 4.0 or greater (important to very important) on a 5.0 Likert Scale.

Leadership and Management Traits: Desired Ways of Communicating and Being

- articulates/displays excellent verbal skills
- shows wisdom/maturity
- gracious/dignified/respectful
- displays excellent writing skills
- acts on personal/professional values
- optimistic
- demonstrates political savvy
- shows appreciation/supportive/caring/sensitivity/empathy

Note: All desired leadership and management traits for clerks/administrators are listed in order of importance. Each trait demonstrated a score of 4.0 or greater (important to very important) on a 5.0 Likert Scale.

Leadership and Management Traits: Desired Ways of Thinking and Perceiving

- intelligent/sharp cognitive abilities
- forward-looking/visionary/can see big picture
- strategic thinker
- consistent
- fair-minded
- critical/creative thinker
- perceptive
- original/out-of-the-box thinker

Note: All desired leadership and management traits for clerks/administrators are listed in order of importance. Each trait demonstrated a score of 4.0 or greater (important to very important) on a 5.0 Likert Scale.

Desired Knowledge and Skills Areas

- court management infrastructure/management team
- governance
- budget and resource acquisition and management
- internal communication and outreach
- education, training, and development
- court technology
- external communication and outreach
- human resources management
- future, strategic, and long-range planning and policy-making
- caseload management
- records management
- buildings and facilities management

- fines and fees collection
- jury management

Note: All desired knowledge and skills credentials for clerks/administrators and chief deputies are listed in order of importance. Each item demonstrated a score of 4.0 or greater (important to very important) on a 5.0 Likert Scale.

Appendix H. Summary of Research Findings for Chief Deputies in Federal Courts

Summary of Research Findings for Chief Deputies in Federal Courts

Desired Future Education Requirements

- 55.9% (n=62) indicated the lowest desired education for chief deputies was a bachelor's degree
- 43.1% (n=44) indicated the highest desired education for chief deputies was a master's degree

Desirability of Specialized Certificates

- 67.9% (n=106) found certificates demonstrating specialized knowledge to be desirable

Desired Types and Years of Experience

- Three to five (3-5) years as a division, section, or regional director in a court (37.1%/n=46); manager, administrator, or executive of another organization, government agency or not-for-profit organization, or for-profit business (36.4%/n=43); director, deputy/assistant director, or division/department manager in the Office of the State Court Administrator or Judicial Council (32.0%/n=32); analyst, researcher, or technology officer in the Office of the State Court Administrator or Judicial Council (29.8%/n=28); or analyst, researcher, or technology officer in the Administrative Office of the U.S. Courts or Judicial Council (28.9%/n=28)
- One to three (1-3) years as a top-level administrator in a court (28.7%/n=29); second-in-command (38.8%/n=45); or director, deputy/assistant director, or division/department manager in the Administrative Office of the U.S. Courts or Judicial Council (31.4%/n=32)
- Less than one (<1) year as a practicing attorney (35.8%/n=34) or judge (56.6%/n=47)

Leadership and Management Traits: Desired Ways of Behaving and Taking Action

- trustworthy/ethical/honest
- dependable/conscientious/diligent
- problem-solver
- organized/disciplined/focused
- promotes the learning and development of others
- accepts criticism
- inclusive/cooperative/collaborative
- deadline-oriented
- independent/self-controlled/self-confident
- detail-oriented
- decisive/decision-maker
- seeks and accepts challenges
- diligent/determined/persistent
- engages in continual learning and development of self

- negotiator/mediator
- takes strategic action
- innovative
- persistent

Note: All desired leadership and management traits for chief deputies are listed in order of importance. Each trait demonstrated a score of 4.0 or greater (important to very important) on a 5.0 Likert Scale.

Leadership and Management Traits: Desired Ways of Communicating and Being

- articulates/displays excellent verbal skills
- displays excellent writing skills
- gracious/dignified/respectful
- shows wisdom/maturity
- acts on personal/professional values
- shows appreciation/supportive/caring/sensitivity/empathy
- optimistic

Note: All desired leadership and management traits for chief deputies are listed in order of importance. Each trait demonstrated a score of 4.0 or greater (important to very important) on a 5.0 Likert Scale.

Leadership and Management Traits: Desired Ways of Thinking and Perceiving

- intelligent/sharp cognitive abilities
- consistent
- fair-minded
- critical/creative thinker
- perceptive
- forward-looking/visionary/can see big picture
- strategic thinker
- original/out-of-the-box thinker

Note: All desired leadership and management traits for chief deputies are listed in order of importance. Each trait demonstrated a score of 4.0 or greater (important to very important) on a 5.0 Likert Scale.

Desired Knowledge and Skills Areas

- internal communication and outreach
- court management infrastructure/management team
- education, training, and development
- future, strategic, and long-range planning and policy-making
- external communication and outreach
- human resources management
- caseload management
- governance
- records management

Note: All desired knowledge and skills credentials for chief deputies are listed in order of importance. Each item demonstrated a score of 4.0 or greater (important to very important) on a 5.0 Likert Scale.

Appendix I. Summary of Research Findings for Clerks/Administrators in State Courts

Desired Future Education Requirements

- 49.7% (n=92) indicated the lowest desired education for clerks/administrators was a bachelor's degree
- 35.9% (n=65) indicated the highest desired education for clerks/administrators was a master's degree

Desirability of Specialized Certificates

- 81.2% (n=194) found certificates demonstrating specialized knowledge to be desirable

Desired Types and Years of Experience

- Three to five (3-5) years as a top-level administrator in a court (36.5%/n=66); second-in-command (35.5%/n=71); division, section, or regional director in a court (38.1%/n=69); manager, administrator, or executive of another organization, government agency or not-for-profit organization, or for-profit business (35.2%/n=63); director, deputy/assistant director, or division/department manager in the Office of the State Court Administrator or Judicial Council (31.3%/n=46); analyst, researcher, or technology officer in the Office of the State Court Administrator or Judicial Council (28.1%/n=39); or director, deputy/assistant director, or division/department manager in the Administrative Office of the U.S. Courts or Judicial Council (30.3%/n=43)
- Less than one (<1) year as a practicing attorney (34.6%/n=46); judge (50.0%/n=57); or analyst, researcher, or technology officer in the Administrative Office of the U.S. Courts or Judicial Council (27.8%/n=37) was the desired type and years of experience for clerks/administrators

Leadership and Management Traits: Desired Ways of Behaving and Taking Action

- trustworthy/ethical/honest
- problem-solver
- dependable/conscientious/diligent
- decisive/decision-maker
- promotes the learning and development of others
- inclusive/cooperative/collaborative
- organized/disciplined/focused
- independent/self-controlled/self-confident
- takes strategic action
- seeks and accepts challenges
- innovative
- engages in continual learning and development of self
- negotiator/mediator
- accepts criticism
- diligent/determined

- deadline-oriented
- detail-oriented
- persistent

Note: All desired leadership and management traits for clerks/administrators are listed in order of importance. Each trait demonstrated a score of 4.0 or greater (important to very important) on a 5.0 Likert Scale.

Leadership and Management Traits: Desired Ways of Communicating and Being

- articulates/displays excellent verbal skills
- shows wisdom/maturity
- gracious/dignified/respectful
- acts on personal/professional values
- displays excellent writing skills
- demonstrates political savvy
- shows appreciation/supportive/caring/sensitivity/empathy
- optimistic

Note: All desired leadership and management traits for clerks/administrators are listed in order of importance. Each trait demonstrated a score of 4.0 or greater (important to very important) on a 5.0 Likert Scale.

Leadership and Management Traits: Desired Ways of Thinking and Perceiving

- forward-looking/visionary/can see big picture
- intelligent/sharp cognitive abilities
- strategic thinker
- fair-minded
- consistent
- critical/creative thinker
- perceptive
- original/out-of-the-box thinker

All desired leadership and management traits for clerks/administrators are listed in order of importance. Each trait demonstrated a score of 4.0 or greater (important to very important) on a 5.0 Likert Scale.

Desired Knowledge and Skills Areas

- budget and resource acquisition and management
- court management infrastructure/management team
- internal communication and outreach
- governance
- caseload management
- court technology
- future, strategic, and long-range planning and policy-making
- human resources management
- external communication and outreach
- education, training, and development
- records management
- buildings and facilities management
- interpreter services

- fines and fees collection
- specialized courts and court services
- jury management

Note: All desired knowledge and skills credentials for clerks/administrators are listed in order of importance. Each item demonstrated a score of 4.0 or greater (important to very important) on a 5.0 Likert Scale.

Appendix J. Summary of Research Findings for Chief Deputies in State Courts

Desired Future Education Requirements

- 53.4% (n=87) indicated the lowest desired education for chief deputies was a bachelor's degree
- 38.9% (n=61) indicated the highest desired education for chief deputies was a bachelor's degree

Desirability of Specialized Certificates

- 77.0% (n=184) found certificates demonstrating specialized knowledge to be desirable

Desired Types and Years of Experience

- One to three (1-3) years as a top-level administrator in a court (35.2%/n=45); second-in-command (39.8%/n=64); division, section, or regional director in a court (41.7%/n=73); manager, administrator, or executive of another organization, government agency or not-for-profit organization, or for-profit business (42.3%/n=69); director, deputy/assistant director, or division/department manager in the Office of the State Court Administrator or Judicial Council (31.5%/n=41); analyst, researcher, or technology officer in the Office of the State Court Administrator or Judicial Council (33.3%/n=43); director, deputy/assistant director, or division/department manager in the Administrative Office of the U.S. Courts or Judicial Council (29.7%/n=38)
- Less than one (<1) year as a practicing attorney (38.7%/n=46); judge (54.8%/n=57); or analyst, researcher, or technology officer in the Administrative Office of the U.S. Courts or Judicial Council (31.2%/n=39)

Leadership and Management Traits: Desired Ways of Behaving and Taking Action

- trustworthy/ethical/honest
- dependable/conscientious/diligent
- organized/disciplined/focused
- problem-solver
- detail-oriented
- inclusive/cooperative/collaborative
- deadline-oriented
- accepts criticism
- engages in continual learning and development of self
- promotes the learning and development of others
- independent/self-controlled/self-confident
- seeks and accepts challenges
- decisive/decision-maker
- innovative
- diligent/determined/persistent
- negotiator/mediator
- takes strategic action

Note: All desired leadership and management traits for chief deputies are listed in order of importance. Each trait demonstrated a score of 4.0 or greater (important to very important) on a 5.0 Likert Scale.

Leadership and Management Traits: Desired Ways of Communicating and Being

- articulates/displays excellent verbal skills
- acts on personal/professional values
- gracious/dignified/respectful
- shows wisdom/maturity
- displays excellent writing skills
- shows appreciation/supportive/caring/sensitivity/empathy
- optimistic

Note: All desired leadership and management traits for chief deputies are listed in order of importance. Each trait demonstrated a score of 4.0 or greater (important to very important) on a 5.0 Likert Scale.

Leadership and Management Traits: Desired Ways of Thinking and Perceiving

- intelligent/sharp cognitive abilities
- consistent
- fair-minded
- critical/creative thinker
- perceptive
- strategic thinker
- forward-looking/visionary/can see big picture
- original/out-of-the-box thinker

All desired leadership and management traits for chief deputies are listed in order of importance. Each trait demonstrated a score of 4.0 or greater (important to very important) on a 5.0 Likert Scale.

Desired Knowledge and Skills Areas

- caseload management
- internal communication and outreach

Note: All desired knowledge and skills credentials for chief deputies are listed in order of importance. Each item demonstrated a score of 4.0 or greater (important to very important) on a 5.0 Likert Scale

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