



REPUBLIC OF TURKEY
COURT OF CASSATION



COURT OF CASSATION CODE OF CONDUCT FOR PUBLIC PROSECUTORS TRAINING FACILITATOR HANDBOOK



Prof. Dr. İnayet AYDIN

Dr. Mustafa SALDIRIM



Ankara
February 2019



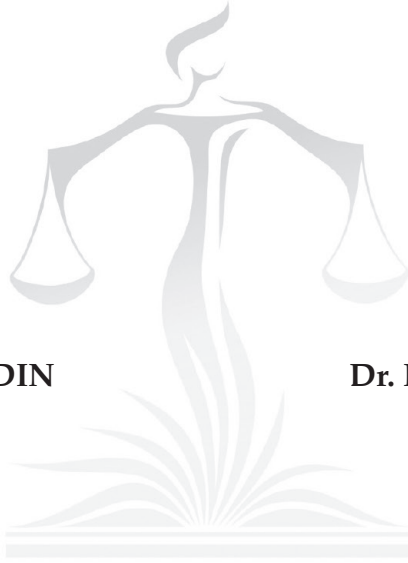
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ETHICS, TRANSPARENCY, AND TRUST PROJECT OF THE COURT OF CASSATION

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Translated by:

Dr. Mustafa SALDIRIM, Deputy Secretary General of the Court of Cassation

Fulya BATUR, Translator, The Judicial Reform Department of the Court of Cassation

Tevhide CARAN KÖK, Translator, The Judicial Reform Department of the Court of Cassation

ABBREVIATIONS

ECHR	: European Court of Human Rights
CoE	: Council of Europe
A.U.	: Ankara University
CCJE	: Consultative Council of European Judges
CCPE	: Consultative Council of European Prosecutors
min.	: Minute
A	: Activity (as in A1: Activity 1)
art.	: Article
para.	: paragraph
p.	: page
pp.	: pages
UNODC	: United Nations Office on Drugs and Crime

INTRODUCTION

One of the most characteristic features of the codes of conduct is being universal, without doubt. The existence of an independent, impartial, and reliable judicial system depends on the fact that both judges and public prosecutors carry out their duties which have different functions and complete each other in accordance with the law and the codes of conduct. Judges and public prosecutors have common legal principles and values, and this has a key importance in delivering justice. Therefore, there is a vast amount of knowledge which is based on the common heritage of humanity regarding the roles, status, and codes of conduct of public prosecutors in international documents. Even if the systems of public prosecutor's office show differences from state to state, basic ideas and principles that were mentioned above are accepted in all modern democratic societies.

Public trust that will be built by public prosecutors who are one of the most important guarantees of law, democracy, and human rights is directly proportionate to the level that they reached in terms of transparency and accountability to public. One of the most effective ways of building and increasing this trust is ensuring that public prosecutors behave, in accordance with the Codes of Conduct for Public Prosecutors and making this publicly seen. On 19 October 2017, the public prosecutors of the Court of Cassation adopted the "Court of Cassation Code of Conduct for Public Prosecutors" and they have made a highly important reform in terms of the trust in the judiciary and accountability to public.

After the codes of conduct specific to the public prosecutors of the Court of Cassation were determined, it has become an important necessity to give codes of conduct training through the most advanced methods and techniques. Disseminating the accumulation of universal knowledge related to ethics with a qualified education will make important contributions to further strengthen the long-established legal culture at the Public Prosecutor's Office of the Court of Cassation with ethical values. I would like to express my gratitude for Dear Prof. Dr. İlayet Aydın and Dear Dr. Mustafa Saldırım who made efforts with great sacrifice and attention in order to prepare this work which constitutes a good example regarding the high standards of the studies which have been carried out within the scope of Ethics, Transparency and Trust Project of the Court of Cassation reached in order to go further on "the road of ethics" securely.

Mehmet AKARCA
Chief Public Prosecutor of the Court of Cassation

PREFACE

Implementing the Court of Cassation Code of Conduct for Public Prosecutors which were adopted unanimously by the public prosecutors of the Court of Cassation which convened under the chairmanship of Dear Chief Public Prosecutor Mehmet Akarca on 19 October 2017 depends on the proper understanding of the knowledge and ideas which underlie these codes by the people who work at the Court of Cassation and the public without doubt. Therefore, it is essential to carry out conduct necessary studies in order to raise the awareness of both members of the profession and the public about the judicial conduct. Because collective design of the codes of conduct is of high importance, that issue is stated briefly in the last paragraph of the Preamble of the “Court of Cassation Code of Judicial Conduct”.¹ It certainly applies for the public prosecutors of the Court of Cassation.

Insufficient amount of experience and scientific works on judicial conduct is one of the most serious deficiencies that make it difficult to develop models for the codes of conduct and to make discussions regarding the code of judicial conduct based on knowledge. Considering that the studies and practices that were carried out began at least a half century ago in comparative law with this aim, we can assess the distance that should be covered in our country about the codes of judicial conduct more accurately.

The necessity of determining the rules of professional conduct for justice professionals is a highly important and multi-dimensional subject. This necessity is explained by a judge as the following:

“...We form a particular group in the community. We comprise a select part of an honourable profession. We are entrusted, day after day, with the exercise of considerable power. Its exercise has dramatic effects upon the lives and fortunes of those who come before us. Citizens cannot be sure that they or their fortunes will not some day depend upon our judgement. They will not wish such power to be reposed in anyone whose honesty, ability or personal standards are questionable. It is necessary for the continuity of the system of law as we know it, that there be standards of conduct, both in and out of court, which are designed to maintain confidence in those expectations...”²

¹In the last paragraph of the Preamble of the Court of Cassation Code of Judicial Conduct, the objective of the Codes of Conduct is stated as “To provide guidance to the bench members and rapporteur judges of the Court of Cassation by establishing the standards of ethical behaviour, enable the members of the legislature, the executive, the lawyers and the public to better understand the judiciary and provide support to the judiciary...”

²Thomas. J.B. Judicial Ethics in Australia. Sydney. Law Book Company. 1988, p.7.

The main objective of this book is to fulfil the necessity of a source book for the people who will be involved in the Court of Cassation Code of Conduct for Public Prosecutors training as facilitators. Furthermore, we hope that this book will also contribute to making the judicial conduct discussions in our country in a way that is based on knowledge and enable the Court of Cassation Code of Conduct for Public Prosecutors to be better understood both by the Court of Cassation and the public.

Prof. Dr. İnayet Aydın - Dr. Mustafa Saldırım
Ankara,
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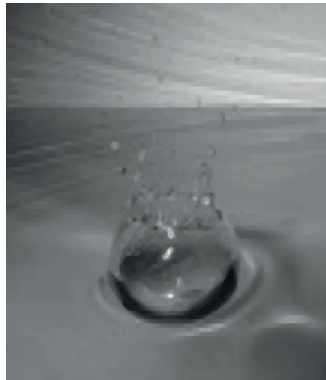
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Ethical values and principles are not for “bad” people. They are for guiding the people who want to behave ethically in ambiguous situations.

No individual raindrop ever considers itself responsible for the flood.

John Ruskin



CHAPTER 1: OBJECTIVES AND PRINCIPLES OF THE COURT OF CASSATION CODE OF CONDUCT FOR PUBLIC PROSECUTORS TRAINING

1.1. OBJECTIVES OF THE CODES OF CONDUCT TRAINING AND THE COURT OF CASSATION CODE OF CONDUCT FOR PUBLIC PROSECUTORS TRAINING

1.1.1. Objectives of the Codes of Conduct Training

The codes of conduct training tries to help individuals develop the necessary knowledge, skills, and attitudes in order to implement the professional values, codes, rules and standards. Detailed objectives of the codes of conduct training are as the following:

To enable professionals;

- a) To develop advanced skills in recognizing and analyzing ethical problems,
- b) To strengthen the feelings of ethical liability and personal responsibility,
- c) To develop a stronger and a more courageous attitude towards resisting the pressure and demands in the cases of ethical dilemma and uncertainty,
- d) To increase awareness about how unethical behaviours are justified,
- e) To inform the participants on the process of ethical decision-making.

1.1.2. Objectives of the Court of Cassation Code of Conduct for Public Prosecutors Training

The main objective of the Court of Cassation Code of Conduct for Public Prosecutors Training is to develop a common understanding of judicial conduct in the Court of Cassation, in the public and among the jurists, and to disseminate the codes of conduct. The public belief in that everyone complies with the codes of conduct is one of the most important factors in increasing the trust in the judiciary.

The public trust in the judiciary is the most important assurance of an independent judiciary. Therefore, in addition to the general objectives of the

codes of conduct training, the special objectives of the Court of Cassation Code of Conduct for Public Prosecutors training can be listed as the following:

- a) Enhancing public trust in the Court of Cassation by creating collective ethical awareness at the Court of Cassation,
- b) Assessing the meaning and contents of the codes of conduct which complete the codes of professional conduct binding on the public prosecutors of the Court of Cassation.
- c) Increasing the awareness about the individual and collective behaviours of the public prosecutors of the Court of Cassation in order for the codes of conduct to be better understood by the legislation, the execution, lawyers and the public and introducing the behavioral models for making them publicly visible.
- d) Assisting in preserving the right to fair trial which is foreseen in the Article 6 of the European Convention on Human Rights (ECHR) through the models for the codes of conduct.
- e) Sharing “ethical information” about the objectives, features, and benefits of the codes of conduct.
- f) Enabling to make an assessment about whether the proposed conduct of the public prosecutors of the Court of Cassation are appropriate to the codes of conduct.
- g) Raising awareness about the functions of the Court of Cassation Code of Conduct for Public Prosecutors.

1.2. MAIN PRINCIPLES OF PROFESSIONAL ETHICS AND THE COURT OF CASSATION CODE OF CONDUCT FOR PUBLIC PROSECUTORS TRAINING

1.2.1. Main Principles to Be Adopted in the Professional Ethics Training Studies

- a) Explaining the contents of the professional codes of conduct, and sharing the accepted codes of conduct for the professional field with the participants,
- b) Demonstrating how the professional codes of conduct are dealt with in daily professional practices.
- c) Analyzing the solutions of ethical problems which have been encountered in professional practices through appropriate case studies,

d) Creating a link between the codes of conduct training and professional life,

e) Providing the participants with the opportunities of questioning the circumstances and incidents instead of imposing the truths in order to increase sensitivity and awareness of ethics during the codes of conduct training,

f) Comparing the events which the participants have encountered while doing their jobs with the codes of conduct, and enabling them to make appropriate decisions,

g) Providing the participants with the skill of good judgement and with the efficiency of questioning over the ethical issues by using the values, codes, rules, and standards,

h) Strengthening the attitudes of the participants in preferring and doing what is true,

i) Emphasizing the importance of sticking by the ethical decisions which have been rendered, and demonstrating the individual, professional, and social consequences of being persistent in ethical behaviours,

j) Creating sensitivity in reasoning unethical behaviors.

1.2.2. Main Principles to Be Adopted in the Court of Cassation Code of Conduct for Public Prosecutors Training

a) Preserving, implementing, upholding, and strengthening the values in the Court of Cassation Code of Conduct for Public Prosecutors,

b) Analyzing how to benefit from the Court of Cassation Code of Conduct for Public Prosecutors when carrying out judicial duties or in private life,

c) Being aware of the differences between the concepts of crime, disciplinary offence and contrariety to ethics, and giving information on this when necessary,

d) Emphasizing the universality of the Court of Cassation Code of Conduct for Public Prosecutors and the importance of their practical binding consequences,

e) Providing “judicial conduct knowledge” in order to establish and implement the codes of judicial conduct and make contribution to the justice policies about ethics.

CHAPTER 2: EFFECTIVE PRESENTATION AND FACILITATION SKILLS IN ADULT EDUCATION

Education is expensive, but ignorance is more so.

H. Clausen

2.1. THE CONCEPTS OF PEDAGOGY AND ANDRAGOGY (ANDRAGOGY)³

Adult education has different characteristics compared to the child and teenager education in terms of the principles on which it is based and in terms of methodology. While the pedagogical principles are implemented on child and teenage education, adult education should be conducted according to the principles of andragogy. Andragogy (or andragology) is used to mean “the art and science of guiding the adults for and assisting them in learning”. The differences between child and adult education are shown in the table below:

Pedagogy	Andragogy
1. Child 2. Teacher-dependent 3. Teacher authority 4. Limited experience 5. Readiness depending on age 6. Subject-centered 7. Extrinsic motivation provided by rewards	1. Adult 2. Self-directed 3. Teacher guide/ facilitator 4. Experience 5. Readiness depending on subject and problem 6. Problem-centered learning 7. Intrinsic motivation

2.2 FEATURES OF ADULT EDUCATION

2.2.1. Distinctive Features of Adult Education

a) Adults expect that an education will satisfy the necessities, offer a solution to a problem, and provide benefit.

³ Note: The resource book for the information in this chapter: Aydın, İ. (2011). Kamu ve Özel Sektörde Hizmet İçi Eğitim El Kitabı. Ankara: PEGEM-A.

b) Adults have an accumulation of experience which consists of knowledge, skills, and attitudes. They expect that these will be used in the education.

c) Adults are sensitive, and always expect to be respected.

d) Adults are ashamed of being humiliated in front of others.

e) Adults attend the education with different needs, expectations, interests and motivations.

f) Adults tend to behave conservatively and be resistant to changes because of their earlier experience.

g) Adults are afraid of failure, they want to be successful.

h) Adults tend to show negative reactions in order to defend themselves against unnecessary, strict authority and disrespectful behaviours towards them.

2.2.2. Points to Take Into Account in Adult Education

a) Introduce the syllabus which include course hours and breaks to the participants at the beginning of the lesson.

b) Give each participant the opportunity of introducing themselves, this activity is essential for creating a team spirit and for a perfect beginning.

c) Give special importance to physical and psychological environment and climate.

d) Relax the people and give them the opportunity of getting to know each other.

e) Introduce yourself to the group, but do not show yourself as an authority.

f) Take a tolerant attitude toward the ones who make contributions to enliven the class atmosphere.

g) Express the objectives of the education clearly.

h) Be respectful to the characters, needs and their way of expressing themselves.

i) Be careful when the communication is failed or interrupted.

j) Make sure that each people can see the material you are using.

k) Share the educational experiences of the adult students actively in the learning process.

- l) Take into account that adults need to turn theory into practice.
- m) Minimize the conference-type training and the necessity of taking notes.
- n) Giving examples from daily life to the participants is the most practical approach.
- o) Do not repeat what everybody knows.
- p) Ask questions.
- q) Encourage the participants to express their own opinions.
- r) Conduct the discussions properly.
- s) Encourage the participants for individual works and teamworks.

2.3. EFFECTIVE PRESENTATION SKILLS

For an effective presentation, take the warnings below into account.

2.3.1. Introduction Part of the Presentation

- a) Begin with a nice addressing sentence.
- b) Do not give the subject directly.
- c) Begin with a few short sentences which explain the place and importance of the subject on the agenda.
- d) Explain the objective of the presentation.
- e) Make sure that the participants are focused on the subject.
- f) Do not use a visual material which cannot be read easily.
- g) Do not write long sentences, write short messages instead.
- h) Do not use capital letters for the whole of the presentation.
- i) Do not use *italic*, **bold**, and underlined letters.

2.3.2. Main Part of the Presentation

- a) The main part of your presentation should include the important subjects which you want to convey and the data which support these subjects.
- b) Express the main points in this part.
- c) Include examples and experiences.
- d) Give examples from the current issues.

- e) Do not read the slides constantly.
- f) Do not include the information which you will not use.
- f) Do not move on to the next slide quickly, and do not skip any of them.
- h) DntmekMSSPLELING.
- 1) Do not stay in front of the screen.
- j) Do not stay in front of the projection machine.
- k) Be careful that your slide and your explanations are simultaneous.
- l) Do not give lecture while sitting.

2.3.3. Conclusion Part of the Presentation

- a) Summarize the subjects which should be underlined and why they are important without going into much detail.
- b) Repeat the main points.
- c) Adress the participants for changing their minds and thinking about what they can do about the subject.
- d) Make connections with the message which you have renderedat the beginning of the presentation.
- e) Do not continue after your presentation has finished. Do not use such expressions like "Another point I would like to mention...", or "Another subject which should be mentioned...". Do not present another subject which you have forgotten to expresseven if it is of much importance.
- f) Do not stop suddenly. Do not make a conclusion which will confuse the participants. Do not use such apologetical sentences like "All I need to say is this.", or "I am sorry not to have been prepared much better but I hope you understood something."

2.4. FACILITATING SKILLS IN ADULT EDUCATION

2.4.1. Questioning Technique

A sufficient number of good questions asked by the instructor affect the quality of learning.

2.4.1.1. 5 Main objectives of questioning

- a) Integrating the participants into the education or activity,

- b) Enabling the participants to think about the subject and understand it,
- c) Reviewing the important points which should be underlined once again,
- d) Understanding to what extent the participants are interested in education,
- e) Determining the improvement of the participants on the subject.

2.4.1.2. Points to consider while asking questions in adult education

- a) Clarity of the questions and intelligibility of their aim,
- b) Suitability of the questions to the learning aims,
- c) Asking questions in a way that includes all participants,
- d) Giving plenty of time to the participants to answer the questions.
- e) Proper reaction to the answers of the participants,
- f) Abstaining from yes or no questions,
- g) Holding serious discussions over the answers,
- h) Abstaining from the questions which are difficult, manipulative, and require guessing,
- i) Abstaining from the questions which directly measure the participants' level of knowledge,
- j) Asking the questions in an appropriate order.

2.4.2. Discussion Management in Adult Education

Discussion technique is an important educational technique. However, it is very important to manage the discussions especially in adult education, and on the subjects about which there are many different points of views and opinions such as ethics.

Discussion is an educational approach in which a group of participants express their opinions on a specific subject and ask different questions to each other under the chairmanship of a facilitator. The objective of discussion in the codes of conduct training is to enable the participants to review their previous opinions considering the knowledge they have recently learned and other people's opinions. The points a facilitator need to take into account while managing the discussions are as the followings:

- a) Giving equal right to speak to the participants,
- b) Having the necessary information about the discussion topic,
- c) Being respectful toward the ones who express their opinions,
- d) Creating an environment where everyone is respectful to each other,
- e) Not allowing to deviate from the aim of the discussion,
- f) Not letting the subject be discussed more than necessary, not making the participants bored and not losing the authority over the class.

CHAPTER 3: INTRODUCTION OF THE TRAINING PROGRAMME

PROGRAMME SCHEDULE OF THE FIRST DAY

9:30-9:45	Opening of the Programme/ Introduction of the Programme	
9:45-10:00	A1: Introducing Each Other Activity A2: Information Box	
10:00-10:15	PRESENTATION 1: The Concept of Ethics, Public Ethics	
10:15-10:30	A3: The Intention-Action-Result Study	
10:30-10:45	BREAK	
10:45-11:00	PRESENTATION 1: Professional Ethics and Judicial Conduct	PRESENTATION 1: Continue
11:00-11:30	A4. Station Study	
11:30-11:45	BREAK	
11:45-12:00	PRESENTATION 2: Court of Cassation Code of Conduct for Public Prosecutors	1 th Value: Professional Conduct
12:00-12:15	A5: The Value of Professional Conduct Scenario Activity	
12:15-12:30	A6. The Value of Professional Conduct Decision Card Study	
12:30-13:30	LUNCH	
13:30-13:45	PRESENTATION 2: Court of Cassation Code of Conduct for Public Prosecutors	2 nd Value: Independence
13:45-14:00	A7. The Value of Independence Scenario Activity	
14:00- 14:15	A8. The Value of Independence Decision Card Study	
14:15-14:30	BREAK	
14:30-14:45	A9. Mobbing Scenario Analysis	
14:45- 15:00	PRESENTATION 2. Court of Cassation Code of Conduct for Public Prosecutors	3 rd Value: Impartiality
14:45-15:00	A10. The Value of Impartiality Scenario Activity	
15:00-15:15	A10. The Value of Impartiality Scenario Activity	
15:15-15:30	BREAK	
15:30-15:45	A11. The Value of Impartiality Decision Card Study	
15:45- 16:00	Opening the Information Box	

PROGRAMME SCHEDULE OF THE SECOND DAY

9:45-10:00	PRESENTATION 2. Court of Cassation Code of Conduct for Public Prosecutors	4 th Value: Conduct in Criminal Proceedings
10:00-10:30	A12. The Value of Conduct in Criminal Proceedings Scenario Activity	
10:30-10:45	BREAK	
10:45-11:00	A13. The Value of Conduct in Criminal Proceedings Decision Card Study	
11:00-11:30	PRESENTATION 2. Court of Cassation Code of Conduct for Public Prosecutors	5 th Value: Private Conduct
11:30-11:45	A14. The Value of Private Conduct Scenario Activity	
11:45-12:00	BREAK	
12:00-12:15	A15. The Value of Private Conduct Decision Card Study	
12:15- 12:30	A16. The Activity of Gift	
12:30-13:30	LUNCH	
13:30-14:00	A17. Ethical Concept Crossword Puzzle	
14:00-14:45	PRESENTATION 3: Ethical Dilemmas in the Judiciary and Ethical Decision-Making	
14:45- 15:00	BREAK	
15:00- 15:15	A18. Memory Array	
15:15- 15:30	A19. Decision-making Case Study	
15:30- 15:45	A20. Rulman	
15:45- 16:00	A21. Conversation Circle	
16:00	Closure	

CHAPTER 4: MAIN CONCEPTS IN JUDICIAL CONDUCT

4.1. INDEPENDENCE

4.1.1. Independence in General

Independence is doing all assessments freely and independently, with one's own authority and will, without being dependent, and without being affected by anybody, anything or any external stimulus and influence.

In that sense, independence is closely related to be free and autonomous. Independence includes being independent, being unaffected by external factors, being unrestricted, and not being forced to do something. Deciding independently is the freedom of making decisions and choosing the way to act in a way that is independent from any external factor and that is based on one's own will.⁴

In accordance with the value of independence, all kinds of assessments, , should only be made in the light of scientific data. Decision-makers should exclude any pressure coming from people or institutions, and if they recognize that independence is at stake, they should revoke that decision. Personal independence requires that a person's actions should not be restricted by the other and the person should not be forced to take an action or to make a decision.

In order to be independent, freedom of will, freedom of thought, and freedom of action should be preserved. Freedom of will is not restricting one's demands, or not forcing somebody to want something. Freedom of thought is an individual's opportunity of thinking however he or she wants, and more importantly, being able to express them publicly and without hesitation in front of others and being able to decide. Freedom of action is to the right and the power of an individual to act however he or she wants without being restricted by others.⁵

4.1.2. Independence in terms of Judicial Conduct

While a public prosecutor of the Court of Cassation tries to protect his or her independence against professional, personal, and family factors, he or she is also liable to protect his or her independence against other public prosecutors' opinions and advice, and to decide objectively. In that sense, a

⁴Akarsu, B (1998). Felsefe Terimleri Sözlüğü. İstanbul: İnkılâp Yayınevi. p 146

⁵Akarsu, 1998, p.146

public prosecutor carries the responsibility of being independent from the executive body and its representatives, political mechanisms, media and public opinion, domestic and social environment, senior colleagues and managers.

In fact, the principle of separation of powers foresees the protection of judicial independence against the pressure coming from the legislation and the execution. “Judicial independence” is a basic principle that appears in all modern constitutions and laws⁶, and also exists in the national and international codes of conduct as the first value as well.⁷ The independence of the judiciary shall be guaranteed by the State and enshrined in the Constitution or the laws of the country. It is the duty of all governments and other institutions to respect and observe the independence of the judiciary.⁸ The adoption of constitutional proclamations of judicial independence do not automatically create or maintain an independent judiciary. Judicial independence must be recognized and respected by all three branches of government. The judiciary, in particular, must recognize that judges are not beholden to the government of the day.⁹ ECtHR decided that the interference by the executive in the ongoing judicial proceedings or trials can undermine the respect for the judiciary which in turn would weaken the guarantees of fair trial.¹⁰

Independence should be ensured individually and institutionally. Therefore, public prosecutors have a collective responsibility in preserving judicial independence. While being unaffected by the external factors and restrictions of colleagues is called external independence, being unaffected by threats, pressure, or manipulations of colleagues is called independence within the judiciary.

A public prosecutor should not also be influenced by the public opinion. While he was responding to a claim that South African society did not regard the death sentence for extreme cases of murder as a cruel, inhuman or degrading form of punishment, the President of the Constitutional Court of South Africa said: “The question before us, however, is not what the majority

⁶ According to the European (Region) Human Rights System, sufficient constitutional and legal guarantees of judicial independence is the prerequisite for judicial independence. See The Rule of Law Checklist. (2016). Venice Commission of the Council of Europe. Strasbourg. p. 33.

⁷ See Bangalore Principles of Judicial Conduct, Value 1: The European Court of Human Rights Codes of Conduct art.1, The Court of Cassation Codes of Conduct art.1.

⁸ Commentary on the Bangalore Principles of Judicial Conduct (Commentary). (2007). Vienna Austria: UNODC Publication. p. 21; The United Nations Basic Principles of Judicial Independence, art.1.

⁹ Commentary, (2007), para. 25.

¹⁰ Saldırım, M. (2018). A Review of Current Issues of Judicial Power in the Framework of the Court of Cassation Judicial Code of Conduct and İstanbul Declaration on Transparency in the Judicial Process (European Court of Human Rights Seminar Opening of Judicial Year 2018 Presentation by the Turkish Court of Cassation) p.6.

of South Africans believe a proper sentence should be. It is whether the Constitution allows the sentence. Public opinion may have some relevance to the inquiry, but in itself, it is no substitute for the duty vested in the courts to interpret the Constitution and to uphold its provisions without fear or favour. If public opinion were to be decisive, there would be no need for constitutional adjudication... The Court cannot allow itself to be diverted from its duty to act as the independent arbiter of the Constitution by making choices on the basis that they will find favour with the public..." (President of the Constitutional Court of South Africa, 1995).¹¹

4.1.3. Independence in terms of Public Prosecutors

Even though the system of public prosecution office in the member states of the Council of Europe may be different for each state, there are also common principles. These principles are based on the idea of protecting human rights and fundamental freedoms which are stated in the European Convention on Human Rights and ECtHR decisions. To make it more clear, in a country where there is no independent and impartial judicial system, serious deficiencies occur in the protection of human rights. The proper performance of the distinct but complementary roles of judges and public prosecutors is a necessary guarantee for the fair, impartial and effective administration of justice (Bordeaux Declaration, Principle 3).¹²

The sharing of common legal principles and ethical values by all the professionals involved in the legal process is essential for the proper administration of justice (Bordeaux Declaration, Principle 10).¹³ The qualities which one should have in order to be a public prosecutor are similar to those of a judge (The Prosecution Service of the Venice Commission, Principle 18).¹⁴ The Rome Statute of the International Criminal Court (1998) adopted the principle of the independence and impartiality of a public prosecutor (Art. 42, 54).¹⁵

¹¹ Commentary, (2007), para. 27.

¹² Opinion No.12 (2009) of the Consultative Council of European Judges (CCJE) and Opinion No.4 (2009) of the Consultative Council of European Prosecutors (CCPE) to the Attention of the Committee of Ministers of the Council of Europe on the Relations Between Judges and Prosecutors in a Democratic Society.

¹³ Opinion No.12 (2009) of the Consultative Council of European Judges (CCJE) and Opinion No.4 (2009) of the Consultative Council of European Prosecutors (CCPE) to the Attention of the Committee of Ministers of the Council of Europe on the Relations Between Judges and Prosecutors in a Democratic Society.

¹⁴ European Standards as Regards the Independence of the Judicial System: Part II - The Prosecution Service Adopted by the Venice Commission at its 85th Plenary Session (Venice, 17-18 December 2010)

¹⁵ Rome Statute of the International Criminal Court (Text of the Rome Statute circulated as document A/ CONF.183/9 of 17 July 1998 and corrected by process-verbaux of 10 November 1998, 12 July 1999, 30 November 1999, 8 May 2000, 17 January 2001 and 16 January 2002. The Statute entered into force on 1 July 2002.)

Even though independence of public prosecutors is not the same as of judges by nature, independence and autonomy of the office of public prosecution is the result of judicial independence.¹⁶ The autonomy of the public prosecutor constitutes an indispensable tool for guaranteeing the independence of the judiciary and equality before the law.¹⁷ The fact that the prosecution is dependent and under influence as an authority which undertakes the case, collects evidence, conducts and manages investigation has the same meaning with that a judge is under influence. Because the duty of the judicial authority is not to collect evidence, but to evaluate the evidence that is submitted before it and make a decision accordingly. The more the evidence is weak, the more the decision that will be rendered by the court deviates from the law of criminal procedure's aim to find the material fact.¹⁸

4.2. IMPARTIALITY

4.2.1. Impartiality in General

Impartiality defines the state of being independent from all subjective influences and elements, and being objective. Subjectivity includes a formation which is created by a person's own judgements, which changes from person to person, to which a person adds his or her own prejudice, perception, and assumptions. Impartiality requires being indifferent, reflecting the truth, and acting according to experiment, observation, evidence and concrete data.¹⁹ Impartiality is one of the most fundamental ethical principles in judicial conduct. Guarantee of preserving the impartiality is to implement the ethical values, codes, rules, and standards. Legal and scientific standards constitute the basic criteria of impartiality because they have been accepted, approved, and defined as the standards while making comparisons.

Professionals should protect themselves from being affected by their emotions while carrying out their duties. It cannot be possible for the people who have the feelings of mercy, hatred, hostility, and anger while carrying out their duties to be impartial. Treating the parties of an investigation or a case with positive or negative feelings means that the codes of judicial conduct are violated. Public prosecutors may need to work under very intense emotional states and sensitivities. It is one of the most fundamental ethical

¹⁶ CCPE, Opinion 9(2014), art. XII

¹⁷ Medel Declaration of Principles Concerning the Public Prosecutor. 1996. Napoli.art.2.

¹⁸ Saldırım, M. (2005). Özel Hukukta Cumhuriyet Savcılarının Görevleri. Ankara: Turhan Kitabevi. p. 22

¹⁹ Aydın, İ. (2010). İnsan Kaynakları Yönetiminde Etik. A. Yelboğa (Ed.). Yönetimde İnsan Kaynakları Çalışmaları (pp. 16-50.). Ankara: Turhan Kitabevi

principles to make decisions without being influenced by such factors as religion, language, race, skin color, ethnic origin, and personal judgements while conducting investigations or writing a letter of notification about individuals. On the other hand, one of the most fundamental requirements of impartiality is not to be prejudiced and partial against any person or group. Biases may lead to misbehave towards people and groups. In that case, the ethical principles have been violated.²⁰

4.2.2. Impartiality in terms of Judicial Conduct

There are some obvious factors which lead to the violation of a public prosecutor's impartiality. If one party is provided with an opinion beforehand, or if they have been told what to do in one way or another, impartiality disappears. Also, if there is a relationship by affinity with the related people, whether close or distant, impartiality is damaged (Court of Cassation Code of Conduct for Public Prosecutors Article 3.2). If a public prosecutor has a feeling of personal enmity towards the conflicting parties, or, if there are some reasons which cause suspicion about the impartiality of the public prosecutor, the principle of impartiality is violated. If a public prosecutor shows his or her worldview or beliefs as an evidence to the letter of notification and processes of investigation, and if the issues which do not form a base for the investigation and the case are included in the letter of notification, the principle of impartiality is violated.²¹

Public prosecutors of the Court of Cassation should protect their impartiality in relationship with their ex-colleagues. In the unethical model which is called "Revolving door", the judges or public prosecutors who left office, or who are retired may have the expectations of being treated in a special way and with privilege by taking advantage of their relationships with their ex-colleagues or their positions. Therefore, "unjustified and unethical influence which has the qualification of violating a public prosecutor's freedom of conscience" may arise intentionally or unintentionally. In such cases, the visibility of impartiality, at least, is violated seriously.

Impartiality forms a base to carry out judicial duties properly. This principle applies not only for decisions, but also for the process in which these decisions are made. An independent public prosecutor may be partial. However, a public prosecutor who is not independent cannot be impartial. Thus, independence is the pre-requisite for impartiality. Bias and partiality may show themselves in different ways. Epithets, slurs, demeaning

²⁰ Commentary, (2007), para.57.

²¹ Commentary, (2007), para.89,90.

nicknames, negative stereotyping, attempted humour based on stereotypes violate the principle of impartiality.

Another important factor which affects impartiality is the stereotypes which are used in the society intentionally or unintentionally. These stereotypes may reflect such biases like gender discrimination, racism, regionalism, and seniority (Art. 1.9). A public prosecutor should have a balanced relationship with the lawyers they have encountered and with the executive body and law-enforcement officers as well. It may violate the code of impartiality especially if such an impression is created that information coming outside about the subject matter has been obtained from these people.

4.3. INTEGRITY

4.3.1. Integrity in General

Integrity is to show fair and honest behaviours which do not include cheating or defraud. As a value, integrity is people's honesty about their words and actions, their loyal faithfulness to truth and their modesty. Lying, breaking one's words, showing dishonest behaviours, fraud, cheating, betrayal, and unfaithfulness are incompatible with integrity²². An ethical conduct requires honesty and sincerity in social relationships with others. The people who do not behave honestly and sincerely make an end to the relationships with their own hands and the atmosphere of convenience disappears. In fact, trust is the main factor in relationships. Integrity is an essential value in terms of the relations with family and friends and the relations at work. Decisions and behaviours which are dishonest damage the mutual confidence between the parties. Nobody can trust one another until sincerity and honesty in the behaviours are seen and until they are implemented.²³

It is possible for a person to be influenced by many external factors which impair integrity. However, truthfulness is involved at that point. Truthfulness occurs when people show loyalty to their principles in spite of all discouraging factors.²⁴ An honest behaviour requires consistency and determination after all. Truthfulness is building the whole life and actions on reality. Distorting the facts for the sake of one's own emotions, thoughts, beliefs, and benefits invalidate the truthfulness of the next actions and processes.²⁵

²² Aydın, İ. (2016a) Akademik Etik. Ankara: PEGEM-A Yayıncılık. p.80.

²³ Aydın, İ. (2016c). Yöneltil, Mesleki ve Örgütsel Etik. (8th Edition). Ankara: PEGEM-A Yayıncılık. p.49.

²⁴ Cited from Forrest, 1995 by Aydın, İ. (2016a), p.80.

²⁵ Aydın, İ. (2016c), p.49

The concept of lie which is incompatible with integrity and truthfulness, is a word which is said to deceive a person. The reason for telling lies is mostly caused by distrust and fear. This leads to deceive other people. Lying has always been unethical, whereas truthfulness has always been regarded as one of the main principles of ethical behaviour.²⁶

4.3.2. Integrity in terms of Judicial Conduct

One of the primary ethical responsibilities of the public prosecutors of the Court of Cassation is to state the truth regarding the file that they are reviewing (Art.4.15). Speaking the truths requires being truthful and taking truthfulness into the center of decisions and studies. One of the most important factors of a fair trial is to reveal the facts as they are in a trustful and correct way. The people who hide or distort the facts carry a heavy responsibility for misleading the judiciary.

The society expects public prosecutors to be not only good public prosecutors but also good people. A public prosecutor shall not compromise the actual or the reasonably perceived dignity, integrity, and impartiality of their profession by behaviours and activities in their private lives (Art.5.1, 5.3). Therefore, integrity is a fundamental value which applies not only for the work within the court, but also to the behaviours outside the court. There are no degrees of integrity. Integrity is absolute, it either exists or does not exist. In judiciary, integrity is more than a value, it is a necessity.²⁷ Behaving honestly is not sufficient on its own, appearing to be honest is also a factor which increases the public trust in the judiciary.

4.4. PROPRIETY

In the most general sense, propriety is behaviours and speeches of members of a profession in accordance with what the profession necessitates. Propriety requires adopting different standards of behaviours which the society finds acceptable and appropriate. Members of the judiciary are also the people whom the society consider as role models. Being a role model gives the responsibility of being a person whose speeches and behaviours the others pay attention and respect to.²⁸

Good and appropriate professional conduct requires the points below to be considered:

²⁶ Aydın, İ. (2016c), p.49.

²⁷ Commentary (2007), para.101.

²⁸ Aydın, İ. (2016c), p.43.

- a) To be careful with the people they communicate and live,
- b) To consider how people perceive their behaviours and act accordingly,
- c) To behave politely and respectfully in social relations,
- d) To behave in an honest, confidence-arousing and principled way,
- e) To maintain impartiality in the social media or in other communication platforms,
- f) To preserve their professional identities in social life and in the places they attend.

Propriety and the appearance of propriety, are essential elements for the performance of all activities of the public prosecutors of the Court of Cassation. Propriety and the appearance of propriety, both professional and personal, are essential elements of the life of the public prosecutor of the Court of Cassation. What matters is more not what a judge or a public prosecutor does or does not do, but what others think the judge or the public prosecutor has done or might do.²⁹ A public prosecutor of the Court of Cassation shall avoid impropriety and the appearance of impropriety in all of his or her activities. The test for appearance of impropriety is whether the conduct would create in the mind of a reasonable observer a perception that the judge's ability to carry out judicial responsibilities with integrity, impartiality and competence is impaired. (1.4; 5.1; 5.3).

Âşık Çelebi, who gives information about Ottoman poets, states in the related article about Pârepârezade Ahmet Çelebi, who was also a kadi, that he set a good example as the following:

"He used to serve as a kadi in Silivri for a long time. Everbody agreed upon the fact that no kadi like him had ever come to Anatolia and he was unique among all the other kadis. He used to wear clothes which were called *aksade* *in summer, *gökkapama** with *Selanikçukası* (*Salonika broadcloth*)* on it and a hat called *Donuzlu* (*Denizli*) *çalması** on his head in winter. He did not have any horses or servants. It was only a mat he used to sit on at the court. He used to rent a horse when he was going to work, put a prayer rug on its packsaddle and get onto the horse. He sold his book for the travel expenses when he was discharged, he worked as a clerk for a living in İstanbul. There was no specific payment for the court expenses. He used to take one or two coins in exchange for registry and court decree, he didn't use to say this is not enough or this is too much, he would accept whatever he was given.

²⁹ Commentary, (2007), para.111.

*Ak sade, gök kapama, Selanik Çukası and Donuzlu çalması are traditional Ottoman clothes which are simple, unpretending, and modest.

However, he looked, with the light of acting righteously and with the luck bestowed by truthfulness, so noble and self-confident that governors and voivodes could not help but submit to his commands, their value was less than a green leaf when compared to him³⁰.”

As in the example above, the image of being a judicial member constitutes a unity with the behaviors shown during the trial and during the private life. The society is closely interested in how public prosecutors behave even in their private life. As a subject of constant public scrutiny, a judge must accept personal restrictions that might be viewed as burdensome by the ordinary citizen and should do so willingly (Art. 4.2). There is no need to break this rule in terms of public prosecutors.

4.5. EQUALITY

4.5.1. Equality in General

The concept of equality means, in the most general sense, that individuals in a society have the same rights and liabilities.³¹ Similarly, the concept of equality is defined as the equality of each citizen in terms of rights and liabilities provided by the law.³²

There are basically two approaches for equality. First approach is based on “similarity”, the second on “differences”. Absolute equality is giving equal rights, and sharing equally among the individuals without any discrimination. This kind of equality means treating everybody equally, if each individual starts the race from the same point, and if they have the same necessities. If everybody does not have the same features and conditions, treating everybody equally does not provide equality. In this kind of equality, which is called relative or partial equity, the conditions under which people live are taken into consideration. In that case, individuals are treated according to their special conditions and needs, in that way equality is provided.³³

In an institution a) Basic individual equality b) Partial equality c) Equality of the blocks should be provided. There is only one group in understanding of basic individual equality. For example, each citizen in a society has the right to vote only once. This kind of equality means treating each equal equally.³⁴

³⁰ Gökyay, Orhan Şaik. “Âşık Çelebi Tezkiresi” (Tarih Dergisi, Issue 30, p. 39-48). p. 44-45 (Kılınç, A.(2016). Osmanlı Devletinde Kadının Uyması Gereken Etik İlkeler. (It was directly quoted from the p. 35 and , pp. 121-187 of the International Codes of Judicial Conduct Symposium.)

³¹ Timuçin, A. (2000). Felsefe Sözlüğü. İstanbul: Bulut Yayınları. p.137.

³² Akarsu, 1998, p.73.

³³ Aydın, İ. (2016a), p.179.

³⁴ Aydın, İ. (2016c). Yöneltil, Mesleki ve Örgütsel Etik. (8th Edition). Ankara: PEGEM - A Yayıncılık. p.48.

Partial equality includes treating specially to different groups in a society in order to provide equality. In other words, making disadvantaged groups equal depends on different practices and arrangements. Partial equality may be called constructed or systematic inequality. Here, the groups are made unequal for equality. The privileges provided to the disabled in institutions and lower food prices for the personnel whose salary is lower can be shown as examples to this kind of equality. The obligation of employing the ex-convicts and disabled people are also practices of partial equality.³⁵

Block equality aims at providing equality between different groups. For example, men are expected to treat women equitably for women's equality. Child rights and patient rights can also be accepted as examples within this contexts.³⁶

One of the most fundamental unethical practices is discrimination. Discrimination is, in the most general sense, a behaviour which is shown towards individuals or groups, intentionally or unintentionally although it is not based on qualification, talent, or previous performance, and which is contradictory to equality.³⁷ Discrimination, can be divided as individual or institutional, direct or indirect³⁸ in general:

- a) Direct discrimination occurs when one person treats people from a social group with which he or she disagrees or opposes in terms of gender, marital status, faith, etc. differently in the negative sense from the people in a group which he or she belongs to. Treating the people who do not share their political or religious opinions differently from the ones who the person considers the same as himself or herself or feels closer can be shown as an example to this kind of discrimination.
- b) Indirect discrimination occurs when something is implemented unequally and in a way that will cause harm to some particular groups although it should be implemented equally to anybody without considering intention. For example, when a rule or a standard is implemented to some people whereas it is not applied to the others, this is the kind of discrimination aforementioned.
- c) The third type of discrimination is called institutional discrimination. This kind of discrimination occurs at institutional level and means that institutional structure, rules, and processes are implemented differently for different people or groups. In the institutional

³⁵ Aydın, İ. (2016c), p.48.

³⁶ Aydın, İ. (2016c), p.49.

³⁷ Jackson, C.C. (1995). Discrimination. Rorth, JK. (Ed.). International Encyclopedia of Ethics. London: Salem Press.

³⁸ Aydın, İ. (2016a), p. 181-182.

discrimination, the target is not the individuals themselves, but all the people who have specific features as a group.

4.5.2. Equality in terms of Judicial Conduct

The public prosecutors of the Court of Cassation has a role to play in ensuring that the Public Prosecutor's Office of the Court of Cassation offers an equal access to men and women. This obligation also applies to public prosecutor's own relationships with parties, lawyers, and staff of the the Chief Public Prosecutor's Office as well as to the relationship of the staff of the Chief Public Prosecutor's Office and lawyers with others. Speech, gestures or other conduct such as "sweetie", "honey", "little girl", "little sister", or commenting on their physical appearance or dress may be perceived as sexual harassment.³⁹

It is the duty of public prosecutors not only to recognize and be familiar with cultural, racial and religious diversity in society, but also to be free of bias or prejudice on any irrelevant grounds. A judge should attempt, by appropriate means, to remain informed about changing attitudes and values in society.⁴⁰ This opinion doubtlessly applies for the public prosecutors (1.9).

Public prosecutors should also abstain from making disparaging comments like judges. Public prosecutors' disparaging comments about ethnic origins, including their own, are also undignified and discourteous. Public prosecutors should be particularly careful to ensure that his or her remarks do not have a racist overtone and that they do not, even unintentionally, offend minority groups in the community (1.11).⁴¹

4.6. COMPETENCE AND DILIGENCE

4.6.1. Competence and Diligence in General

Competence means having the professional efficiency to be able to do a job successfully and proficiently. Competence also requires that a person has received the necessary professional education and has the necessary knowledge, skills, and attitudes. Professional competence of a person defines his or her ability to do the job as a whole and the efficiency he or she has. When a person does the job in accordance with the accepted standards, and in an efficient and skillful way, this shows that the person is competent.

³⁹ Commentary (2007), para.185.

⁴⁰ Commentary (2007), para.186.

⁴¹ Commentary (2007), para.185.

It is necessary for maintaining professional competence to take advantage of all kinds of educational opportunities and reading all the time in order to improve oneself.⁴²

Diligence is to show permanent effort, sedulity, attention, and interest while working. It is the expression of diligence when people carry out their duties with utmost interest and caution without being exposed to claims of negligence while carrying out their jobs.⁴³ Professional diligence contains, at the same time, applying the procedures and standards within the professional field completely and in due time. Considering duty as the first responsibility, being careful about the working time (working hours), and not allowing errors and carelessness to happen are of much importance for a judicial member to work. Negligence and carelessness means violating the codes of conduct because they will cause waste of time and loss of right.

4.6.2. Competence and Diligence in terms of Judicial Conduct

Judicial processes should be carried out with great care and accuracy. The decisions, files, or studies which have been rendered, prepared or carried out carelessly and thoughtlessly delay the judicial process and also violate the most fundamental ethical principle “first do no harm”, and therefore they give harm to the parties.

Competence and diligence are prerequisites to the due performance of judicial office. Competence in the performance of judicial duties requires legal knowledge, skill, thoroughness and preparation. A judge’s professional competence should be evident in the discharge of his or her duties. Incompetence may be a product of drug or alcohol addiction, inadequate experience, problems of personality and temperament.⁴⁴

To consider soberly, to decide impartially and to act expeditiously are all aspects of a public prosecutor (Art.4.1). Diligence also includes striving for the impartial and even-handed application of the law and the prevention of the abuse of process.⁴⁵ Being late for hearings, getting the clerk to write the letter of notification, asking the clerk to fill in the warrant after signing a blank paper, leaving the e-signature to the secretariat and its use by the secretariat, not writing the letter of notification within a reasonable time, not covering the important subjects such as imprisonment, getting

⁴² Aydın, İ. (2016a), p. 98.

⁴³ Aydın, İ. (2016a), p. 208.

⁴⁴ Commentary (2007), para.192.

⁴⁵ Commentary, (2007), para.193.

reversed, lapse of time in the letter of notification, delay of execution are main examples of lack of diligence.⁴⁶

4.7. TRUST

4.7.1. Trust in General

Trust can be defined as the feeling of believing and commitment without fear, hesitation, and doubt. Trust is a concept which nothing can take its place in human relations. It is a more important code of conduct especially in professional relations.

Institutional and professional trust is created when a person believes that the other person with whom he or she has a professional relation will behave fairly, predictably, and in accordance with the codes of conduct. One of the most important factors here is a citizen's feeling of trust and undoubtfulness in a public officer's words, behaviours, and decisions in their relations.

There are at least 3 conditions to fulfill for a professional to be trusted:⁴⁷

- a) Professionals should act with complete commitment to the ethical values, principles, and standards. This situation requires public officers to preserve their professional autonomies.
- b) Members of the profession should carry out their professional actions and duties with a complete qualification and efficiency. The society should believe that these professionals have profound knowledge.
- c) Professionals should act with a special care and attention to other people while carrying out their duties. They should not abuse their trust.

On the other hand, the trust relationship resulting from the communication between the public officer and the public becomes the determiner of the trust in the system and in the institution. A service which is provided by the professionals voluntarily and which does not cause any doubt about being damaged becomes a guarantee for the public trust. There are many sources of trust. First of them is **"trust based on personality"**. Personal traits, integrity, skills, and professional abilities, and consistent

⁴⁶ Saldırım, M. (2018). Hacettepe Hukuk Fakültesi Mesleki Deontoloji Ders Notları. Ankara. p.37.

⁴⁷ Pellegrino, E.D. (2001). Trust and Distrust in Professional Ethics. Teays, W., Purdy, L. (Ed.). Bioethics, Justice & Healthcare. USA: Wadsworth Thomson Learning. p.24.

behaviours of a member of the profession create a tendency towards being more trusted by the other people. Second type of trust can be called as “**institutional trust**”. In institutional trust, people believe that institutional duties and processes will be carried out automatically and without the need for control or observation.⁴⁸

4.7.2. Trust in terms of Judicial Conduct

Institutional culture is one of the most important factors in building institutional trust. When trust and respect dominate the institutional culture, public trust and respect for the institution and members of the profession also increase.

The prerequisite of the public trust is to introduce the codes of conduct to the public and make them believe that they are observed. Especially the judicial institutions are expected to be one of the most reliable institutions in democratic and modern societies. One of the most effective ways of fulfilling this rightful expectation of the public is to make the ethical values and principles an important part of the institutional culture.⁴⁹

Trust is a very important value in the judiciary. High quality in the judicial service will be insufficient in creating the aimed effect when public trust or a feeling of trust has not been provided as an institution even if a perfect judicial system has been constructed. Thus, it is necessary to carry out duties and responsibilities properly at first, and then announce it to the public accurately. As stated in the maxim “Either seem as you are or be as you seem”, an institution should try to ensure trust in the first place, and then inform the public about this issue and increase awareness.⁵⁰

In the Foreword of the Court of Cassation Codes of Conduct, the relationship between the ethics and trust in the judiciary is explained as the following: “The success of our judicial system may, to a large extent, be measured by the public trust in judges, public prosecutors and judicial staff. In order to ensure such trust, judicial personnel should comply with the codes of professional conduct and the public should also be aware of such codes... Determining and implementing the codes of conduct specific to bench members, rapporteur judges, public prosecutors and staff of the

⁴⁸ Schoorman, F.D. & Mayer, R. & Davis, J. (2007). “An Integrative Model of Organizational Trust: Past, Present and Future”, *Academy of Management Review*. 32:2, pp. 344-354.

⁴⁹ Saldırım, M. (2017). Yargıtay ve Etik. (Yargıtay Etik, Şeffaflık ve Güven Projesi Etik İlkeler Çalıştay, Antalya 12-16 Mayıs 2017, Editor: Mustafa Saldırım, Gözde Hülagü p. 134-138.) p. 136.

⁵⁰ Tepe, H. (2017). Kurum Kültürü ile Etik İlişkisi (Yargıtay Etik, Şeffaflık ve Güven Projesi Etik İlkeler Çalıştay, Antalya 12-16 Mayıs 2017, Editor: Mustafa Saldırım, Gözde Hülagü: Yargıtay yayını pp. 102-115). p.102.

Court of Cassation, and making them recognisable and visible to the public constitute a best example of our contributions in recent years to the justice system.”

Public trust in the Court of Cassation and in the judicial system is emphasized in the two different paragraphs in the Preamble of the Court of Cassation Code of Judicial Conduct: “WHEREAS public confidence in the judicial system and in the moral authority and integrity of the judiciary is of the utmost importance in a modern democratic society;- WHEREAS it is essential that judges, individually and collectively, respect and honour judicial office as a public trust and strive to enhance and maintain confidence in the judicial system”

The relationship between the codes of conduct and the public trust in the judiciary are explained with the following expressions in the Foreword of the Court of Cassation Code of Conduct for Public Prosecutors “The purpose of laying down ETHICAL PRINCIPLES AND RULES for the judiciary is to increase public confidence in the judiciary. For that purpose, judicial proceedings and processes should be carried out in a fair, independent and impartial manner.”

Thereby, one of the most important consequences of the implementation of the codes of conduct is that judges, public prosecutors and judicial staff ensure public trust individually, and the Court of Cassation and judicial institutions ensure such trust institutionally. If the public believes in the delivery of justice, trust will increase. In order to assure that belief, it is a pre-requisite that first of all judges, public prosecutors, and the staff to behave ethically and make ethical decisions⁵¹. Implementation of the codes of conduct means reviewing and reconstructing a track and control mechanism that is related to each chain of the workflow in the Court of Cassation and that will lead us to a much better justice system. The aim is to strengthen the democratic and innovative culture at the Court of Cassation with the codes of conduct.⁵²

⁵¹ Tepe p.117.

⁵² Saldırım, M. (2017). Yargıtay Etik Şeffaflık ve Güven Projesi’nin Tanıtımı. (Opening Symposium of The Court of Cassation Ethical Transparency and Trust Project, Ankara, 13-14 April 2017, Editors: Mustafa Saldırım, Gözde Hülagü, 14-20: Yargıtay yayını) p.14.

4.8. TRANSPARENCY AND ACCOUNTABILITY TO PUBLIC

4.8.1. The Concept of Transparency

Transparency is “the principle of giving and implementing decisions in line with rules and regulations, providing access to information for the people who will be affected by the decisions that are given, and ensuring that the information is accessible, understandable and concrete.”⁵³

In a general sense, “transparency” defines openness, communication, and accountability. Public officials should be clear as much as possible about all the decisions and processes for the public services. Public services require a high degree of transparency in order to protect public interests. Therefore, all public officers are liable to explain the reasons of their decisions and the decision-making process. All documents that have formed the decisions are explained to the public and archived. In that sense, the level of transparency of institutions determines, the level of accountability in fact. Proving the mechanisms and reasons through which the decisions are made with information and documents is the indicator of both transparency and accountability.⁵⁴

4.8.2. Accountability to the Public

When public officers are appointed, they are expected to have made a commitment to do their best while they are carrying out the tasks and duties that their position requires. In a sense, they have undertaken a duty and responsibility of accountability about whether they have fulfilled the requirements of that duty or not. In that sense, accountability is to explain why we have or have not been successful in doing an important job or performance which has a value.

In the most general sense, accountability, is “the appointed or elected public officer’s ability to show that they use the authority they have been endowed in a correct way and they have carried out their duties which they have undertaken successfully. In other words, accountability is the obligation of explaining the usage of sources and how the duty has been carried out and to what extent to the ones who have entrusted the sources used by public or private institutions in order to do a job or carry out a duty.”⁵⁵

⁵³ Accessed from <http://www.seffaflik.org/yolsuzluk/seffaflik-nedir/> on 1 August 2019.

⁵⁴ Aydın, İ. (2016a), p.186.

⁵⁵ Baş, H. (2005). Hesap Verme Sorumluluğu ve Kamu Mali Yönetimi ve Kontrol Kanunu. 20. Türkiye Maliye Sempozyumu Türkiye’de Yeniden Mali Yapılanma. Pamukkale University Faculty of Economics and Administrative Sciences Department of Finance, 23-27 May 2005. p.402.

In that sense, all managers and employers who work in public institutions have the liability of giving account about to what extent they have been successful in carrying out their duties and the reasons for this. The most important aspects of accountability are that all public officers are responsible for the consequences of their actions, and that they are willing to make an explanation and to be open to the criticisms about these actions and decisions. In that context, the situation in which employees in an institution are able to give information to the related people about the use of authority and taking responsibility, the obligation of behaving in accordance with the criticisms against themselves and the demands, and undertaking the responsibility in a case of failure, inefficiency, or corruption are called accountability.⁵⁶

4.8.3. The Relation between the Code of Judicial Conduct and Transparency and Accountability to the Public

As it is clearly stated in the Foreword of the the Court of Cassation Codes of Conduct, “the communication strategy of the Court of Cassation is premised on ‘discussing the issues of justice in transparent and unbiased milieus’. Therefore, the “Court of Cassation Code of Judicial Conduct”, “Court of Cassation Code of Conduct for Public Prosecutors”, and “Court of Cassation Code of Conduct for Staff” were prepared through broad democratic participation and observing internal and external transparency. Our ethical codes are the most important one of the reforms undertaken by the Court of Cassation in celebration its 150th anniversary in the march towards a “transparent judiciary accountable to the society.”⁵⁷

In the Preamble of the Court of Cassation Code of Judicial Conduct, it is expressed that “WHEREAS the İstanbul Declaration on Transparency in the Judicial Process emphasizes that the widest possible dissemination to the public of the judicial codes of conduct with which the judges comply and the fact that the public knows and sees that such codes are enforced play a key role in enhancing judicial performance and public confidence in the judiciary”. Therefore, the Court of Cassation Codes of Conduct, and particularly the İstanbul Declaration and Measures for the Effective Implementation of the İstanbul Declaration aim at reaching the highest standards of a transparent judiciary which is able to give accounts.

⁵⁶ UNDP accountability system accountability framework and oversight policy. Second regular session 2008 8 to 12 September 2008, New York Item 10 of the provisional agenda Internal audit and oversight, p.3.

⁵⁷ Cirit, İ. (2018). Court of Cassation Codes of Conduct. Foreword. Ankara. (Edited by: Dr. Mustafa Saldırım, Gözde Hülagü). p.5.

Moreover, the organ responsible for that issue is expressed as the following: “WHEREAS the primary responsibility for the promotion and maintenance of high standards of judicial conduct lies with the judiciary...” Thus, judicial body is the organ which is primarily responsible for the quality of judicial services, and which is obliged to give accounts on that issue.

4.9. GIFT

4.9.1. General Information

According to the Dictionary of the Turkish Language Association, gift means the transfer of a specific physical asset to another willingly, and without expecting anything in exchange. In accordance with the Article 15 of the Regulation on the Codes of Conduct for Public Officers and the Application Procedure And Principles, every kind of property and benefit which may affect the public officer’s impartiality, performance, decisions, and carrying out of his or her duties, which have economical value or not, accepted directly or indirectly are within the scope of gift.

Public officers need to ask this question to themselves: “If I were not in that position or if I were not in charge of this duty, would this gift be given to me?” If the answer is “NO”, the gift should be discussed ethically. In the table below, the gifts which are within the scope of prohibition and which are not in accordance with the Code of Conduct for Public Officers and the Article 15 of the Implementation Procedure and Codes are expressed. The conditions in which it is allowed to give and accept gifts in the Court of Cassation codes of conduct are more limited and narrower-scoped.

Gifts which are not within the scope of ban on accepting gifts	Gifts which are within the scope of ban on accepting gifts
a. The gifts which are meant to contribute to the institution in which a person works which will not affect the functioning of the institutional services in accordance with the law, those which are accepted on the condition that they will be allocated to public service, registered in the list of fixtures and which will be publicly announced (excluding the official vehicles and other presents accepted for allocation to the use of a certain public official) and donations made to the institutions and organizations,	a. Gifts received for greetings, farewell and celebration and as grants, travel, free accommodation and gift checks from those having a relationship based on business, service or interest with the institution in which a person works,
b. Books, magazines, articles, tapes, calendars, CDs and similar items,	b. Transactions made over unreasonable prices, when compared with the general market price, during the purchase, sale or rent of movable or immovable commodities or services,
c. Prizes or gifts given in competitions, campaigns or activities open to public,	c. All types of gifts given by the receivers of services such as commodities, clothes, jewellery or foods,
d. Gifts given as souvenirs of conferences, symposiums, forums, panel discussions, dinners, receptions or similar activities open to public.	d. Loans and credits received from those having a business or service relationship with the institution in which a person works.

4.9.2. Gift in terms of Judicial Conduct

It creates a problematic area when public officials and especially judges accept gifts. Therefore, there have been many strict rules on the prohibition of accepting gifts from the ancient times when public prosecution office was not known yet. For example, in Hittites, impartiality and integrity of judges were of great importance, and even bread and beer which were the most innocent gifts of the time were prohibited to be accepted by the courts (judges and court personnel).⁵⁸

During the Ottoman Empire period, there were many strict and restricting arrangements for the kadis about receiving gifts. In the Article 1796 of Mecelle (Ottoman Code of Civil Law), the prohibition on accepting gift is expressed as the following: "The judge may not accept a gift from either of

⁵⁸ Doğan, E. (2012). Hitit Hukuku, İstanbul: Fam Yayınevi. p.79.

the parties.” In fact, gift giving is a form of relationship that is recommended in Fiqh. Even, it is known that gift giving is a Sunnah. However gift giving is not considered appropriate for the officers, especially for the judges. Because if a judge accepts gifts, he or she may sympathize with the party giving the gift.⁵⁹

It is also completely forbidden in the Islamic law for public officials and judges to accept gifts. There are many examples in the hadiths the second major source of Islamic law, that the civil servant should not receive gifts: “Receiving gifts by public officer is betrayal.”, “How can a public officer appointed by me say this is yours and this is given to me as a gift! He must have considered whether it would have been given to him as a gift, if he had lived at his father’s or mother’s house!”, “Receiving gifts by administrators is equal to stealing the state property”.⁶⁰

A gift, bequest, loan or favour to family member of a public prosecutor of the Court of Cassation or other persons residing in the public prosecutor’s household might be, or appear to be, intended to influence the public prosecutor. Accordingly, a public prosecutor must inform those family members of the relevant ethical constraints upon the public prosecutor in this regard and discourage the family members from violating them.⁶¹

It is possible to manipulate the members of the judiciary for doing or not doing a job not only through gift and money, but also providing different opportunities. It became clear during the “clean hands” interrogation in Italy that some judges and their spouses were invited by a Sicilian politician who was involved in corruption to give lectures in some private schools and to provide consultation to the important law specialists, and that newly appointed judges to the region have been provided assistance to find accommodation through a politician who had relations with mafia.⁶²

Ordinary social hospitalities can also be assessed under the title of gift. One question that should be asked is whether acceptance of such hospitality would adversely affect the public prosecutor’s independence, integrity, obligation to respect the law, impartiality or dignity or the timely performance of judicial duties, or appear to involve infractions of any of these. Other questions that should be considered are: Is the person initiating the social contact an old friend or recent acquaintance? Does the person have an unfavourable reputation in the community? Is the

⁵⁹ Kılınç, A. (2016). p.150.

⁶⁰ Kılınç, A. (2016). p.151, 152.

⁶¹ Commentary (2007), para.177.

⁶² Inceoğlu, S. (2008). Yargıcın Davranış İlkeleri, İstanbul: Beta Yayınevi. p. 99.

gathering large or intimate? Is it spontaneous or has it been arranged? Does anyone attending have a case pending before the judge? Is the judge receiving a benefit not offered to others that will reasonably excite suspicion or criticism?⁶³

The Court of Cassation Code of Judicial Conduct include the foregoing examples and the regulations in line with the Bangalore Principles of Judicial Conduct. First are the conditions on which accepting a present is absolutely (without exception) prohibited (Court of Cassation Code of Judicial Conduct, Article 3.4; 3.5). The characteristic feature of the conditions on which gift is absolutely prohibited are the conditions which have the possibility of being related to the proceeding (distant or close) before, during, and after trial. This applies to parties of the case, lawyers or relatives of these people or of a public prosecutor. Under the conditions on which accepting a gift is absolutely prohibited, the gift should be rejected no matter what happens without regard to the qualities or quantities of the gift offered or the opportunity provided.

The second are the conditions on which accepting a gift is partially prohibited (Court of Cassation Code of Judicial Conduct Art. 4.13). Gifts can be accepted under the exceptional conditions stated in the Article. Because rejecting a gift is a rule and accepting it is an exception, there is no possibility of expanding its scope. Therefore, exceptional conditions on which gifts are allowed to be accepted cannot be expanded through interpretation, on the contrary, exceptions should be interpreted in a narrow sense in case of a doubt. However, in addition to the conditions mentioned above, getting privileges and benefits as a judicial staff is also within the scope of the prohibition.

According to the Article 3.2 and 5.4 of Court of Cassation Code of Conduct for Public Prosecutors, it is not allowed for public prosecutors to have personal interests due to their office. It is certain that the Articles 3.4, 3.5 and 4.13 of the Court of Cassation Code of Judicial Conduct that were explained above will be implemented while determining the scope of this prohibition due to the reference in the Article 3 which is entitled as "Construction".

Consequently, it is prohibited for members of the judiciary to accept gifts with strict and clear rules, apart from some exceptional conditions, in all civilizations and at all times throughout history, therefore the prohibition of receiving a gift is a universal rule. It was even regarded in the Ottoman Empire period as a rule that kadis can accept gifts only from the authority

⁶³ Commentary (2007), para.180.

which have assigned them, or their colleagues and relatives (provided that these are not related to any case and the value of the gifts do not exceed the ones which the kadis got before they were appointed), and that they could never accept presents except the situation in which they were offered by the people mentioned above⁶⁴.

4.10. CONFLICT OF INTEREST

4.10.1. Conflict of Interest in General

Conflict of interest is the situation in which personal interests of a person prevent him or her from carrying out the official duties as required. The personal interest here includes the protection of economic or such other interests of one's own and their relatives, or their friends. Conflict of interests occurs when the person neglects or fails to carry out professional responsibilities in a way that provides benefit for oneself and their relatives. Especially in public services, it is obligatory to consider public interests above all, and abstain from having benefit for oneself.⁶⁵

Conflict of interest occurs when public officials have personal interests which prevent or seem to prevent them from carrying out their duties impartially and objectively. The personal interests of public officers include all kinds of benefits provided to themselves, their families, close relatives, colleagues, and people or institutions with which they have professional or political relationship. In addition to this, it contains economical and such other types of responsibilities.

Because public officials are the only people who know the possibility of the conflict of interests, he or she has responsibility for the following subjects:

- a) To be on alert about the potential or real conflict of interests,
- b) To take the necessary steps to abstain from such kind of conflict,
- c) To inform the superiors as soon as he or she realizes such kind of conflict,
- d) To withdraw from such situation,
- e) To accept the final decision to be rendered in order to isolate themselves from any benefits arising from the conflict of interests.

⁶⁴ Kılınç, A. (2016). p.152.

⁶⁵ Aydın, İ. (2016a). p.63.

4.10.2. Conflict of Interest in terms of Judicial Conduct

We may encounter conflict of interest during both judicial duties and justice management, and this damages the visibility of integrity and equality during the performance of public duties. A judge shall disqualify himself or herself from participating in any proceedings where the judge has any interest that could be affected substantially by the outcome of the proceeding (Court of Cassation Code of Judicial Conduct Article 2.7.2, 2.7.3). There are regulations which also include the conflict of interests in the Articles 3.2 and 5.4 Court of Cassation Code of Conduct for Public Prosecutors. Having an unfair advantage thanks to the official duty and a service or sales contract signed between the Court of Cassation and the public prosecutor himself or herself or his or her family are regarded as the conflict of interest. In the cases of conflict of interest, the impartiality of the public service is violated or impartiality seem to be weakened in the eye of a reasonable person (Court of Cassation Code of Conduct for Staff Article 4.1, 4.2).

Because the conflict of interest is a situation which is recognised primarily by the related person, the responsibility of giving a high degree of importance belongs to public prosecutor of the Court of Cassation. Hence, the first thing to do is to inform the related authority about the issue, and to terminate the legal relation.

CHAPTER 5: THE RELATIONSHIP BETWEEN THE COURT OF CASSATION CODES OF CONDUCT, AND CRIMINAL LAWS, DISCIPLINARY RULES, AND OTHER CODES OF CONDUCT

5.1. GENERAL INFORMATION

In the 3rd paragraph of Article 1 of the Law related to the Establishment of Council of Ethics for Public Service and Making Modifications on Some Laws no 5176 which determines the establishment, duty and working procedures and fundamentals of the Council of Ethics for Public Service as to adopt and observe the implementation of ethical attitude principles such as transparency, impartiality, honesty, accountability, that should be abided by the public officials, it is stated that the provisions of this Law does not apply to “members of the judiciary”. Therefore, chamber presidents and bench members, rapporteur judges and public prosecutors of the Court of Cassation are outside the scope of the Law. To make it more clear, the Law no 5176 is not applied to judges and public prosecutors. Only the Court of Cassation staff are within the scope of the law. Hence, it is foreseen that a judicial body determines its own codes of conduct. On the other hand, it is not acceptable in terms of international standards that the codes of conduct of an independent judicial body will be determined by a body or institution except the judiciary. Moreover, codes of conduct existed in a few countries such as Italy, Canada, and America before the adoption of the Bangalore Principles of Judicial Conduct. The number of countries which adopt the codes of judicial conduct has increased drastically after the Bangalore Principles of Judicial Conduct were adopted.⁶⁶

5.2. THE RELATIONSHIP BETWEEN THE COURT OF CASSATION CODES OF CONDUCT AND THE DISCIPLINARY AND CRIMINAL PROVISIONS

As it is known, “ethics” is a philosophical and thematically rich concept which requires a multidimensional and holistic point of view. “Judicial conduct” is a sensitive and special field which should be dealt within the universally determined framework, and it has basic principles unique to itself.

⁶⁶For the codes of conduct of these countries see Hukukta Yargı Etiği İlkeleri. (2017) (Editor: Mustafa Saldırım), Ankara: Yargıtay yayını.

First of all, it is not appropriate to impose sanctions on the bench members of the Court of Cassation, rapporteur judges, and public prosecutors because of ethical violation in terms of the content of the Court of Cassation Codes of Conduct. Because sanction requires the intervention of the Grand National Assembly of Turkey. However, there is an understanding of “each person who works at the Court of Cassation determines their own rules and abide by them” on the basis of the institutional ethics strategy of the Court of Cassation. In the last paragraph of the preamble of the Court of Cassation Code of Judicial Conduct, providing guidance to judges by establishing the standards of professional conduct is regarded as one of the main objectives, and it is accepted that the codes of conduct are instructive and guiding⁶⁷. With the same reasons, the Court of Cassation Code of Conduct for Public Prosecutors are determined by the public prosecutors of the Court of Cassation.

The codes of conduct are based on values. These values may be preserved sometimes with the criminal law, sometimes with the disciplinary law. The fact that the codes of conduct are regulated in the field of law, and even that violation of these principles are subject to disciplinary or penal sanctions do not remove a code or a rule of professional conduct from being a code of conduct. In the last paragraph of the Preamble of the Court of Cassation Code of Judicial Conduct, it is stated clearly that the codes of conduct are established “to define binding professional code of ethics for the judges...”, and it is emphasized that disciplinary and criminal provisions will continue to be implemented on judges and therefore on public prosecutors of the Court of Cassation.

As a matter of fact, according to the “Ethics and Responsibility” Chapter of the Article 18 of the Opinion of the Consultative Council of European Judges (CCJE) (2010) No 3 “ Deontological principles, distinguished from disciplinary rules, shall guide the actions of judges. They shall be drafted by the judges themselves and be included in their training.” On the other hand, the standards for the codes of professional conduct are different from laws and disciplinary rules. These standards emphasize the ability of fulfilling their function in accordance with the expectations of the public proportionately with the powers entrusted with a profession. These are self-regulating standards which enable to recognize that implementation of law is not a mechanical action and that it requires a real power of discretion, and which place the judges into a responsible position for themselves and for the other people⁶⁸.

⁶⁷In spite of this, the codes of conduct can be coincide, agree or disagree with the subjects regulated in disciplinary rules or criminal laws under some circumstances. This is a different issue. See. Şahbaz, İ./Saldırım, M.(2017). Yargıtay Yargı Etiği İlkeleri Taslağına İlişkin Görüşlerin Değerlendirilmesi ve Birleşmiş Milletler Yargı Etiği Standartları ile Karşılaştırılması.Yargıtay yayını: Ankara, p.13.

⁶⁸CCJE (2002) Op. N° 3, 19.11.2002, Strasbourg, art. 45.

An important part of the Bangalore Principles of Judicial Conduct has the qualification that will be included in the fields of disciplinary law and criminal law in many countries. For example, there is a rule in the Article 4.12 of the Bangalore Principles of Judicial Conduct “ A judge shall not practice law while the holder of judicial office”. In the case of violating such a rule, a modern justice system in which a judge is not punished according to the criminal law cannot be imagined. It would not be right to limit the scope of an ethics rule only with the type of sanction to which it is related. Ethics rules sometimes coincide with each other. But sometimes law may be contrary to a code of conduct⁶⁹. The thing that should be done in that case is to try to make the law compatible with the codes of conduct or interpret them. Judges should be guided in their activities by ethical principles professional conduct. These principles not only include duties that may be sanctioned by disciplinary measures, but offer guidance to judges on how to conduct themselves.⁷⁰

Doubtlessly, the above-mentioned rules and standards regarding judges also apply for the public prosecutors of the Court of Cassation. This is because the Court of Cassation Code of Conduct for Public Prosecutors shall be construed in accordance with the Court of Cassation Code of Judicial Conduct (art.3).

The aforementioned codes also apply for the Court of Cassation staff in a general sense. The relationship between the codes of conduct and criminal and disciplinary provisions are regulated in the Article 4 entitled “Sanctions” in the Court of Cassation Code of Conduct for Staff. According to the Article, the breach or violation of any Rule contained in this Code shall constitute misconduct and may attract disciplinary action. For example falsification or destruction of records which are stated in 1.5 may constitute the crime of forgery of official documents, or it may constitute a disciplinary crime for which one can be dismissed from the civil service. To make it more clear, the fact that an act is included in the ethical rules does not remove the act from a disciplinary offence or crime in the judicial sense.

⁶⁹Şahbaz./Saldırım (2017). p.13.

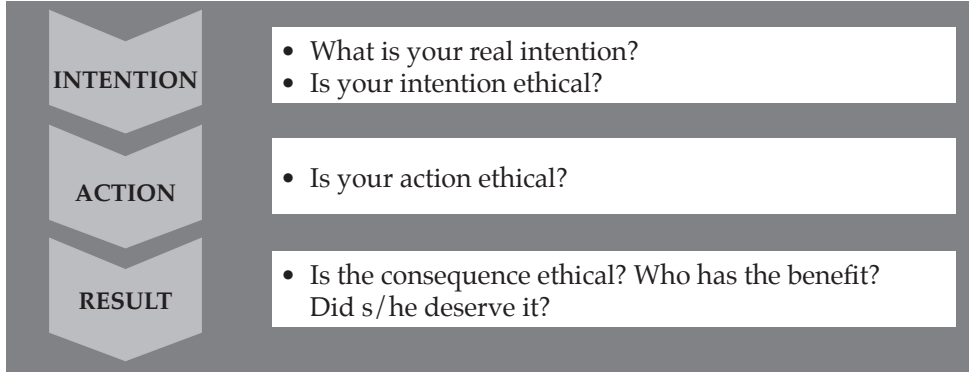
⁷⁰Recommendation CM/Rec(2010)12 of the Committee of Ministers to Member States On Judges: Independence, Efficiency and Responsibilities, art.72.

CHAPTER 6: THE CONCEPT OF ETHICS, PUBLIC ETHICS AND FUNCTIONS OF PROFESSIONAL ETHICS AND JUDICIAL ETHICS

6.1. THE CONCEPT OF ETHICS

6.1.1. General Information

In the most general sense, ethics is , the whole of values, principles, rules, and standards that are regarded as a guide in order to assess human attitudes and behaviours in terms of good-bad, right-wrong. All employees should question intentions, actions, and consequences before they act or decide.⁷¹



Actions of a human is his or her conscious behaviour which depends on a value, principle or rule. A human acts by finding or not finding something valuable and by making evaluations according to “good”, “bad”, “right” or “wrong” criteria depending on attention and concern which also give attention to others.⁷²

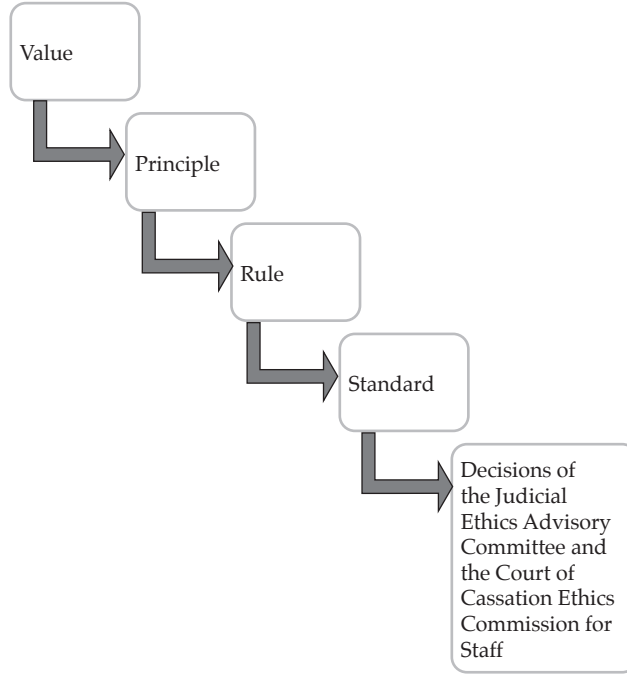
Ethics guides us for making judgements and decisions about relative factors such as good-bad, right-wrong in all kinds of decisions and actions. Ethical problems are problems of value that people encounter in the relations between themselves and others while making decisions or performing actions.⁷³

⁷¹ Aydın, İ. (2016a). p.47.

⁷² Özlem, D. (2010). Etik: Ahlak Felsefesi. İstanbul: Say Yayınları. p.15.

⁷³ Kuçuradi, I. (2007). Etiğe Yaklaşımlar, Etikte Yaklaşımlar ve Bir Evrensel Etik Düşüncesi. II. Ulusal Uygulamalı Etik Kongresi Bildiriler Kitabı, Ankara ODTÜ Felsefe Bölümü.p.32.

Ethics is a source of evaluation which assists and guides an individual while answering complicated questions. In that sense, ethics includes making an evaluation of human behaviours and determining which alternative is the best and the most suitable, reasoning why he or she has chosen to act in a particular way, and making “ethical judgements” while doing all these.



6.1.2. Value

Values are preferences which manipulate all decisions and actions of a person, and explain why he or she gives importance to something. While doing ethical assessments, values and value system become effective. Values demonstrate what people give importance to among the variety of alternatives for what kind of life they will live. Values are created by setting values. Giving importance or a specific meaning to some particular objects or concepts among the others makes them value. People set value to the surrounding objects, attitudes-behaviours or concepts. Each value that exists is the consequence of setting a value. Setting a value on something is to choose or prefer the particular ones among the others.⁷⁴

⁷⁴ Kuçuradi, I. (2007). Etiğe Yaklaşımlar, Etikte Yaklaşımlar ve Bir Evrensel Etik Düşüncesi. II. Ulusal Uygulamalı Etik Kongresi Bildiriler Kitabı, Ankara ODTÜ Felsefe Bölümü.p.32.

The principles that are preserved in the the Court of Cassation Code of Judicial Conduct are as the following:

- a) Independence
- b) Impartiality
- c) Integrity
- d) Propriety
- e) Equality
- f) Competence and Diligence

The values that are enlisted above are also preserved in various articles of the Court of Cassation Code of Conduct for Public Prosecutors.

6.1.3. Principle

Principles are the basic thoughts which manage actions. Principles are the basic norms which assist when deciding whether or not different actions of a person, a group, or a society are acceptable or favourable. Principles are the thoughts which help us recognize rights and wrongs which affect our actions and which form the basis of our behaviours.⁷⁵

Principles provide support for finding a behaviour fair/ true in terms of ethics. Therefore, they enable us to find an answer why we are in search of a true, good and appropriate decision, also they guide and lead us for our behaviours.⁷⁶

Principles form a basis for assessing the ethical problems that have been encountered and reduce uncertainties about how these problems will be solved within the ethical context. Therefore principles provide decision-makers with consistent standards in universalizing their actions. Universalising actions through principles is important. In that way, social consistency is provided among actions.⁷⁷ Ethical principles are divided into two groups as “instructive” and “regulatory”.

Instructive Principles: They aim at encouraging the members of the profession for showing ethical behaviours

Regulatory Principles: They aim at determining how to behave in specific situations and which behaviours will be regarded as violation in terms of ethics.

⁷⁵ Aydın, İ. (2016a). p.53.

⁷⁶ Aydın, E. (2001). Tıp etiğine giriş. Ankara: PEGEM A Yayıncılık. p.27.

⁷⁷ Aydın, İ. (2016a). p.53.

The Court of Cassation Code of Conduct for Public Prosecutors is an example of both instructive and regulatory principles.

The principles that are stated clearly in the Court of Cassation Code of Conduct for Public Prosecutors are enlisted as the following:

- a) Professional Conduct
- b) Independence
- c) Impartiality
- d) Conduct in Criminal Proceedings
- e) Private Conduct

6.1.4. Rule

Rules are ways of actions in accordance with the principles. Rules are more detailed, narrow, concrete than principles. They are not the guidelines that show abstract generalizations, but they are the guidelines that show how to behave in specific situations. Rules begin to operate against the abstract nature of the principles, and concrete ways of behaviour, which create do-do not framework emerge. The rules have three features:⁷⁸

a) Rules reduce uncertainties and provide predictability and stability. For example, according to the Article 4.3 of the Court of Cassation Code of Conduct for Public Prosecutors, public prosecutors of the Court of Cassation shall uphold the principle of fair trial as enshrined in Article 6 of the European Convention for the Protection of Human Rights and Fundamental Freedoms and explicitly expressed in the Case-Law of the European Court of Human Rights. This rule foresees the implementation of the ECHR (the European Convention on Human Rights) and the decisions of the ECtHR (the European Court of Human Rights) by the public prosecutors of the Court of Cassation and it removes any kind of doubt related to the subject.

b) Rules bring control and restriction to human behaviours. As understood from the example above, there is a control and restriction on the compliance of public prosecutors with the right to a fair trial.

c) Rules make an individual free. It creates a shield effect against inappropriate demands and expectations. For example, a public prosecutor can easily reject the offer by referring to the Art. 5.6 of the codes of conduct regardless of however it comes or whoever brings it when he or she is offered a gift or a privilege by or on behalf of the parties of the case.

⁷⁸ Aydın, İ. (2016c). p.15.

When people began to live within communities, it came as a necessity to live in accordance with rules. Rules include restriction of human behaviours and some particular prohibitions in order to protect the order in a group for a particular aim. Another feature of rules is that they provide clear and transparent expectations for anybody.

Rules of Professional Ethics:⁷⁹

- a) Advise and manage.
- b) Guide implementers of the profession for their behaviours.
- c) State how to behave in specific situations.
- d) Put forward the characteristics which the members of the profession should have.
- e) Enable to protect the unity, honor, and respectability of the profession.
- f) Provide legitimacy to the profession.

As a matter of fact, according to the Article 14/1 of the Measures for the Effective Implementation of the İstanbul Declaration, “the judiciary should develop rules and standards of professional and ethical conduct for the members of the judiciary, taking into consideration the Bangalore Principles of Judicial Conduct.”⁸⁰

6.1.5. Standard

Standards are systems which guide for showing expected behaviours and abstaining from unexpected behaviours. At the same time, they are the ways which are accepted and can be repeated to do something. Standards are criteria which enable to perform a task or service effectively and trustfully, therefore they make life easier. Especially in professional ethics, it is very important to know and implement the standards to provide ethical behaviours.⁸¹

Standards elaborate the rules and provide equality, predictability and legal assurance by creating a common sense about the rules. For example, according to the Article 4.1 of the Court of Cassation Code of Conduct for Public Prosecutors, “discharge their duties fairly, consistently and within reasonable time,”. In this example, the words “reasonable time” may cause different interpretations about what should be understood from the

⁷⁹ Aydın, İ. (2016b). *Eğitim ve Öğretimde Etik*. (8th Edition). Ankara: PEGEM –A Yayıncılık. p.26.

⁸⁰ The İstanbul Declaration and Draft Implementation Measures for İstanbul Declaration. (2018). Ankara: Yargıtay yayını (Editors: Dr. Mustafa Saldırım, Gözde Hülal, Gözde Ata, Nazlı Ersoy).

⁸¹ Aydın, İ. (2016c). p.15.

expression. Therefore, if a standard such as “writing the letter of notification within one month at most after the file is distributed” is included, these uncertainties and different interpretations are eliminated.

6.1.6. Decisions of the Court of Cassation Judicial Ethics Advisory Committee

There is an official or unofficial body or mechanism which can provide guidance to judges about the propriety of their possible behaviours in terms of the codes of conduct, and this sets a minimum standard which is involved in the comparative law and foreseen in the documents of the Council of Europe and the United Nations. The aim of this is to create and strengthen a common ethical understanding in the society through providing guidance to the public and judges for how to implement values, principles, rules, and standards in real cases. When the comparative law is examined, it is understood that such a necessity exists and some arrangements have been made in order to fulfill this necessity.

6.1.6.1. England and Scotland

According to the Article 1.4. of the Supreme Court of the United Kingdom Guide to Judicial Conduct “... The interests of justice must always be the overriding factor. There is also a range of reasonably held opinions on some points. In cases of doubt, a Justice should seek the advice of the President or Deputy President of the Court”.⁸² The authority which should be consulted about the propriety of possible behaviours of judges to the codes of conduct is determined as the president or deputy president of the Supreme Court.

According to the Article 5.1 of the Scotland Codes of Ethics, “If a judge is in doubt about the appropriateness of involvement in any particular extrajudicial activity, it may be prudent to consult the Head of the Judiciary.”⁸³

6.1.6.2. Canada

In the Purpose chapter of the Canadian Ethical Principles for Judges, the expression below is used for the advisory committee:

“A document of this nature (ethical principles) can never be viewed as the “final word” on such an important and complex subject. Publication of these Statements, Principles and Commentaries coincides with the establishment

⁸² Karşılaştırmalı Etik İlkeler Kitabı p.8.

⁸³ Karşılaştırmalı Etik İlkeler Kitabı p.25.

of an Advisory Committee of Judges to which specific questions may be submitted by judges and which will respond with advisory opinions. This process will contribute to ongoing review and elaboration of the subjects dealt with in the Principles as well as introduce new issues that they do not address. More importantly, the Advisory Committee will ensure that help is readily available to judges looking for guidance.”⁸⁴

The ethics advisory committee in Canada is appointed by the president of the court.

6.1.6.3. The United States of America (The State of Virginia, The State of New York, The State of Delaware)

The foundation of ethics commissions in the United States of America dates back to 1960's. Commissions for ethical principles have been established in each state in order to restore and maintain public trust in integrity, independence, and impartiality of the judiciary. In 1960, first commission for ethical principles were established under the name of the Commission on Judicial Performance for investigating complaints of judicial misconduct and for disciplining judges.⁸⁵

The State of Virginia

Judicial Ethics Advisory Committee was founded with the order of the Supreme Court of Virginia on 5 January 1999. Even if the order was nullified afterwards, the Committee was refounded with the order dated 20 October 2015. The basic rules regarding the committee are enlisted below:

1. The committee is established in order to give advisory opinions on codes of conduct. There are eleven members who are appointed by and work under the supervision of the president of the Supreme Court. Six of the members are from the judges who are still working or retired. The others are not judges.

2. The members of the Judicial Investigation And Examination Commission cannot participate in the Committee simultaneously.

3. The Committee cannot issue an advisory opinion which interprets constitutional provision, regulation, law or legislation which are unrelated to the codes of judicial conduct.

4. General Secretariat of the court carries out the secretarial duties of the Committee.

⁸⁴ Karşılaştırmalı Etik İlkeler Kitabı p.67.

⁸⁵ State of California Commission on Judicial Performance. Accessed from <https://cjp.ca.gov/> on 1 August 2018.

The Committee advise a judge not to reply a letter of a legislative officer which expects the case to be processed quickly and the consequence to be fair, or warn him/her that the rules of behaviour for judges forbid them to take into account and reply such a letter. According to the Committee, the questions of the legislative officer about the proceeding and conclusion of the case should be assessed within the same framework. Because building a relationship with a legislative officer may create the impression that the person in question have the opportunity of accelerating the case and therefore concluding the case in favor of one party of the case or influencing the judge.⁸⁶

The State of New York

In New York “Advisory Committee on Judicial Ethics “ was also established especially for enabling the ethical behaviours to be adopted into the judicial system and for giving advisory opinions.

The State of Delaware

Delaware Judicial Ethics Advisory Committee concluded the request of opinion about the propriety of appointing a judge to a Board which deals with the Hispanic population’s interests to the ethical rules in its decision dated 28 November 2006.

After stating that the studies of the Board (in which the judge wanted to participate) is important and useful, the Consultative Committee did not find it appropriate for the judge to take part in such a Board in accordance with the Article 5 of the Codes of Conduct. According to the Article 5 of the Codes of Conduct, judges can only undertake additional charges which will make a contribution to the development of law, law system and justice management. Because the Board in which the judge wanted to take part deals mainly with cultural, educational and historical studies, it was not find appropriate for the judge to serve in such a Board, and the Committee expressed its opinion accordingly.

6.1.6.4. The Council of Europe

The Consultative Council of European Judges (CCJE) encourages the establishment within the judiciary of one or more bodies or persons having a consultative and advisory role and available to judges whenever they

⁸⁶ See Commonwealth of Virginia Judicial Ethics Advisory Committee, Opinion 2000- 7, 11.09.2000, http://www.courts.state.va.us/agencies/jirc/opinions/2000/00_7.html (access:17.12.2017).

have some uncertainty as to whether a given activity in the private sphere is compatible with their status of judge. Therefore a judge will have the opportunity to have an opinion about which behaviour is appropriate and which is inappropriate with the position he or she holds. CCJE does not just emphasize that it is a primary necessity for such institutions not to be related with the execution and the legislation, and it also advises justices to be independent from the boards and people that deal with such issues as discipline, promotion, and inspection for judges.⁸⁷

6.1.6.5. The United Nations

In the Implementation Guide and Evaluation System⁸⁸ regarding the Article 11 of the United Nations Convention against Corruption⁸⁹ of the United Nations Office on Drugs and Crime, the standard such as “Is there a mechanism or procedure, formal or informal, to advise members of the judiciary on the propriety of proposed conduct?” is included. Doubtlessly, the answer “yes” is expected to such a question.

6.1.6.6. Court of Cassation Judicial Ethics Advisory Committee

“The Court of Cassation Judicial Ethics Advisory Committee” has no power to deal with complaints or to give a decision of violation because the Court of Cassation Code of Judicial Conduct does not include any regulation such as sanction or rendering a decision of violation in a case of contradiction to the codes of conduct. It is possible to say that there are three main reasons for this.

First of all, there is a highly-restricting disciplinary legislation for justices in the current practices when the comparative law is considered. Going beyond this may cause unproportionate pressure over judges and they may isolate themselves from the society. The social self-isolation of judges who are a part of the society is an unwanted situation in terms of ethical understanding. When the current culture of the Court of Cassation is considered, the sanction system for unethical behaviours is regarded as inappropriate.

⁸⁷ Opinion No.3 (2002) of the Consultative Council of European Judges (CCJE) to the Attention of the Committee of Ministers of the Council of Europe on the Principles and Rules Governing Judges’ Professional Conduct in Particular Ethics, Incompatible Behaviour and Impartiality), 19 Nov. 2002, para.29. Accessed from http://www.coe.int/t/dghl/cooperation/ccje/textes/Avis_en.asp. on 1 August 2018.

⁸⁸ The Convention was adopted by the Turkish Grand National Assembly with the Law No 5506 dated 18.05.2006

⁸⁹ Cited from the pp 17-18 of The United Nations Convention against Corruption, Implementation Guide an Evaluate Framework for Article 11.(2015). New York.: UNODC Publication.

Secondly, ethical rules should be established by the related members of the profession. High attention is given to this while preparing the the Court of Cassation Code of Judicial Conduct. Hence, the sanction system is only enacted by law because it is related to judgeship affairs. This can mean that the legislative body intervenes in judges' will to determine their own professional rules, which would not be in compatible with the idea which underlies the ethical understanding desired to be created at the Court of Cassation.

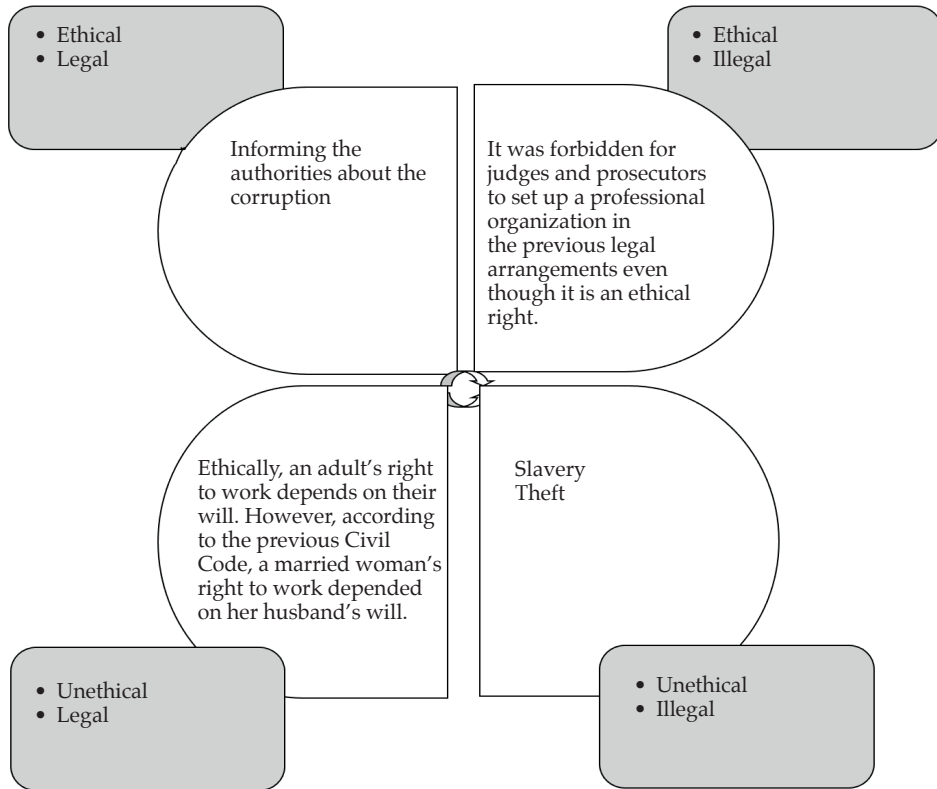
Thirdly, the Court of Cassation Code of Judicial Conduct aims at reaching the highest standards of justice, not minimum standards, regarding the codes of conduct. In order to impose a sanction on a public officer, or especially on a judge, he or she must have violated at least one professional rule, or, to make it clear, he or she must have behaved in a way that should be condemned. However, the Court of Cassation Code of Judicial Conduct includes standards which are above the minimum rules of behaviour which judges should abide by, and are designed to guide judges for implementing the highest standards of justice by glorifying, strengthening, and supporting the ethical values. So, imposing a sanction in a case of contradiction to the codes of conduct results in lowering the aimed higher standards of behaviour. Doubtlessly, regulating a professional conduct with the codes of conduct does not remove the action from being a disciplinary action or crime and the codes of conduct cannot be interpreted in that way. Therefore, the codes of conduct have a supplementary characteristic for the other rules of professional codes of conduct.

Although the Court of Cassation Judicial Ethics Advisory Committee decisions are not binding, they are advisory because knowing and implementing the codes of judicial conduct is a main responsibility assigned primarily to judges. However, it is hard to suggest that a judge who abides by the advice of the Court of Cassation Judicial Ethics Advisory Committee behaves unethically and to deplore him or her because of that. Hence, the decision has the function of protecting public prosecutors against the claims of unethical behaviours.

6.1.7. The Relationship between Ethics and Law

Both ethics and laws aim at reaching the most beneficial for both human and humanity, with an idealistic point of view. However, ethics and laws do not always coincide with each other. Earl Warren, Chief Justice of the Supreme Court of the United States, defines the relationship between law and ethics as the following: "In civilized life, law floats in a sea of ethics. Each is indispensable to civilization. Without law, we would be at the mercy

of the least scrupulous; without ethics, law could not exist.” Below are the examples from these four fields.⁹⁰



6.2. PUBLIC ETHICS

6.2.1. Public Ethics in General

Ethics in public is necessary, and even compulsory in order to enable the state to carry out its functions effectively and efficiently, to strengthen public trust in the state, and to promote sustainable development by using the public sources efficiently and economically.

Public services are carried out by public officials. Therefore, public officials encounter some situations through which their personal and professional integrity and virtue are tested. Unethical behaviours as

⁹⁰ Aydın, İ. (2016c). Yönetmelik, Mesleki ve Örgütsel Etik. (8th Edition). Ankara: PEGEM-A Yayıncılık. pp.154-156.

favoritism, extravagance and abuse of authority are not tolerable in governing the state, the equivalence of that is an inefficient and unqualified service. Therefore, every public official should reject unethical behaviours.⁹¹

6.2.2. Public Service Is Entrusted

Public office is entrusted by the public. Hence:

- a) It is carried out for the public interest.
- b) It is carried out with the public authority.
- c) Public sources are used.
- d) It is based on public trust.

6.2.3. Ethical Behavior Principles for Public Officers

2004 is a turning point in establishing a new system based on ethics in our country. The Council of Ethics for Public Service was established with the “Law No 5176 on the Establishment of the Council of Ethics for Public Service and Making Modifications on Some Laws” on that date. In 2005, the “Regulation on the Principles of Ethical Behavior of the Public Officials and Application Procedures and Essentials” prepared by the Council of Ethics for Public Service was published. According to the Regulation, the Principles of Ethical Behavior for the Turkish Public Officials are as the followings:

- a) Consciousness of public service in performance of a duty
- b) Consciousness of serving the public
- c) Compliance with the service standards
- d) Commitment to the objective and mission
- e) Integrity and Impartiality
- f) Respectability and confidence
- g) Decency and respect
- h) Notification to the competent authorities
- ı) Avoiding conflict of interest
- j) Not using the duty and powers to get benefits

⁹¹Steinberg, Sheldon S., David T. Austern. (1996). Hükümet, Ahlak ve Yöneticiler. (Translated by: Turgay Ergun). Ankara: Türkiye ve Ortadoğu Amme İdaresi Yayınları. pp. 5-6.

- k) Prohibition of receiving gifts and getting benefits
- l) Making use of public goods and sources
- m) Avoiding extravagance
- n) Binding explanations and factitious statement
- o) Notification, transparency and participation
- p) Managers' liability to give account
- q) Relations with the former public officials
- r) Declaring property

6.3. PROFESSIONAL ETHICS

Professional ethics is a whole of principles and rules which is established and protected by a particular group of profession, which give orders to the members of the profession, which force them to behave in a particular way, which restrict their professional tendencies, which exclude insufficient and unprincipled members, which regulate the competition within the profession and which aim to protect service ideals.⁹²

The functions of professional ethics are as the following:

- a) In terms of public: It provides respectability and institutional trust. Public trust in fair and transparent service increases.
- b) In terms of profession: Respectability and value of the profession are protected.
- c) In terms of co-workers: It creates standards of professionalism in the relationship among co-workers.
- d) In terms of institution: Public trust in the institution increases.

External professional ethics, values, and beliefs enable people to criticize their internal ethics, reassess themselves and take action to develop themselves. Internal ethics guide the members of the profession for a countless number of incidents and conflicts of duties which have been stated in the ethics documents.

⁹² Altun, A. (1995). Türkiye'de Gazetecilik ve Gazeteciler. Ankara: Çağdaş Gazeteciler Derneği Yayınları, No:15. p. 126.

6.4. FUNCTIONS OF THE JUDICIAL CONDUCT⁹³

6.4.1. General Information

The last paragraph of the Preamble of the Court of Cassation Code of Judicial Conduct guides us about the functions of the codes of judicial ethics. According to the paragraph, the Codes of Conduct is adopted “aiming to provide guidance to the bench members and rapporteur judges of the Court of Cassation by establishing the standards of ethical behaviour, enable the members of the legislature, the executive, the lawyers and the public to better understand the judiciary and provide support to the judiciary, define binding professional code of ethics for the judges without disregarding the fact that compliance with the code of conduct is the first and foremost responsibility of the judges...”

In the Preamble of the Court of Cassation Code of Conduct for Public Prosecutors, international documents, protection of human rights, and the virtues, especially fair trial, are referred.

Taking into consideration the explanations above, it is possible to examine the functions of judicial conduct under the articles below.

6.4.2. Providing Guidance by Creating Standards of Behaviour

Codes of conduct have the characteristic of providing guidance (leading). Some daily incidents may be highly complicated in some cases, so members of the judiciary and judicial staff may find themselves in a dilemma about how they should behave while they are carrying out their duties. At this point, codes of conduct, rules, and standards guide them.

6.4.3. Enabling the Members of the Executive and the Legislation, lawyers and the Public to Better Understand the Judiciary

The codes of conduct do not only guide members of the judiciary and judicial staff. They also inform and raise awareness of the people who work in the legislative and the executive body, lawyers, and the public about the standards of behaviour for the members of the judiciary and therefore make them understand the judiciary better and support it. For example, the legislative body should have a high level of awareness about “independence” which is an ethical value in order not to enact in a way that will violate the assurance of carrying out judicial duties as judges and public prosecutors. A society which has a high level of awareness about the

⁹³ This chapter is cited from “Saldırım, M. (2018). Hacettepe Hukuk Fakültesi Mesleki Deontoloji Ders Notları. Ankara.”

codes of judicial conduct is able to assess the standards of behavior of the members of the judiciary. The prerequisite of a legitimate (rightful) public expectation is the ethical awareness and information provided to the public.

The potential of judges to fulfill some of their ethical responsibilities may depend on the attention of the legislative and the executive bodies to the codes of conduct. Therefore, training of the executive and the legislative about the codes of judicial conduct is quite useful for the development of the code of judicial conduct culture.

6.4.4. Emphasizing the Individual and Collective Responsibility of the Members of the Judiciary for Complying with the Codes of Conduct

Complying with the codes of conduct regardless of whether there is any written rule about the judicial conduct is a primary responsibility of the members of the judiciary. Even if there is no written rule, members of the judiciary have the responsibility of assessing whether a behaviour is ethical or not. However, it is quite useful to have written codes of judicial conduct in terms of guidance and familiarity. Also, all activities for establishing and strengthening the codes of judicial conduct culture in a society such as determining, promoting, protecting, and generalizing the codes of conduct are the responsibility of the judiciary.

6.4.5. Completing the Codes of Professional Conduct Binding on the People Working at the Court of Cassation

The codes of conduct do not eliminate the responsibilities arising from the binding professional rules on public prosecutors of the Court of Cassation. Public prosecutors of the Court of Cassation are also subject to penal codes, disciplinary rules, and the general liabilities for public officers (such as observing the working hours). Therefore, the codes of conduct are not the alternatives for the binding codes of professional conduct.

While the principles of judicial conduct are designed to bind public prosecutors of the Court of Cassation, they do not intend for every alleged transgression to result in disciplinary action. Not every failure of a judge to conform to the principles amounts to misconduct (or misbehaviour). Whether disciplinary action is appropriate or not may depend on other factors, such as the seriousness of the transgression, whether or not there is a pattern of improper activity and the effect of the improper activity on others and on the judicial system as a whole.⁹⁴

⁹⁴ Commentary, (2007), para.19.

6.4.6. Strengthening the Institutional Culture

Every institution is founded for a specific aim. The codes of conduct improve and consolidate the institutional culture. They enable to increase the level of satisfaction of court users and legal experts by enhancing the quality of the service provided by the Chief Public Prosecutor's Office of the Court of Cassation and the Court of Cassation. Institutional culture is the whole of the values on which an institution is based and its appearance. On the basis of all kinds of attitudes and behaviours related to the proceeding such as all activities of the institution, the way the staff behaves, the way it works, and the habits, there are "values". Like other institutions, the Court of Cassation also has values which compose the culture of the Court of Cassation and which are unique to itself. These are written on the 2015-2019 Strategic Plan of the Court of Cassation, apart from the fact that they are not limited with the ones enlisted in the plan.⁹⁵

6.4.7. Protection of Human Rights

There is a close relationship between the codes of judicial conduct and protection of human rights. Protection of human rights is possible only with a judiciary which has internalized the values of independence and impartiality, and virtue.

⁹⁵ Saldırım, M. (2017). Yargıtay ve Etik. p.134

CHAPTER 7: TRAINING ACTIVITIES OF THE FIRST DAY ⁹⁶

PROGRAMME SCHEDULE OF THE FIRST DAY

9:30-9:45	Opening the Programme/Introduction of the Programme	
9:45-10:00	A1. Introducing Each Other Activity A2. Information Box	
10:00-10:15	PRESENTATION 1: The Concept of Ethics, Public Ethics	
10:15-10:30	A3: Intention-Action-Result Study	
10:30-10:45	BREAK	
10:45-11:00	PRESENTATION 1: Professional Ethics and Judicial Conduct	PRESENTATION 1: Continue
11:00-11:30	A4. Station Study	
11:30-11:45	BREAK	
11:45-12:00	PRESENTATION 2: Court of Cassation Code of Conduct for Public Prosecutors	1 st Value: Professional Conduct
12:00-12:15	A5: The Value of Professional Behaviours Scenario Activity	
12:15-12:30	A6. The Value of Professional Behaviours Decision Card Study	
12:30-13:30	LUNCH	
13:30-13:45	PRESENTATION 2: Court of Cassation Code of Conduct for Public Prosecutors	2 nd Value: Independence
13:45-14:00	A7. The Value of Independence Scenario Activity	
14:00- 14:15	A8. The Value of Independence Decision Card Study	
14:15-14:30	BREAK	
14:30-14:45	A.9. Mobbing Scenario Analysis	
14:45-15:00	PRESENTATION 2: Court of Cassation Code of Conduct for Public Prosecutors	3 rd Value: Impartiality
15:00-15:15	A10. The Value of ImpartialityScenario Activity	
15:15 -15:30	BREAK	
15:30- 15:45	A11. The Value of Impartiality Decision Card Study	
15:45-16:00	Opening the Information Box	

⁹⁶ All of the activity techniques in this book are developed by Prof. Dr. İlayet Aydın. They cannot be used without permission apart from the aim of this project.

7.1. ACTIVITY 1: INTRODUCING EACH OTHER ACTIVITY

Objective: To make a good start for the participants in a warm environment, and to enable them to communicate with each other.

Instruction: Participants write the information about the person sitting next to themselves on the A1 form below in their books. Everybody introduces each other. This process continues until all of the participants are introduced.

Duration: 15 min.

QUESTION FORM FOR THE INTRODUCING EACH OTHER ACTIVITY

1. Name and surname of my colleague:
2. His/Her professional seniority:
3. His/Her expectations from the training:
-
-
-

7.2. ACTIVITY 2: INFORMATION BOX

Objective: To draw the participants' attention to the information that will be learned throughout the day, and to increase their motivation for taking notes of the information which is new to them.

Instruction:

1. Distribute 5 post-its to all participants at the beginning of the day.
2. Ask them to write new information, opinions, ideas, and implementations on these post-its.
3. Remind the participants that they need to take notes of the information they have just learned.
4. Ask them to put the notes they have written into a box.
5. Read these notes in the box one by one at the end of the day.
6. In this way, the participants are motivated to learn and what have been learned are reviewed and feedback is provided at the end of the day.

Duration: During the day










7.3. ACTIVITY 3: INTENTION-ACTION-RESULT STUDY

Objective: To enable the participants to form opinions about the intention-action-result relations in decisions and actions.

Instruction:

1. Ask the participants to form a group of three people and write examples about the codes of judicial conduct in accordance with the situations below.
2. Ask the representatives of the groups to explain briefly the example situations that have been written in the general session.

Duration: 15 min.

Intention (+)	Action (+)	Result (-)
		
Intention (-)	Action (+)	Result (-)
		
Intention (+)	Action (-)	Result (-)
		

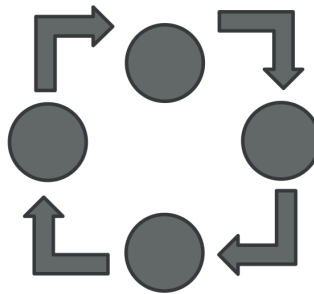
7.4. ACTIVITY 4: STATION STUDY

Objective: To enable the participants to carry out detailed studies about the codes of conduct by writing scenarios which include 4 mistakes in terms of the Court of Cassation Code of Conduct for Public Prosecutors in different stations.

Instruction:

1. Divide the participants into 4 groups randomly.
2. Enable each group to work on a different table.
3. Ask each group to write a brief scenario in which there are four mistakes which are contrary the Court of Cassation Code of Conduct for Public Prosecutors and give them 10 minutes.
4. After the groups have written the scenarios, give a sign and ask them to replace the tables and find the four mistakes in the scenario written by the other group and write correct behaviours instead on a different paper.
5. Finish the station study after all groups have finished with studying all of the scenarios.

Duration: 30 min.



7.5. ACTIVITY 5: THE VALUE OF PROFESSIONAL CONDUCT SCENARIO ACTIVITY

Objective: Enable the participants to determine which rules related to the value of professional conduct are violated in the scenario by examining the codes and rules regarding the value of professional conduct.

Instruction: Divide the participants into groups and ask them to examine the scenario below, to determine which of the Court of Cassation Code of Conduct for Public Prosecutors are violated in the scenario by making comparisons with the codes and rules and to give answers to the questions below. Then, ask the representatives of the groups to explain the answers given by the small groups to the big group. Compare the answers coming from the groups with the related articles of the Court of Cassation Code of Conduct for Public Prosecutors.

Duration: 15 min.

SCENARIO:

X, who is the public prosecutor of the Court of Cassation does not follow the changing laws by saying that he or she will be retired soon. He or she asks the legal situation in almost all files to his or her other colleagues instead of closely following the professional developments and the current legislation with the maxim “laws change, justice does not” by showing the old law book in his or her hands. He or she implements the information that has been provided by the colleagues on his or her professional activities without confirming its authenticity.

- a) What is the fundamental ethical problem in this scenario? Which codes of conduct are violated?
- b) Who are the affected parties? What kind of damage do they have?
- c) How would you behave in order to be ethical in that situation?
- d) With which articles of the Court of Cassation Code of Conduct for Public Prosecutors could you defend that your behaviour is ethical?

**7.6. ACTIVITY 6: THE VALUE OF PROFESSIONAL CONDUCT
DECISION CARD STUDY**

Objective: To enable the public prosecutors of the Court of Cassation to give their decisions by assessing some situations that they have encountered regarding the value of professional conduct in terms of the principles, rules and standards of judicial conduct.

Instruction: Divide the participants into groups and guide them for their studies related to the value of professional conduct decision cards as stated below.

1. Form groups consisting of two people sitting next to each other.
2. Ask the participants to open the page on which there are the decision cards regarding the value of professional conduct.
3. Ask the participants to read the decision cards regarding the value of professional conduct and decide which of the boxes of not wrong under any circumstances, wrong under some circumstances, wrong under many circumstances, wrong under all circumstances they want to put their decision cards into.
4. After deciding which statement in each decision card is suitable to which box, ask the participants to mark the number of the decision card in the related box.

5. After they have completed their studies, ask them to compare the decision cards and the boxes they have put them in with the person sitting next to themselves.

6. Ask them to determine the similarities and differences between the statements they have put into the boxes.

7. Ask them to review the numbers of the decision cards which they have put into different boxes, and discuss briefly about why they have made such a decision.

8. Determine whether there are any decisions that they have changed in each group.

Duration: 15 min.

THE VALUE OF PROFESSIONAL CONDUCT DECISION CARDS STUDY

Decision Card: 1	Decision Card: 2
A public prosecutor accepts a visitor who is a lawyer.	A public prosecutor sets up and manages a housing cooperative and he or she also becomes the supervisor of the cooperative.
Decision Card: 3	Decision Card: 4
A public prosecutor shares his or her photos with politicians on social media.	A public prosecutor gives the file back to the distribution unit because of the subjective reasons that are not related to the parties of the file.
Decision Card: 5	Decision Card: 6
A public prosecutor introduces himself or herself by using the title “public prosecutor” even though there is nothing related to his or her official duties.	A letter of notification is prepared about the cases which are highly complicated and which have many parties without conducting much investigation because of the time pressure.
Decision Card: 7	Decision Card: 8
A public prosecutor prepares a letter of notification about a file about which he or she has special knowledge even though he or she has not taken charge before.	A public prosecutor sometimes asks for help about his or her personal affairs from the staff.
Decision Card: 9	Decision Card: 10
A public prosecutor shares the information that he or she has obtained from the case files of the publicly-known people in private conversations.	A public prosecutor keeps his or her silence when members of the judiciary are criticized.

	Not Wrong In Any Circumstances	Wrong In Some Circumstances	Wrong In Many Circumstances	Wrong In All Circumstances
Decision Card: 1				
Decision Card: 2				
Decision Card: 3				
Decision Card: 4				
Decision Card: 5				
Decision Card: 6				
Decision Card: 7				
Decision Card: 8				
Decision Card: 9				
Decision Card:10				

7.7. ACTIVITY 7: THE VALUE OF INDEPENDENCE SCENARIO ACTIVITY

Objective: To enable the participants to determine which rule regarding the value of independence is violated in the scenario by examining the principles and rules regarding the value of independence.

Instruction: Divide the participants into groups and ask them to examine the scenario below and determine which rules of the Court of Cassation Code of Conduct for Public Prosecutors are violated by making comparisons with the codes and rules regarding the value of independence. Then, ask the representatives of the groups to explain the answers given by the small groups to the big group. Compare the answers coming from the groups with the related articles of the Court of Cassation Code of Conduct for Public Prosecutors.

Duration: 15 min.

SCENARIO:

The public prosecutor of the Court of Cassation (A) is visited by the member of parliament (M) with whom he or she has had acquaintance before and who is his or her fellow citizen about a murder file that he or

she is still reviewing and that is still on his or her table. During the visit, (M) says that the defendant in the file has no relation with the case, that the court rendered a decision of acquittal because he or she was coincidentally there, and that it is the son of the defendant who is to be accused actually, and requests that the public prosecutor writes the file in the form of “request for the approval of acquittal” with this information. (A) says that he or she will examine the file in detail and sends (M) away. In consequence of the investigation, he or she realizes that the fingerprint of the accused exists on the empty bullet casing of the gun which killed the victim on the scene, and he or she expresses an opinion in the letter of notification in order to quash the previous decision in favour of imprisonment.

- a) What is the fundamental ethical problem in this scenario? Which codes of conduct are violated?
- b) Who are the affected parties? What kind of damage do they have?
- c) How would you behave in order to be ethical in that situation?
- d) With which articles of the Court of Cassation Code of Conduct for Public Prosecutors could you defend that your behaviour is ethical?

7.8. ACTIVITY 8: THE VALUE OF INDEPENDENCE DECISION CARD STUDY

Objective: To enable the public prosecutors of the Court of Cassation to give decisions about the situations they encounter regarding the value of independence by assessing the principles, rules, and standards of judicial conduct.

Instruction: Divide the participants into groups and guide them for their studies related to the value of independence decision cards as stated below.

1. Form groups consisting of two people sitting next to each other.
2. Ask the participants to open the page on which there are the decision cards regarding the value of independence.
3. Ask the participants to read the decision cards regarding the value of independence and decide which of the boxes of in all cases, in most cases, in some cases and in no cases they want to put their decision cards into.
4. After deciding which statement in each decision card are suitable to which box, ask the participants to mark the number of the decision card in the related box.
5. After they have completed their studies, ask them to compare the decision cards and the boxes they have put them in with the person sitting next to themselves.

6. Ask them to determine the similarities and differences between the statements they have put into the boxes.

7. Ask them to review the numbers of the decision cards which they have put into different boxes, and discuss briefly about why they have made such a decision.

8. Determine whether there are any decisions they have changed in each group.

Duration: 15 min.

THE VALUE OF INDEPENDENCE DECISION CARDS STUDIES

Decision Card: 1	Decision Card: 2
A public prosecutor always writes a letter of notification in accordance with the opinion of the chamber.	A public prosecutor objects all the decisions which are contrary to the letter of notification.
Decision Card: 3	Decision Card: 4
A public prosecutor boasts by saying that "whatever I write on the letter of notification, the chamber decides accordingly."	A public prosecutor writes a letter of notification under the influence of his or her group of friends, or a non-governmental organization.
Decision Card: 5	Decision Card: 6
A public prosecutor attends to the meetings of political parties.	A public prosecutor likes posts about the political parties on social media.
Decision Card: 7	Decision Card: 8
A public prosecutor speaks by using particular ethnic and sectarian jargon or stereotypes.	A public prosecutor tries to influence his or her colleagues to make decisions in a particular way.
Decision Card: 9	Decision Card: 10
A public prosecutor acts with the thought that "I will do whatever my superior says, justice comes afterwards".	A public prosecutor does not implement unjust provocation on the ones who commit a crime while he or she is drunk.

	Not Wrong In Any Circumstances	Wrong In Some Circumstances	Wrong In Many Circumstances	Wrong In All Circumstances
Decision Card: 1				
Decision Card: 2				
Decision Card: 3				
Decision Card: 4				
Decision Card: 5				
Decision Card: 6				
Decision Card: 7				
Decision Card: 8				
Decision Card: 9				
Decision Card:10				

7.9. ACTIVITY 9: MOBBING SCENARIO ANALYSIS

Objective: Examining the subject of “mobbing” which is an important problem and unethical implementation and enable the participants to be aware of the signs of mobbing, types of mobbing, and what should be done in a case of mobbing.

Instruction: Divide the participants in 4 equal small groups. After reading the scenario below, ask them to answer the questions below the scenario by discussing them in small groups. Then discuss each question with the members of groups in a common session.

Duration: 30 min.

SCENARIO:

Nazım Bey has just completed five years in his working life. He is a clerk who does his job very well, and even perfectly, whose working principles and values are strong, who is honest and trustable and loyal to his institution, who has more information than his co-workers, who can use information technology at a high level and who has some more abilities.

However, the behaviours of Murat Bey who has just been appointed to the institution as a chief clerk towards Nazım Bey begins to be different

and unbearable. When he enters into his room one day, he sees that his computer has disappeared. He asks what happened to his computer and his co-worker answers "It broke down and they took it to repair." in a mocking tone. In spite of all NazımBey's efforts, he is not given the computer he has used, but he is given a computer with an old technology. It is not possible for NazımBey to do his job with this computer. All his applications for having a newer and more developed computer is ignored and rejected.

Nazım Bey begins to realize that when he enters into the manager's room because of the issues related to work, the conversations stop, the subject is changed, and he is not informed about important developments and news about the job. In addition to this, he hears that rumours are spread behind him, and that whispers spread about his weight, appearance, the way he dresses and his private life. His way of walking and talking are imitated behind him and even the shirt he dresses and the color and pattern of his tie became a matter of fun.

NazımBey is given duties which are much below his capacity by the manager. He had the impression that his every action is followed and that he was under a strict control because when he comes and leaves, his phone calls, the time he spends on coffee-break are inspected in detail. He is not given information about the phone calls when he is not in the secretariat, and the messages of managers are hidden. He is always criticized by his colleagues and superiors, his little mistakes are turned into serious problems and belittled, and he is subject to humiliating words and scoldings. NazımBey is not invited to the dinners eaten outside and he is excluded from business and social activities.

The increasing discouragement and psychological abuses begin to make negative effects on Nazım Bey's health. He begins to think that the managers create a tense environment by showing strict behaviours, scolding and threatening, and that they sabotage his job performance in order to send him away from the institution, therefore they believe that they will increase the standards in the work environment by getting rid of him. However, the point he does not understand is that why his colleagues, except Murat Bey, watch this discouragement process silently and sometimes become a part of it.

After assessing how he could deal with this problem for a long time, Nazım Bey makes an appointment with the Head of Department Aydın Bey and tells him what happened in all details. He states that he will make a complaint about the situation created by his manager and he will claim his rights legally but first he wants to inform Aydın Bey about that issue and he request help from him as a senior manager. After listening to all these in

amazement, he says to Nazım Bey that he could leave the room.

1. What are the signs that show there is mobbing in the workplace?
2. What kind of mobbing is there in this case study according to you? Why?
3. What kind of thing/things should Nazım Bey do in such a situation?
4. What should Aydın do in that situation? Why?
5. What could be done in order to prevent mobbing in the workplace?

7.10. ACTIVITY 10: THE VALUE OF IMPARTIALITY SCENARIO ACTIVITY

Objective: To enable the participants to determine which rules regarding the value of impartiality are violated by examining the principles and rules regarding the value of impartiality.

Instruction: Divide the participants into groups and ask them to examine the scenario below and determine which rules of the Court of Cassation Code of Conduct for Public Prosecutors are violated by making comparisons with the principles and rules regarding the value of impartiality. Then, ask the representatives of the groups to explain the answers given by the small groups to the big group. Compare the answers coming from the groups with the related articles of the Court of Cassation Code of Conduct for Public Prosecutors.

Duration: 15 min.

SCENARIO

The public prosecutor of the Court of Cassation (A) is the shareholder of a land with 40 co-partners. Various decisions of imprisonment have been rendered for the accused by the county court in the corruption in reconstruction case about the land. The file has been appealed and it comes to the Court of Cassation Chief Public Prosecutor's Office and (A) makes his or her own department to deal with the file. (A), instead of informing the administration about the issue by stating that he or she cannot deal with the file because he or she knows the parties and he or she has a relation with the land, he or she hides the situation and prepares a letter of notification which is inappropriate with the content of the file.

- a) What is the fundamental ethical problem in this scenario? Which codes of conduct are violated?
- b) Who are the affected parties? What kind of damage do they have?

- c) How would you behave in order to be ethical in that situation?
- d) With which articles of the Court of Cassation Code of Conduct for Public Prosecutors could you defend that your behaviour is ethical?

7.11. ACTIVITY 11: THE VALUE OF IMPARTIALITY DECISION CARD STUDY

Objective: To enable the public prosecutors of the Court of Cassation to give decisions about the situations they encounter regarding the value of impartiality by assessing the principles, rules, and standards of the judicial conduct.

Instruction: Divide the participants into groups and guide them for their studies related to the value of impartiality decision cards as stated below.

1. Form groups consisting of two people sitting next to each other.
2. Ask the participants to open the page on which there are the decision cards regarding the value of impartiality.
3. Ask the participants to read the decision cards regarding the value of independence and decide which of the boxes of not wrong in any circumstances, wrong in some circumstances, wrong in many circumstances, wrong in all circumstances they want to put their decision cards into.
4. After deciding which statement in each decision card are suitable to which box, ask the participants to mark the number of the decision card in the related box.
5. After they have completed their studies, ask them to compare the decision cards and the boxes they have put them in with the person sitting next to themselves.
6. Ask them to determine the similarities and differences between the statements they have put into the boxes.
7. Ask them to review the numbers of the decision cards which they have put into different boxes, and discuss briefly about why they have made such a decision.
8. Determine whether there are any decisions they have changed in each group.

Duration: 15 min.

THE VALUE OF IMPARTIALITY DECISION CARDS STUDY

Decision Card: 1	Decision Card: 2
A public prosecutor of the Court of Cassation expresses his or her thoughts about the file with which he or she dealt with as a judge before through a letter of notification or opinion.	A public prosecutor takes into account the quality and quantity of the crimes in the criminal record of the accused while writing a letter of notification.
Decision Card: 3	Decision Card: 4
A public prosecutor prepares a letter of notification considering the public reaction and media pressure.	A public prosecutor gives positive or negative suggestions and advice or makes negative or positive comments about the file of a person whom he or she knows well.
Decision Card: 5	Decision Card: 6
A public prosecutor takes time off or a medical report on the days when he or she is assigned with the cases or files of criminal organizations.	A public prosecutor uses a discriminatory language or clichés in the building where he or she works and in private conversations because of such reasons as people's place of birth, race, skin color, and sect etc.
Decision Card: 7	Decision Card: 8
A public prosecutor attempts to make some files be distributed to especially him or her.	A public prosecutor has dinner for free or at a reduced discount in the hotel whose owner is the person with whom somewhat he or she has acquaintance.
Decision Card: 9	Decision Card: 10
A public prosecutor prepares a letter of notification about the file to which the company of his or her spouse is a party.	A public prosecutor deals with the file of his or her neighbour.

	Not Wrong In Any Circumstances	Wrong In Some Circumstances	Wrong In Many Circumstances	Wrong In All Circumstances
Decision Card: 1				
Decision Card: 2				
Decision Card: 3				
Decision Card: 4				
Decision Card: 5				
Decision Card: 6				
Decision Card: 7				
Decision Card: 8				

Decision Card: 9				
Decision Card:10				

7.12. ACTIVITY 2- CONTINUE: OPENING THE INFORMATION BOX

Objective: To review the new information and implementations which the participants have learned throughout the day. To get feedback about the day and make assessments.

Instruction: Take the post-its on which the new information is written by the participants out of the box and read them one by one. Then, finish the first day of the seminar by making an assessment about the day.

Duration: 10 min.

END OF THE FIRST DAY

CHAPTER 8: TRAINING ACTIVITIES OF THE SECOND DAY

PROGRAMME SCHEDULE OF THE SECOND DAY

9:45-10:00	PRESENTATION 2: Court of Cassation Code of Conduct for Public Prosecutors	4 th Value: Conduct in Criminal Proceedings
10:00-10:30	A12. The Value of Conduct in Criminal Proceedings Scenario Activity	
10:30-10:45	BREAK	
10:45-11:00	A13. The Value of Conduct in Criminal Proceedings Decision Card Study	
11:00-11:30	PRESENTATION 2: Court of Cassation Code of Conduct for Public Prosecutors	5 th Value: Private Conduct
11:30- 11:45	A14. The Value of Private Conduct Scenario Activity	
11:45- 12:00	BREAK	
12:00-12:15	A15. The Value of Private Conduct Decision Card Study	
12:15-12:30	A16 The Activity of Gift	
12:30-13:30	LUNCH	
13:30-14:00	A17. Ethical Concept Crossword Puzzle	
14:00-14:45	PRESENTATION 3: Ethical Dilemmas in the Judiciary And Ethical Decision Making	
14:45-15:00	BREAK	
15:00-15:15	A18. Memory Array	
15:15-15:30	A19. Decision Making Case Study	
15:30-15:45	A20. Rulman	
15:45-16:00	A21. Conversation Circle	
16:00	Closure	

8.1. ACTIVITY 12: THE VALUE OF CONDUCT IN CRIMINAL PROCEEDINGS SCENARIO ACTIVITY

Objective: To enable the participants to determine which rule regarding the value of conduct in criminal proceedings is violated in the scenario by examining the principles and rules regarding the value of conduct in criminal proceedings.

Instruction: Divide the participants into groups and ask them to examine the scenario below and determine which rules of the Court of Cassation Code of Conduct for Public Prosecutors are violated by making comparisons with the principles and rules regarding the value of conduct in criminal proceedings. Then, ask the representatives of the groups to explain the answers given by the small groups to the big group. Compare the answers coming from the groups with the related articles of the Court of Cassation Code of Conduct for Public Prosecutors.

Duration: 15 min.

SCENARIO:

Even though the public prosecutor of the Court of Cassation (A) is notified of the hearing shift, he or she does not attend to the hearing on time. The delegation sits in the hearing room and begins to wait for (A). After 15 minutes, they phone (A). The prosecutor picks up the phone with a sleepy voice, and he or she has difficulty in speaking. (A) says I am getting ready quickly and I'll be there in 20 minutes. However, he or she does not come to the hearing even if nearly 1 hour has passed. They call him or her again. (A) says "What in the world are you calling me again? Didn't I say I am on my way? Also why do they need me at the trial? The delegation can act as if I was there if they really want to."

a) What is the fundamental ethical problem in this scenario? Which codes of conduct are violated?

b) Who are the affected parties? What kind of damage do they get?

c) How would you act in order to be ethical in that situation?

d) With which articles of the Court of Cassation Code of Conduct for Public Prosecutors could you defend that your behaviour is ethical?

8.2. ACTIVITY 13: THE VALUE OF CONDUCT IN CRIMINAL PROCEEDINGS DECISION CARD STUDY

Objective: To enable the participants to give decisions about the situations they encounter regarding the value of conduct in criminal proceedings by assessing them in terms of the principles, rules, and standards of judicial conduct.

Instruction: Divide the participants into groups and guide them for their studies related to the value of conduct in criminal proceedings decision cards as stated below.

1. Form groups consisting of two people sitting next to each other.
2. Ask the participants to open the page on which there are the decision cards regarding the value of conduct in criminal proceedings.
3. Ask the participants to read the decision cards regarding the value of conduct in criminal proceedings and decide which of the boxes of not wrong in any circumstances, wrong in some circumstances, wrong in many circumstances, wrong in all circumstances they want to put their decision cards into.
4. After deciding which statement in each decision card are suitable to which box, ask the participants to mark the number of the decision card in the related box.
5. After they have completed their studies, ask them to compare the decision cards and the boxes they have put them in with the person sitting next to themselves.
6. Ask them to determine the similarities and differences between the statements they have put into the boxes.
7. Ask them to review the numbers of the decision cards which they have put into different boxes, and discuss briefly about why they have made such a decision.
8. Determine whether there are any decisions they have changed in each group.

Duration: 15 min.

THE VALUE OF CONDUCT IN CRIMINAL PROCEEDINGS DECISION-CARD STUDY

Decision Card: 1	Decision Card: 2
A public prosecutor of the Court of Cassation reviews prisoner files primarily.	A public prosecutor of the Court of Cassation ignores that there is illegal evidence which was collected through illegal methods in the file.
Decision Card: 3	Decision Card: 4
A public prosecutor of the Court of Cassation controls whether the notification of parties has been done in an appropriate way.	A public prosecutor of the Court of Cassation does not examine the documents that are not included in the file via the National Judiciary Network System (UYAP).
Decision Card: 5	Decision Card: 6
A public prosecutor of the Court of Cassation ignores international agreements.	A public prosecutor of the Court of Cassation tries to conclude the files not by their order of arrival but by giving priority to the easiest ones.
Decision Card: 7	Decision Card: 8
A public prosecutor of the Court of Cassation prepares a letter of notification without having the missing documents or annexes of the file.	A public prosecutor of the Court of Cassation attends the hearing in the criminal chambers without reviewing the file.
Decision Card: 9	Decision Card: 10
A public prosecutor of the Court of Cassation does not deal with some of the files which have been submitted to him/her for a long time.	A public prosecutor of the Court of Cassation prepares letters of notification which include different opinions about the same cases.

	Not Wrong In Any Circumstances	Wrong In Some Circumstances	Wrong In Many Circumstances	Wrong In All Circumstances
Decision Card: 1				
Decision Card: 2				
Decision Card: 3				
Decision Card: 4				
Decision Card: 5				
Decision Card: 6				
Decision Card: 7				
Decision Card: 8				
Decision Card: 9				
Decision Card: 10				

8.3. ACTIVITY 14: THE VALUE OF PRIVATE CONDUCT SCENARIO ACTIVITY

Objective: To enable the participants to determine which rules related to the value of private conduct are violated in the scenario by examining the principles and rules regarding the value of private conduct.

Instruction: Divide the participants into groups and ask them to examine the scenario below and determine which rules of the Court of Cassation Code of Conduct for Public Prosecutors are violated by making comparisons with the principles and rules regarding the value of private conduct. Then, ask the representatives of the groups to explain the answers given by the small groups to the big group. Compare the answers coming from the groups with the related articles of the Court of Cassation Code of Conduct for Public Prosecutors.

Duration: 15 min.

SCENARIO:

The public prosecutor of the Court of Cassation (A) is a close friend of X who is the owner of the company which has won a great number of tenders with a vast amount of money. Their friendship dates back to their childhood. There are many civil and criminal disputes between the Municipality and other companies in the sector which lost the tender and the subcontractor companies with which they work because of the tenders which the company X has won. The prosecutor (X) expresses that he or she is honest, he or she has never become a party to these disputes and he or she has never tracked the files. However, (A) attends to the fast-breaking meals of the company X and to the parties in which the representatives of the sector participate; he or she also goes to football matches of the team which he or she supports with the managers of the company and he or she does not hesitate to share photos which were taken there on his or her social media account. Because he or she does not deal with any judicial issues of the company, he or she accepts the gifts which the company gives and he or she talks with the managers of the companies about the confidential information which he or she obtained from the files of other companies publicly without considering that in what ways it can be used. The company X enable the two relatives of him or her to find a job in the Municipality thanks to the good relations between them. Moreover, he or she states how unfair the judicial profession is and complains that his or her colleagues are not fair and diligent enough.

a) What is the fundamental ethical problem in this scenario? Which codes of conduct are violated?

- b) Who are the affected parties? What kind of damage do they have?
- c) How would you act in order to be ethical in that situation?
- d) With which articles of the Court of Cassation Code of Conduct for Public Prosecutors could you defend that your behaviour is ethical?

8.4. ACTIVITY 15: THE VALUE OF PRIVATE CONDUCT DECISION CARD STUDY

Objective: To enable the public prosecutors of the Court of Cassation to give decisions about the situations they encounter regarding the value of private conduct by assessing them in terms of the principles, rules, and standards of judicial conduct.

Instruction: Divide the participants into groups and guide them for their studies related to the value of private conduct decision cards as stated below.

1. Form groups consisting of two people sitting next to each other.
2. Ask the participants to open the page on which there are the decision cards regarding the value of private conduct.
3. Ask the participants to read the decision cards regarding the value of private conduct and decide which of the boxes of not wrong in any circumstances, wrong in some circumstances, wrong in many circumstances, wrong in all circumstances they want to put their decision cards into.
4. After deciding which statement in each decision card are suitable to which box, ask the participants to mark the number of the decision card in the related box.
5. After they have completed their studies, ask them to compare the decision cards and the boxes they have put them in with the person sitting next to themselves.
6. Ask them to determine the similarities and differences between the statements they have put into the boxes.
7. Ask them to review the numbers of the decision cards which they have put into different boxes, and discuss briefly about why they have made such a decision.
8. Determine whether there are any decisions they have changed in each group.

Duration: 15 min.

THE VALUE OF PRIVATE CONDUCT DECISION CARDS STUDY

Decision Card: 1	Decision Card: 2
A public prosecutor of the Court of Cassation makes a general statement to the press about the files which he or she has read.	A public prosecutor of the Court of Cassation posts something related to the profession on social media.
Decision Card: 3	Decision Card: 4
A public prosecutor of the Court of Cassation likes the posts regarding his or her political view or world view on social media.	A public prosecutor of the Court of Cassation shares something impolite, offensive, and humiliating about the opposing football teams.
Decision Card: 5	Decision Card: 6
A public prosecutor of the Court of Cassation forms a habit of coming to work late and leaving early.	A public prosecutor of the Court of Cassation shares the information about the parties of the case with his or her spouse.
Decision Card: 7	Decision Card: 8
A public prosecutor of the Court of Cassation likes the posts which can be regarded as obscene.	A public prosecutor of the Court of Cassation introduces himself or herself as a public prosecutor and makes a bargain.
Decision Card: 9	Decision Card: 10
A public prosecutor of the Court of Cassation implicitly or explicitly gives information about the cases he or she is dealing with to the press.	A public prosecutor of the Court of Cassation gives concerts in choirs as a soloist or plays an instrument.

	Not Wrong In Any Circumstances	Wrong In Some Circumstances	Wrong In Many Circumstances	Wrong In All Circumstances
Decision Card: 1				
Decision Card: 2				
Decision Card: 3				
Decision Card: 4				
Decision Card: 5				
Decision Card: 6				
Decision Card: 7				
Decision Card: 8				
Decision Card: 9				
Decision Card:10				

8.5. ACTIVITY 16: THE ACTIVITY OF GIFT

Objective: To develop the participants' awareness about what kind of gifts are acceptable, and which ones are unacceptable.

Instruction: Ask the participants to assess the acceptability of the gifts that are stated below in the light of codes of judicial conduct and to mark them on the related boxes. Ask them to state according to which code of conduct they give their decisions and discuss.

Duration: 20 min.

Number	Type of Gift	Acceptable	Unacceptable
1	A plaque given at the end of a seminar		
2	A gold necklace which is given by the person about whom there is a case file		
3	Pencils and notebooks given at the ethics conference		
4	Computer donation accepted for the use of a particular public prosecutor of the Court of Cassation		
5	A situation in which a public prosecutor of the Court of Cassation hires a public facility for his or her daughter's wedding by paying the half of the normal price		
6	A book presented as a gift by an academician who gives a seminar to a public prosecutor of the Court of Cassation		
7	A holiday at a low cost in the hotel whose file is examined		
8	Taking a low-interest credit from the bank of which the public prosecutor of the Court of Cassation reviews the file		
9	The public prosecutors of the Court of Cassation present a carpet as a gift to the Chief Public Prosecutor of the Court of Cassation and the Vice Chief Public Prosecutor of the Court of Cassation after they begin to work		
10	The public prosecutors of the Court of Cassation present a suit as a gift to the Chief Public Prosecutor of the Court of Cassation or to the Vice Chief Public Prosecutor of the Court of Cassation who are retired.		

8.6. ACTIVITY 17: ETHICAL CONCEPT CROSSWORD PUZZLE

Objective: To enable the participants to remember and reinforce the main concepts that they have learned about the ethics.

Instruction: Write the answers of the questions which are asked from top to down and left to right on the related boxes.

Duration: 30 min.

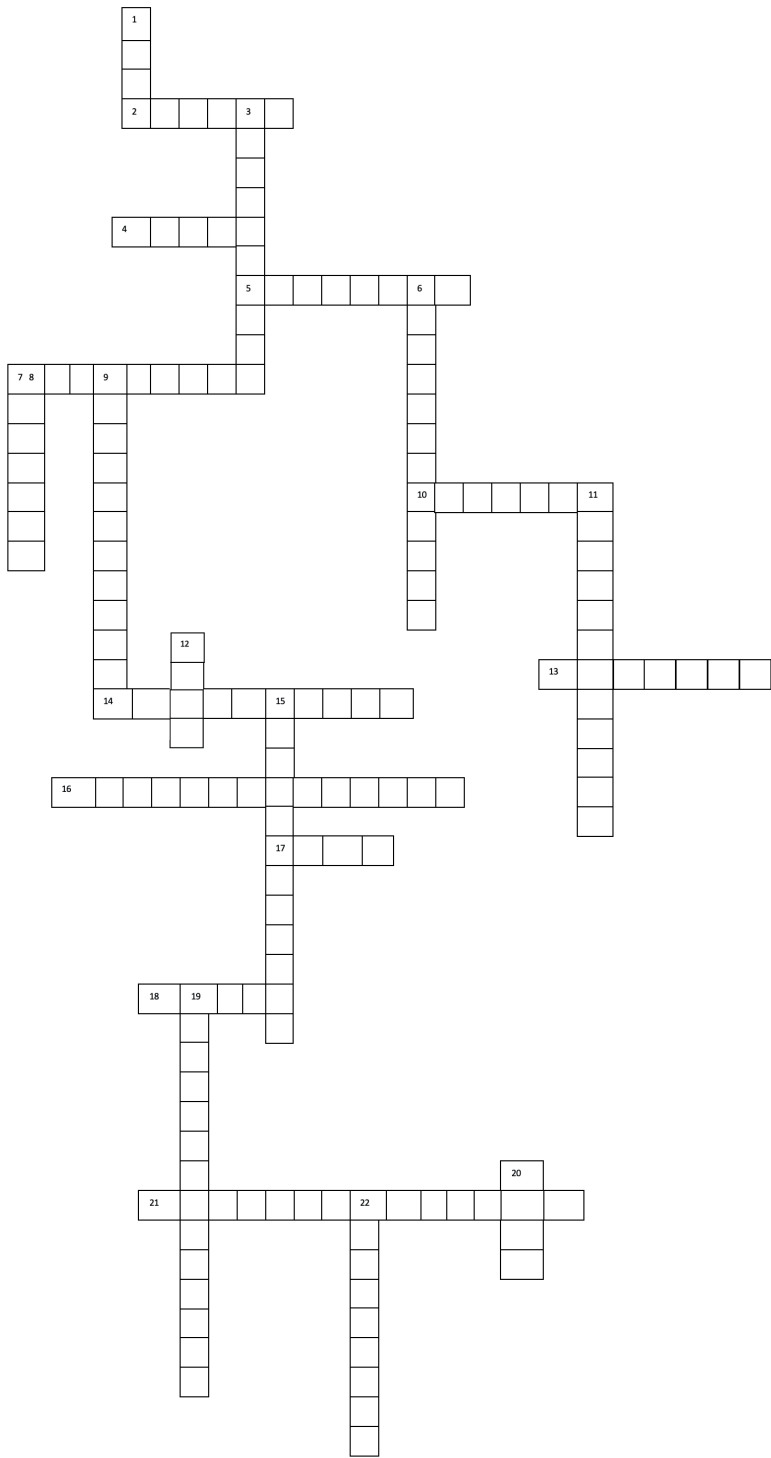
Left to Right

2. A whole of principles regarded as a guide for judging human attitudes and behaviours in terms of good, bad, appropriate, and inappropriate.
4. Measurement of a thing in terms of good and bad or a thing which is formed by setting value. The preferences which direct all decisions and actions of an individual and which explain to what they give importance and why.
5. The situation in which there is no discrimination among citizens before the law in terms of political and social rights.
8. Showing a permanent effort, hard work, attention and care in a study.
10. Appreciating a person unprecedently and take him or her into consideration.
13. Treating people as they deserve.
14. A person's appropriateness and propriety to a job.
16. To be given value, to be respected. To be appreciated and admired.
17. A feeling of responsibility which consists of liabilities and prohibitions coming mostly from inside.
18. The feeling of faith and commitment without fear, hesitation, or doubt. Believing in the expected quality of something and acting accordingly.
21. Behaviour which is contrary to equality shown to individuals and groups intentionally.

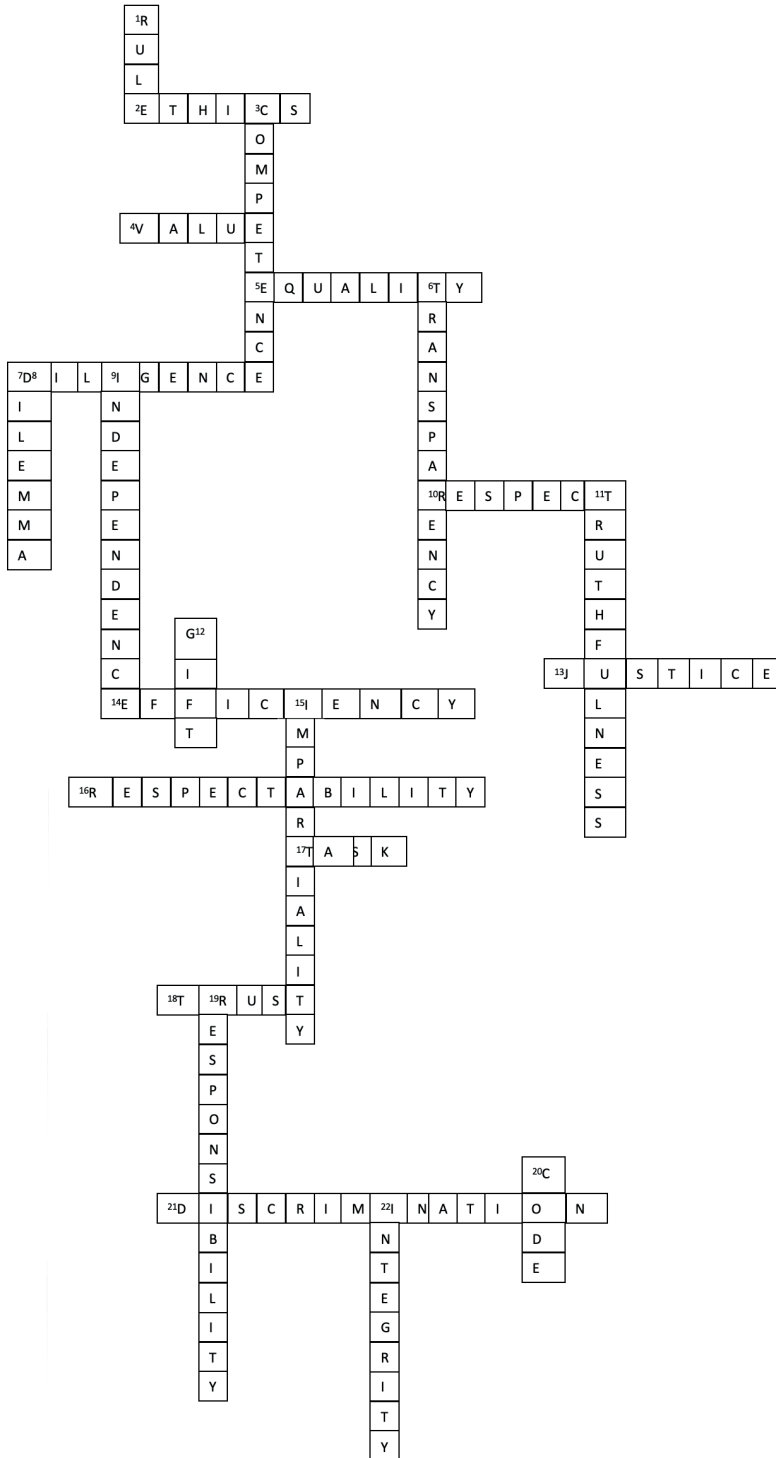
Top to Down

1. Ways of action in accordance with the codes.
3. Having the professional efficiency to do a job successfully and proficiently.
6. It is the principle of taking and implementing decisions in accordance with rules and arrangements, providing the ones who will be affected by the decisions taken with access to information which is obtainable, understandable and concrete.
7. A situation in which two or more competing values are in a state of conflict.
9. Being able to arrange decisions, behaviours, attitudes and initiatives without being affected by any power. Being free from other people's control and pressure and deciding on one's own will.
11. Remaining impartial, reflecting the truth, acting based on experiment, observation, evidence, and concrete data.
12. Transferring a specific physical asset by an individual or an institution to somebody voluntarily and without expecting benefit.
19. To do a job with desired quality and quantity.
20. Main opinions which direct actions.
22. Showing fair and trustful behaviours which do not include any cheating or trick.
or unintentionally even if it is not based on competence, ability or past performance.

8.7. ETHICAL CONCEPT CROSSWORD PUZZLE AND ANSWER KEY



Answer Key of the Ethical Concept Crossword Puzzle



CHAPTER 9: ETHICAL DILEMMAS IN THE JUDICIARY AND WAYS OF JUSTIFYING UNETHICAL BEHAVIOURS⁹⁷

9.1. ETHICAL DILEMMA

To express quite simply, making a decision is a situation in which an individual, a manager, or an institution chooses one alternative among the others. All judgements which affect an action have the characteristic of decision. Individuals need to make some choices while they are deciding. In this process of choosing, they sometimes fall into undecisiveness and dilemma about what will be the best decision. They sometimes put forward illogical reasons not in order to choose what is correct, but in order to choose the one which will provide benefit for them.

Ethical dilemma is the situation in which two or more competing values are in conflict. Generally, it is possible to encounter three types of ethical dilemmas:

- a) Choosing one of the two positive situations.
- b) Choosing one of the two negative situations.
- c) Choosing one of the options whose effect will be different on different parties.

In order to manage the ethical dilemmas successfully, the best guides are the values, codes, rules, and standards of professional ethics

9.2. WAYS OF JUSTIFYING UNETHICAL BEHAVIOURS

Ethical reasoning is the situation in which one person tries to justify his or her decisions, actions, and behaviours. People use various ways in order to justify their decisions, actions, and behaviours. The most important way is the excuses which are made up for justifying unethical behaviours. The common reasonings which are used for justifying unethical behaviours are below.

⁹⁷ NOTE: The information in this chapter is cited from the resources below:

Aydın, İ. (2016). Eğitim ve Öğretimde Etik. (8th Edition). Ankara: PEGEM - A Yayıncılık.

Aydın, İ. (2016). Yönetiş, Mesleki ve Örgütsel Etik. (8th Edition). Ankara: PEGEM - A Yayıncılık.

9.2.1. If It Is Necessary, It Is Ethical (Unreal Necessities Trap)

Believing that it is possible to choose the ways of behaviour which are within the legal and ethical limits and which seem relieving and appropriate in order to get over particular situations is one of the ways in justifying unethical behaviours. It is based on a wrong assumption that the situation of necessity is sufficient for being regarded as appropriate. This situation leads to such a reasoning that aim confirms the ways because of various obligations in carrying out unethical aims and duties. For example: a situation in which a rapporteur judge gives his or her e-signature to the secretariat with the password. In this example, it is possible to suggest (unreal) reason about the propriety of giving the e-signature to the secretariat in terms of ethics. Indeed, it is not possible to defend putting a real (wet) signature for someone else due to workload, and it is not defensible to put an electronic signature for someone else, either.

9.2.2. Everybody Will Have Benefit in the End

The people who feel uncomfortable about reasoning unethical behaviours seek for a noble cause. The reasoning “Everybody will have benefit” is an attempting approach for conflicts of interest, favouritism, and violating existing rules and processes.

9.2.3. The Idea of Ignoring Some Standards and Procedures in order to Accelerate the Processes for the Public Interest

Standards are accepted ways of doing something which can be repeated. Standards are the criteria which enable to do a work or service effectively and trustfully and therefore make life easier. It is very important for people to know and implement these standards in order to provide ethical behaviours especially in professional ethics. For example, not making announcements for goods or services or employing staff in order not to cause waste of time or unreasonably keeping the duration very short is contrary to ethics. Additionally, such a reasoning that even if the standards which are included in the legislation were implemented, the qualifications of the goods, services or employed personnel would not change cannot be defended in terms of ethics.

9.2.4. The Belief That Nobody Will Realize the Situation

Another way of justifying unethical behaviours is the belief that nobody will realize what one is doing. However, the belief that people will not realize the small objects that are stolen will be replaced by serious crimes

and robberies in time. However, according to the aquarium theory, what everybody is doing is clearly seen as the fishes in the aquarium.

9.2.5. The Belief That My Institution Will Support Me If I Am Caught

It may lead to justify unethical behaviours when some public officials are caught because of their behaviours which provide benefits to the institution but violate the codes of conduct and they believe that the institution or managers will back up or support them. For example, not complying with working hours or not coming to work in workdays, not attending to the meetings of the general assembly, using official vehicles or materials that belong to the institution for private purposes may be because of the belief that administrative or disciplinary bodies of the institution will not impose any sanctions on such behaviours. The fact that the administrative or disciplinary bodies of the institution do not take action against the unethical behaviours does not make these behaviours legitimate, and disciplinary actions may be imposed because of the administrative and supervisory officials' change of attitude or due to the change of these officials themselves.

9.2.6. Comparing Yourself with Others

It is the situation in which the people try to underestimate their unethical behaviours by giving unethical behaviours of others as example. Such reasonings like everybody accepts gifts and everybody goes to work late are not sufficient for justifying unethical behaviours.

9.2.7. Noble Cause Corruption

Some members of the profession may carry out unethical implementations by hiding behind such noble causes such as "for the interest of the state and the nation", "supporting the victim" and "protecting the colleague" or for the sake of the ideal which they consider true. This situation is called "noble cause corruption". For example, it is not ethically appropriate to demand secretarial expenses or the expenses of the materials from the parties with the aim of saving the government budget.

9.2.8. Hiding the Offences of Colleagues

People who have the same profession may prefer to keep quiet (code of silence) when their colleagues are accused of something. Even if the thoughts "I am helping only one colleague.", "I do not have any benefit from this situation." can be put forward as reasons, these opinions cannot be defended in terms of ethics. An unethical behaviour of a public official

may cause loss of confidence as a whole institution in the eye of the public. Therefore, it is wrong to hide a colleague's offence. On the contrary, the people who show such behaviours should be warned or should be reported to the related authorities according to the qualification of the offence in a case of contrariety to ethics.

9.2.9. Nobody Will Have Damage

It is a kind of wrong justification to believe that if nobody has damage, the codes of conduct can be violated explicitly. This kind of justification is made especially in such issues as favoring a family member, explaining the secret information that will provide benefit for somebody, and using your position for personal benefits.

9.2.10. Everbody Does the Same

Does the fact that everybody does wrong make the wrong true? Of course not.

9.2.11. It Is Appropriate If I Do Not Have Personal Benefit

The thought "I do not have personal benefit, what is important is to do the job, so there is no inconvenience in bending the rules a little bit" is a type of justification mostly used by the public officers. It is wrong to assume that the situation in which one person does not have a personal benefit from the things that are done for the benefit of others is regarded as the only measurement for propriety of behaviours.

9.2.12. I Cannot Get What I Deserve

The thought "My superiors do not appreciate my value and I am exploited, so I need to consider my own benefits." can be suggested as a reason for the violation of ethics. It is a kind of reasoning to which the people apply for accepting various services which causes favour apart from the price which the service requires or getting tips. This understanding is mostly seen in such situations as misusing medical leave, insurance statements, overworking, using official telephone for personal conversations or using the sources of the institution for one's own benefit.

9.2.13. I Can Still Be Impartial

If you lost your impartiality, you cannot realize that you lost your impartiality. Gratefulness, friendship or benefits that will be earned in the

future are sensitive issues that affect our judgements. Does a person who provide you benefit believe that this benefit will not affect you anyway? If you were not in the position who can help him/her, would he/she still continue to provide you benefit?

9.2.14. The Thought that It Will Not Be My Judgement

Abstaining from the responsibility with the thought that “He or she should be punished actually, but it will not be me who will impose the punishment.” is a type of thought which is commonly seen.

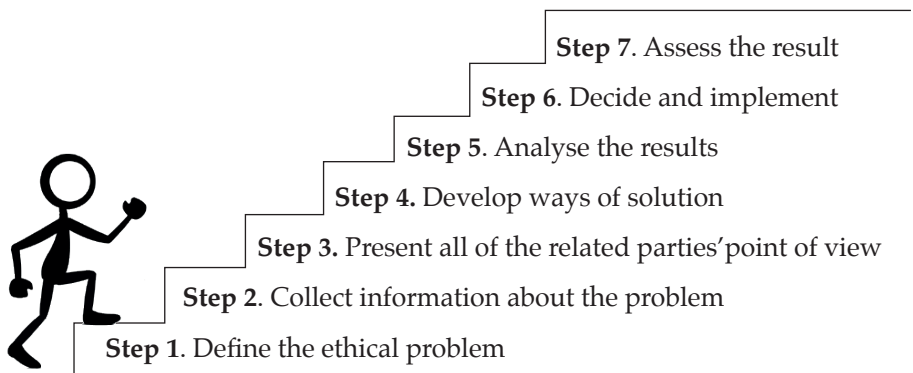
9.2.15. The Thought that There Is No Problem If It Is Legal

Some behaviours which are allowed by law may be ethically problematic. For example, there is no legal problem in using circus animals for fun. However, a serious ethical discussion about these issues began after the improvement of animal rights movement. Training circus animals with torture, beating, and hunger; forcing dolphins to roll over for a piece of fish after they are caught traumatically, and the fact that they become ill in the concrete pools, and that their life-span become shorter are regarded as unethical implementations. However, there is no legal barrier for opening both circuses or dolphin parks for now.

CHAPTER 10: STAGES OF ETHICAL DECISION-MAKING AND JUDGING A BEHAVIOUR IN TERMS OF ETHICS

10.1. STAGES OF ETHICAL DECISION-MAKING

In order to make decisions which can be defended in terms of ethics, is important to follow the process of ethical decision-making. The schemes related to it are below.



10.1.1. Stage 1: Defining the Ethical Problem

Determine the ethical dilemma and ethical problem regarding the situation you have encountered. Define which codes of conduct or rules are violated. Determine what should be done according to the codes of conduct and rules. What should happen?

10.1.2. Stage 2: What Do The Truths Say?

What are the truths that we know about the subject? What are the truths that we do not know about the subject? Could I have more information about the situation? Do I have sufficient knowledge to make a decision? Should I collect more information?

For example, judges and public prosecutors should exercise care in going to clubs and other social facilities. For example, he or she should be cautious about attending venues run by or for members of the police force, the anti-corruption agency and the customs and excise department, whose members are likely to appear frequently before the courts. While there is no objection to a judge and a public prosecutor accepting an occasional

invitation to dine at a police mess, it is undesirable for the judge or the public prosecutor to frequent or become a member of such clubs, or to be a regular user of such facilities.⁹⁸

10.1.3. Stage 3: Understand All Parties' Point of View

In an ethical situation, the parties mean the people who are affected by the decisions to be made. It is necessary to analyse the parties of an incident one by one, and to make assessment in terms of getting a benefit and harm, and deserving it.

10.1.4. Stage 4: What Kind of Alternatives Can Be Developed?

Possible actions, strategies, alternatives and options should be determined. Positive and negative aspects of all options should be reviewed in terms of the codes of conduct. The criteria below can be used in assessing the options:

Which option will be the most beneficial and the least damaging? (Pragmatist Approach)

Which option is more respectful to the rights of all parties? (Rights Approach)

Which option can offer equal and fair treatment toward people? (Justice Approach)

Which option will be the most beneficial for the whole of the public? (Common Benefit Approach)

Which option leads me to behave like the people I want to be? (Virtue Approach)

10.1.5. Stage 5: What Should I Do?

It is necessary to determine the main option in accordance with the basic values, collecting more information about the choice, making a decision, and assessing the results and responsibility of the decision.

10.1.6. Stage 6: How Can You Justify Your Choice?

Put forward the reasons which will support your choice. How do you feel when you explain your choice to the public? What would you think if you were in that situation and this decision was implemented on you?

⁹⁸ Commentary para. 118

10.1.7. Stage 7: What Are the Results of Your Decision?

What kind of results arise from the implementation of the decision or choice you have made? What should be done in order not to cause such an ethical problem once again, what needs to change?

10.2. JUDGING THE BEHAVIOUR IN TERMS OF ETHICS

A person should give answers to the eight questions below before making a decision about a particular subject:

1. **Is it right?** Is it compatible with the ethical values, codes, rules, and standards?
2. **Is it fair?** Would you find it fair if it was done to you?
3. **If it was published in a newspaper, how would you feel?** If your decision or action was published in newspapers and became public knowledge, would you feel uncomfortable?
4. **If one gets harm, who is he or she?** Does he or she deserve it? Do you provide benefit for someone in an unfair way?
5. **Would you tell it to your family, child, or relatives?**
6. **If everybody behaved like you, what would happen?**
7. **If an investigation is opened, can you defend yourself?**
8. **How does the incident smell?** What do your feelings say about the decision or action?

CHAPTER 11: ACTIVITIES FOR REINFORCING ETHICAL KNOWLEDGE

11.1. ACTIVITY 18: JUDICIAL CONDUCT MEMORY ARRAY

Objective: To develop the participants' ability of relating the rules of judicial conduct with the related code of conduct.

Instruction: Ask the participants to read the array below carefully, determine which rules are related to which code, and write the numbers which represent the rules in the Court of Cassation Code Conduct for Public Prosecutors on the box of the related code.

Duration: 15 min.

	Principle		Rules
1	Professional Conduct	A	They shall discharge their duties impartially without fear, favour or prejudice.
2	Independence	B	They shall uphold the principle of fair trial as enshrined in Article 6 of the European Convention for the Protection of Human Rights and Fundamental Freedoms and explicitly expressed in the Case-Law of the European Court of Human Rights.
3	Impartiality	C	They shall act, when using the social media in a manner to protect the honor, independence, and impartiality of their profession.
4	Conduct in Criminal Proceedings	D	Public prosecutors of the Court of Cassation shall act independently in a manner that will not cause, in the eyes of the parties or of the society, any perception of collusion with judges or external interference with their area of duty.
5	Private Conduct	E	They shall perform respectfully and politely the tasks in relation to courts, law enforcement, public entities, personnel, clients and lawyers.
		F	They shall not allow their personal or financial interests or their family, social or other relationships, improperly to influence their professional conduct. They shall particularly not serve as prosecutors in cases in which they, their family or business associates have a personal, private or financial interest or affiliation.

		G	Public prosecutors of the Court of Cassation shall discharge their duties independently in accordance with the law.
		H	They shall protect and uphold human dignity and human rights, in full awareness of serving on behalf of the public.
		I	They shall not allow their personal interests or their family, social or other relationships, improperly to influence their professional conduct.
		J	They shall proceed only when there exists evidences reasonably believed to be reliable and admissible regarding a concrete case, on the contrary, render decision of non-prosecution.

11.2. ACTIVITY 19: ETHICAL DECISION MAKING AND WRITING A CASE STUDY

Objective: To raise awareness about how unethical behaviours affect the parties and to analyse ethical decision-making processes.

Instruction:

1. Divide the participants into 4 groups and ask the members of the groups to write a brief scenario about the Court of Cassation Code of Conduct for Public Prosecutors. The scenario should include a situation of ethical dilemma and decision.

2. Ask them to change the scenarios with the members of other groups.

3. Ask the participants to read the scenarios.

4. Then ask the members of the groups to answer the questions below for each scenario:

a) What is the fundamental ethical problem in this scenario? Which codes of conduct have been violated?

b) Who are the affected parties in this scenario?

c) What kind of alternatives can be provided in order to give an ethical decision in this scenario?

d) Which option would you choose if you were in that situation? How would you act?

e) How would you justify the propriety of your decision in terms of ethics?

Duration: 30 min.

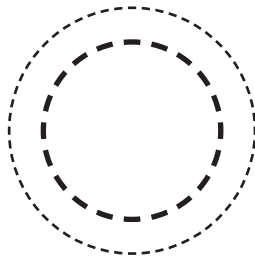
11.3. ACTIVITY 20: RULMAN

Objective: To assess the learning of participants during the two days of training in a funny way and to provide review and reinforcement.

Instruction:

1. Ask the participants to prepare two questions with short answers taking into account the Court of Cassation Code of Conduct for Public Prosecutors and all the information they have learned during the two days.
2. Then, ask the participants to stand within two chamber which are placed one inside one another and match in a way that they will face each other.
3. Ask them to address the questions which they prepared to each other.
4. After the questions are answered, ask the participants who stand in the chamber inside to move one step right and match with the new participants following a ring or whistle and ask questions to each other again. Continue doing the activity until the people who paired off at the beginning face each other again.
5. Therefore, enable to review and reinforce what have been learned.

Duration: 15 min.



11.4. ACTIVITY 21: CONVERSATION CIRCLE

Objective: To enable to assess the two-day judicial conduct training and get feedback from the participants.

Instruction:

1. Ask the participants to sit in a form of chamber.
2. Find an object determining the order of talk. This is called “talk object”.
3. Hand the object around and give the order from one to another.

4. Ask the question “What are your feelings and thoughts about the two-day training?”
5. Start the talk by giving the talk object to the person next to you.
6. After the whole group has explained their opinions, thank them, and finish the meeting.

Duration: 15 min.

CHAPTER 12: EXAMPLE SCENARIOS ABOUT THE COURT OF CASSATION CODE OF CONDUCT FOR PUBLIC PROSECUTORS

12.1. EXAMPLE SCENARIOS RELATED TO THE VALUE OF PROFESSIONAL CONDUCT

1. The public prosecutor asks the legal situation in nearly all files to his or her other colleagues instead of following the professional developments and the current legislation. Then, he or she implements the information which is provided by his or her colleague on the file without confirming its authenticity.

For example, public prosecutor (A) asks questions about a matter in a case file which he or she is reading and examining to his or her colleague (B) whereas he or she can easily solve it with a simple research. Even though the answer given by B is wrong, he or she writes it on the letter of notification without questioning.

The Code of Conduct I. Professional Conduct 1.6

2. The public prosecutor of the Court of Cassation (A) takes his or her weekly files. He or she participates in a tour for three days outside the city without writing a petition for permission. He or she returns, looks at the mass of files, writes a letter of notification without reading the thick ones, and demands approval. He or she writes a letter of notification by taking into account the places where the accused are registered and by demanding the provisions be applied in favour of the accused who are registered to the places near his or her own. Then he or she gets bored. He or she goes to the restaurant which is on the opposite side of the chamber. He or she eats until he or she is completely full. He or she says "Thank you chef, see you later" and he or she leaves without paying the bill. He or she gets too bored. He or she does not return to the chamber. He or she leaves the files without reading. The files of the next week also come. The number of files is increasing. Also he or she shares one of the letter of notifications he or she has written on social media. He or she gets a lot of likes.

Code of Conduct 1.2-1.5-1.6-1.9

3. X, who is the public prosecutor of the Court of Cassation will be retired in five years and does not follow the constantly changing laws. He or she

implements the old law book which he or she has with the maxim of “laws change, justice does not” on the files which have been submitted to him/her, and he or she does not care about the amendments.

The Value Which Has Been Violated;

- He or she does not try to improve his professional knowledge and abilities, and he or she does not follow the legal developments (1.6).

12.2. SCENARIOS RELATED TO THE VALUE OF INDEPENDENCE

1. The public prosecutor of the Court of Cassation (A) is visited by the member of parliament (M) with whom he or she has had acquaintance before and who is his or her fellow citizen about a murder file that he or she is still reviewing and is still on his or her table. During the visit, (M) says that the accused in the file has no relation with the case, that the court rendered a decision of acquittal because he was coincidentally there, and that it is his or her son who is to be accused actually, and requests that the public prosecutor writes the file in the form of “request for the approval of acquittal” with this information. (A) says that he or she will examine the file in detail and sends (M) away. In consequence of the investigation, he or she realizes that the fingerprint of the accused exists on the empty case of the gun which killed the victim on the scene, and he or she expresses an opinion in the letter of notification in order to quash the previous decision in favour of conviction.

The Code of Conduct 2.1

2. The public prosecutor of the Court of Cassation (A) makes statements like “A public prosecutor is not independent. He or she does whatever his or her superior and the state say. Justice comes afterwards.”

The same public prosecutor says “The criminal chamber make decisions in accordance with what I write on my letter of notification. The opposite never happens.”

The values that are violated;

- He or she does not carry out his or her duties independently and in accordance with the law (2.1).
 - He or she creates the impression that something has been arranged previously between the judges and him or her (2.2).
3. The public prosecutor of the Court of Cassation (A) goes to the shop with which the Court of Cassation has an agreement on discount shopping and spends excessively there. After a while, the shopkeeper (M) asks for help from (A) by saying that one of his or her relatives is

tried as the accused in a case of bodily injury, but actually he or she is innocent. (A) invites (M) for lunch at the Court of Cassation and says "I will make an appointment with the related public prosecutor of the Court of Cassation". The public prosecutor of the Court of Cassation (Y), who is reading the file in the related department, says "I will write a letter of notification consistent with the content of the file" as a response to the request of (A). Then (A) informs the rapporteur judge of the related chamber about the issue. The rapporteur judge says "We'll see". A few months later the file is concluded against the relative of (M). (A) calls the rapporteur judge. He or she asks "What about our case?". The rapporteur judge says "What happened? We did what justice and law says. It has been a very good decision to issue."

The Code of Conduct 2.1-2.2

12.3. SCENARIOS RELATED TO THE VALUE OF IMPARTIALITY

1. Public prosecutor of the Court of Cassation (A) returns the file of a terrorist organization whose influence and power are publicly known and which was given to him or her by the file distribution office by getting a report in order not to read it. In another file, he or she prepares a letter of notification in favour of the accused unlawfully in the file of the accused B who gets compliments from the people who have influence in the public. He or she says he or she has never made discrimination while reading the files and always repeats the sentence "We are free from fear and favoritism". Furthermore, (A) does not hesitate to go to dinner with the lawyer who is his or her friend from the Faculty of Law and who is a party of the file that he or she is examining and he or she makes an agreement for his or her membership to a cooperation through his or her friend who is a lawyer.

The Values That Are Violated;

- He or she carries out his or her duties with fear and favoritism (3.1).
 - He or she is not interested in taking charge of the files from which he or she has benefit (3.2).
2. The public prosecutor (A) is the congress member of the football team X. The president of the club (K) was interrogated, tried, and got fined because he or she used words which include insult and threat to an opponent member during the argument with the opponent members at the general meeting which was hold 6 months ago. The file comes to the Court of Cassation for appellate review. (K) visits A who is known to be the congress member and whose photos are published on the media

and says that the fine that was given is unimportant but there are some HAGB (Suspension of the Pronouncement of the Judgement) decisions that were rendered previously, he or she may be punished because of that, and requests that he or she writes a letter of notification in favour of his or her acquittal.

The Code of Conduct 3.1

3. The public prosecutor of the Court of Cassation (A) is the shareholder of a land with 40 co-partners. Various decisions of imprisonment have been rendered for the accused by the county court in the corruption in reconstruction case about the land. The file has been appealed and it comes to the Court of Cassation Public Prosecution Office and (A) makes his or her own department to deal with the file. (A), instead of informing the administration about the issue by stating that he or she cannot deal with the file because he or she knows the parties, and he or she has a relation with the land, he or she hides the situation and prepares a letter of notification which is inappropriate with the content of the file.

The Code of Conduct 3.2

12.4. SCENARIOS RELATED TO THE VALUE OF CONDUCT IN CRIMINAL PROCEEDINGS

1. Even though the public prosecutor of the Court of Cassation (A) is notified of the hearing shift, he or she does not attend to the hearing on time. The delegation sits at the hearing room and begins to wait for (A). After 15 minutes, they phone (A). The prosecutor picks up the phone with a sleepy voice, and he or she has difficulty in speaking. (A) says I am getting ready quickly and I'll be there in 20 minutes. However, he or she does not come to the hearing even if nearly 1 hour has passed. They call him or her again. (A) says "What in the world are you calling me again? Didn't I say I am on my way? Also why do they need me at the trial? The delegation can act as if I was there if they really want to."

The Codes That Are Violated 4.1-4.3-4.11-4.15-4.16

2. The public prosecutor of the Court of Cassation (A) who reads the file that has been submitted with the request for appealing the judgement of conviction of the file which is about the seizure of 20 kilogram heroine in terms of the 5 convicted, begins to examine the file complaining "What the drug smugglers have done is too much. These 5 convicted have received 20 year imprisonment, which is less than I expected; I would sentence them to life imprisonment." By the way, even though he or she finds out that the law enforcement officers did not do the research in accordance with the

procedure, he or she ignores it. Even though he or she has realized that the defence of the convicted A who says that he or she does not have any relation with the case is not investigated properly, the prosecutor does not care about it. Despite the fact that the convicted number 3 was involved in the case as an accessory, he or she condones his or her being regarded as the chief actor because his or her place of birth is a place where drug production is high. He or she considers it sufficient and appropriate when the convicted are not given good conduct time because they shouted "We are human, too. We want a fair trial." He or she prepares his or her letter of notification with this point of view.

The Ethical Principles of the Value of Conduct In Criminal Proceedings that have been violated are;

- Violation of presumption of innocence (4.2),
 - Insensitivity to the human rights and freedoms (4.3),
 - Not being fair (4.1),
 - Not taking care about being objective towards the parties (4.4),
 - Not making an effort to find out the reality (4.5)
 - Overlooking the illegal evidence which have been collected by the legal enforcement officers (4.7).
3. The public prosecutor of the Court of Cassation (A) works at the 6th Division. He or she was given 40 files to read each week. One of the files consists of 10 folders in a sack while the others consist of only one folder. (A) puts this thick file with 10 folders aside to read later because it is hard to examine. However, because he or she was given 40 files the next week, he or she gives priority to the ones which are thin and require less effort. This situation continues for 4 months. Because the files are related to the prisoner issues, petitions for release and priority come, but he or she does nothing but to put them into the files.

The Code of Conduct 4.1

12.5. SCENARIOS RELATED TO THE VALUE OF PRIVATE CONDUCT

1. The public prosecutor of the Court of Cassation (A), goes to a luxurious restaurant with his or her spouse and children. During the dinner, he or she wants to talk with the owner of the restaurant (I) and he or she meets with him or her by expressing that he or she is the public prosecutor of the Court of Cassation. The owner of the restaurant says that he or she is pleased to meet him or her and that there is a file of his or her relative at the Court of Cassation, he or she waits for years, and the file has not been

concluded. (A) says that he or she will deal with the file personally, and asks for the bill. The waiter says “Your bill has been paid, sir/madam”. (A) thanks and leaves with his or her spouse and children.

The Codes of Conduct 5.1-5.6

2. The public prosecutor of the Court of Cassation (A) is a close friend of X who is the owner of the company which has won a great number of tenders with a vast amount of money. Their friendship dates back to their childhood. There is a civil and criminal case between the Municipality and other companies in the sector which lost the tender and the subcontractor companies with which they work because of the tenders which the company X has won. The prosecutor (X) expresses that he or she is honest, he or she has never become a party to these disputes and he or she has never tracked the files. However, (A) attends to the fast-breaking meals (iftar) of the company X and to the parties in which the representatives of the sector participate; he or she also goes to football matches of the team which he or she supports with the managers of the company and he or she does not hesitate to share photos which were taken there on his or her social media account. Because he or she does not deal with any judicial issues of the company, he or she accepts the gifts which the company gives and he or she talks with the managers of the companies about the confidential information which he or she obtained from the files of other companies publicly without considering that in what ways it can be used. The company X enable the two relatives of him or her to find a job in the Municipality thanks to the good relations between them. Moreover, he or she states how unfair the judicial profession is and complains that his or her colleagues are not fair and diligent enough.

The values that have been violated are;

- To cast doubt on his or her truthfulness and impartiality with his or her private conduct (5.1),
- To be disrespectful to law (5.2),
- To talk and behave in a way that the confidence in the profession will be damaged (5.3),
- To provide interest to his or her family by taking advantage of his or her profession (5.4),
- To share the information which he or she has obtained through his or her profession in a way that will provide benefit for the others (5.5),
- To accept a gift (5.6),
- To use social media in a way that will violate the impartiality of his or her profession (5.7).

APPENDIX

1. COURT OF CASSATION CODE OF CONDUCT FOR PUBLIC PROSECUTORS TRAINING PROGRAMME EVALUATION FORM

Dear Participant,

The main objective of preparing this evaluation form is to determine how effective the implemented training programme is. The information you provide will make contribution to us while developing the next programmes. Please state to what extent you agree or disagree with the statements below.

STATEMENTS	YES	PARTLY AGREE	NO
1. The objective of the training programme was explained to the participants clearly and explicitly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The training programme was conducted in accordance with its objective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The content of the training programme was prepared in accordance with the objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. It was ensured that there is an active participation to the training-learning process during the implementation of the programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The content of the programme was supported with the examples from daily life related to the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. The activities was conducted by using technological equipments and materials during the implementation of the programme.

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7. The instructors who participated in the programme have sufficient expertise in their field.

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8. The implemented programme fulfilled your expectations.

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9. The programme provided you with new information and skills.

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10. The duration of the programme was sufficient for doing the planned activities.

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11. What were the most beneficial activities for you during the programme? (Please write)

12. Which other subjects would you like to be included in the programme? (Please state).

13. What is your grade to the training programme you received out of 100? (Please state).

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2. ETHICS GLOSSARY

Justice: Treating people as they deserve

Discrimination: Behaviour which is contrary to equality shown to individuals and groups intentionally or unintentionally even if it is not based on competence, ability or past performance.

Independence: Being able to arrange decisions, behaviours, attitudes and initiatives without being affected by any power. Being excluded from the control of others and deciding on one's own will.

Value: Good or bad measurement of a thing or a thing which is created by giving value. The preferences which direct all decisions and actions of an individual and which explain to what they give importance and why.

Truthfulness: Consistent loyalty of a person to moral, intellectual, and artistic principles in spite of all deterrent effects to give up.

Integrity: Showing fair and trustful behaviours which do not include any cheating or trick.

Competence: Having the professional efficiency to do a job successfully and proficiently

Equality: The situation in which there is no discrimination among citizens before the law in terms of political and social rights.

Ethics: A whole of principles taken as a model in judging human attitudes and behaviours in terms of good, bad, appropriate, inappropriate.

Ethical dilemma: A situation in which two or more competing values are in a state of conflict.

Trust: The feeling of faith and commitment without fear, hesitation, or doubt. Believing in the expected quality of something and acting accordingly.

Gift: Transferring a specific physical asset by an individual or an institution to somebody voluntarily and without expecting benefit.

Code: Main opinions which direct actions.

Rule: Ways of action in accordance with the codes.

Efficiency: Appropriateness and propriety of a person to a job.

Mobbing: Emotional abuse which is aimed at a particular person by administrators, inferiors, and colleagues individually or as a group, which is done systematically and continually, which obstructs working and disturbs the peace, and which includes psychological violence, oppression, blockade, humiliation, and threat.

Task: A feeling of responsibility which consists of liabilities and prohibitions coming mostly from inside.

Prejudice: Making a final decision without having the necessary information about a person or an incident beforehand.

Diligence: Showing a permanent effort, hard-work, attention and care in a study.

Respect: Appreciating a person unprecedentedly and take him/her into consideration.

Respectability: To be given value, to be respected. To be missed, wanted, admired, and adored.

Responsibility: To do a job with desired quality and quantity.

Standard: The systems which make guidance for showing expected behaviours and abstaining from the inappropriate ones.

Transparency: It is the principle of taking and implementing decisions in accordance with rules and arrangements, providing the ones who will be affected by the decisions taken with access to information which is accessible, understandable and concrete.

Impartiality: Remaining impartial, reflecting the truth, acting based on experiment, observation, evidence, and concrete data.

Corruption: Illegal use of the power by an individual who has a specific authority and position in order to gain a personal profit or to provide interest for himself.

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4. BIOGRAPHIES



Prof. Dr. İnayet AYDIN

She graduated from Ankara University Education Sciences Faculty Education Management and Planning Department in 1985. She completed her graduate studies at Ankara University Institute of Social Sciences in 1988. She was appointed as a research assistant to Ankara University Education Sciences Faculty Education Management and Planning Department in 1988. She was assumed the title of PhD with the thesis named “Causes of Stress in Education Management” in 1993, and she was appointed as an assistant professor to the same department. She worked as a post-doctoral researcher at the “University of Cincinnati” in the United States of America-OHIO with the scholarship she received within the scope of YÖK (Higher Education Institution)/ World Bank Development of the National Education Project in 1993 for 8 months. Since 2012, she has been working as a Vocational Coordinator at Ankara University. She has worked as a programmer, coordinator, and instructor in many vocational training and management of hundreds of public and private institutions, and she has carried out researches on necessity- determining and assessment. She wrote 10 books, some of which are Administrative, Vocational, and Organizational Ethics, Ethics in Education and Teaching, Vocational Training in the Public and Private Sector, Academic Ethics. She has a great number of essays and book chapters which have been issued in many Turkish and foreign magazines. She gives lectures at undergraduate and graduate levels. She worked as a counsellor and specialist in the projects “Ethics for the Prevention of Corruption in Turkey- (TYEC1)” and “ Project on Consolidating Ethics in the Public Sector in Turkey (TYEC2) which were conducted with the cooperation of the Council of Europe and Council of Ethics for Public Service of the Prime Ministry , and in “Project of Strengthening Judicial Ethics in Turkey” which was conducted with the cooperation of the European Union and the Council of Judges and Public Prosecutors.



Dr. Mustafa SALDIRIM

He is the Deputy Secretary General of the Court of Cassation and responsible for the European Union and the United Nations projects and international relations, laws, judicial reform and strategic planning (2014-...). He worked as a Public Prosecutor (1995-2002), as a rapporteur judge responsible for the training of the convicted in the Directorate General of Prisons and Detention Houses (2002-2007), and as a rapporteur judge of the 19th Civil Chamber of the Court of Cassation (2007-2014).

He received his master's degree (1998) and PhD (2004) from Ankara University Faculty of Law, Departments of "Law of Civil Procedure, Enforcement and Bankruptcy Law". He attended to "Arbitration" and "Commercial Law" programme of "Ankara University Faculty of Law Banking and Commercial Law Research Institute", each with the duration of one year, and "the European Union and International Relations" of the European Communities Research and Implementation Center. He got mediation training at the Singapore Mediation Centre (SMC) and researched the institutions of mediation. He also attended to "Mediation Training Programme" in Turkey, passed the exams, and became eligible for being a mediator. In addition, he is also responsible for the Turkish International Disputes Resolution Center. He carried out researches in the Execution department of the Council of Europe in November and December 2017 for 2 months within the scope of Supporting the Individual Application System to the Constitutional Court and he observed the implementations regarding the execution of ECtHR decisions and the working system of the European Union Council of Ministers.

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He attended to the workshops of the Turkish Law of Obligations No 6098 Justice Commission of the Grand National Assembly of Turkey as the representative of the Court of Cassation. He participated in the Science Commission of the Draft Law of Civil Procedure No 6100 (restricted with the Article 70 of the enacted text). He also worked as a senior manager in many national and international projects. He is married with two children.

