



REPUBLIC OF TURKEY  
COURT OF CASSATION



# COURT OF CASSATION CODE OF CONDUCT FOR STAFF TRAINING FACILITATOR HANDBOOK



Prof. Dr. İneyet AYDIN

Dr. Mustafa SALDIRIM



Ankara  
February 2019



Empowered lives  
Resilient nations

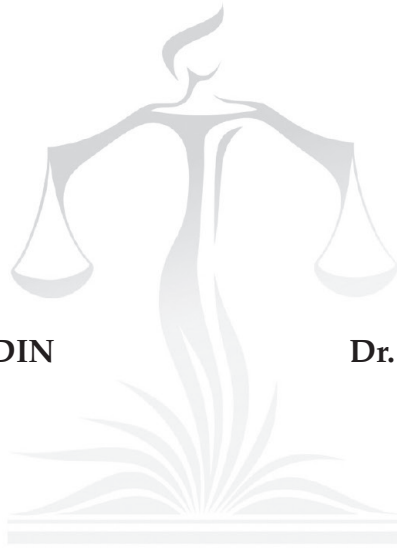




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## **ETHICS, TRANSPARENCY, AND TRUST PROJECT OF THE COURT OF CASSATION**

This book is published within the scope of the “Ethics, Transparency and Trust Project of the Court of Cassation” which is financed by the Court of Cassation and implemented by the Court of Cassation and UNDP.

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## ABBREVIATIONS

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



## INTRODUCTION

As it is known, historically and institutionally, high courts have two main functions, which are to ensure that law is implemented equally all over the country and to exercise legal review. However, legal systems that have developed within the historical process impose additional roles on high courts. Therefore, the Court of Cassation has made reforms for “a judicial system that is ethical, transparent, and able to give account to the public” recently, which has had positive consequences inside and outside the country.

Today, high courts also have such responsibilities as to make active contribution to establish justice policies and to build public trust in the judiciary. Success of a judicial system is measured mainly by the public trust in judges. In order to ensure such trust, both judges should be aware of the codes of conduct with which they should comply, and the public should be familiar with these rules of conduct. The Court of Cassation has made valuable contributions to the justice policies in Turkey through appropriate means so far. Determining and implementing the codes of and making them recognisable and visible to the public constitute a best example of our contributions in recent years to the justice system.

After the Court of Cassation Codes of Conduct were adopted in the last quarter of 2017, it became a real necessity to give codes of conduct training to the chamber presidents and bench members, rapporteur judges, public prosecutors and staff of the Court of Cassation through methods and techniques in accordance with the requirements of the time. The knowledge that has been created and the quality of the training will make important contributions to further strengthening of the Court of Cassation culture with ethical values without doubt. I would like to present my thanks to Dear Prof. Dr. İlayet Aydın and to Dear Dr. Mustafa Saldırım for preparing this work which has been written with great devotion and attention, and which sets a concrete example of the high standards the studies related to the codes of conduct carried out by the Court of Cassation has reached.

**İsmail Rüştü CİRİT**  
**President of the Court of Cassation**





## PREFACE

Implementing the Court of Cassation Code of Conduct for Staff which was adopted after the approval of the President of the Court of Cassation Mr. İsmail Rüştü CİRİT on 19 October 2017 depends on the proper understanding of the knowledge and ideas which underlie these codes by the judicial and non-judicial staff of the Court of Cassation and the public without doubt. Therefore, it is essential to carry out 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”.<sup>1</sup>

The importance of the court staff’s behaviour in compliance with the codes of conduct is explained in the Preamble of the Court of Cassation Code of Conduct for Staff as the following: “Modern legal systems recognize as fundamental the principle that everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal established by law in the determination of rights and obligations and of any criminal charge. - Competent and impartial judicial staff is essential if the courts are to fulfil their role in upholding this principle”.

Insufficient amount of experience and scientific works on judicial conduct in our country is one of the most serious deficiencies that especially makes it difficult to develop models for the codes of conduct and to make discussions regarding 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 main objective of this book is to fulfil the necessity of a source book for the staff who will be involved in the Court of Cassation Code of Conduct for Staff training as facilitators. Furthermore, we hope that this book will

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<sup>1</sup>In 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...”

also contribute to making the judicial conduct discussions in our country to be conducted in a way that is based on knowledge and enable the Court of Cassation Code of Conduct for Staff to be better understood both by the Court of Cassation and the public.

**Prof. Dr. İneyet Aydın - Dr. Mustafa Saldırım**

**Ankara,  
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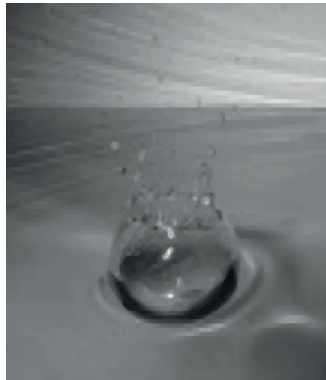
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Ethical values and principles are not for “bad” people. They are for guiding the people who want to behave ethically in ambiguous situations.

**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 STAFF TRAINING**

### **1.1. OBJECTIVES OF THE CODES OF CONDUCT TRAINING AND THE COURT OF CASSATION CODE OF CONDUCT FOR STAFF 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 Staff Training**

The main objective of the Court of Cassation Code of Conduct for Staff 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 the codes of conduct are observed is one of the most important factors in increasing the trust in the judiciary. Public trust in the judiciary is the most important assurance of judicial independence.

Court staff is an indispensable part of the judicial system in terms of the people who are looking for justice and the public. When carrying out their duties, the court staff has a special and heavy responsibility as a guard of

justice unlike any other public officers. By its nature, misconduct of the staff affects the dignity of the Court of Cassation and the public belief in the Court of Cassation quite adversely.<sup>2</sup> 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 Staff training can be listed as the following:

- a) Enhancing public trust in the Court of Cassation by creating a collective ethical awareness in 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 Court of Cassation staff,
- c) Increasing the awareness about the individual and collective behaviours of the Court of Cassation staff 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 protecting the right to a fair trial which is foreseen in the Chapter 6 of the European Convention on Human Rights (ECHR) through the codes of conduct models,
- e) Sharing “ethical information” about the objectives, features, and benefits of the codes of conduct,
- f) Enabling to make an assessment about whether the possible behaviours of the Court of Cassation staff are appropriate to the codes of conduct,
- g) Raising awareness about the functions of the Court of Cassation Code of Conduct for Staff.

## **1.2. MAIN PRINCIPLES OF THE PROFESSIONAL ETHICS AND “THE COURT OF CASSATION CODE OF CONDUCT FOR STAFF” 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,

<sup>2</sup> Compare. Karşılaştırmalı Etik İlkeler Kitabı, Ankara, 2017 (Editor: Mustafa Saldırım), p.50.

- 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 ethical sensitivity and ethical awareness during the codes of conduct training,
- f) Comparing the events which the participants have encountered while carrying out their duties with the codes of conduct, and enabling them to make appropriate decisions,
- g) Providing the participants with the skill of good judgement and 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 complying with 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 Staff Training**

- a) Implementing, upholding, and strengthening the values preserved by the Court of Cassation Code of Conduct for Staff,
- b) Analyzing how to benefit from the Court of Cassation Code of Conduct for Staff 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 codes of judicial conduct and the importance of their practical binding consequences,
- e) Providing “judicial conduct knowledge” in order to create and implement the codes of judicial conduct, and make a contribution to the justice policies about ethics.

## CHAPTER 2: EFFECTIVE PRESENTATION AND FACILITATION SKILLS IN ADULT EDUCATION

### 2.1. THE CONCEPTS OF PEDAGOGY AND ANDRAGOGY (ANDRAGOLGY)<sup>3</sup>

Education is expensive, but ignorance is more so.

H. Clausen

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 and assisting adults 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.

<sup>3</sup> 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 consist 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 participants' characters, needs and the way they express 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 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.

g) DntmekMSSPLELING.

- h) Do not stay in front of the screen.
- I) Do not stay in front of the projection machine.
- j) Be careful that your slide and your explanations are simultaneous.
- k) 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) Address 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 rendered at 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 express even 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) Inclusiveness of the questions,
- 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 being partial in discussions,
- f) Not allowing to deviate from the aim of the discussion,
- g) 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	<b>PRESENTATION 1:</b> The Concept of Ethics, Public Ethics	
10:15-10:30	A3: The Intention-Action-Result Study	
10:30-10:45	<b>BREAK</b>	
10:45-11:00	<b>PRESENTATION 1:</b> Professional Ethics and Judicial Conduct	PRESENTATION 1: Continue
11:00-11:30	A4. Station Study	
11:30-11:45	<b>BREAK</b>	
11:45-12:00	<b>PRESENTATION 2:</b> Court of Cassation Code of Conduct for Staff	1 <sup>st</sup> Value: Competence and Diligence
12:00-12:15	A5: The Value of Competence and Diligence Scenario Activity	
12:15-12:30	A6: The Value of Competence and Diligence Decision Card Study	
12:30-13:30	<b>LUNCH</b>	
13:30-13:45	<b>PRESENTATION 2:</b> Court of Cassation Code of Conduct for Staff	2 <sup>nd</sup> Value: Equality
13:45-14:00	A7: The Value of Equality Scenario Activity	
14:00- 14:15	A8: The Value of Equality Decision Card Study	
14:15-14:30	<b>BREAK</b>	
14:30-14:45	<b>PRESENTATION 2.</b> Court of Cassation Code of Conduct for Staff	3 <sup>rd</sup> Value: Confidentiality
14:45-15:00	A9: The Value of Confidentiality Scenario Activity	
15:00-15:15	A10: The Value of Confidentiality Decision Card Study	
15:15-15:30	<b>BREAK</b>	
15:30- 16:00	Information Box Opening and Closure	

**PROGRAMME SCHEDULE OF THE SECOND DAY**

9:45-10:00	<b>PRESENTATION 2.</b> Court of Cassation Code of Conduct for Staff	4 <sup>th</sup> Value: Propriety
10:00-10:15	A11: The Value of Propriety Scenario Activity	
10:15-10:30	A12: The Value of Propriety Decision Card Study	
10:30-10:45	<b>BREAK</b>	
10:45-11:30	A13: Mobbing Scenario Analysis	
11:30-11:45	A14: The Activity of Gift	
11:45-12:00	<b>BREAK</b>	
12:00-12:30	A15: Ethical Concept Crossword Puzzle	
12:30-13:30	<b>LUNCH</b>	
13:30-14:00	A16: Memory Array	
14:00-14:45	<b>PRESENTATION 3:</b> Ethical Dilemmas in the Judiciary and Ethical Decision-Making	
14:45- 15:00	<b>BREAK</b>	
15:00-15:30	A17: Case Study in Decision Making	
15:30- 15:45	A18: Rulman	
15:45- 16:00	A19: 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, 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.<sup>4</sup>

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 reverse that decision. Personal independence requires that a person's actions should not be restricted by the other and that 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 the right and the power of an individual to act however he or she wants without being restricted by others.<sup>5</sup>

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<sup>4</sup> Akarsu, B (1998). Felsefe Terimleri Sözlüğü. İstanbul: İnkılâp Kitabevi. p.146

<sup>5</sup> Akarsu, B (1998). Felsefe Terimleri Sözlüğü. İstanbul: İnkılâp Yayınevi. p. 146

#### 4.1.2. Independence in terms of Judicial Conduct

While a judge 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 judges' opinions and advice, and to decide objectively. In that sense, a judge 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 administrators.

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 laws<sup>6</sup>, and also exists in the national and international codes of conduct as the first value as well.<sup>7</sup> The independence of the judiciary shall be guaranteed by the State and enshrined in the Constitution or the law of the country. It is the duty of all governmental and other institutions to respect and observe the independence of the judiciary.<sup>8</sup> 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.<sup>9</sup> ECtHR decided that the interference by the executive in the ongoing judicial proceedings or trials might impair the reputation of the judiciary which in turn would undermine the guarantees of fair trial.<sup>10</sup>

Independence should be ensured individually and institutionally. Therefore, judges have a collective responsibility in preserving judicial independence. While being unaffected by the external factors and restrictions is called external independence, being unaffected by threats, pressure, or manipulations is called independence within the judiciary. A judge is servant of, and answerable only to law. It is axiomatic that a judge deciding a case does not act on any order or instruction of a third party

<sup>6</sup> 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.

<sup>7</sup> 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.

<sup>8</sup> 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.

<sup>9</sup> Commentary, (2007), p.25.

<sup>10</sup> 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.



inside or outside the judiciary.<sup>11</sup> The hierarchy within the judiciary may pose a threat to the judicial independence. However, making decisions in accordance with the precedent high court case-laws will not weaken the judicial independence.<sup>12</sup>

A judge should not also be influenced by the public opinion. While he was responding to a claim that the 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 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).<sup>13</sup>

## 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.<sup>14</sup> Impartiality is one of the most fundamental ethical principles judicial conduct. Guarantee of preserving the impartiality is to implement the ethical values, principles, 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

<sup>11</sup> CCJE (2001) OP N°1, Strasbourg, 23 November 2001, art. 64.

<sup>12</sup> CCJE (2001) OP N°1, Strasbourg, 23 November 2001, art. 66.

<sup>13</sup> Commentary, (2007), para.27.

<sup>14</sup> Aydın, İ. (2010). İnsan kaynakları yönetiminde etik. A. Yelboğa (Ed.). Yönetimde İnsan Kaynakları Çalışmaları (pp. 16-50.). Ankara: Turhan Kitabevi

people who have the feelings of mercy, hatred, hostility, and anger while discharging their duties to be impartial. Treating the parties of a case with positive or negative feelings means that judicial conduct is violated. Bias or prejudice has been defined as a leaning, inclination, bent or predisposition towards one side or another of a particular argument. It represents a predisposition to decide an issue or cause in a way which does not leave the judicial mind perfectly open to conviction.<sup>15</sup>

#### 4.2.2. Impartiality in terms of Judicial Conduct

Judges may need to work under very intense emotional states and sensitivities. It is one of the most fundamental ethical principles to make decisions without being influenced by such factors as religion, language, race, skin color, ethnic origin, and personal judgements while rendering decisions and conducting trials 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, ethical principles are violated.

There are some obvious factors which lead to the violation of a judge's impartiality. If a judge has expressed his or her opinion to one party beforehand, or has told them what to do, impartiality disappears. Also, if there is a relationship by affinity between the judge and the people concerned, whether close or distant, impartiality is damaged. If the judge has a feeling of personal enmity towards the conflicting parties, or, if there are some factors which cause suspicion about the impartiality of the judge, the value of impartiality is violated. If the judge shows his or her worldview or beliefs as an evidence to the decision, and if there are some factors unrelated to the case in the decision, the principle of impartiality is violated.<sup>16</sup>

Judges should protect their impartiality in the relationship with their ex-colleagues. In the unethical model which is called "revolving door", the people who are not judges or a public prosecutors any more, or who are retired may have the expectations of special and privileged treatment 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 judge's freedom of conscience" may arise intentionally or unintentionally.

Impartiality forms a base to carry out judicial duties properly. This principle applies not only for decisions, but also for the process in which

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<sup>15</sup> Commentary, (2007), para.57.

<sup>16</sup> Commentary, (2007), para.89,90.

these decisions are made. A judge who is independent may be partial. However, a judge 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 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 deliberately or undeliberately. These stereotypes may reflect such biases like gender discrimination, racism, regionalism, seniority. Judges should have a balanced relationship with the lawyers they have encountered and with the executive body and law-enforcement officers. It may violate the code of impartiality especially if such an impression is created that the external information 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 inconsistent with integrity.<sup>17</sup> 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 environment of confidence 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.<sup>18</sup>

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.<sup>19</sup> An honest behaviour requires consistency and determination after all. Truthfulness is building the whole life and actions

<sup>17</sup> Aydın, İ. (2016a) Akademik Etik. Ankara: PEGEM-A Yayıncılık. p 80.

<sup>18</sup> Aydın, İ. (2016c). Yönetişel, Mesleki ve Örgütsel Etik. (8.Edition). Ankara: PEGEM-A Yayıncılık. p.49.

<sup>19</sup> Cited from Forrest, 1995 by Aydın, İ. (2016a), p.80.

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.<sup>20</sup>

The concept of lie which is inconsistent with integrity and truthfulness, is a statement which is said to deceive a person. Lie is mostly caused by distrustfulness and fear. This leads to deceive the other party. Lie has always been regarded as unethical, and truthfulness has been considered as one of the fundamental principles of ethical behaviour.<sup>21</sup>

#### 4.3.2. Integrity in terms of Judicial Conduct

One of the primary ethical responsibilities of judges is to state the truth regarding the file that they are reviewing. Speaking the truths requires being truthful and taking truthfulness into the center of decisions and studies.<sup>22</sup> 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 judges to be not only good judges but also good people. A judge should always, not only in the discharge of official duties, act honourably and in a manner befitting the judicial office; be free from fraud, deceit and falsehood; and be good and virtuous in behaviour and in character. Therefore, integrity is a fundamental value which applies not only to the studies within the court, but also to the behaviours outside the court. There are no degrees of integrity as so defined. Integrity is absolute. In judiciary, integrity is more than a value, it is a necessity.<sup>23</sup> 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 requires. 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.<sup>24</sup>

<sup>20</sup> Aydın, İ. (2016c), p.49

<sup>21</sup> Aydın, İ. (2016c), p.49.

<sup>22</sup> Tanrıver, S. (2001). Bilirkişinin Etik, Hukuki ve Cezai Açılardan Sorumluluğu. Bilirkişilik Sempozyumu. Samsun. Türkiye Barolar Birliği, p. 9-10.

<sup>23</sup> Commentary (2007), para.101.

<sup>24</sup> Aydın,İ. (2016c), p.43.

Appropriate professional conduct requires to consider the statements below:

- 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, both professional and personal, are essential elements of a judge's life. What matters is more not what a judge does or does not do, but what others think the judge has done or might do.<sup>25</sup> A judge shall avoid impropriety and the appearance of impropriety in all of the judge's 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. (Court of Cassation Code of Judicial Conduct Article 4.1).

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. Everybody 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 *ak sade* \*in summer, *gök kapama*\* with *Selanik çukası* (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.

<sup>25</sup> 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 him.<sup>26</sup>

As in the example above, the image of judicial office constitutes a unity with the behaviors shown during the proceeding and during private life. The society is closely interested in how judges 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 (Court of Cassation Code of Judicial Conduct, Article 4.2).

## 4.5. EQUALITY

### 4.5.1. Equality in General

In the most general sense, the concept of equality means, that individuals in a society have the same rights and liabilities.<sup>27</sup> Similarly, the concept of equality is defined as the equality of each citizen in terms of rights and liabilities provided by the law.<sup>28</sup>

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.<sup>29</sup>

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

<sup>26</sup> Gökyay, Orhan Şaik. “Âşık Çelebi Tezkiresi” (Tarih Dergisi, Issue 30, pp. 39-48). pp 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.)

<sup>27</sup> Timuçin, A. (2000). Felsefe Sözlüğü. İstanbul: Bulut Yayınları. p.137.

<sup>28</sup> Akarsu, 1998, p.73.

<sup>29</sup> Aydın, İ. (2016a), p.179.



right to vote only once. This kind of equality means treating each equal equally<sup>30</sup>.

Partial equality includes treating specially to different groups in a society in order to provide equality. In other words, making disadvantageous 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.<sup>31</sup>

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.<sup>32</sup>

One of the most fundamental unethical practices is discrimination. In the most general sense, discrimination is 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.<sup>33</sup> Discrimination, can be divided as individual or institutional, direct or indirect<sup>34</sup> 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.

<sup>30</sup> Aydın, İ. (2016c), p.48.

<sup>31</sup> Aydın, İ. (2016c), p.48.

<sup>32</sup> Aydın, İ. (2016c), p.49.

<sup>33</sup> Jackson, C.C. (1995). Discrimination. Rorth, JK. (Ed.). International encyclopedia of ethics. London: Salem Press.

<sup>34</sup> Aydın, İ. (2016a), pp. 181-182.

- 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 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**

A judge has a role to play in ensuring that the court offers equal access to men and women. This obligation applies to a judge's own relationships with parties, lawyers and court staff, as well as to the relationship of court staff 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.<sup>35</sup>

It is the duty of the members of the judiciary 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. They should attempt, by appropriate means, to remain informed about changing attitudes and values in the society.<sup>36</sup>

Members of the judiciary should abstain from making humiliating comments. It is disrespectful and inappropriate for them to make humiliating comments about ethnical origins, including their own. The Court of Cassation staff should especially be careful about not making racist statements and not hurting the feelings of the minorities in the society even if it is done unintentionally.<sup>37</sup>

Second value of the Court of Cassation Code of Conduct for Staff is equality. The subjects of mobbing, sexual harassment and work distribution, as well as treating people without discrimination, are arranged under the value of equality.

### **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

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<sup>35</sup> Commentary (2007), p.185.

<sup>36</sup> Commentary (2007), p.186.

<sup>37</sup> Commentary, (2007), p.185.



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. 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.<sup>38</sup>

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 doing their jobs.<sup>39</sup> 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 code of conduct “first of all, do no harm”, and therefore they give damage 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.<sup>40</sup>

To consider soberly, to decide impartially and to act expeditiously are all aspects of judicial diligence. Diligence also includes striving for the impartial and even-handed application of the law and the prevention of the abuse of process.<sup>41</sup> Being late for hearings, deliberations and general assembly meetings, getting the clerk to write the decisions, asking the clerk to fill in the warrant aftersigning a blank paper, leaving the e-signature

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<sup>38</sup> Aydın, İ. (2016a), p. 98.

<sup>39</sup> Aydın, İ. (2016a), p. 208.

<sup>40</sup> Commentary (2007), para.192.

<sup>41</sup> Commentary (2007), para.193.

to the secretariat and its use by the secretariat, not writing the reasoned judgements within the duration provided by law or by the determined standards, not sending the decisions of imprisonment or arrest warrants to the Public Prosecutor's Office or execution units for enforcement may be considered as the examples of lack of diligence.<sup>42</sup>

First value of the Court of Cassation Code of Conduct for Staff is "Competence and Diligence". This value is arranged in accordance with the Court of Cassation Code of Judicial Conduct and the Court of Cassation Code of Conduct for Public Prosecutors.

## 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:<sup>43</sup>

a) Professionals should act with complete commitment to the ethical values, principles, and standards. This requires public officials to preserve their professional autonomies.

b) Members of the profession should do their professional actions and processes with a complete qualification and efficiency. The society should believe that the professionals have a strong fund of knowledge.

c) Professionals should behave with a special care and attention to other people while doing their jobs. 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

<sup>42</sup> Saldırım, M. (2018). Hacettepe Hukuk Fakültesi Mesleki Deontoloji Ders Notları. Ankara. p.37.

<sup>43</sup> Pellegrino, E.D. (2001). Trust and Distrust in Professional Ethics. Teays, W., Purdy, L. (Ed.). Bioethics, Justice & Healthcare. USA: Wadsworth Thomson Learning. p.24.

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 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.<sup>44</sup>

#### 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.<sup>45</sup>

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 the 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 briefly in the expression “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.<sup>46</sup>

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,

<sup>44</sup>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.

<sup>45</sup>Saldırım, M.(2017). Yargıtay ve Etik. (Yargıtay Etik, Şeffaflık ve Güven Projesi Etik İlkeler Çalıştay, Antalya 12-16 Mayıs 2017. Antalya, Editor: Mustafa Saldırım, Gözde Hülagü: Yargıtay yayını. p.134-138). p.136.

<sup>46</sup>Tepe, H. (2017). Kurum Kültürü ile Etik İlişkisi (Yargıtay Etik, Şeffaflık ve Güven Projesi Etik İlkeler Çalıştay, 12-Mayıs 2017. Antalya, Editor: Mustafa Saldırım, Gözde Hülagü: Yargıtay yayını. p. 102-115). p.102.

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 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 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;"

Thereby, one of the most important consequences of the implementation of the codes of conduct is that judges and judicial personnel 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 decisions.<sup>47</sup> Implementation of the codes of conduct means reviewing and reconstructing a track and control mechanism that is related to each chain of the workflow 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.<sup>48</sup>

In the Preamble of the Court of Cassation Code of Conduct for Staff, the relationship between the behaviour of the staff and the public trust in the judiciary is expressed as the following: "public confidence in the judicial system is dependent on the perceived integrity of judicial staff who play any role in the administration of justice."

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<sup>47</sup> Tepe H. (2017), p.117.

<sup>48</sup> Saldırım, M. (2017). Yargıtay Etik Şeffaflık ve Güven Projesi'nin Tanıtımı. (Yargıtay Etik Şeffaflık ve Güven Projesi Açılış Sempozyumu, Ankara, 12-14 Nisan 2017, Editor: 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 making decisions in accordance with the rules and arrangements, providing access to the information for the ones who will make use of that information, and making this information accessible, intelligible, and concrete”.<sup>49</sup>

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 determines, in fact, the level of accountability. Proving the mechanisms and reasons through which the decisions are made with information and documents is the indicator of both transparency and accountability.<sup>50</sup>

### 4.8.2. Accountability to the Public

When public officials 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 official’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.”<sup>51</sup>

<sup>49</sup> Accessed from <http://www.seffalik.org/yolsuzluk/seffalik-nedir/> on 1 August 2019.

<sup>50</sup> Aydın, İ. (2016a), p. 186.

<sup>51</sup> Baş, H. (2005). Hesap verme sorumluluğu ve Kamu Mali Yönetimi ve Kontrol Kanunu. 20. Türkiye Maliye Sempozyumu Türkiye’de Yeniden Mali Yapılanma. Pamukkale Üniversitesi İktisadi ve İdari Bilimler Fakültesi Maliye Bölümü, 23-27 Mayıs 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 doing their jobs 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.<sup>52</sup>

#### **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 Court of Cassation Codes of Conduct, the basis of the Court of Cassation's communication strategy is premised on "discussing the issues of justice in transparent and unbiased milieus". Therefore, the "Court of Cassation Code of Judicial Conduct", the "Court of Cassation Code of Conduct for Public Prosecutors", and the "Court of Cassation Code of Conduct for Staff" were prepared through broad democratic participation and observing internal and external transparency. The Court of Cassation Code of Conduct is the most important reform undertaken by the Court of Cassation in celebrating its 150th anniversary in the march towards a transparent judiciary accountable to the society. Hence, one of the primary objectives to formulate codes of conduct is to head towards a judicial system which is transparent and able to give account to the public.<sup>53</sup>

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

<sup>52</sup> 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, s.3.

<sup>53</sup> Cirit, İ. (2018). Court of Cassation Codes of Conduct. Foreword. Ankara. (Edited by: Dr. Mustafa Saldırım, Gözde Hülalagü). p.5.



Implementation of the İstanbul Declaration aim at reaching the highest standards of a transparent judiciary which is able to give accounts.

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.

It is clearly emphasized in the Preamble of the Court of Cassation Codes of Conduct for Staff that these principles also aim to “...ensure smooth functioning of the judiciary...”, and the importance of accountability to the public is underlined.

## 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 Principles of Ethical Behavior of the Public Officials and Application Procedures and Essentials, any type of goods or benefits directly or indirectly accepted, whether it has an economic value or not, affecting or has the possibility to affect the impartiality, performance of the public official or fulfillment of his or her duty may be referred to as presents.

A public official needs to ask this question to himself or herself: “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, or not, within the scope of ban in accordance with the Article 15 of the Regulation on the Principles of Ethical Behavior of the Public Officials and Application Procedures and Essentials are stated. 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 prohibition on accepting presents	Gifts which are within the scope of prohibition on accepting presents
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, 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, jewelry 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 officers and especially judges accept gifts. Therefore, there have been many strict rules on the prohibition of accepting gifts from the ancient times. 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).<sup>54</sup>

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

<sup>54</sup> 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.<sup>55</sup>

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 that 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.”<sup>56</sup>

A gift, bequest, loan or favour to a member of the judge’s family or other persons residing in the judge’s household might be, or appear to be, intended to influence the judge. Accordingly, a judge must inform those family members of the relevant ethical constraints upon the judge in this regard and discourage the family members from violating them.<sup>57</sup>

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.<sup>58</sup>

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 judge’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 gathering large or intimate? Is it spontaneous or has it been arranged? Does anyone attending have a case

<sup>55</sup> Kılınç, A. (2016). p.150.

<sup>56</sup> Kılınç, A. (2016). p.151, 152.

<sup>57</sup> Commentary (2007), para.177.

<sup>58</sup> İnceoğlu, S. (2008). Yargıcın Davranış İlkeleri, İstanbul: Beta Yayınevi. p. 99.

pending before the judge? Is the judge receiving a benefit not offered to others that will reasonably excite suspicion or criticism?<sup>59</sup>

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 gift 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 judge. 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 ban.

Consequently, it is prohibited for judges 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 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 above.<sup>60</sup>

Due to the reference in the third article entitled “Construction”, aforementioned provisions of the Court of Cassation Code of Conduct for Staff about gift applies similarly to the Court of Cassation staff.

<sup>59</sup> Commentary (2007), para.180.

<sup>60</sup> Kılınç, A. (2016), p.152.

## 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 other kinds of interest of one’s own and their relatives, or their friends. Conflict of interest occurs when a 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 to abstain from having benefit for oneself.<sup>61</sup>

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 officials 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 all kinds of obligations, including financial obligations.

Because a public official is the only person who knows 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 interest.

### 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 undermines the visibility of integrity and equality during the performance of public duties. For example, 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 art. 2.7.2, 2.7.3). Because conflict of interest is a situation which is recognised

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<sup>61</sup> Aydın, İ. (2016a). p.63.

primarily by the related staff, the responsibility of giving a high degree of importance belongs to the staff 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.

Due to the importance of the subject, this issue is regulated clearly in the codes of conduct. A conflict of interest shall be deemed to exist in the official duty when a staff member derives unfair gains because of his or her official act, and enters into contract with the Court of Cassation for service or sales of property. In the cases of conflict of interest, the impartiality of the public service is violated or seems to be impaired in the mind of a reasonable person (Court of Cassation Code of Conduct for Staff, Article 4.1, 4.2). There are also regulations including the conflict of interest in the Articles 3.2 and 5.4 of the Court of Cassation Code of Conduct for Public Prosecutors.

## CHAPTER 5: THE RELATIONSHIP BETWEEN THE COURT OF CASSATION CODE OF CONDUCT FOR STAFF AND PUNISHMENT, DISCIPLINE, AND OTHER CODES OF CONDUCT

### 5.1. GENERAL INFORMATION

According to the Article 26 of Regulation on the Principles of Ethical Behavior of the Public Officials and Application Procedures and Essentials entitled “Institutional Principles of Ethics” which shows the application of the Law No. 5176, *“The ethical behavior principles defined in this Regulation shall be applied in institutions and organizations mentioned within the scope. Additionally, institutions and organizations shall be able to present **their own institutional ethical behavior principles** to the Board for examination and confirmation, depending on the quality of their service or duty.”* Therefore, there is an obvious legal ground regarding the formulation of the Court of Cassation Code of Conduct for Staff by the Court of Cassation.

In accordance with the provision above, the Court of Cassation decided that the duty discharged by “the Court of Cassation staff” is highly important in terms of the state and the public, and it will be beneficial to carry out a special study in the field of ethics in terms of the staff in order to make the Court of Cassation a literally “ethical institution”. **In compliance with this obvious regulation in the legislation, a great opportunity is provided to the Court of Cassation staff to determine their own codes of conduct.** Also, it is quite normal that the codes of conduct specific to the staff are adopted while the codes of conduct specific to the Court of Cassation are adopted<sup>62</sup>.

One of the main objectives of the Court of Cassation Code of Conduct for Staff is to set the standards of conduct and service with which the Court of Cassation staff should comply and to streamline the operation of the judiciary. This Code is also supported by the presidents, bench members, rapporteur judges and public prosecutors serving in the Court of Cassation. That issue which is of utmost importance is clearly emphasized in the last paragraph of the Preamble of the Court of Cassation Code of Conduct for Staff.

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<sup>62</sup>Şahbaz, İ./ Saldırım, M. (2017). Yargıtay Yargı Etiği İlkeleri Taslağına İlişkin Görüşlerin Değerlendirilmesi ve Birleşmiş Milletler Yargı Etiği Standartları ile Karşılaştırılması. Ankara: Yargıtay yayını, p.8

The Court of Cassation Code of Conduct for Staff applies to all Court of Cassation staff, other than judges or public prosecutors, who are in contract or other status, directly or indirectly involved in the operations of the Court of Cassation. All such judicial staff who are no longer employed in the Court of Cassation are subject to Rule 3.3. (art.2).

The Court of Cassation Code of Conduct for Staff is not the alternative to the rules which are foreseen in the laws or in the related legislation for the Court of Cassation staff. Therefore, it does not change or repeal the legislation regarding the Court of Cassation staff. Indeed, it has a supplementary and complementary function for these existing rules. According to the Article 3 of the Court of Cassation Code of Conduct for Staff entitled “Construction” , “All provisions of law, rules and administrative directives governing or regulating the conduct of Court of Cassation staff are deemed to be incorporated into this Code.”

## **5.2. THE RELATIONSHIP BETWEEN THE COURT OF CASSATION CODES OF CONDUCT AND THE COURT OF CASSATION CODE OF JUDICIAL CONDUCT**

According to the 2<sup>nd</sup> paragraph of the Article 3 which is entitled “Construction” of the Court of Cassation Code of Conduct for Staff, “This Code shall be construed in accordance with the “Court of Cassation Code of Judicial Conduct.” This article explains the relationship between both of the bodies of ethical rules. The Court of Cassation Codes of Conduct have been arranged with a collective ethical understanding, all of the codes of conduct have been formulated simultaneously and in a particular harmony. Therefore, the codes of conduct have been arranged in such a way that they have harmony in themselves and with each other. The aim of this is to ensure that the whole range of people who are serving in the Court of Cassation have the same ethical understanding.

For example, in the Article 4.2-d the situations where the staff shall not accept gift or similar things are set forth. Likewise, in 2.2, it is stated that the staff shall not accept any favours from anyone. Although the regulations are like these, it may not be possible for the stated articles to respond to all the alternatives which can occur in a concrete case. When such an instance occurs, the Articles 3.4, 3.5 and 4.13 shall also be applied to the staff. Hence, while interpreting the Court of Cassation Code of Conduct for Staff Court of Cassation Code of Judicial Conduct should always be taken into consideration, too.

### **5.3. THE RELATIONSHIP BETWEEN THE COURT OF CASSATION CODE OF CONDUCT FOR STAFF AND THE CODES OF CONDUCT FOR PUBLIC OFFICERS**

Because it is stated in the 3<sup>rd</sup> paragraph of the Article 1 of the Law Related to the Establishment of the 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 that the provisions of this Law does not apply to the members of the judiciary, the Court of Cassation staff except the presidents and bench members, rapporteur judges and public prosecutors are included in the scope of this law. To make it more clear, the Court of Cassation staff is subject to the ethical regulations of public officers within the scope of the Law No. 5176, and there is no exception.

As a consequence, an ethical violation decision can be rendered about the Court of Cassation staff like other public officials because of their unethical conduct. In this regard, there is no discrimination between the Court of Cassation staff and other public officials.

### **5.4. THE RELATIONSHIP BETWEEN THE COURT OF CASSATION CODE OF CONDUCT FOR STAFF AND THE DISCIPLINARY AND CRIMINAL JUDGEMENTS**

In the Article 4 of the Court of Cassation Code of Conduct for Staff entitled “Sanctions”, the relationship between the codes of conduct and penal and disciplinary provisions is regulated. According to the article, an act contrary to the codes of conduct may constitute a disciplinary offence or crime in terms of criminal law. For example, falsifying or destroying any record as stated in 1.5, may constitute forgery of official documents or a disciplinary offence that requires for the public officer to be removed from the public office. To make it more clear, the fact that an act is included in the ethical rules does not exclude the act from being a disciplinary offence or crime in the judicial sense.

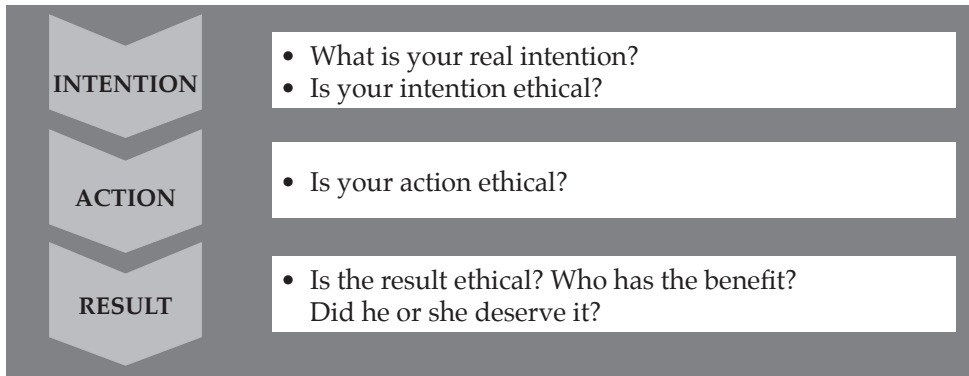


## CHAPTER 6: THE CONCEPT OF ETHICS, AND FUNCTIONS OF PUBLIC ETHICS, PROFESSIONAL ETHICS AND CODE OF JUDICIAL CONDUCT

### 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 results before they act or decide.<sup>63</sup>



Actions of a person are his or her conscious behaviour which depends on a value, principle or rule. A person 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.<sup>64</sup>

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.<sup>65</sup>

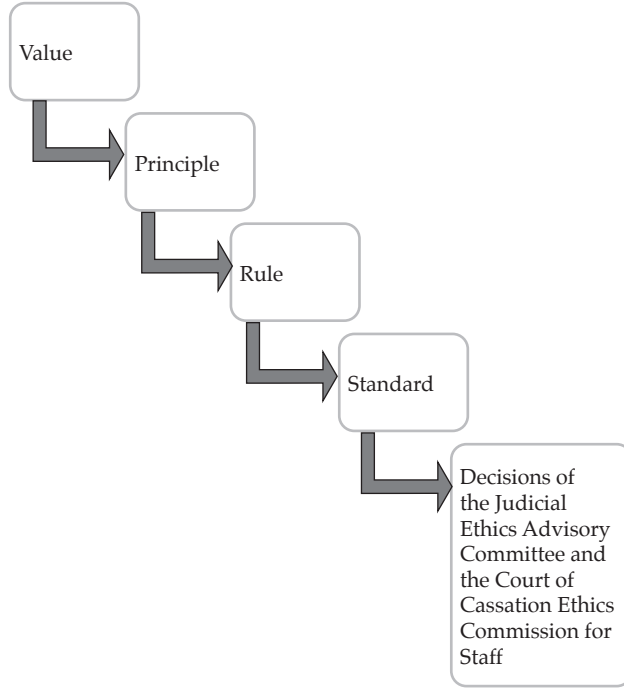
<sup>63</sup> Aydın, İ. (2016a). p.47.

<sup>64</sup> Özlem, D. (2010). Etik: Ahlak felsefesi. İstanbul: Say Yayınları. p.15.

<sup>65</sup> 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.<sup>66</sup>

<sup>66</sup> Aydın, İ. (2014) Değer Kavramı ve Değer Yükleme. Prof. Dr. Haydar Taymaz Armağan Kitabı, İnayet Aydın, Kürşad Yılmaz (Ed.). Ankara: Pegem Akademi, p.46.

The principles that are preserved in the Court of Cassation Code of Conduct for Staff 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.<sup>67</sup>

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.<sup>68</sup>

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 codes is important. In that way, social consistency is provided among actions.<sup>69</sup> Ethical principles are divided into two groups as “instructive” and “regulatory”.

- a) Instructive Principles: They aim at inspiring the members of the profession for ethical behaviours.
- b) Regulatory Principles: They aim at determining how to behave in specific situations and which behaviours will be regarded as violation in terms of ethics.

<sup>67</sup> Aydın, İ. (2016a). p.53

<sup>68</sup> Aydın, E. (2001). Tıp Etiğine Giriş. Ankara: PEGEM A Yayıncılık. p.27.

<sup>69</sup> Aydın, İ. (2016a). p.53.

The Court of Cassation Code of Conduct for Staff is the example of both instructive and regulatory principles.

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

- a) The Court of Cassation staff shall discharge their duties with competence and diligence.
- b) The Court of Cassation staff shall observe the principle of equality in all conduct.
- c) The Court of Cassation staff shall observe professional confidentiality.
- d) The Court of Cassation staff shall act with propriety.

#### 6.1.4. Rule

Rules are ways of actions in accordance with the principles. Rules are more detailed, narrow, and 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:<sup>70</sup>

a) Rules reduce uncertainties and provide predictability and stability. For example, according to the Article 3.4 of the Court of Cassation Code of Judicial Conduct, a judge shall not accept gifts from the parties of the case in all conditions even if the trial is concluded regardless of the quality or quantity of the gift. This rule removes all kinds of certainties because it states certainly that any gift given by the parties of the case, or in the name of them, cannot be accepted. According to art. 1.6 of the Court of Cassation Code of Conduct for Staff, the Court of Cassation staff shall “not recommend private lawyers to litigants, prospective litigants, or anyone dealing with the judiciary.” In this article, the code of conduct is stated clearly and concretely.

b) Rules bring control and restriction to human behaviours. As understood from the example above, there is a control and restriction in terms of both the person who gives the gift and the one who accepts the gift.

c) Rules make an individual free. It creates a shield effect against inappropriate demands and expectations. For example, when a Court of Cassation staff is offered a gift or a privilege by the parties of the case or by the others on behalf of them, he or she could easily reject the gift by putting forward the codes of conduct regardless of however it comes or whoever brings it.

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<sup>70</sup> Aydın, İ. (2016c). p.15.

When people began to live within communities, a necessity to live in accordance with rules arose. 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 expectations for anybody.

Rules of Professional Ethics:<sup>71</sup>

- 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 members of the judiciary, taking into consideration the Bangalore Principles of Judicial Conduct.”<sup>72</sup>

#### 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.<sup>73</sup>

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 4.2/b of the Court of Cassation Code of Conduct for Staff, the Court of Cassation staff “shall not use his or her position in the judiciary to assist any member of his or her member’s immediate family in securing a contract with the judiciary in a manner not available to any other interested party.” In this example, the expression “any member of his or her member’s immediate family” may cause different interpretations about what can be understood from the expression. Therefore, members

<sup>71</sup> Aydın, İ. (2016b). Eğitim ve Öğretimde Etik. (8th Edition). Ankara: PEGEM –A Yayıncılık. p.26.

<sup>72</sup> The İstanbul Declaration and Draft Implementation Measures for the İstanbul Declaration. Anka-ra: Yargıtay yayını (Editors: Dr. Mustafa Saldırım, Gözde Hülügü, Gözde Ata, Nazlı Ersoy).

<sup>73</sup> Aydın, İ. (2016c). p.15.

of the family can be stated one by one in standards, and uncertainties and different interpretations may be removed in that way.

#### **6.1.6. Decisions of the Court of Cassation Ethics Commission for Staff**

The Council of Ethics for Public Service was established with the Article 2 of the Law no 5176 under the structure of Prime Ministry, and in the Article 29 of the Regulation on the Principles of Ethical Behavior of the Public Officials and Application Procedures and Essentials which is issued with reference to the Article 7 of the same Law and which is published in the Official Gazette No. 25785 of 13.4.2005, it is foreseen that an ethical commission consisting of at least three people from the institution should be established by the top executive of the institution or organization. In the 2<sup>nd</sup> paragraph of the same article of the Regulation, it is stated that how long the members of the ethics commission will work and other issues will be determined by the top executive of the institution and organization.

In accordance with the foregoing provisions of the Law and the Regulation, a “Court of Cassation Ethics Commission for Staff” was established with the approval of the First Presidency of the Court of Cassation. This Commission was established independently from the Court of Cassation Code of Conduct for Staff due to a legal obligation according to the system of the Law No. 5176.

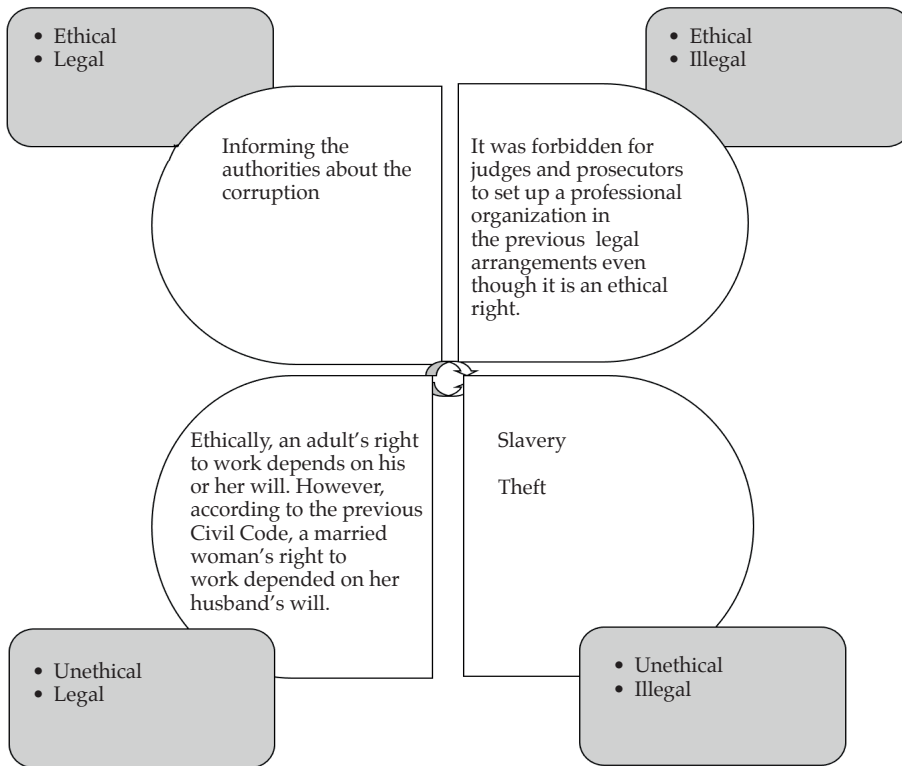
To establish and develop ethical culture, to advise and direct about the problems the personnel face with about the principles of ethical behavior and to evaluate ethical practices are among the duties of the Court of Cassation Ethics Commission for Staff. Within the scope of the duties that are mentioned in the Article 29 of the Regulation, the Commission can express opinion about the propriety of the possible behavior models to the codes of conduct. In this way, it is aimed to provide guidance both to the public and the Court of Cassation staff and therefore to create and strengthen a common public understanding of ethics.

#### **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 agree with each other. Earl Warren, Justice of the Supreme Court of the United States, defined 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 should be at the mercy of the least scrupulous; without ethics, law could not exist”**. Below are the examples from these four fields.<sup>74</sup>

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<sup>74</sup> Aydın, İ. (2016c). pp.154-156.



## 6.2. PUBLIC ETHICS

### 6.2.1. Public Ethics in General

Ethics in the 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 such as 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.<sup>75</sup>

### 6.2.2. Public Service Is Entrusted

Public office is entrusted by the public. Therefore:

<sup>75</sup>Steinberg, Sheldon S., David T. Austern. (1996). Hükümet, Ahlak ve Yöneticiler. (Translated by: Turgay Ergun). Ankara: Türkiye ve Ortadoğu Amme İdaresi Yayınları. pp. 5-6.

- 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. Principles of Ethical Behavior of the Public Officials**

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

The Court of Cassation staff is subject to the above-mentioned Principles of Ethical Behavior for the Turkish Public Officials in addition to the Court of Cassation Code of Conduct for Staff.

### 6.3. PROFESSIONAL ETHICS

Professional ethics is a whole of principles and rules established and protected by a particular group of profession, giving orders to the members of the profession, forcing them to behave in a particular way, restricting their professional tendencies, excluding insufficient and unprincipled members, regulating the competition within the profession and aiming to protect service ideals<sup>76</sup>.

The functions of professional ethics are as the following:

- a) In terms of public: It provides professional dignity and institutional trust. Public trust in fair and transparent service increases.
- b) In terms of profession: Dignity 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 and belief 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 are stated in the ethics documents.

### 6.4. FUNCTIONS OF JUDICIAL CONDUCT<sup>77</sup>

#### 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 judicial conduct. According to the paragraph, "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, hereby ADOPTS this Code of Conduct". Therefore, it is possible to review the functions of judicial conduct under the articles below.

<sup>76</sup> Altun, A. (1995). Türkiye’de Gazetecilik ve Gazeteciler. Ankara: Çağdaş Gazeteciler Derneği Yayınları, No:15. p. 126.

<sup>77</sup> This chapter is cited from "Saldırım, M. (2018). Hacettepe Hukuk Fakültesi Mesleki Deontoloji Ders Notları. Ankara."



### **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 codes of judicial conduct is able to assess the standards of behavior of the members of the judiciary. The pre-requisite 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 codes of 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 Professional Rules of Behaviour Binding on the Court of Cassation Staff**

The codes of conduct do not eliminate the responsibilities arising from the binding professional rules on judges and judicial staff of the Court of Cassation. Judges and judicial staff are 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 judges and staff, they do not intend for every alleged transgression to result in disciplinary action. Not every failure of a judge or judicial staff 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.<sup>78</sup>

#### **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 Court of Cassation. Institutional culture is the whole of 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.<sup>79</sup>

#### **6.4.7. Protection of Human Rights**

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

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<sup>78</sup> Commentary para.19.

<sup>79</sup> Saldırım, M. (2017). Yargıtay ve Etik. (Yargıtay Etik Şeffaflık ve Güven Projesi Etik İlkeler Çalıştayı, 12-16 Mayıs 2017, Antalya, pp.134-138.) p.134

## CHAPTER 7: TRAINING ACTIVITIES OF THE FIRST DAY<sup>80</sup>

### 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	<b>PRESENTATION 1:</b> The Concept of Ethics, Public Ethics	
10:15-10:30	A3: Intention-Action-Result Study	
10:30-10:45	<b>BREAK</b>	
10:45-11:00	<b>PRESENTATION 1:</b> Professional Ethics and Judicial Conduct	<b>PRESENTATION 1:</b> Continue
11:00-11:30	A4: Station Study	
11:30-11:45	<b>BREAK</b>	
11:45-12:00	<b>PRESENTATION 2:</b> Court of Cassation Code of Conduct for Staff	1 <sup>st</sup> Value: Competence and Diligence
12:00-12:15	A5: The Value of Competence and Diligence Scenario Activity	
12:15-12:30	A6: The Value of Competence and Diligence Decision Card Study	
12:30-13:30	<b>LUNCH</b>	
13:30-13:45	<b>PRESENTATION 2:</b> Court of Cassation Code of Conduct for Staff	2 <sup>nd</sup> Value: Equality
13:45-14:00	A7: The Value of Equality Scenario Activity	
14:00- 14:15	A8: The Value of Equality Decision Card Study	
14:15-14:30	<b>BREAK</b>	
14:30-14:45	<b>PRESENTATION 2:</b> Court of Cassation Codes of Conduct For Staff	3 <sup>rd</sup> Value: Confidentiality
14:45-15:00	A9: The Value of Confidentiality Scenario Activity	
15:00-15:15	A10: The Value of Confidentiality Decision Card Study	
15:15 -15:30	<b>BREAK</b>	
15:30-16:00	Information Box Opening and Closure	

<sup>80</sup> All activities 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 or Her professional seniority: .....
3. His or 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 (-)
<input type="text"/>	<input type="text"/>	<input type="text"/>
Intention (-)	Action (+)	Result (-)
<input type="text"/>	<input type="text"/>	<input type="text"/>
Intention (+)	Action (-)	Result (-)
<input type="text"/>	<input type="text"/>	<input type="text"/>

### 7.4. ACTIVITY 4: STATION STUDY

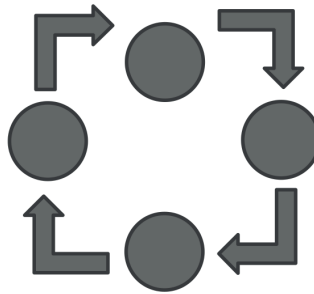
**Objective:** To enable the participants to carry out detailed studies about the codes of conduct by writing scenarios which include 4 mistakes in terms of the Court of Cassation Code of Conduct for Staff in different stations.

**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 Staff 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 COMPETENCE AND DILIGENCE SCENARIO ACTIVITY

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

**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 Staff are violated in the scenario by making comparisons with the principles 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 Staff.

**Duration:** 15 min.

**SCENARIO:**

A, who is working at the Court of Cassation, is given a task of taking a photocopy of a document which is not his or her responsibility. While he or she is taking the photocopy, he or she realizes that one of the convicted is from the same village as him or her. She has a dilemma of giving information to his or her fellow countryman, he or she cannot control himself or herself and give information to the convicted who is his or her fellow countryman about the case. Then, the fellow countryman insists on having advice of a good lawyer from him or her. Upon his or her fellow countryman's insistence, he or she advises a good lawyer and gives the number of the lawyer. The convicted who is his or her citizen asks for more help about the case file. A promises his or her fellow countryman that he or she will provide help from the institution and gives information about what he or she should do.

- 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 Staff could you defend that your behaviour is ethical?

**7.6. ACTIVITY 6: THE VALUE OF COMPETENCE AND DILIGENCE  
DECISION CARD STUDY**

**Objective:** To enable the Court of Cassation staff to give their decisions by assessing some situations that they have encountered regarding the value of competence and diligence 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 competence and diligence 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 competence and diligence.
3. Ask the participants to read the decision cards regarding the value of competence and diligence 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 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 decision that they have changed in each group.

**Duration:** 15 min.

### THE VALUE OF COMPETENCE AND DILIGENCE DECISION CARDS STUDY

Decision Card: 1	Decision Card: 2
The staff carry out their duty slowly in order not to be given another duty.	The staff give advice to the parties about the decision.
Decision Card: 3	Decision Card: 4
The Court of Cassation staff recommend a lawyer.	The staff do not carry out their duties in a timely manner.
Decision Card: 5	Decision Card: 6
The staff take advantage by using their Court of Cassation identity card.	The staff read a book and surf on the Internet within the working time.
Decision Card: 7	Decision Card: 8
The staff alter and destroy the records within their control.	The staff behave in an unfriendly manner to the citizen whom he or she deals with.
Decision Card: 9	Decision Card: 10
The staff deal with personal issues instead of their work and duties within the working time.	The staff begin to have a close relationship with the lawyer and the parties of the case.



	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 EQUALITY SCENARIO ACTIVITY

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

**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 Staff are violated by making comparisons with the codes and rules regarding the value of equality. 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 Staff.

**Duration:** 15 min.

### SCENARIO:

A is a court clerk in one of the chambers of the Court of Cassation. A party of the case which will be heard on that day is disabled. The result of the hearing will be hanged on the wall at the end of the working day.

The party who is disabled wants to ask the result of the hearing and get information. The hearing clerk says that the results will be announced, so he or she cannot give any information to anybody. The party who is disabled insistently says on the phone that he or she lives outside Ankara and he or she has difficulty even in coming to the hearing and he or she insists on getting information via telephone. A (clerk) does not know what to do with this pressure and insistence directs him or her to his or her director. He or she doubts whether it is right to give information to a disabled citizen on the phone. He or she cannot decide and directs the disabled citizen to his or her director.

- 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 Staff could you defend that your behaviour is ethical?

## 7.8. ACTIVITY 8: THE VALUE OF EQUALITY DECISION CARD STUDY

**Objective:** To enable the Court of Cassation staff to give decisions about the situations they encounter regarding the value of equality 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 equality 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 equality.
3. Ask the participants to read the decision cards regarding the value of equality 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 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 decision they have changed in each group.

**Duration:** 15 min.

### THE VALUE OF EQUALITY DECISION CARDS STUDY

Decision Card: 1	Decision Card: 2
The administrators do not treat fairly to the staff in the distribution of work.	The staff accepts gift and take advantage of their duties.
Decision Card: 3	Decision Card: 4
The staff manifest bias by making discrimination based on gender.	The staff shows intimacy to some people due to their fellow citizenship and give priority to them.
Decision Card: 5	Decision Card: 6
The administrator assigns the staff whom he or she feels closer with less work.	The administrator executes mobbing on the clerk who has different personal and political opinions from him or her, and tries to send him or her away from the office.
Decision Card: 7	Decision Card: 8
The staff shares information about the file in exchange for the gifts coming from the parties.	The administrator sends the same people to the activities and creates inequality between the staff.
Decision Card: 9	Decision Card: 10
The staff makes discrimination against the other staff based on dress, race, color, political opinion and behaves in a biased way.	The director gives a lot of work to the staff who is doing their job better and less to the ones whom she believes to be unsuccessful in doing their jobs, and make them feel inefficient.

	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: THE VALUE OF CONFIDENTIALITY SCENARIO ACTIVITY

**Objective:** To enable the participants to determine which rule regarding the value of confidentiality is violated by examining the codes and rules regarding the value of confidentiality.

**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 Staff are violated by making comparisons with the codes and rules regarding the value of confidentiality. 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 Staff.

**Duration:** 15 min.

### SCENARIO:

A, who is a staff of the Court of Cassation, completed his or her 15th year at the Court of Cassation. He or she is a very honest and reliable data preparation and control operator and carries out his or her work properly.

Newly appointed B causes interruptions at work because he or she does not work properly, he or she does not accept this and has an argument with A. This also leads to constant arguments between A and B. A observes that B's attitude at work causes important problems. Because they work in the same room, he or she hears the other's phone calls and the arguments between he or she and his or her spouse. Sister of B's spouse is a lawyer and A finds out that the matter that causes the argument is the fact that B's spouse asks for information about the file from B. B, not knowing what to do, gives some information about the file to his or her spouse. This situation discomforts A and informs the related authorities about the behaviour of B who has not paid the necessary attention to the confidentiality of files. Thereby, an investigation is opened about B.

#### 7.10. ACTIVITY 10: THE VALUE OF CONFIDENTIALITY DECISION CARD STUDY

**Objective:** To enable the participants to give decisions about the situations they encounter regarding the value of confidentiality by assessing the principles, rules, and standards of codes of conduct.

**Instruction:** Divide the participants into groups and guide them for their studies related to the value of confidentiality 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 confidentiality.
3. Ask the participants to read the decision cards regarding the value of confidentiality and tell them to 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 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 decision they have changed in each group.

**Duration:** 15 min.

### THE VALUE OF CONFIDENTIALITY DECISION CARDS STUDY

Decision Card: 1	Decision Card: 2
The staff inform the parties about the judge's notes which should be kept secret.	The staff do not inform the higher authority about the people who behaves unethically.
Decision Card: 3	Decision Card: 4
The staff share the information he or she acquired with the staff from other chambers.	The staff reveal the information he or she acquired after being retired.
Decision Card: 5	Decision Card: 6
Sharing the documents and information about the work on social media.	The staff reveal the decisions that was given by the chamber they are working in, drafts and information
Decision Card: 7	Decision Card: 8
The staff say the result of a case for which a final decision has not been made and which is not concluded.	To tell the citizens which judge examines a file
Decision Card: 9	Decision Card: 10
The administrators share information about the file through the staff under their authority.	The staff share information about the content of a file with the members of his or her family or friends.

	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				

### 7.11. 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	<b>PRESENTATION 2:</b> Court of Cassation Code of Conduct for Staff	4 <sup>th</sup> Value: Propriety
10:00-10:15	A11: The Value of Propriety Scenario Activity	
10:15-10:30	A12: The Value of Propriety Decision Card Study	
10:30-10:45	<b>BREAK</b>	
10:45-11:30	A13: Mobbing Scenario Analysis	
11:30- 11:45	A14: The Activity of Gift	
11:45- 12:00	<b>BREAK</b>	
12:00-12:30	A15: Ethical Concept Crossword Puzzle	
12:30-13:30	<b>LUNCH</b>	
13:30-14:00	A16: Memory Array	
14:00-14:45	<b>PRESENTATION 3:</b> Ethical Dilemmas in the Judiciary and Ethical Decision-Making	
14:45-15:00	<b>BREAK</b>	
15:00-15:30	A17: Decision-Making Case Study	
15:30-15:45	A18: Rulman	
15:45-16:00	A19: Conversation Circle	
16:00	Closure	



## 8.1. ACTIVITY 11: THE VALUE OF PROPRIETY SCENARIO ACTIVITY

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

**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 Staff are violated by making comparisons with the principles and rules regarding the value of propriety. 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 Staff.

**Duration:** 15 min.

### SCENARIO:

The Court of Cassation staff X likes to take selfies often and to share them on his or her social media accounts. One day, while he or she was working he or she thinks about taking a selfie and share it. Meanwhile, there are many official documents and files on desk. The UYAP (National Judicial Network System) is open on the computer screen. He or she takes some photos in which the computer screen and the documents on his or her desk can be seen and he or she thinks about sharing them on social media. He or she thinks “There are documents, is it a bad idea to share the photos?” but then he or she decides that there is no problem in sharing them and post them on social media. He or she has a lot of likes for his or her post. A judge, who is added as a friend sees these photos including information about his or her file and apply for opening an investigation against X.

- 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 Staff could you defend that your behaviour is ethical?

## 8.2. ACTIVITY 12: THE VALUE OF PROPRIETY DECISION CARD STUDY

**Objective:** To enable the Court of Cassation staff to give decisions about the situations they encounter regarding to the value of propriety

by assessing the principles, rules, and standards of codes of judicial conduct.

**Instruction:** Divide the participants into groups and guide them for their studies related to the value of propriety 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 propriety.
3. Ask the participants to read the decision cards regarding the value of propriety 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 decision they have changed in each group.

**Duration:** 15 min.

## THE VALUE OF PROPRIETY DECISION CARDS STUDY

Decision Card: 1	Decision Card: 2
The staff use the vehicles and materials of the institution for private purposes.	The staff come to work with an outfit that will undermine the dignity of the institution and the profession.
Decision Card: 3	Decision Card: 4
The staff accept a gift.	The staff do not declare the immovable property that they bought.
Decision Card: 5	Decision Card: 6
The staff use the vehicles and materials entrusted for official duties as if they are their own, and bring them to their home.	The staff use the money placed in his custody in official duty, not take even by way of loan to himself or herself or any person.
Decision Card: 7	Decision Card: 8
The staff share posts against the institution they are working on social media.	The staff share the information about the parties of a case in their private lives.
Decision Card: 9	Decision Card: 10
The staff ask for a special discount by stating that they work at the Court of Cassation.	The staff talk about the institution they work in a way that will undermine the trust in it.

	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 13: 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 year 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 begin 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 Nazım Bey'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 Nazım Bey 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.

Nazım Bey 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. Nazım Bey 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 Bey do in that situation? Why?
5. What could be done in order to prevent mobbing in the workplace?

#### 8.4. ACTIVITY 14: 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 taken for allocating to a particular director or chief		
5	A situation in which a chief clerk 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		
7	A holiday at a low cost in the hotel whose file is examined by a chamber of the Court of Cassation		
8	Taking a low-interest credit from the bank with which there is a business relation		
9	A situation in which the staff of a chamber presents a carpet as a gift to the president who has just began to work.		
10	A situation in which the staff presents a suit as a gift to a director who are retired.		

### 8.5. 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

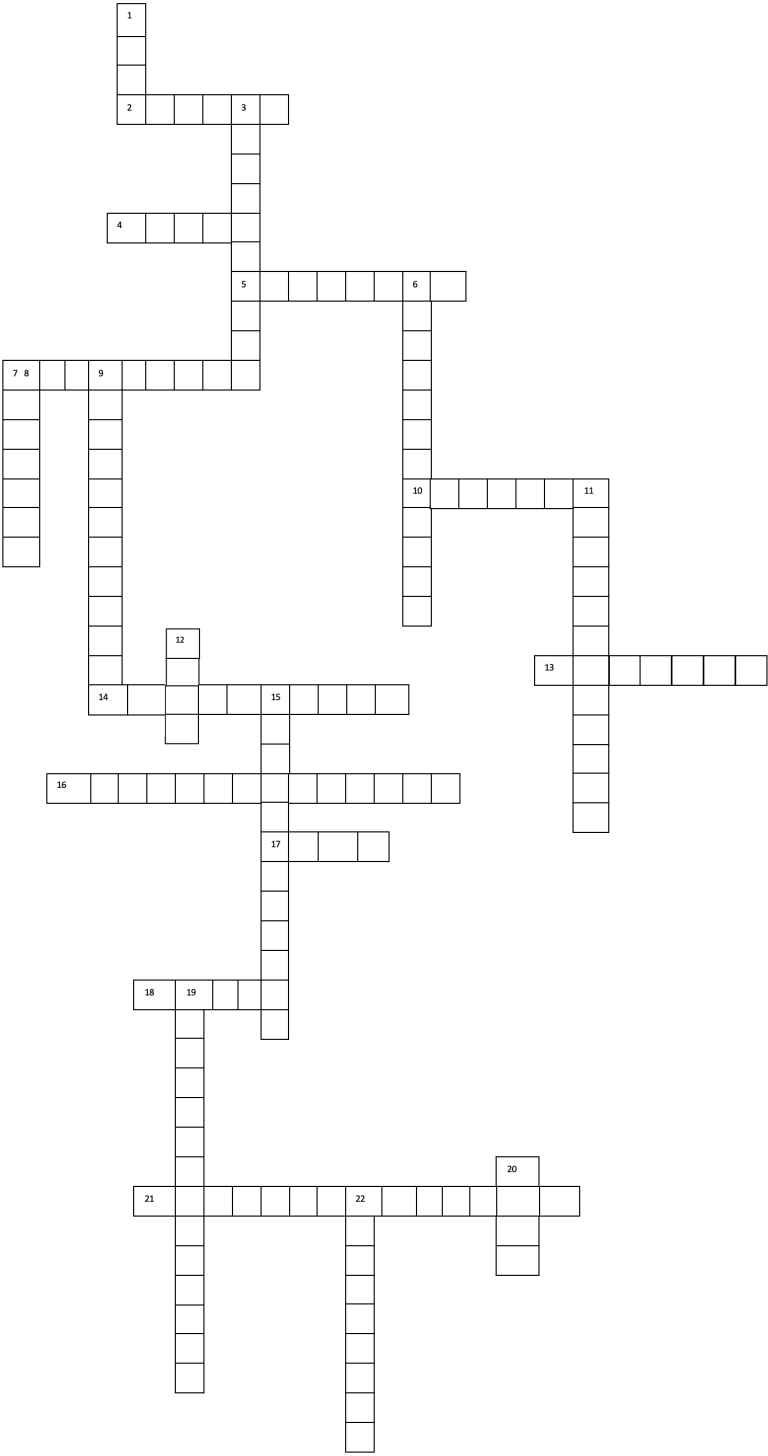
2. A whole of principles regarded as a guide for judging human attitudes and behaviours in terms of good, bad, appropriate, and inappropriate.
4. Measurement of a thing in terms of good and bad or a thing which is formed by setting value. The preferences which direct all decisions and actions of an individual 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 unprecedentedly 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 or unintentionally even if it is not based on competence, ability or past performance.

### Top To Down

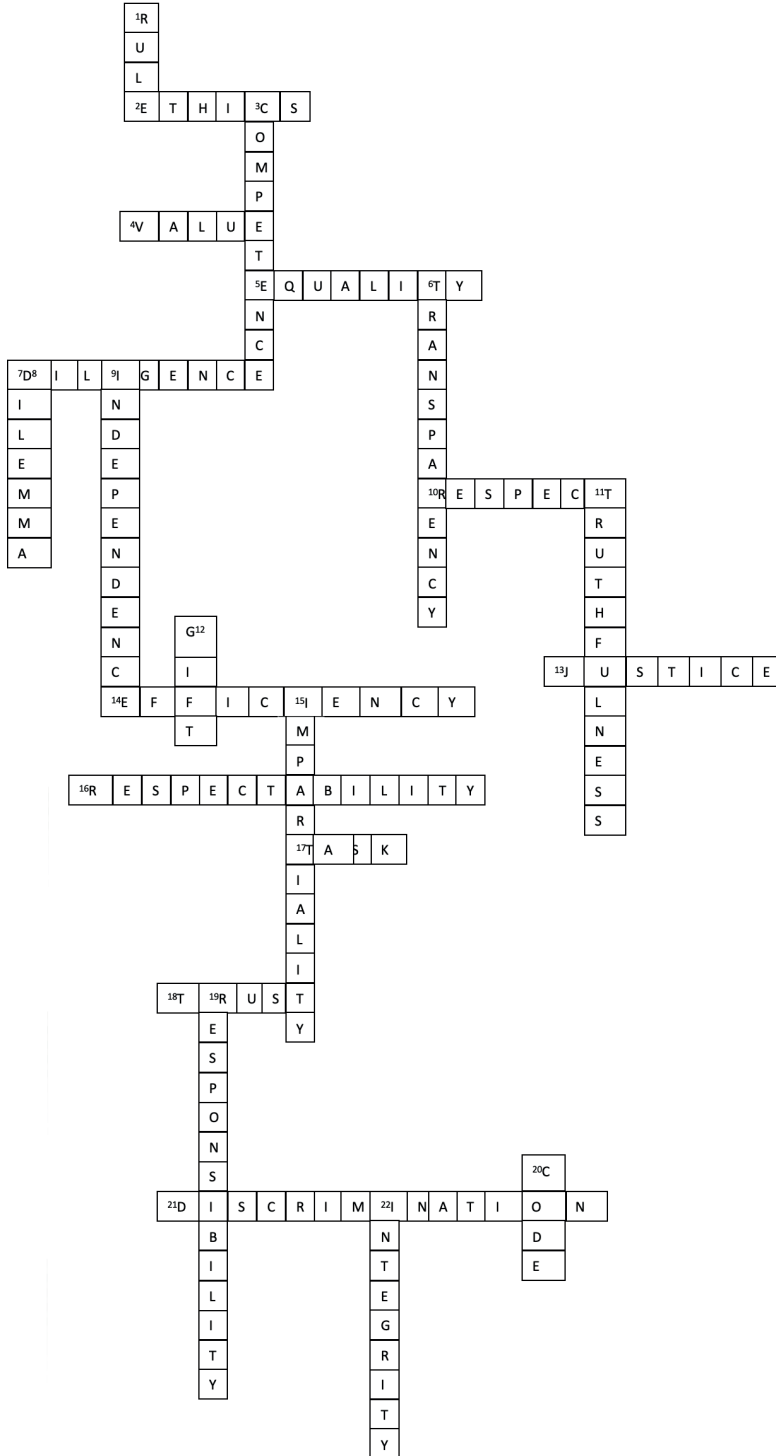
1. Ways of action in accordance with the codes.
3. Having the professional efficiency to do a job successfully and proficiently.
6. It is the principle of taking and implementing decisions in accordance with rules and arrangements, providing the ones who will be affected by the decisions taken with access 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



8.6. ETHICAL CONCEPT CROSSWORD PUZZLE AND ANSWER KEY



## Answer Key of the Ethical Concept Crossword Puzzle



## 8.7. ACTIVITY 16: THE COURT OF CASSATION CODE OF CONDUCT FOR STAFF MEMORY ARRAY

**Objective:** To develop the participants' ability of relating the codes of judicial conduct with the relevant code of conduct.

**Instruction:** Ask the participants to read the array below, to determine which rule is related to which code and to write the numbers representing the rules in the Codes of Conduct on the box of the related code.

**Duration:** 15 min.

	Principle		Rules
1	Competence and Diligence	A	Where in administration capacity, be fair in conduct and distribution of work.
2	Equality	B	Not disclose to any unauthorized person any confidential information acquired while employed in the judiciary, whether such information came from authorized or unauthorized sources.
3	Confidentiality	C	Have careful attire and appearance in accordance with the legislation.
4	Propriety	D	In performing official duties, not discriminate, nor manifest by word or conduct, bias or prejudice based on race, colour, sex, religion, conscience, belief, culture, dress, language, place of birth, ethnic or social origin, disability, age, marital status, sexual orientation, social or economic status or other like causes.
5		E	Not alter, falsify, destroy or mutilate, or fail to make required entries on, any record within their control. This provision does not prohibit the alteration or expunction of records or documents pursuant to a court order.
		F	Report confidential information to the appropriate authority in the Court of Cassation when they reasonably believe this information is or may be evidence of a violation of law or of unethical conduct. They shall not be disciplined for disclosing such confidential information to an appropriate authority.
		G	Perform the assigned duties expeditiously, efficiently and impeccably within the limits of their authority.
		H	Carefully preserve the court fees, fines or other funds placed in his custody in official duty, not take even by way of loan to himself or herself or give them to any person.

## CHAPTER 9: ETHICAL DILEMMAS IN THE JUDICIARY AND WAYS OF JUSTIFYING UNETHICAL BEHAVIOURS<sup>81</sup>

### 9.1. ETHICAL DILEMMA

To express quite simply, making a decision is a situation in which an individual, an administrator, 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.

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<sup>81</sup> 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 personal matters 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 because of 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 officer 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 distinguishing services 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 that can help him or her, would he or 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**

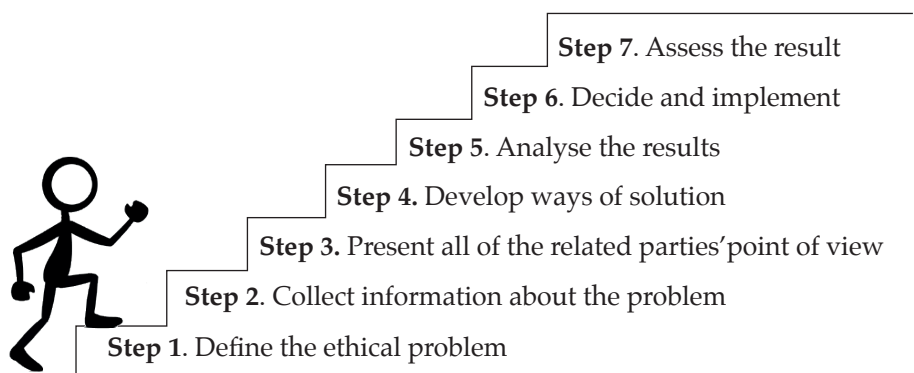
Some behaviours which are allowed by law may be ethically problematic. For example, there is no legal problem in using circus animals for fun. However, a serious ethical discussion about these issues began after the improvement of animal rights movement. Training circus animals with torture, beating, 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, it 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?

For example, judges should be careful while visiting the facilities which are conducted by law enforcement officers, anti-corruption organization, and the customs and tax administration offices or which are intended for the use of their members who have the possibility of coming before a court. Even if there is no restriction on rarely accepting the invitation of dinner at police facilities, it is not acceptable for a judge to go to such clubs and facilities regularly and frequently.<sup>82</sup>

<sup>82</sup> Commentary, (2007), para.118.

The judicial staff should also be careful about the relations with the people who will possibly come to court very often or with lawyers. The judicial staff should be aware of the ethical problems arising from accepting the dinner invitations of them and or establishing close relationship with them.

#### **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?

#### **10.1.3. Stage 3: Understand All Parties' Points 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?

### 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 17: 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 codes of conduct. 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.

### 11.2. ACTIVITY 18: 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 Judicial Conduct and all the information they have learned during the two days.

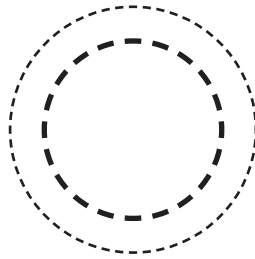
2. Then, ask the participants to stand within two chamber which are placed one inside one another and match in a way that they will face each other.

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 matched at the beginning face each other again.

5. Therefore, enable to review and reinforce what have been learned.

**Duration:** 15 min.



### 11.3. ACTIVITY 19: 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 JUDICIAL CONDUCT

### 12.1. SCENARIOS RELATED TO THE VALUE OF COMPETENCE AND DILIGENCE

1. The officers X and Y, who applied for the exam which is conducted by the institution to get promoted, become eligible for an interview (oral exam). At the stage of interview, even though he or she got low mark in the written exam, the officer X is the citizen of the chief A who deals with the administrative affairs of the institution. The officer X talks with A in order to take advantage of this, and asks for a favour. Meanwhile, Y is hopefully waiting for the result thinking that he or she has become successful in the written exam, he or she did well in his or her interview and he or she has advantage.

The chief A knows that Y is more suitable for the job in terms of competence and qualification, but he or she also wants X to get the job because he or she is his or her fellow citizen. Because of this, he or she has a dilemma.

2. The personnel of the Court of Cassation A leaves his or her home in order to go to work, he or she sees an old man who feels bad and then faints, and he or she runs towards him in order to help. There is no one around he or she calls the ambulance and stands by him, however he or she will be late for work. He or she needs to make a decision. He or she decides to take care of the old man, the ambulance comes and takes him to the hospital. A goes to the Court of Cassation, but he or she is an hour late for work. He or she explains the situation to his or her director and begins to work. After a while, his or her phone rings, his or her teacher who has helped and made a great effort on him or her since his or her childhood is calling. He or she picks up the phone, after chatting a while, his or her teacher says that his or her file has come to the Court of Cassation and wants him or her to make a request from the president to bring his or her file forward. A wants to help his or her teacher but he or she feels uncomfortable. After questioning himself or herself, he or she says to his or her teacher that he or she cannot do such a thing, and the teacher hangs up the phone disappointedly. Meanwhile, one of A's friends from college comes in, after the chatting, he or she says that he or

she has a case and he or she ü- could not find a lawyer yet. Even though A knows very competent lawyers, he or she is not sure about saying this to his or her friend. The feeling of providing help outweighs, he or she gives the number of a lawyer he or she knows and sees off his or her friend. After working for hours, there is 30 minutes left for the end of the workday and he or she thinks about leaving off early due to a busy and exhaustive day. But his or her inner voice says that this is not right thing to do. A soothes his or her conscience by saying to himself or herself that everybody leaves off early, so will I for one day, and leaves the office.

3. X is an officer of the Court of Cassation who observes his or her working hours, does his or her job without any interruption and is a hardworking officer. He or she carries out his or her duties efficiently, properly, and in a timely manner.

He or she begins to give decision numbers at 9.30, then his or her director comes. He or she asks him or her to help his or her colleague Y who is making a notification after he or she has completed his or her work by noon. Y is a person who does not give attention to his or her duties, does not have a sense of responsibility, and takes day off quite often. X, being aware of that, thinks that should I be like Y or should I help after I have finished with my work and he or she find himself or herself in a dilemma.

4. The file of a close friend of A comes to the chamber of the Court of Cassation where A works. A who works as a secretariat personnel, builds a relationship with the lawyer of a pending case in accordance with his or her personal interests. The lawyer of the party T goes beyond his or her authority and asks A to make a slight correction in the photocopy of the document dated.
5. A is given a task of taking a photocopy of a document which is not his or her responsibility. While he or she is taking the photocopy, he or she realizes that one of the convicted is from the same village as him or her. He or she has a dilemma and he or she informs his or her fellow countryman about the file. A has lost his or her impartiality because he or she has given information. Then A advice a lawyer to his or her fellow countryman.

A also provides help from the institution and shares information with the countryman to whom he or she has given advice.

## 12.2. SCENARIOS RELATED TO THE VALUE OF EQUALITY

1. A is a hearing clerk. The party of the hearing which is conducted on ... is disabled. On the day when the hearing is conducted, the result of

the hearing will be hanged on the wall at the end of the working day. The party who is disabled wants to ask the result of the hearing and get information. The party who is disabled says he or she lives outside Ankara and he or she had difficulty even in coming to the hearing. He or she insists on getting information via telephone. A directs him or her to his or her director. His or her director gives his or her phone number and he or she says that he or she will help!

2. A, who works at the Court of Cassation and who is a director goes to work by a service vehicle that day and he or she is not in a good mood. A sees a citizen dressed like a local person. The citizen asks A how to take a photocopy of his or her file. A does not give the necessary attention to him or her and says in a surly manner that “you always comes to me, go and ask the chief” and he or she gets rid of him or her. After 20 minutes, one of his or her friends who works at the Court of Cassation and wants to have information about a file, he or she could not reject him or her and gives information about the file.

On the same day, X, one of the staff at the secretariat, asks for a permission from A to leave because he or she has a dentist appointment. A says “you have a lot of work to do, you cannot leave without finishing them” and does not give permission. H, who works at the same chamber, asks for a permission for the afternoon, too. A gives permission to H, even though he or she also has a lot of work which he or she has not finished. Then, X goes and says to A that you give permission to H but not to me and argues with A. A says do your work, otherwise you will find yourself in another chamber. X does not say anything. X becomes disappointed and carries on doing his or her work without giving much attention.

3. It is a quite busy working day for X, who is a director. By the way, 2 officers have nothing to do. One is a friend of the director with whom he or she spends a lot of time together. However, the friend of the director is able to deal with this urgent work better than the other. The director thinks that if he or she asks his or her friend to do the job, the other would get hurt and he or she finds himself or herself in a dilemma. X asks his or her friend to do the work but he or she also stands near the other officer and tries to help him or her to understand that work.
4. The director A assigns the personnel who is his or her fellow citizen with the easier ones while distributing the work.

### 12.3. SCENARIOS RELATED TO THE VALUE OF CONFIDENTIALITY

1. A, who is a staff of the Court of Cassation, completed his or her 15th year at the Court of Cassation. He or she is a very honest and reliable



data preparation and control operator and carries out his or her work properly. Newly appointed B causes interruptions at work because he or she does not work properly, he or she does not accept this and has an argument with A. This also leads to constant arguments between A and B. A observes that B's attitude at work causes important problems. Because they work in the same room, he or she hears the other's phone calls and the arguments between he or she and his or her spouse. Sister of B's spouse is a lawyer and A finds out that the matter that causes the argument is the fact that B's spouse asks for information about the file from B. B, not knowing what to do, gives some information about the file to his or her spouse. This situation discomforts A and informs the related authorities about the behaviour of B who has not paid the necessary attention to the confidentiality of files. Thereby, an investigation is opened about B.

2. Y, who is a friend of X, comes to the chamber where X works in order to drink a cup of tea. Y asks X to look for a file and says that he or she wants a copy of the file. X says to this friend that the file has not been closed yet, but Y insists on the copy. Even though he or she has a dilemma, he or she gives a copy to his or her friend in good purpose, which is ethically inappropriate.

#### **12.4. SCENARIOS RELATED TO THE VALUE OF PROPRIETY**

1. The judge A attempts to order food and drink to the office after he or she begins to work as a lawyer and in this way he or she wants to be granted a privilege. He or she leaves in disappointment every time he or she comes. He or she continues doing this, which is reported to the administration of the Court of Cassation and he or she is warned about not to enter into the offices from now on.
2. Z, the neighbour of a staff of the Court of Cassation X, who is old, ill, leaves alone and has economic problems says that his or her file which will determine his or her economic future has come to the Court of Cassation and asks for help by asking such questions like at which stage his or her file is. X listens to his or her conscience and he or she says at which stage his or her file is as well as other confidential information. Z, after having the necessary information, says to the other party of the case that he or she will get what he or she deserves from them and he or she has won the case before the case is formally concluded. Hence, the other party informs the Court of Cassation about this situation. The administration of the Court of Cassation opens an investigation about the issue.

3. A decision related to a political party for which X feels sympathy has been rendered at the chamber where X works. X releases the decision on social media accounts before it is published and upon the infiltration of the decision into the media, news about the Court of Cassation begins to be made for days. Therefore, an investigation about X is opened.
4. A, who works as a driver of the Chamber B, brings the box tape, the rope, and the newspaper that belong to the chamber he works for to his home with the official car because he will move into another home. He packs his own property by using these materials and moves into another house.

## APPENDIX

### 1. COURT OF CASSATION CODE OF CONDUCT FOR STAFF 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 or 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 abstract 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.

"The Decisions of the Court of Cassation Grand General Assembly and the General Assembly of Civil Chambers Regarding the Legal Responsibility of Judges (2010-2014), Ankara 2014.", "A Comparative Study on Terror Crimes, Crimes against Humanity, and Crimes of Genocide (ECtHR the

Court of Cassation Presentation, January 2016)", "A Comparative Study on the Prohibition of Return (ECtHR the Court of Cassation Presentation, January 2017)", "Evaluation of the Opinions about the Court of Cassation Code of Judicial Conduct Draft and Comparison with the United Nations Judicial Codes of Conduct Standards (co-authored by Asst.Prof. İbrahim Şahbaz) 2017" "Evaluation of the Current Problems in the Judicial Authority within the Scope of the Court of Cassation Codes of Conduct and the İstanbul Declaration on Transparency in the Judicial Process (ECHR the Court of Cassation Presentation, January 2018)", "Turkish Law of Obligations with Explanations and Case-Laws (2013)", "Turkish Code of Civil Procedure With Explanations and Case-Laws (2011)", "Warrant of Attachment" (2011), "Fundamentals of Convict and Prisoner Training" (2011), "The Duty of Supervision of the Public Prosecutor (2007)" and "Duties of a Public Prosecutor in the Private Law (2005)" are the books he has written, and he also has 29 articles published in various legal journals in English and in Turkish. He presented a great number of papers in various panels and in national and international meetings, he also edited 7 books related to ethics. Moreover, he continues to work as a secretary in the Court of Cassation Judicial Ethics Advisory Committee, and he is a member of the Court of Cassation Ethics Commission for the Staff.

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.







