



Bu proje Avrupa Birliđi, Avrupa Konseyi ve Türkiye Cumhuriyeti tarafından birlikte finanse edilmektedir.



Avrupa Konseyi tarafından yürütölmektedir.

## CONSOLIDATING ETHICS IN THE PUBLIC SECTOR IN TURKEY (TYEC2)

### TECHNICAL PAPER

#### Training Curricula

Prepared by

**Ms Inayet Aydın, TYEC 2 Short Term Consultant**

*December 2012*

ECCU-TYEC2 - 3/2013



## Table of Contents

A1. TO INTRODUCE YOU MY FRIEND .....	3
WHICH POINT ARE YOU STANDING AT? .....	4
M3. CASE STUDY 1 .....	5
A4. SCENARIO WRITING AND ROLE PLAYING .....	7
A5. HOT SEATING.....	8
A6. ONE SENTENCE FEEDBACK.....	9
A7. WALKING DEBATE .....	10
A8. REVOLVING DOOR .....	11
M9. 18 PRINCIPLES.....	12
M10. CASE STUDY .....	14
M11. NOMINAL GROUP TECHNIQUE APPLICATION INSTRUCTIONS.....	17
M12. CAROUSEL STUDY .....	18
ETHICAL LEADERSHIP PILOT TRAINING (FIRST DAY) .....	19
ETHICAL LEADERSHIP PILOT TRAINING (SECOND DAY) .....	20
ETHICAL LEADERSHIP PILOT TRAINING (HALF DAY) .....	21
ETHICAL LEADERSHIP PILOT TRAINING (ONE DAY).....	22

---

For any additional information please contact:

Economic Crime Unit

Information Society and Action against Crime Directorate  
Directorate General I - Human Rights and Rule of Law

Council of Europe

F-67075 Strasbourg Cedex FRANCE

Tel +33 388 41 29 76/Fax +33 390 21 56 50

Email: [lado.lalicic@coe.int](mailto:lado.lalicic@coe.int)

Web: [www.coe.int/economiccrime](http://www.coe.int/economiccrime)

This document has been produced with the financial assistance of the European Union. The views expressed herein can in no way be taken to reflect the official opinion of the European Union or the Council of Europe.

## **A1. TO INTRODUCE YOU MY FRIEND**

The participants formed pairs to introduce themselves by answering the following questions:

1. What is your name?
2. What does your name mean?
3. What is the story of your name?
4. How do you feel when you meet someone with the same name as yours?
5. Where were you born?
6. What is your job ?
7. What do you like doing?
8. What do you expect from the training?

## WHICH POINT ARE YOU STANDING AT?

### APPLICATION DIRECTIVE

1. Please read the decision cards distributed to you and decide which decisions you would like to place under which box: “in all cases”, “in most of the cases”, “in some cases” and “in no case”.
2. Please decide where to place each expression on the decision cards within a certain box and mark the number of the card in the concerned box.
3. After you complete the task, compare the preferences of the participant sitting next to you with your preferences.
4. Mark the same decisions in the same boxes with a dark pen.
5. Review the card numbers you placed in different boxes and discuss why you decided to do so.
6. Write the card numbers you changed as a result of the discussion with a different pen again.
7. State the number of cards you changed.

THANK YOU.

### M3. CASE STUDY 1

Mr Yilmaz is working at the private office of Mr Gungor, the Under-Secretary of the Ministry of Administrative Reform. His main work concerns drafting statements and speeches and any other matter the Under-Secretary decides. He has gained a lot of experience in terms of ministry policy-making, met a number of other senior public officials and learnt much about managing the work and public statements of the Under-Secretary.

The Under-Secretary Mr Gungor is a very formal man. He has been a public official for nearly 30 years. He is known as organised, firm and ambitious. He expects his officials to act in a formal way and follow his instructions. He is always concerned that his status and reputation in public and among his colleagues is recognised. He is pleased with the work of Mr Yilmaz. While he has said nothing formally, Mr Yilmaz knows that Mr Gungor has mentioned the quality, accuracy and timely delivery of his work. In fact, increasingly, Mr Gungor has called on Mr Yilmaz to deal with a range of minor, but sometimes important, issues. These have included drafting letters to Under-Secretaries in other ministries, dealing with persistent journalists, and occasionally arranging the paperwork relating to some party matters raised by the Minister with the Under-Secretary.

One day, the Under-Secretary Mr Gungor is discussing a forthcoming presentation with Mr Yilmaz to a group of visiting European public officials when his wife calls. The family car is not working and their daughter is arriving shortly at Ankara Airport. Mr Gungor sighs, calls his driver, and tells Mr Yilmaz that he may as well come with him to the airport so they continue their discussions without interruption. Mr Yilmaz and Mr Gungor get in the car and begin to drive to the airport. On the way, Mr Gungor's mobile phone rings. His daughter has landed and is waiting for him. Mr Gungor leans forward and tells the driver to hurry up. A few minutes later Mr Gungor's mobile rings again and it is his wife, asking where he is and if he would hurry up. Mr Gungor begins to sound increasingly irritable and tells the driver again to speed up. Then as they were about to pull out past a bus into the outside lane, the car in front, full of people, also pulls out. Mr Gungor's face goes red and he shouts at his driver – 'go round the other side, I'm not waiting all day!'. The driver swings back into the inside lane just as a battered old van also comes out of a side road. The car and the van bump into each other and come to a stop. The ministry driver and Mr Gungor jump out of the car and begin shouting at the van driver. The driver inspects the damage to the ministry car which is dented on the wing. The damage to the van is worse; it looks as though the wheel is slightly bent. The van driver is also shouting – saying that the ministry car was driving too quickly and dangerously by swinging from one lane to another. He jumps in the van, starts it and finds he cannot drive away because of the damage to the wheel.

He jumps out of the van and shouts at the ministry driver and Mr Gungor that they have not only damaged his van but it was their fault. He gets more and more agitated, saying that the van is his income and he has no money to fix it and that it was typical of people in big cars to try and avoid responsibility for what they have done. He begins to appeal to the small crowd that has gathered, just as Mr Gungor's mobile rings again. He glances at it and tells the driver to get going immediately. Back in the car Mr Gungor turns to Mr Yilmaz, who has sat in the car all the time, and says: 'it's typical of those idiots, driving these wrecks, probably without proper insurance, trying to blame others. As far as I am concerned, it was his fault and that's the end of the matter.' He leans forward to the driver and says: 'are you happy with that? Good, get it fixed in the garage tomorrow. Now, let's get to the airport and get my daughter.'

Mr Yilmaz says nothing but 2 weeks later he gets a call from the Ministry Inspectorate. A complaint has come from the Council of Ethics for Public Service about a collision involving

the Under-Secretary's car. It would appear that the van of the complainant is damaged beyond repair because the wheel axle is bent. He has spoken to the complainant who wants compensation and he says he has witnesses to support him. The Inspector would like to meet Mr Yılmaz to discuss this. At this stage he requests Mr Yılmaz not to discuss the matter with anyone. The next day Mr Gungor calls in the office and says that his friend who works in the Inspectorate has told him about the complaint and that another Inspector intends to interview Mr Yılmaz. He says it was all an unfortunate accident, caused by the van driver. While he is sure that Mr Yılmaz will support him as he values the loyalty of his staff. He also reminds Mr Yılmaz that if the accident is blamed on the ministry driver, he would have to recommend his dismissal. He then leaves.

#### **A4. SCENARIO WRITING AND ROLE PLAYING**

Participants are divided into 5 groups, and each group of five persons in one of the following ethical principles is given.

- 1) Awareness of public service in performance of a duty.
- 2) Awareness of serving the community.
- 3) Compliance with service standards.
- 4) Commitment to the Objective and Mission.
- 5) Integrity and Impartiality

The group members will write a one paragraph case study. Later, one of the cases will be chosen by groups and some volunteers from the group will dramatize this case. Then the whole class will make a general discussion on the principles.

## **A5. HOT SEATING**

Participants are divided into five groups. Each group one of the following ethical principles is the subject of this study:

- 6) Respectability and confidence.
- 7) Decency and Respect.
- 8) Notification to the competent authorities.
- 9) Avoiding conflict of interest.
- 10) Not using the duty and authorities to derive benefits.

Principle of working groups are asked to write a brief case study. This case study describes the group. The hero of the case study sits in a chair in front of the group group members. Members of the group ask several questions to that person about ethical dilemmas. Hot person sitting on the chair, responds these questions in different approaches.



## **A6. ONE SENTENCE FEEDBACK**

To present following question on the screen : "What is the most important thing you learned today ?" The participants in order to review what they have learned during the day, explain the most important elements of the learning .

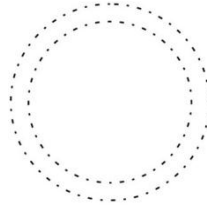
## **A7. WALKING DEBATE**

To present following sentence on the screen “Those who will become executive officers should have the right to choose their coworkers”

And everyone can easily read large letters in five different carton size "Strongly Agree", "Agree", "Undecided", "Disagree" and "Strongly Disagree" type. These writings on the walls of the class in order from the most positive to the most negative tape intermittently.

Suggest that the degree of participation of the participants gather in front of cardboard hanging from the walls you ask for. After the location of each student to start the discussion. Promising students, one by one, why they are where they issue. Provide explanations to listen to the whole class. During the discussion, the student who wishes can go further from the front of the cardboard, so specify the view change. Change the opinion of cardboard in front of another promise to tell the students the rationale for the transition there.

The method which includes decision making in the face of conflicts and contradictions of life was introduced. After that, the following statements will be written on pieces of paper and were hanged on the walls of the classroom. “I totally disagree, I disagree, I doubt about it, I agree, and I totally agree”. Then, the participants will be asked to go to the corners where the relevant choices were shown according to their opinions about the proposition: “Those who will become executive officers should have the right to choose their coworkers” and they will explain the reason why they had made that choice. Those who changed their mind as a result of the arguments go to the relevant corners and they will explain their reasons as well.



## **A8. REVOLVING DOOR**

Following the presentation, chairs are arranged in the form of two rings intertwined. Participants sit on chairs as face to face style. They ask each other questions. People who answer the questions right and left sliding progresses. Passes through the inner group are chairs on the right. Passes through the outer group are chairs on the left. As the first place everyone ends up working groups. Thus, repetition and reinforcement learning is provided.

- 11) Prohibition of receiving gifts and deriving benefits
- 12) Making use of public domain and sources.
- 13) Avoiding extravagance.
- 14) Binding explanations and factitious statement.
- 15) Notification, transparency and participation.

## M9. 18 PRINCIPLES

Please read carefully the following examples, Decide which ethics principle has been violated, please enter the number in the space at the beginning.,

No	Principle	Example
1	Awareness of public service in performance of a duty.	Kazim Bey went to the county tax office to pay the penalty for the tax communicated. Did not know where to go and whom to consult
2	Awareness of serving the community	Officer Sila, chatting with friends, and playing games on the computer in the working hours.
3	Compliance with service standards.	A truck belonging to the State Hospital for medical waste incinerators school garden shed.
4	Commitment to the Objective and Mission	Teachers' launched. Pen Collection Campaign. The pencils and erasers which distributed in KPSS test free of charge by collecting 110 village schools has reached.
5	Integrity and Impartiality.	Police team, but they saw parked on the street without plug pocket-park of the Director of the Municipal Police wrote a fine tool.  Coal distribution officer, Hasan Bey, the distribution gives priority to fellow countrymen
6	Respectability and confidence	Another friend entered the language test instead of assistant professor.
7	Decency and Respect.	Colleagues to share the same room with his long conversations with visitors, refreshments and noise makes it impossible to work with you.

8	Notification to the competent authorities	A branch manager at an entertainment, was shocked to see institution staff singing for money.
9	Avoiding conflict of interest	Emel an exam commission officials. Application list is examined, his uncle's son also learned that apply to the
10	Not using the duty and authorities to derive benefits	An agency sent inspectors to check the organization's own staff themselves rather than to investigate the long-term
11	Prohibition of receiving gifts and	One of the companies you do

	deriving benefits		<p>business, a Christmas gift packages brought before the great and everyone wanted to distribute for signature.</p> <p>Selcuk Bey, who worked as an engineer in the control of a tender, the company was invited to a free holiday in the resort of their respective owners.</p>
12	Making use of public domain and sources.		<p>Officer Orhan Bey and his colleagues to watch football match held at the weekend, went to Istanbul with the public means.</p> <p>Branch Manager Ilhami Bey's house moved by truck belonging to the institution.</p>
13	Avoiding extravagance		<p>Ministry of National Education (MONE) has passed to electronic signatures in order to reduce red tape, stationery and prevent waste of time</p>

14	Binding explanations and factitious statement		<p>The assignment of 57 thousand 440 new officers do not carry the declared criteria of 10 thousand 311 were rejected</p>
15	Notification, transparency and participation.		<p>Manager seeks to neglect application of citizens with various excuses.</p>
16	Accountability		<p>Manager invents a mission to a city to visit his children.</p>
17	Managers' liability to render account		<p>Large holding companies and banks like hot cakes by senior bureaucrats.</p>
18	Declaring property		<p>Mr. Ahmed bought a car with a loan officer. There was no declaration of goods within a month. And given disciplinary punishment.</p>

## **M10. CASE STUDY**

Ms. Bilge has graduated from Ankara University's Faculty of Engineering as the top student of her year. She remembers that when she was looking for possible employment during her final year, she sees a job advertisement in her local newspaper, which states that 50 male and 3 female engineers will be employed by a significant and well established company in its field. She is not able to believe her eyes in advance. She can not understand why such discrimination is made between the quota reserved for female engineer candidates and the quota reserved for the male engineer candidates. Do the organizations have right to make such discrimination as they are advertising job posting and to impede the employment opportunities of females?

She has in any case intended to seek employment in the public sector. She sits the Entrance exam. She is very successful, coming in the top 100 candidates. She is allocated to the ministry of urban and regional infrastructural development. With all application and selection stages completed, she is assigned as engineer to the office responsible for the third metro line in Ankara.

At her first work day, she goes to the room of Mr. Osman, the project director, and she introduces herself. Mr Osman has been a public official for 25 years. He graduated as an engineer and first worked for the army before moving to the ministry. He greets Ms. Bilge with warmth and kindness, as she is about the same age as his own daughter. Then he mentions that Ms. Bilge is very young and inexperienced, and what is more, the profession of engineering can create problems and safety issues for a female. He also mentions that on the Metro project the conditions of field work are both dangerous and demanding. He has a tight deadline with ministers pressing for completion, the media reporting on the disruptions to roads and traffic. He has contractors complaining about the conditions underground, demanding additional funds, extensions, and other grounds for delays. Finally the contractors have large workforces of experienced tough tunnellers, who often threaten to strike because of the working conditions. He would like to involve her in the project but worries about the reaction to a young female engineer supervising their work. Therefore, he states that he considers giving her a desk duty may be more appropriate than the field duty and says: "I would not like my daughter to be employed under these circumstances and as you are also a female, we must protect you and provide you more appropriate and easier working conditions."

Ms. Bilge says that she is trained with a long and systematic education for this profession and the working conditions do not pose a problem. She very much wants the field experience to help her career. She informs Mr. Osman that she has the same capacity with the male engineers to implement any duty and she wants to be assigned to work underground.

Mr. Osman states that she is not the first female engineer in the office. Other female engineers have also asked to work on the Metro project but, after a short time, they threw in the towel and appealed for a lighter project or desk duty. He says that a high turnover of project engineers disrupts continuity with the contractors, delays the reports he needs and

requires a new engineer to be found and installed – this all takes time and time is something he does not have. Frankly he cannot afford any more risk to the progress of the project.

Ms. Bilge is somewhat concerned at Mr Osman's attitude. She starts to argue with him and he responds by saying "Look, I can organise other fieldwork that would be easier to do in Ankara and after a year or so I can arrange an office post here. Anyway, if you are anything like my daughter you'll want to get married and an office job would be better. Too much travel or field work, and your husband won't be very pleased. Too much time with other engineers, and their wives will be jealous of you!"

He then sends her away saying he will discuss her position with senior colleagues but that his decision has to be made in terms of not only her benefit, but also the benefit of the project.

Ms. Bilge is extremely troubled with the discussion between herself and Mr. Osman, feels professionally and personally dismissed as a problem rather than a colleague. She feels Mr Osman was patronising and unhelpful. She considers that Mr. Osman could also be accused of demonstrating sex discrimination. She believes that if she does not get an operational post working on the Metro it will:

- Impede her professional development.
- Likely to result in a lower wage as compared with her male colleagues because operational work always leads to overtime and higher salaries.
- Possibly lead to her being labelled as an office person – and the older she gets the more difficult it will be to get operational experience. This will clearly affect her career and salary prospects.

Ms. Bilge decides to draft a letter to Mr. Osman reminding him that he is obliged to:

- assure the working conditions are appropriate not only for the male engineers, but also for the female engineers.
- facilitate his employees to have equal opportunities for work experience, salaries and future careers.
- Not assume that females only want careers until they get married.

She states that unless he acts impartially she will have to complain to his superior.

She delivers her letter but receives no answer. After a week's holiday she returns and sees Mr Osman in the ministry cafeteria where he is having lunch with senior colleagues. She asks if he has read her letter and he replies: "Listen, my young girl, just because this is your first job and you have your head filled with all those fancy ideas at university, it does not mean you can come in here and throw your weight around. I have a lot more pressing matters than your ambitions at present and when I have time I'll get round to dealing with it". She replies by accusing him of seeing the engineering profession as a job peculiar to men and he is prejudged against female persons, he does even want to her a break to see if she is any good because of he is old and prejudiced. Thereupon Mr. Osman gets angry with Ms. Bilge and says to her "I have seen people like you many times before. I have been doing this work for years and I intend to get this Metro project finished the way I know best – and

having young inexperienced girls running round trying to supervise male workers on a complicated and dangerous project like this is simply not going to happen so long as I am in charge. If you can stay on this project it's a desk job or nothing. I'll get you operational work if that's what you want, but not on this project and not under my supervision. And that's the end of it". He gets up and leaves with his colleagues, all of whom have been nodding with approval at his remarks.

Ms. Bilge remains standing, with other people looking at her. She feels humiliated and treated as a child in public.



## **M11. NOMINAL GROUP TECHNIQUE APPLICATION INSTRUCTIONS**

1. Reflect the screen "How to improve compliance with the principles of Ethics in Public Institutions? Make sure that everyone understood the question correctly.
2. Ask the participants to write down five suggestions and Give them 5 minutes.
3. Everyone is after you finish typing, let everyone know by writing on the blackboard or on a computer.
4. Request a matter first of all the participants in the order.
5. Do not let anyone's comments brought criticism or discussion.
6. Expressions of concrete, short, to get a clear and understandable. If necessary, re-arrangement of the participant's statements.
7. Do not make any praise or insult on suggestions Be neutral.
8. After you have written proposals from all participants, go to the second and third rounds. Get every round is only one suggestion.
9. Ask all participants to read written statements carefully and choose the five most important proposal, according to the degree of importance given to them in 5, 4, 3, 2, 1, in the form of request sequences.
10. Give this some time to sort their points one by one in front of and type related substances.
11. Do not allow the participants to work collectively in scoring. Scoring must be independently. Do not allow the participants to press each other.
12. After scoring all participants, propositions get total scores. Sort. The ratings from greatest amount to least
13. Discuss on the proposals about 10-15 minutes and close the session.

## M12. CAROUSEL STUDY

Create three tables away at the three separate corner of the hall. The first is a card on the table, "STORY STATION", the second a card on the table, "SLOGAN STATION", the third a card on the table in the "POSTER STATION" is written. Release the tables some materials such as: large color cartons, coloring pencils, scissors and so on. Reflect the screen, the theme of "Ethical Institutions, Ethical public and ethical country ". Participants to the count of three, the class is divided into three groups. After the participants went to their tables, they will work for 10 minutes. They will work at each table since they left their table when they heard a whistle and went to another table to go on the previous group's work. After the their work was presented to the whole group and the activity will be ended.

It is a method which makes the participants learn how to carry on what the previous group has done, by getting them to contribute to every stage. It is based on the idea of taking over half done tasks to further carry them out. The participants will sent to three tables. The topic will be cleared. The theme of "Ethics in Institutions, Ethics in public and ethics in country " will be adopted.

- i. 1<sup>st</sup> Table: Story Telling Table
- ii. 2<sup>nd</sup> Table: Slogan Producing Table
- iii. 3<sup>rd</sup> Table: Poster Making Table

## ETHICAL LEADERSHIP PILOT TRAINING (FIRST DAY)

9:00- 9:30	OPENING and INTRODUCTION	A1. To introduce you my friend
9:30-10:30	What is Ethics? What is Public Ethics?	Presentation-1
10:30-10:45	BREAK	
10:45-11:30	Ethical structure And Regulations in Public	Presentation-2
11:30-11:45	BREAK	
11:45-12:30	DILEMMAS IN PUBLIC ETHICS	Presentation-3 A2. Decision Cards
12:30-13:30	LUNCH	
13:30-14:30	CASE STUDY	A3. Case study 1
14:30-14:45	BREAK	
14:45-15:45	Principles of ethical behaviours. 1)• Awareness of public service in performance of a duty.2) Awareness of serving the community.3) Compliance with service standards. 4) • Commitment to the Objective and Mission.5) Integrity and Impartiality	Presentation-4 A4. Scenario Writing And Role Playing
15:45-16:00	BREAK	
16:00-16:45	Principles of ethical behaviours 6) Respectability and confidence. 7) Decency and Respect.8) Notification to the competent authorities. 9) Avoiding conflict of interest. 10) Not using the duty and authorities to derive benefits.	A5. Hot Seating
16:45-17:00	EVALUATION OF THE DAY	A6. One Sentence Feedback

## ETHICAL LEADERSHIP PILOT TRAINING (SECOND DAY)

9:00- 9:30	<b>Warm-Up:</b> “Those who will become executive officers should have the right to choose their coworkers”	<b>A7-. Walking Debate</b>
9:30-10:30	<b>Principles of ethical behaviours :</b> 11) Prohibition of receiving gifts and deriving benefits 12) Making use of public domain and sources. 13) Avoiding extravagance. 14) Binding explanations and factitious statement. 15) Notification, transparency and participation.	<b>A8. Revolving Door</b>
10:30-10:45	<b>BREAK</b>	
10:45-11:30	<b>Principles of ethical behaviours :</b> 16) Managers’ liability to render account. 17) Relations with former public officials. 18) Declaring property	<b>A9. 18 Case study question of matching</b>
11:30-11:45	<b>BREAK</b>	
11:45-12:30	<b>Ethical Decision Making</b>	<b>Presentation-5</b>
12:30-13:30	<b>LUNCH</b>	
13:30-14:30	<b>CASE STUDY</b>	<b>A.10 Case Study-2</b>
14:30-14:45	<b>BREAK</b>	
14:45-15:45	<b>How to improve the compliance with ethical principles in public ?</b>	<b>A11. Nominal Group Study</b>
15:45-16:00	<b>BREAK</b>	
16:00-16:45	<b>How to improve the ethical culture in the institution?</b>	<b>A12.Carousel Study</b>
16:45-17:00	<b>CLOSING AND EVALUATION OF SEMINAR</b>	<b>A13. Speaking Circle</b>

## ETHICAL LEADERSHIP PILOT TRAINING (HALF DAY)

	<b>9:00- 9:15</b>	<b>OPENING and INTRODUCTION</b>	
	<b>9:15-10:30</b>	<b>What is Ethics? What is Public Ethics? Ethical structure And Regulations in Public</b>	<b>PRESENTATION -1-2</b>  <b>Decision Cards</b> <b>Powerpoint Version</b>
	<b>10:30-10.45</b>	<b>ARA</b>	
	<b>10:45-11:30</b>	<b>Principles of ethical behaviours.</b> 1)• Awareness of public service in performance of a duty.2) Awareness of serving the community.3) Compliance with service standards. 4) • Commitment to the Objective and Mission.5) Integrity and Impartiality. 6) Respectability and confidence. 7) Decency and Respect.8) Notification to the competent authorities. 9) Avoiding conflict of interest. 10) Not using the duty and authorities to derive benefits. 11) Prohibition of receiving gifts and deriving benefits12) Making use of public domain and sources.13) Avoiding extravagance.14) Binding explanations and factitious statement. 15) Notification, transparency and participation. 16) Managers' liability to render account. 17) Relations with former public officials. 18) Declaring property	<b>PRESENTATION-4</b>  <b>Short Cases</b> <b>Powerpoint</b>
	<b>11:30-12:30</b>	<b>Ethical Decision Making</b>  <b>CLOSING</b>	<b>Presentation-5</b>

## ETHICAL LEADERSHIP PILOT TRAINING (ONE DAY)

9:00- 9:30	<b>OPENING and INTRODUCTION</b>	<b>A1. To introduce you my friend</b>
9:30-10:30	<b>What is Ethics? What is Public Ethics?</b>	<b>Presentation-1 A2. Decision Cards</b>
10:30-10:45	<b>BREAK</b>	
10:45-11:30	<b>Ethical structure And Regulations in Public</b>	<b>Presentation-2</b>
11:30-11:45	<b>BREAK</b>	
11:45-12:30	<b>CASE STUDY</b>	<b>A3. Case study 1</b>
12:30-13:30	<b>LUNCH</b>	
13:30-14:30	<b>Principles of ethical behaviours.</b> 1)• Awareness of public service in performance of a duty.2) Awareness of serving the community.3) Compliance with service standards. 4) • Commitment to the Objective and Mission.5) Integrity and Impartiality. 6) Respectability and confidence. 7) Decency and Respect.8) Notification to the competent authorities. 9) Avoiding conflict of interest. 10) Not using the duty and authorities to derive benefits. 11) Prohibition of receiving gifts and deriving benefits12) Making use of public domain and sources.13) Avoiding extravagance.14) Binding explanations and factitious statement. 15) Notification, transparency and participation. 16) Managers' liability to render account. 17) Relations with former public officials. 18) Declaring property	<b>Presentation-4 A9. 18 Case study question of matching</b>
14:30-14:45	<b>BREAK</b>	
14:45-15:45	<b>Ethical Decision Making</b>	<b>Presentation-5</b>
15:45-16:00	<b>BREAK</b>	
16:00-16:45	<b>How to improve the ethical culture in the institution?</b>	<b>A12.Carousel Study</b>
16:45-17:00	<b>CLOSING AND SEMINAR EVALUATION</b>	<b>A13. Speaking Circle</b>