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JUDICIAL
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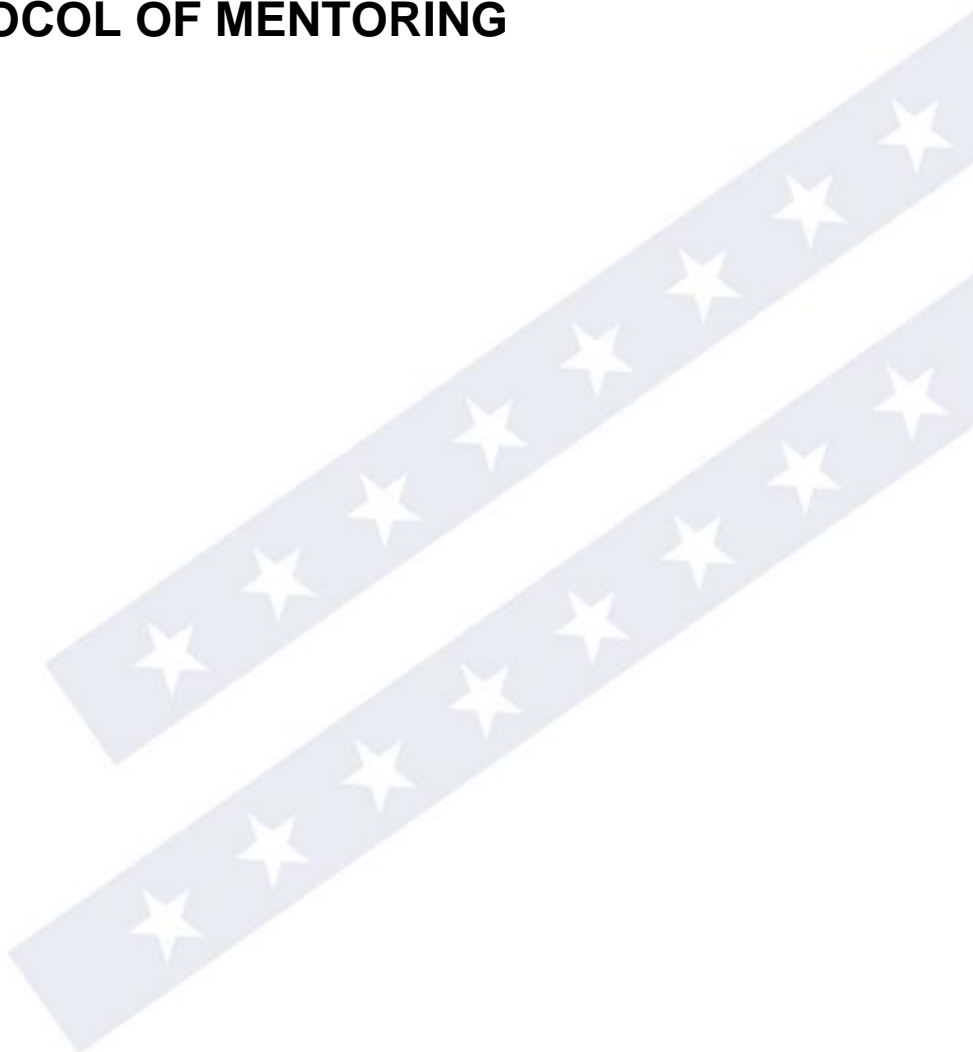
EUROPEAN UNION'S SUPPORT TO THE JUDICIAL ACADEMY

PROTOCOL OF MENTORING

Annex 12 to 2nd Progress Report



PROTOCOL OF MENTORING



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1.INTRODUCTION

This Protocol is the output of the task developed within component 3.3 of the Project “Enhancing Educational Activities and Improvement of Organizational Capacities of the Judicial Academy” funded by the European Union, managed by the Ministry of Finance of the Republic of Serbia and implemented by the British Council in consortium with the International Foundation for Administration and Public Policies of Spain (FIIAP).

Its goals are to be a summary of the main rights and obligations of Mentors and Mentees according to the Law on Judicial Academy (Official Gazette of the RS no. 104/2009 and 32/2014 decision CC).

It contains proposals and suggestions in order to assist the mentorship as a process of training. This document is only a starting point: mentors and mentees and all the other institutions involved have much to contribute. The common aim is to provide the best mentorship model for the future judges of the Republic of Serbia .

2. THE MENTOR

2.1 Starting of the work mentor. The first encounter. Contents

The mentor and the mentee must work in close contact for their entire duration of the training.

The mentor should be involved in the learning process as a guide, fostering the free development of the trainees, from a climate of trust and constructive criticism that allows the progressive evolution towards the goals set, helping the trainee to overcome his weaknesses and to obtain the necessary tools in order to continue advancing, as well as to consolidate his strengths.

The role of the mentor requires that the training programme provided by the Judicial Academy be adapted both to the organizational singularities of the Court and the Prosecutor Office where the mentoring are developed and to the trainee’s own characteristics.

The mentor and the mentee must employ all the flexibility as characteristic of that early stage of their work in order to agree on a suitable interval for their contacts, schedule their next meetings etc., regardless of the fact that the mentee must have permanent access to his mentor

The mentor as well as the coordinator must ensure the achievement of the previously established training objectives i.e., the competences (knowledge, skills and attitude) necessary for the exercise of the role of judge and prosecutor.

The achievement of these goals makes it necessary that is committed with the acquisition of a series of competences and abilities established as goals of the initial training programme.

The mentor will announce to the trainee all the areas in which his role will be developed, with special emphasis on those that will constitute the core of his daily work, showing the role of the judge as well as the role of the prosecutor in each of these aspects.

This first encounter may be used for identifying the initial objectives, sorting out the preferences of the mentee for one legal matter or another, and outlining a flexible strategy (capable of accommodating ongoing changes), introduce the mentee to the members of the court or public prosecutor's office and help them to become familiar with the daily work and working conditions.

The mentor, at the start of the stage, must introduce the mentee to all the people who works in the Court or in the Prosecutorial Office, explaining the purpose of the mentorship and the tasks to be carried. The mentee must maintain a direct relationship with assistants, clerk, and forensics involved in his or her daily work of the court. In the development of procedural acts and judicial proceedings, the mentor must introduce the mentee to the professionals involved.

The mentor will provide the trainee with information as complete as possible from the institution of the HJC and SPC as well as its organization and services.

The mentor will ensure that the trainee has information about those institutions, bodies and professional groups that support the role of the judge and prosecutor in the daily work, as well as the elements and information that each one can provide and the form of relate to them, such as the Judicial Police, Forensics, Experts, Psychologists, etc.

The mentor will ensure that the trainee, from the beginning of the practices, uses the computer as a basic working tool, making him aware of the need to prepare his indictments and opinions in electronic format. Using a computer with internet access and email must be included as indispensable resource.

The Judicial Academy must take the necessary steps for the provision of the resources in collaboration with the coordinators.

The mentor will provide the trainee with the knowledge of the different judgments (leading cases), decisions, etc. of the HJC, SPC, MoJ, Supreme Court, Constitutional Court that can be useful to make their decisions and reports.

The mentor will provide the trainee with the tools necessary to help him to resolve any unexpected issues that arise or may arise in his or her oral trial. To this end, he will have to stress the importance of the study and previous preparation of the cases, that allows them to face with the appropriate solvency the different incidences that can arise.

If the mentor detects a relevant gap in the knowledge or skills of the mentee, he or she will contact with the coordinator in order to design specific training for the mentee before the end of each step.

2.2 Method of implementation of the on-the-job training during the period of mentorship

While performing the mentorship it should be remembered that the incorporation of the mentee in his development will gradual, beginning with a working knowledge of the court, procedures and the easier topics. Then, progressing on the assumption of functions, primarily providing a corresponding draft of the resolution, conduct statements, declarations and -if it's possible- hearings, resolution of consultations and dealings with the staff of the judicial office or the Prosecutor office.

The mentor must discuss different court cases with the mentees; he must advise them on aspects of their practical work and maintain constant contacts with the more experienced judges or prosecutors on the panel, in order to jointly evaluate the mentee's progress. The daily personal example of the mentor also plays an important role in the training of the mentee.

Once the activities of the first encounter have been carried out, normally in first week, then, the following activities should be carried out :

A.Assistance on court: mentee will be assuming a greater workload. He or she will provide assistance regarding the written summaries of the Court staff, under the supervision of the mentor

The mentee needs to have a direct access to the records and court files, except those that the mentor considers reserved. The mentor and clerk can determine for those cases the conditions of the consultation.

The mentee has a duty of confidentiality.

B.Drafts of resolution: The mentor should instruct the mentee on how to provide a draft of resolutions or indictments. They will be starting with the less complex and gradually the mentee should be able to manage any kind of resolution, under the supervision of the mentor.

C. Hearings, statements and declarations: If it's possible, the mentee must begin to take statements, declarations and -if it's possible- conduct hearings. The mentor must always be present during the conduct of hearings or statements or declarations conducted by the mentee and it's necessary the consent of the parties involved. In the criminal procedures initial training must comprise the techniques of statements, of interrogation of expert witnesses and specially of vulnerable witnesses.

D.Resolution of consultations: The mentee should resolve consultations by the staff of the office, under the supervision of the mentor.

E.Meetings with professionals: In cases where the mentor has to attend to meetings with other judges, prosecutors, lawyers or judicial police, it is advisable that the mentee is present in the meeting.

F.Contact with alternative dispute resolution (adr): The mentee has to be introduced in the different alternative methods of resolution of conflict, especially, the mentor has to introduce in the public service of mediation and their relations with the procedures.

G. Mock Trials Sessions

Simulated mock trials and role play programmes are increasingly being used as a means of delivering training for judges and prosecutors. They are especially adequate for the acquisition of competences..

A mock trial is a definitive, dramatic, experiential learning opportunity. It develops skills and critical thinking in addition to providing knowledge about the law. Mock trials are good training method because of their proximity to reality .

It's would be a good preparation tool for futures judges and prosecutors to handle difficult situations in the courtroom.

Trainees can arrange to perform their mock trial in a real courtroom setting , Prosecutorial's office, Misdemeanour Court and Criminal Court.

The mock trial sessions could be video-recorded and could be played back to the participants to be analyzed with the help of the mentor who also could use the recording for a better evaluation of the mentees' skills and attitudes attained during the mentorship

These mock trial sessions would be more harmonized with the final exam that should be modified. It should consist in putting the candidates before an unexpected situation in which he/she would need to use these skills and also shows his/her attitudes.

H. Documentation of the portfolio

This simulation for the final exam could be completed with an assessment of the trainee's portfolio.

A portfolio is a compilation of materials that reports the trainee's competencies and experiences during his/her training and provides an insight into his/her personality, work and ethics.

The portfolio should be composed of elements such as:

- The main drafts of judgments and indictments: the election of these drafts has to be taken between mentor and mentee. It's necessary to include procedural documents (admission demand, resolution competition issues, admission or refusal of evidences, appeal, resolution of resources, etc.) and substantive documents (judgments, resolution of precautionary measures, resolution on execution, indictments, prison order, entry and registration orders, interception of communications orders, etc.)
- The questionnaires fulfilled by the mentor (first questionnaire, second questionnaire and the evaluation questionnaire)
- The questionnaires fulfilled by the lecturers of the mandatory activities/seminars
- The trainee's report on the outside internships in which he/she has participated
- The report of the Coordinator on the aspects of the learning regarding "attitudes" and including thus professional ethics."
- All the others evidences that the mentors, mentees or the coordinator think are useful

I. Corrections

The mentor must demonstrate to the mentee the need for such professional relationships to be based upon good manners, discretions and keeping the necessary distance while showing every respect for human dignity. At the same time the mentor should clearly show confidence, trust and respect for the work of the court and their contribution of the common effort. Of course, the learning of attitudes is essentially based in the example.

The mentor selects the issues to be solved by the mentee. The mentor must listen to his/her arguments and finally provide the solution that the mentor considers appropriate to the case. This discussion must be respectful of the learning process in order to ensure that the mentee gains self-confidence. It is a good practice to encourage the mentee to express reservations, provide there is such a legal possibility.

Lastly, the Mentor must complete the Evaluation reports provided by the Judicial Academy, which should be submitted according to the indications established in each case and respecting the deadlines previously established.

2.3 Rights of the Mentor

Mentors working the initial training programme shall have 10% of their workload reduced and shall be entitled to remuneration for their mentor's work in the amount of 10% of the basic salary.

Mentors working on the training programme of judicial or prosecutorial assistants and trainees shall be entitled to remuneration for their mentor's work in the amount of 15% of their basic salary depending on the number of persons they are training (art. 20 of the Law on Judicial Academy "Official Gazette of the RS", no. 104/2009 and 32/2014 decision CC)

3. THE COORDINATOR

The functions of the coordinator are :

To act as interlocutor and liaison with the Judicial Academy in everything related to the mentorship, regarding both mentors and trainees.

Coordinate the work of the different mentors in the field of his territory in collaboration with the Judicial Academy.

The coordinator will be the point of contact with the Judicial Academy in relation to the seminars that the mentees must attend and organize the remaining external activities.

The coordinator must notify the Judicial Academy of any changes in the program's compliance with the causes.

To supervise in a personalized way the learning process of each trainee included in its territory.

Supervise the reports written by the Mentors and send them to the Judicial Academy according to the indications established and each case.

The coordinator, after starting the mentorship, will hold a meeting with the trainees included in his territory to know their needs, expectations and objectives as well as to make them know the teaching program and its objectives as well as the evaluation system

Meeting privately with mentees in case there is a problem in the relations with the mentor or an obstacle that might hinder the normal development of the mentorship

The coordinator shall ensure the proper compliance within questionnaires (initial, intermediate and evaluation questionnaire by the mentors and the assessment questionnaire for each mentor by the mentee).

In order to ensure uniform criteria to evaluate, the coordinator may arrange meetings with all mentors of each mentee.

The coordinator will share with the next mentor the evaluation questionnaire fulfilled by the previous mentor.

Taking care of training in issues regarding professional ethics

Panel of coordinators

BELGRADE	Name: Address: Tel: E.mail:
NIS	Name: Address: Tel: E.mail:
NOVI SAD	Name: Address: Tel: E.mail:
KRAGUJEVAC	Name: Address: Tel: E.mail:

4.THE MENTEE

The conditions for admittance to the Initial Training shall be

- Passed bar exam
- Fulfillment of general requirements for the work in state bodies
- Passed entrance exam for the initial training

4.1 Functions

- To write drafts of the judgement, resolution or indictments
- To help the mentor in their functions

- To conduct statements and interrogation of witnesses under personal supervision of the mentor and after the consent of the parties involves
- To preside over some court session or to assume the role of the prosecutor in a public hearing, under supervision and after the consent of the parties involves (It would be desirable to institute the necessary legislative changes or amendments to the rules in order to allow the mentees.)

4.2 Rights

The beneficiary of the initial training shall be employed on a temporary basis at the Academy for 30 months, starting on 1 October in the year in which he/she was admitted as beneficiary of the initial training.

- the Programme Council shall determine the court and/or the public prosecutor's office where the initial training beneficiary is trained, according to the location in which the initial training takes place or the trainee resides.
- receive a 70% of the basic salary of the basic court judge
- the Director of Judicial Academy may decide to postpone the initial training by 12 months , upon request of the initial training beneficiary. Exceptionally, the Director of the Academy may decide to postpone the initial training of the beneficiary who is on pregnancy or maternity

4.3 Obligations

- To attend initial training and respect the rules laid down by general acts of the Academy
- To participate in training seminars and courses organized by de the Judicial Academy
- To fulfill the questionnaire of evaluation of the mentors
- To attend meetings called by the Coordinator
- Confidentiality

5.THE WORKPLACE

5.1 Physical environment and place of employment of the trainees.

A trainee must have a place located close to that of the mentor. In case the same mentor works with several mentees, they must located close together to have access to the same physical environment , in order to be able to share among themselves the accumulated professional experience.

The acquisition of legal knowledge and judicial skills in different spheres of the jurisprudence requires that the mentee is initially included in the same panel where their mentor is, in order for the latter to obtain direct impressions from the work of mentees, their ability to weigh up the facts to the case, to discuss the subject of the trial and to prepare for the hearings.

During his initial period, the trainee may take advantage of his proximity to the Mentor and consult the latter on a range of administrative and professional issues.

The educational function performed by the mentor requires a permanent and fluid communication with the mentee. He or She should have easy access to the mentor for any questions.

Therefore, the right place to locate the mentee, whenever is possible, it's in the mentor's office. In the case that the material circumstances prevent of this location, it must be found another location that facilitate the access and consultation with the mentor and gathers the material conditions necessary for the mentee in order that he or she can develop with dignity the corresponding functions.

In the development of procedural measures, the mentee should be placed along with the mentor, in order that he or she can receive instructions and board's comments, using the appropriate attire.

5.2 Leaves of absence and unavailability of the mentor . transfer of the mentor to another position

It is not necessary to undertake administrative measures or issue orders in cases where the mentor is unavailable for up to two weeks. In such case, the mentor will communicate the coordinator the issue and the coordinator, after consulting the mentee, will find another mentor for this short period. In that case, one mentor can attend two mentees.

In case of a prolonged absence, or in case the mentor is reassigned to another court, or he retires or resigns on the mentorship program, the coordinator must propose a solution by summoning the Judicial Academy, which is to appoint a new mentor; the later should conduct a meeting with the mentee and should carry on with the process of his training and assessment of the knowledge and skills acquired by the mentee in performing the duties of the judicial profession. It is strongly recommended that the said meeting be also attended by the outgoing mentor.

It is crucial that:

-the coordinator would be informed in due course of such a change in order to minimize the period of time during which the mentee is to work without mentor.

-Judicial Academy would be informed as soon as possible in order to be able to request the assistance of coordinator and, respectively, forward to the newly appointed mentor all the relevant materials and documents for concluding a contract and for facilitation the process of their preparation.

-Other judges would assists and cooperate in the process of mentorship, until a new mentor is appointed.

-The new judge or prosecutor selected as the new mentor should have taken a mentorship training course with the Judicial Academy.

-The mentor should make himself available even while absent, by giving the mentee their phone number and e-mail address.

-Such cases should be resolved as quickly as possible.

5.3 Crisis during the mentorship

No conflicts or crisis situations were observed in the first generations of mentees. The commitments undertaken by the mentor bind them to use much tact and sensitivity in working with their younger colleagues while trying to inspire the same kind of attitude toward themselves on the part of the mentee.

If, despite all the above, there emerges a crisis in the relationship between the mentor and the mentee, one which cannot be overcome and which is detrimental to the training of the mentee, this must be brought to the attention of the coordinator and the Judicial Academy, who are bound to assist the mentor and the mentee in overcoming the situation as soon as possible. If this proves impossible, a new mentor must be appointed in the manner and with the effect described as in case per 6.2(Leaves of absence and unavailability of the mentor).

6.SCHEDULE

The mentee must comply with the Judicial and Prosecutorial Law setting schedule assistance to the judicial organ or the prosecutorial office. Generally the scheduled is from Monday to Friday from 8.30 to 15.30 hours every week. The mentee will accompany the mentor in the practice of all those proceedings even though he or she must stay outside the court.

COURT – LITIGATION DEPARTMENT		
Seminars- courses		
PUBLIC PROSECUTION		
Seminars-courses		
MISDEMEANOR COURT		
Seminars-courses		
COURT - CRIMINAL DEPARTMENT		

Activities to be carried out in each period of mentorship :

6.1 Public Prosecution

Study, analysis and discussion with mentor regarding pending cases

Analysis of legal issues, court practice and legal literature

Drafting charging documents (motions to indict, indictments)

Drafting decisions to dismiss charges or abandoning a criminal prosecution

Drafting decisions to dismiss a criminal complaint

Helping mentor with case preparation in order to successfully represent the prosecution and conduct investigation proceedings

Attending trials and investigation proceedings

Conducting investigation proceedings in simple cases

6.2 Court -Litigation Department

Study, analysis and discussion with mentor regarding pending cases

Analysis of legal issues, court practice and legal literature

Drafting charging documents (judgements, rulings)

Attending trials

Conducting trials with mentor supervision, only in simple cases

Addressing court mail – helping mentor with case preparation in order to successfully conduct trials:

- examining complaints
- giving mail delivery orders
- giving orders for scheduling trials
- summoning parties and other participants of the proceedings
- giving orders regarding correspondence with other state bodies
- determining finality and enforceability of a court rulings

6.3 Misdemeanor court

Study, analysis and discussion with mentor regarding pending cases

Analysis of legal issues, court practice and legal literature

Drafting charging documents (judgements, rulings)

Attending trials

Conducting trials with mentor supervision, only in simple cases

Addressing court mail – helping mentor with case preparation in order to successfully conduct trials:

- giving mail delivery orders
- giving orders for scheduling trials
- summoning parties and other participants of the proceedings
- giving orders regarding correspondence with other state bodies
- determining finality of a court rulings

6.4 Court - Criminal Department

Study, analysis and discussion with mentor regarding pending cases

Analysis of legal issues, court practice and legal literature

Drafting court decisions (convictions, acquittals and rejecting judgments, decision on the costs of the criminal proceedings, measures to secure the presence of the defendant, issuance of a wanted notice, ordering an expert examination)

Attending trials

Conducting trials with mentor supervision, only in simple cases

Addressing court mail – helping mentor with case preparation in order to successfully conduct trials:

- examining charging documents
- giving mail delivery orders
- giving orders for scheduling trials
- summoning parties and other participants of the proceedings

- determining finality and enforceability of a court rulings

Attending seminars and lectures organized by the Judicial Academy, held by judges of the appellate courts and Supreme court of cassation, as well as Deputy Prosecutors of Appellate Public Prosecution, and Republic Public Prosecution, where controversial court practice issues are discussed, regarding legal areas closely connected to the initial training of the Judicial Academy.

7. THE EVALUATION

7.1 Why

Evaluation involves the assessment of the effectiveness of the mentoring program. This assessment is done by collecting data on whether the trainees were satisfied with the deliverables of the training program, whether they learned the skills and competences required and are able to apply those skills at their workplace.

7.2 What

Evaluation acts as a check to ensure that the trainee is able to fill the competency gaps in a effective way. Training evaluation ensures that training programs comply with the competency gaps. Evaluation ensures that the mentoring are effective in improving the work quality, attitude and development of new skills compromising upon the quality. We evaluate these competences: Añadir competencias...

7.3 Who

Trainees. Through the evaluation that measure what competencies trainees have learned during the mentorship period and how far the trainee has changed his attitude based on the training received.

Feedback to the Trainer. Evaluation acts as a feedback to the trainer and the entire training process. Since evaluation accesses individuals at the level of their work, it gets easier to understand the loopholes of the training and the changes required in the training methodology.

7.4 When

In the middle of each period at Criminal Court, Prosecutorial's Office and Civil Court it allows to identify progress of the mentee and areas needing improvements, and at the end of each phase it allows to analyze the final result of the training period. When trainees attend the Miedemeneaur Court they will be evaluate only once at the end of the period.

7.5 How

The questionnaire is the most commonly used evaluation method. As regards the content the questionnaire may be used for general evaluation by checking if the training goals have been met and measuring the learning.

7.5.1 Questionnaires filled in by the mentors

INTERIM QUESTIONNAIRE (After the medium time frame)

Mentor's Name	
Court/Prosecutor's office	
Time frame	
Mentee's name	

Goal of the Interim Questionnaire

The goal of this questionnaire is to monitor the evolution of the mentee in order to verify if he has achieved all the necessary competences. If any problem still remains, the mentor can focus the training over this point. This questionnaire has to be shared with the mentee who can give his/her own point of view. There are only two possible marks:

- Need to improve
- Adequate progress

Mark just one in each question;

- 1- The mentee shows knowledge of the substantive law

Need to improve	Adequate progress
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- 2- The mentee shows knowledge of the procedural law

Need to improve	Adequate progress
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- 3- The mentee writes the drafts of statements, indictments or any other resolutions

Need to improve	Adequate progress
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- 4- The mentee has the ability to manage information from different sources as databases, legislative collection and handles correctly IT

Need to improve	Adequate progress
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- 5- The mentee is able to organize his/her daily tasks in terms of effectiveness

Need to improve	Adequate progress
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- 6- The mentee interacts appropriately with other people involved in the Court (lawyers, defendants, victims, witnesses, police...)

Need to improve	Adequate progress
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- 7- The mentee uses a clear, logical, an understating language

Need to improve	Adequate progress
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- 8- The mentee knows and acts in accordance with the constitutional values

Need to improve	Adequate progress
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- 9- The mentee shows willingness to work, to perfect his/her knowledge and skills

Need to improve	Adequate progress
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- 10- The mentee shows ability of critical reflection about his/her own work and readiness to accept suggestions

Need to improve	Adequate progress
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Space for your comments in order to give extra explanations

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EVALUATION QUESTIONNAIRE (Final each period mentoring)

Mentor's Name	
Court/Prosecutor's office	
Time frame	
Mentee's name	

Goal of the evaluation

After the completion of each part of the initial training mentor in charge of the part of the training conducted within the court or prosecutor's office shall assess the candidate.

Art. 25 Law says: The initial training shall imply organized acquisition of practical and theoretical knowledge and skills, understanding the role and basic principles of actions of judges and deputy public prosecutors for the purpose of independent, professional and efficient performance of the office or a judge in a misdemeanor and basic court and that of a deputy public prosecutor in a basic public prosecutor's office.

In accordance with this perspective, the goal of the evaluation is to ensure that the mentees have reached the necessary knowledge, skills and attitudes required to serve as a Judges or Prosecutors.

In order to reach an objective, impartial and fair evaluation, the mentor has to take into account the following criteria:

From 1 to 5: These marks mean:

- 1: not have achieved the competence
- 2: sufficient elements have been achieved
- 3: sufficient elements have been achieved in a good way
- 4: sufficient elements have been achieved in a very good way
- 5: sufficient elements have been achieved in an excellent way

Grades explanation:

Grade 1: The candidate has not mastered not even a minimum of competence. He is not able to demonstrate the necessary knowledge / activity / behavior not even with the support of mentor.

Grade 2: The candidate has mastered a minimum competencies. He is able to demonstrate the necessary knowledge / activity / behavior only with the support of mentor.

Grade 3: The candidate has mastered the competence in the average level. He is able to demonstrate the necessary knowledge / activity / behavior, in a satisfactory manner, with occasional need for support of mentor.

Grade 4: The candidate has mastered the competence in high level. He is able to satisfactorily demonstrate the necessary knowledge / activity / behavior, in a satisfactory manner, completely independently.

Grade 5: The candidate has mastered the competence at the extremely high level. He is capable to demonstrate the necessary knowledge / activity / behavior in an exceptionally satisfactory manner, completely independently.

At the end of each competence it must be added the punctuation obtained in each indicator. At the end of the questionnaire it has to be added the punctuation obtained in each competence and divide it by the number of indicators. With this we can get the average of each mentee.

Oral skills (1-Technical competences) will be evaluate through the results of mock trials.

Indicators

Cross just one of the listed numbers

I. TECHNICAL COMPETENCES

The mentees must have a thorough knowledge of the law – substantive and procedural-. They must be able to write judgements and indictments. They have to handle IT tools and manage information from different sources.

1- The mentee has knowledge of the substantive law

Not have Excellent competence				
1	2	3	4	5

2- The mentee has knowledge of the procedural law

Not have Excellent competence				
1	2	3	4	5

3- The mentee knows how to use knowledge of the procedural law in practice

Not have Excellent the competence				
1	2	3	4	5

4- The mentee has the ability to draft statements, indictments, final judgement or any other resolutions and applying in a proper way the legal rules.

Not have Excellent the competence				
1	2	3	4	5

5- The mentee has the ability to manage information from different sources as databases, legislative collection and handles correctly IT

Not have Excellent the competence				
1	2	3	4	5

- 6- The mentee has the ability to prepare and conduct the investigations and questioning respectfully witnesses, defendants, experts, crime victims...

Not have Excellent the competence				
1	2	3	4	5

- 7- The mentee has the aptitude for leading oral hearings.

Not have Excellent the competence				
1	2	3	4	5

- 8- The mentee has the capacity to speak in public clearly and easily.

Not have Excellent the competence				
1	2	3	4	5

- 9- The mentee has the ability to conduct the debate, use a clear, logical an understanding language, to explain the different points of view and adopt an adequate position.

Not have Excellent the competence				
1	2	3	4	5

10- The mentee has the ability to manage conflicting situation and acts in the most appropriate way.

Not have Excellent the competence				
1	2	3	4	5

11- The mentee is able to pay attention to the presentation of the facts and legal arguments in order to render a reasonable decision.

Not have Excellent the competence				
1	2	3	4	5

This competence score	
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II-FUNCIONAL AND ORGANIZATIONAL COMPETENCES:

These skills refer to the understanding the different organizations (different courts and Prosecutors office), to the agenda and the efficient organization of the work.

1- The mentee has understood the organization where he/she was during the mentorship with you

Not have Excellent the competence				
1	2	3	4	5

- 2- The mentee shows working capacity and ability to solve cases taking into account aspects related to quantity and quality.

Not have Excellent the competence				
1	2	3	4	5

- 3- The mentee is able to organize his/her daily schedule in terms of effectiveness

Not have Excellent the competence				
1	2	3	4	5

- 4-The mentee has learned to give each task the time necessary to do it

Not have Excellent the competence				
1	2	3	4	5

- 5-The mentee is able to listen with receptiveness and open mindedness.

Not have Excellent the competence				
1	2	3	4	5

6-The mentee is able to change in the way he/she works when they need and to accept criticism

Not have Excellent the competence				
1	2	3	4	5

This competence score	
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III. ANALYTICAL COMPETENCES

These competences are necessary to determine the relevant information in the main documents, propose/accept the relevant evidence, and for adequate legal reasoning and evidence assessment.

1- The mentee has learned to analyze and summarize a case or file

Not have Excellent the competence				
1	2	3	4	5

2- The mentee has the ability to synthesize the circumstances and procedures steps of a case.

Not have Excellent the competence				
1	2	3	4	5

- 3- The mentee has the ability to formalize and explain legal grounds of a decision and communicate clearly and in a proper way

Not have Excellent the competence				
1	2	3	4	5

- 4- The mentee, when taking statements or testimony from witnesses, uses a clear, logical, an understating language

Not have Excellent the competence				
1	2	3	4	5

- 5- The mentee shows skills on strategic investigation

Not have Excellent the competence				
1	2	3	4	5

- 6- The mentee is able to analyze the pleas in law and arguments raised by the parties under the applicable law and to render a decision within a reasonable time.

Not have Excellent the competence				
1	2	3	4	5

- 7- The mentee has the ability to use a logical reasoning and critical thinking in the exercise of its duties

Not have Excellent the competence				
1	2	3	4	5

- 8- The mentee is able to give judgement in accordance with law and Constitution.

Not have Excellent the competence				
1	2	3	4	5

IV. SOCIAL AND PERSONAL COMPETENCES

Social competences include teamwork, active listening, empathy, respect in the communication with the different persons with whom the judge or prosecutor will have to relate. Personal competences comprise the constitutional values that judges and prosecutors have to assume as ethical a principles conducting their personal behavior

- 1- The mentee is capable to teamwork (this competence is specifically watched when the mentee is in a Prosecutor Office but in a Court you can focus in the relationship with you as a Judge)

Not have Excellent the competence				
1	2	3	4	5

- 2- The mentee interacts appropriately with other people involved in the Court (lawyers, defendants, victims, witnesses, police...)

Not have Excellent the competence				
1	2	3	4	5

- 3- The mentee listens actively and empathetically

Not have Excellent the competence				
1	2	3	4	5

- 4- The mentee understands the consequences of their decisions on the people involved

Not have Excellent the competence				
1	2	3	4	5

- 5- The mentee is able to remain impartial, independent and objective at all times while exercising their duties

Not have Excellent the competence				
1	2	3	4	5

- 6- The mentee is able to distance itself from their personal political, religious and philosophical opinions and from external pressure in performing their duties

Not have Excellent the competence				
1	2	3	4	5

- 7- The mentee is accessible and demonstrate respect, courtesy and sensitivity with the parties and other people involved with the court (police, victims, witnesses...)

Not have Excellent the competence				
1	2	3	4	5

- 8- The mentee is able to show empathy, humility or authority fitting the circumstances.

Not have Excellent the competence				
1	2	3	4	5

- 9- The mentee is able to keep things in perspective, adapt to new and unexpected situations and adopt the most suitable behavior.

Not have Excellent the competence				
1	2	3	4	5

This competence score	
-----------------------	--

All the competence add	
The average (The previous add divided between the total number)	

Space for your comments in order to give extra explanations about your assessment or to help next mentor in his/her mentorship

7.5.2 Questionnaires filled in by the mentees

QUESTIONNAIRE FOR THE MENTEES

Mentee's Name	
Court/Prosecutor's office	
Time frame	
Mentor's name	

Below you will find a number of statements. Please put an X sign next to each item in relation to the degree of agreement / disagreement with the statement, having in mind the meaning of levels:

I strongly disagree - This level reflects the highest level of disagreement with the statement that you are estimating. It describes that your opinion and attitude is in the total and strong disagreement with the proposed statement. There is no element in the statement with which you would agree.

I mostly disagree – This level reflects a high level of disagreement with the statement that you are estimating. It indicates out that your opinion and attitude is in the high disagreement with the proposed statement. There is a minimal, negligible element in the statement with which you would agree.

I agree partially – This level reflects medium level of agreement with the statement. It indicates that your opinion and your attitude contain both the elements of agreement and disagreement, but you find a little bit more elements of the statement with which you would agree.

I mostly agree – This level reflects a high level of agreement with the statement that you are estimating. It indicates out that your opinion and attitude is in the high agreement with the proposed statement. There is a minimal, negligible element in the statement with which you would not agree.

I completely agree - This level reflects the highest level of agreement with the statement that you are estimating. It describes that your opinion and attitude is in the total and strong agreement with the proposed statement. There is no element in the statement with which you would not agree.

Cross just one of the listed numbers

1- My mentor was accessible and available

I Strongly disagree agree completely					I
1	2	3	4	5	

2- My mentor communicated regularly with me

I strongly disagree agree completely					I
1	2	3	4	5	

- 3- My mentor assisted me with my career queries in the path to be judge or prosecutor.**

I strongly disagree completely					I agree	
1	2	3	4	5		

- 4- My mentor assisted me with improving my work during the mentorship**

I strongly disagree completely					I agree completely	
1	2	3	4	5		

- 5- My mentor assisted me with my understanding of the judge-craft and prosecutor-craft to achieve my goal.**

I strongly disagree completely					I agree completely	
	2	3	4	5		

- 6- My mentor demonstrated reasonable interest/concern towards me**

I strongly disagree completely					I agree completely	
1	2	3	4	5		

7- My mentor's behavior and attitude is an example of professionalism

I strongly disagree agree completely					I
1	2	3	4	5	

8- I learned the concept of judicial independence and impartiality of the judiciary from my mentor

I strongly disagree agree completely					I
1	2	3	4	5	

9- I learned the respect for due process and judicial guarantees from my mentor

I strongly disagree I agree completely					
1	2	3	4	5	

10- I learned to be a responsible and hard-working person during my daily work from my mentor

I strongly disagree agree completely					I
1	2	3	4	5	

11- My mentor runs effective sessions, beginning the sessions on time and setting and adhering to an agenda

I strongly disagree					I
agree completely					
1	2	3	4	5	

12- My mentor provides appropriate feedback in a constructive manner

I strongly disagree					I
agree completely					
1	2	3	4	5	

13- I learned to manage information from different sources (databases, legislative collection...) from my mentor.

I strongly disagree					I
agree completely					
1	2	3	4	5	

14- My mentor provides assistance in matters pertaining to the final exam

I strongly disagree					I
agree completely					
1	2	3	4	5	

15- I recommend my mentor for future mentorship training programmes

I strongly disagree					1
agree completely					
1	2	3	4	5	

Space for your comments in order to give extra explanations about your assessment

7.6 Complaint procedure

The beneficiary of the initial training not satisfied with his/her mark shall be entitled to submit, within 24 hours from the reception of the notification on the marks, a request to the Programme Council to be examined for that part of the training by a special commission.

The Program Council shall then set up a special commission referred to in paragraph 3 of this Article within three days from the date of submitting the request. The special commission shall have three members. The mentor and lecturer about whose marks the initial training beneficiary complained may not be members of the special commission. The mark of the special commission shall be final.

COMPLAINT FORM

Section 1 Identification Details

Name:

Address:

Tel:

E.mail:

Section 2 About Your Complaint

2a. Indicate with which mark(s) are you disconform

2b Please give a brief description of what you think your marks are wrongly. If you are making more than one complaint (or your complaint is it multiple parts, please number them clearly ; these will be the terms of reference for review your marks

EUROPEAN UNION'S SUPPORT TO THE JUDICIAL ACADEMY

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This project is implemented by
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