**Cour
Pénale
Internationale**

**International
Criminal
Court**

Le Greffe
The Registry

Annex I to Administrative Instruction

Ref. ICC/AI/2021/001

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Annex I to Administrative Instruction ICC/AI/2019/003

The Core Competencies of the ICC

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Dedication to the mission and values

The foundation of the ICC competency model is dedication to the Court as a whole. The mission is what drives people to work for the ICC. All ICC employees understand the mission and values and are committed to it.

General definition in behavioural terms

Acts consistently in accordance with the mission and values of the organisation;

Maintains confidentiality, acts with integrity and shows respect for diversity;

Shows commitment to the organisation;

Presents a positive image of the organisation during external discussions.

Level A
General Services Staff

Is dedicated to the mission and values of the ICC.

Positive behavioural indicators	Negative behavioural indicators
■ Fulfils daily duties and responsibilities to his/her best ability in order to meet the ICC goals and mission. ■ Portrays and promotes a positive image of the Court to the public. ■ Acts in accordance with the security policies of the ICC. ■ Shows organisational commitment and loyalty.	■ Gives inappropriate answers to (delicate) questions posed by visitors or other outside parties on the ICC goals and mission. ■ When working together with other ICC members, does not show sufficient understanding of common ICC objectives. ■ Fails to maintain confidentiality. ■ Talks about the organisation in a negative way.

Level B
Professional and higher categories

Is dedicated to the mission and values of the ICC as described above and creates an atmosphere in which the mission and values of the ICC are fostered.

Positive behavioural indicators	Negative behavioural indicators
■ Speaks positively about the ICC with, and explains the mission to, relevant external parties. ■ Knows policies and decisions of the Court sufficiently to identify inaccuracies. ■ In co-operating with external parties, reflects needs of all ICC organs as determined through internal consultation and as mentioned in the mission. ■ Maintains high ethical standards, operates with transparency, has no hidden agenda.	■ Speaks about internal problems with external actors and relies on them to solve the problems. ■ Discusses confidential information with people who are not authorised to have access to it. ■ Fails to recognise the importance of acting in accordance with the values of the ICC. ■ Fails to voice support and commitment for the organisation.

Professionalism

To conduct fair public trials the Court needs strong strategic and analytical core capacity. A high level of competence in all employees is a necessity for the ICC. This also includes knowledge on how the ICC organisation works.

General definition in behavioural terms

Applies professional and technical expertise;

Keeps abreast of organisational issues;

Produces workable solutions to a range of problems.

Level A
General Services Staff

Demonstrates detailed job knowledge and expertise in own area; demonstrates an awareness of how the organisation functions; produces workable solutions that meet the demands of the situation.

Level B
Professional and higher categories

Applies specialists skills in own work and shares expertise; demonstrates an understanding of the links between the organisation's structure, goals and capabilities; identifies, uncovers and solves problems.

Positive behavioural indicators	Negative behavioural indicators	Positive behavioural indicators	Negative behavioural indicators
■ Seeks information from colleagues in order to have sufficient and up- to-date job knowledge and expertise. ■ Responds promptly when others do not deliver what was agreed upon. ■ Respects final decisions even when he or she does not agree with them. ■ Finds ways to resolve difficult issues.	■ Gives no feedback when the level of professionalism of work of colleagues is unsatisfactory. ■ Does not react appropriately to requests from other employees or parties within the ICC. ■ Unsure of the answers to questions about products and services. ■ Implements impractical solutions.	■ Advises others of the appropriate course of conduct to follow in performing the job. ■ Clarifies actions and ways of conduct in a certain job/ task to others; uses appropriate argumentation. ■ Collects facts expeditiously and reaches the right conclusions. Seeks information from diverse sources to resolve issues. ■ Keeps up to date with current issues and developments within all organs of the organisation.	■ Does not differentiate sufficiently between personal and professional issues. ■ Does not conduct an appropriate analysis or examination prior to decision-making. ■ Takes things at face value. ■ Fails to consider possible future opportunities or contingencies.

Teamwork

To operate as a coherent and efficient organisation and to build a common culture, cooperation within and between the organs is essential. ICC employees have to build trust, consult each other and share information. This also includes showing respect for other opinions and perspectives and the ability to handle conflicts of interest.

General definition in behavioural terms

Listens, consults others and communicates proactively;

Handles disagreements with tact and diplomacy;

Recognises and rewards the contribution of others.

Level A
General Services Staff

Shows tolerance and consideration for others; addresses issues disrupting team functioning and harmony.

Positive behavioural indicators	**Negative** behavioural indicators
■ Distributes information as required. ■ Achieves a balance between presenting his or her own solutions to problems and accepting ideas of others. ■ Accepts others in a non-judgmental way. ■ Co-operates with others to regulate team activities with minimal intervention from the manager.	■ Does not work collaboratively with colleagues to achieve results and does not inform other team members about important issues for the team. ■ Does not co-operate with other units and hinders timely co-operation. ■ Talks down to others (has a patronising manner). ■ Does not tolerate other people's opinions and personal style and shows a lack of respect for others.

Level B
Professional and higher categories

Tolerates and considers differing needs and viewpoints; consults widely during all aspects of decision making; encourages a climate of teamwork by own actions.

Positive behavioural indicators	**Negative** behavioural indicators
■ Shows understanding of common goals and benefits. ■ When working together with others, ensures that all voices are heard. ■ Seeks solutions for common problems by making/finding time to co-operate with others. ■ Seeks the opinion of others when making decisions.	■ Is not willing to share information to representatives of other organs when required to achieve consensus on a particular issue. ■ Works independently when teamwork is needed. ■ Places own interests first in discussion with other staff and units. ■ Does little to help the spirit of the team (lacks team spirit).

Learning and Developing

To continuously enhance the effectiveness of the Court, the employees of the ICC have to learn from their own and others' successes and failures. Developing yourself, others, the organisation and the profession is the central theme.

General definition in behavioural terms

Identifies development strategies needed to achieve work and career goals and makes use of developmental or training opportunities;

Learns from successes and failures;

Seeks feedback and gives feedback to others to increase organisational effectiveness;

Seeks opportunities for improvement of work;

Has an open mind and contributes to innovation.

Level A
General Services Staff

Seeks feedback on own performance and then aims to improve upon it; takes advantage of training and development opportunities.

Level B
Professional and higher categories

Improves work performance and systems by introducing new ideas and applying focus in working methods; identifies development strategies needed to achieve work and career goals.

Positive behavioural indicators	Negative behavioural indicators	Positive behavioural indicators	Negative behavioural indicators
■ Identifies own development needs and attends necessary training courses.	■ Disregards other people's lack of knowledge to apply the right procedures and working methods.	■ When necessary, implements new procedures to achieve the desired results.	■ Is not willing to share (new) information on policy and practices with other colleagues.
■ Improvises when standard procedures do not apply, comes up with creative ideas.	■ Disregards new ideas proposed by colleagues without attempting to explore them.	■ Clarifies working procedures to others when no guidelines are available.	■ Does not help (new) staff members to get accepted in (informal) groups where information is shared.
■ Seeks feedback on own performance and modifies behaviour accordingly.	■ Does not ask for feedback on own performance or act upon it.	■ Actively seeks to develop him or herself professionally and personally and seeks different ways and strategies in which to improve.	■ Shows no awareness of own development needs and makes no attempt to address them.
■ Helps new staff to seek out information on the ICC and its work from various sources.	■ Ignores career, training and development opportunities.	■ Comes up with innovative and creative ideas.	■ Fails to suggest ideas to improve working methods.

Handling uncertain situations

ICC employees will encounter situations which are not clearly defined and have to be prepared for these situations. Flexibility will be key to the functioning of the Court.

General definition in behavioural terms

Adapts to changing circumstances;

Deals with ambiguity, making positive use of the opportunities it presents;

Plans activities and projects well in advance and takes account of possible changing circumstances;

Manages time effectively.

Level A
General Services Staff

Adjusts to change positively; makes detailed time schedules, including deadlines, for projects and own work; schedules time to evaluate progress; plans activities in advance.

Positive behavioural indicators

- Stores information so that is available if needed by others in his or her absence.

- Communicates changes of plan when required.

- Prioritises conflicting tasks and interacts with other staff to accomplish the tasks.

- Deals with ambiguity and change and assumes other roles when required.

Negative behavioural indicators

- Does not anticipate changes.

- Does not interact with other staff or supervisors when working procedures and schedules have to change.

- Starts activities without planning.

- Reacts negatively to changes at work.

Level B
Professional and higher categories

Adapts work style to suit changing circumstances; identifies and organises resources and time needed to accomplish tasks; produces comprehensive project plans.

Positive behavioural indicators

- Foresees risks and allows for contingencies when planning. Makes sure that alternatives are available when situations change, or the original plan cannot be followed.

- Establishes policies for changing environments.

- Anticipates changing deadlines and is able to finish work or proposals within a shorter period of time.

- Modifies approach when faced with new challenges.

Negative behavioural indicators

- Underestimates the effect of changing deadlines on work.

- Fails to communicate with other staff about possible implications of changing situations and demand on the work.

- Produces project plans which lack depth and detail.

- Makes plans without considering the implications on resources.

Interaction

To increase awareness and understanding of the work of the ICC, relations with the outside world are of the utmost importance. The Court needs to continuously build and maintain credibility and get agreement and support for its work. This implies a need for a clear way of interacting within the ICC and with the outside world.

General definition in behavioural terms

Expresses opinions, information and key points of an argument clearly;

Handles contacts with diplomacy and tact;

Communicates in a transparent and open way with internal and external contacts, while complying with confidentiality requirements.

Level A
General Services Staff

Explains information in an uncomplicated way; relates well to people at all levels.

Positive behavioural indicators	**Negative** behavioural indicators
■ Shows a pro-active and service oriented attitude when others request information. ■ Explains procedures to other persons from the ICC and external bodies. ■ Gives clear and concise information; speaks and writes clearly and effectively. ■ Interacts effectively with people at all levels of the organisation.	■ Does not communicate appropriately with other people. ■ Does not react to input from external sources so objectives are not met. ■ Does not interact with persons from other organs in order to reach better understanding of information and procedures. ■ Fails to explain information.

Level B
Professional and higher categories

Avoids using jargon inappropriately in interactions with others; gains agreement between self and others; acts authoritatively; builds external networks.

Positive behavioural indicators	**Negative** behavioural indicators
■ Contacts the right external parties and institutions in order to obtain the required information. ■ Ensures that correct information is given to outside bodies unfamiliar with the ICC. ■ Is able to reach consensus on sensitive issues within a context of divergent views. ■ Gains agreement on a desired course of action.	■ Does not adhere to procedures to ensure the right information is available to the right persons at the right time. ■ Does not communicate/respond in a timely manner. ■ Does not adjust communication to the recipient by adapting language and information. ■ Makes little effort to build up a network of contacts.

Realising objectives

ICC employees have to take responsibility and ownership to fulfil the mandate of the Court. There needs to be a clear sense of direction and employees need to be accountable. They deliver a high level of output in terms of quality and quantity.

General definition in behavioural terms

- Accepts and tackles demanding goals with enthusiasm;
- Keeps to agreements with others;
- Focuses on client needs;
- Takes responsibility for actions, projects and people;
- Monitors and maintains quality and productivity.

Level A
General Services Staff

Persists in achieving goals; respects deadlines; takes responsibility for own work and mistakes; puts the client first; checks work for errors; makes every effort to get work right the first time; encourages a clear commitment to excellent quality.

Positive behavioural indicators	**Negative** behavioural indicators
■ Delivers work and services on time.	■ Does not keep clients informed of progress or setbacks regarding their requests.
■ Makes an adequate analysis of what and whose approval is needed to meet the demands.	■ Does not discuss the deadline for meeting objectives when required.
■ Completes necessary tasks accurately, if necessary with the help of others.	■ Blames others for own mistakes (does not take responsibility).
■ Pushes things through until finished.	■ Does not check work for errors.

Level B
Professional and higher categories

Works through challenges to achieve success; takes responsibility for own work and projects; respects deadlines; delivers a prompt and efficient service to clients; ensures that high quality standards are met; maintains professional, high quality work, with attention to detail.

Positive behavioural indicators	**Negative** behavioural indicators
■ Makes an adequate analysis of what is needed to achieve goals and to meet imposed demands.	■ Misinterprets the needs of others in delivering work.
■ Is able to define terms and conditions that relate to achieving the desired objectives.	■ Does not make the necessary decisions in a timely manner.
■ Takes necessary action to meet objectives in time.	■ Gives up on objectives if faced with setbacks.
■ Draws attention to issues affecting work quality.	■ Lets projects drift and slip (does not monitor progress).

Purpose (leadership competencies)
Know who you are, what your values are, and be clear on your purpose as a leader.

*	EXECUTIVES	SENIOR LEADERS	MANAGERS OF TEAM LEADERS	TEAM LEADERS	INDIVIDUAL CONTRIBUTORS
VISION & ENGAGEMENT	Engage with substantive leaders within and outside the organisation to develop a powerful vision/agenda that radiates beyond the boundaries of the Court. Connect with staff (incl. field), provide clarity of direction, and enable them to see their role in the bigger picture.	Contribute setting the vision/agenda. Articulate function's role in achieving it through clear and authentic communication to inspire collective ownership and compelling course of action.	Take responsibility for sharing the vision/agenda. Engage other leaders with sense of purpose. Work with team leads to articulate how their teams contribute to vision and results.	Articulate how team's work contributes to the organisation's vision and outcomes, and personally bring the team on board.	Articulate how personal work contributes to the organisation's vision and outcomes. Own your work, lead on it, and take responsibility.
CHANGE & PURPOSE	Personally lead organisational change with focus and optimism through periods of uncertainty. Resist political pressure in decision-making.	Demonstrate flexibility in response to change and support the workforce to embrace new expectations through clarity of the intended outcomes.	Inspire others to embrace change initiatives, overcoming barriers and resistance through proactive consultation and engagement.	Remain accessible and optimistic, and keep the team focused through periods of uncertainty.	Actively participate in change activities and openly support the intended outcomes.
ETHICS & INTEGRITY	Intentionally build an organisational culture of ethics and integrity. Demonstrates role model impartiality.	Protect fairness, identify and avoid conflicts of inter-est. Maintain political, interpersonal neutrality.	Act as a role model to staff in terms of their day-to-day demonstration of principled and ethical behaviour.	Promote ethical behaviour and integrity in the management, and use of processes and resources. Lead by example.	Uphold integrity through responsible management, and use of processes and resources. Take a stand.

Individual Contributors = staff members. Team Leaders = immediate supervisors. Managers of team leaders = reviewers. Senior Leaders = reviewers at D1 level. Executives = Heads of Organs.

Levels presented are cumulative. This implies, e.g., that top leaders should also demonstrate competencies associated with other leadership levels.

Collaboration (leadership competencies)
Partner with peers, clients, stakeholders to deliver value; positively influence others when you don't have formal authority.

*	EXECUTIVES	SENIOR LEADERS	MANAGERS OF TEAM LEADERS	TEAM LEADERS	INDIVIDUAL CONTRIBUTORS
COOPERATION & TRUST	Identify and develop strategies to encourage and enable collaborative working across the organisation (incl. field). Leverage the broader context in which the organisation operates. Forge partnerships, alliances, trust.	Identify, develop and nurture networks and communities. Build cooperation with synergy and trust. Show how you treat all levels of staff as valued collaborators.	Work collaboratively with colleagues, stakeholders to achieve results. Demonstrate joined up team leadership.	Encourage staff to think and act cooperatively. Share credit for successes working with the team and accept challenges.	Build rapport, speak your mind and establish strong and mutually beneficial connections.
CLIENT & STAKEHOLDER FOCUS	Promote a client oriented mindset and approach. Ensure that addressing the needs of clients and stakeholders is a top priority.	Develop client oriented strategies and policies. Ensure that organisational systems and policies are designed to address client and stakeholder needs.	Anticipate needs of clients and other stakeholders. Take action to address them. Seek feedback on the extent to which they are meeting needs.	Be responsive to client and stakeholder needs. Enable the collaborative delivery of client focused outcomes in your team.	Seek and share client feedback to ensure stakeholder alignment for planned activities.
DIVERSITY & INCLUSION	Promote organisational policies with regard to diversity. Visibly champion diversity as key element to the organisation's success.	Take advantage of diversity in the pursuit of innovation, creativity and the achievement of outstanding results. Intentionally build a diverse work force.	Leverage the value and contribution that diversity brings to teams. Challenge and act to diminish bias and intolerance.	Demonstrate flexibility and openness to the diversity in the team, supporting approaches that enable all individuals to participate to their fullest ability.	Enjoy working productively with staff and other key players from a wide range of backgrounds.

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People (leadership competencies)

Know your business, know your people.

*	EXECUTIVES	SENIOR LEADERS	MANAGERS OF TEAM LEADERS	TEAM LEADERS	INDIVIDUAL CONTRIBUTORS
COMMUNICATION & RELATIONSHIPS	Regularly connect with staff at all levels of the organisation to stimulate engagement, cohesion, and a steady flow of information.	Develop and implement mechanisms to share information and insights with all levels of the department.	Take responsibility for open communication amongst team members and stay receptive to bad news as well as good.	Be accessible to others, easy to approach and to talk to. Make time to listen and give feedback.	Proactively build rapport, relate well to people.
WELLBEING & DUTY OF CARE	Build and sustain an environment based on trust and duty of care where all staff shares a personal responsibility for promoting physical and psychological well-being of others.	Promote personal and team responsibility for the realisation of a healthy and safe workplace. Build trust. Be a role model of this behaviour.	Build the confidence and trust of others, connecting with them personally to understand and consider their wellbeing.	Build trust in your team and motivate others to proactively identify, remedy and enhance safe and inclusive practices at work.	Demonstrate respect for others, taking the time to connect, check in and show an interest in their wellbeing.
LEARNING & DEVELOPMENT	Attach the highest priority to continuous learning and development in the organisation. Contribute own expertise and unleash expertise of others to the benefit of the organisation.	Promote and implement the systems, processes and mechanisms that contribute to continuous learning and development. Personally develop others.	Make coaching and developing others organisational practice amongst your teams. Coach and mentor others.	Invest quality time in coaching and developing others. Stimulate people to excel. Encourage critical reflection, ownership for problems and discovery of self-led solutions.	Take personal accountability for learning. Actively share your knowledge and professional insights.

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Results (leadership competencies)

Lead and empower your teams and hold them accountable to deliver results; continuously improve.

*	EXECUTIVES	SENIOR LEADERS	MANAGERS OF TEAM LEADERS	TEAM LEADERS	INDIVIDUAL CONTRIBUTORS
EXCELLENCE, ACCOUNTABILITY & CONTINUOUS IMPROVEMENT	Establish a culture of excellence, accountability, and continuous improvement in all aspects of individual and organisational performance. Lead by example. Take accountability for actions and decisions.	Drive ownership for excellence/ improvement agenda, enable others to lead and have them report on their area with complete transparency of outcomes. Hold staff accountable, recognize achievements and lessons learned. Take accountability for own actions and decisions.	Drive ownership for agenda with team leads. Empower them to lead, hold them accountable for their actions, and have them report on their area with full transparency of outcomes. Reward successes, reflect learnings. Take accountability for own actions and decisions.	Drive autonomy in the team by giving staff ownership and holding them accountable for the delivery and quality of outcomes achieved. Celebrate successes and learn from mistakes. Take accountability for actions and decisions.	Welcome challenges in the delivery of work, recognize own role in achieving results, with honest recognition of opportunities to improve.
DELEGATION & DECISION-MAKING	Create a culture in which decisions are taken, and information about them is communicated. Become known for ethical and courageous decision making.	Steer decision making in the direction that will most effectively serve the organisation and its stakeholders. Ensure the right delegative structures exist to empower decision making at the right level.	Consult with others before taking decisions. Make decisions in a timely manner. Make tough decisions when necessary. Take responsibility for faulty decisions.	Allow for collaborative decision making in the team. Support others to understand the strengths, potential bias and missing considerations in their decision- making process. Be able to say 'no'.	Accept decision making responsibility and demonstrate judgement about when to escalate issues.
PERFORMANCE MANAGEMENT	Refuse to turn a blind eye to poor performance and poor performance management. Build strong self-awareness of own leadership practice and impact.	Promote honest review of performance across the function, without exceptions. Reflect on own leadership performance. Lead by example.	Review performance across teams and provide ongoing helpful and honest feedback. Be a role-model. Don't shy away from difficult conversations.	Be honest with yourself and others. Appraise performance fairly. Address poor performance promptly.	Recognise own role in achieving results and contribute to the delivery of team objectives.

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