



Cour
Pénale
Internationale

International
Criminal
Court

Le Greffe
The Registry

Annex II to Administrative Instruction

Ref. ICC/AI/2021/001

Date: 26 February 2021*

*This Annex replaces in its entirety
Annex II to Administrative Instruction ICC/AI/2019/003

Performance Appraisal Form



Last name	
First name	
Section, organ	
Job title, level	
Immediate supervisor	
Job title, level	
Section, organ	
Reviewer (next higher level)	
Job title, level	
Section, organ	
Appraisal period	
Date objectives were agreed	
Date appraisal was completed	

Performance Appraisal Form

Performance Objectives

Immediate supervisors shall work with staff members under their direct supervision on the development of the staff member's performance objectives, which shall constitute the performance expectations. Objectives must follow the SMART approach. Each staff member should have no less than three and no more than six objectives.

Objective	Immediate supervisor's overall performance evaluation of performance objectives: Comments and evaluation												
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SMART: Specific, Measurable, Achievable, Relevant, Timed

Competencies

At the beginning of the performance period, please select the most relevant competencies related to the achievement of the objectives by marking the check box. You must select a minimum of three competencies, including leadership competencies. At the end of the performance period, please provide an evaluation and comments.

For a detailed description of the behavioural indicators, please refer to the booklet '[The Core Competencies of the ICC](#)'.

CORE COMPETENCIES

Dedication to the mission and values

Acts consistently in accordance with the mission and values of the organisation; maintains confidentiality, acts and shows respect for diversity; shows commitment to the organisation; presents a positive image of the organisation during external discussions.



EVALUATION		COMMENTS
Strength	<input type="checkbox"/>	
Capable	<input type="checkbox"/>	
Learner	<input type="checkbox"/>	
Weakness	<input type="checkbox"/>	

Professionalism

Applies professional and technical expertise; keeps abreast of organisational issues; produces workable solutions to a range of problems.



EVALUATION		COMMENTS
Strength	<input type="checkbox"/>	
Capable	<input type="checkbox"/>	
Learner	<input type="checkbox"/>	
Weakness	<input type="checkbox"/>	

Teamwork

Listens, consults others and communicates pro-actively; handles disagreements with tact and diplomacy; recognises and rewards the contribution of others.



EVALUATION		COMMENTS
Strength	<input type="checkbox"/>	
Capable	<input type="checkbox"/>	
Learner	<input type="checkbox"/>	
Weakness	<input type="checkbox"/>	

Learning and Developing

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 innovation.



EVALUATION		COMMENTS
Strength	<input type="checkbox"/>	
Capable	<input type="checkbox"/>	
Learner	<input type="checkbox"/>	
Weakness	<input type="checkbox"/>	

Handling uncertain situations

Adapts to changing circumstances; deals with ambiguity, making positive use of the opportunities it presents; plans activities and projects well in advance and takes into account of possible changing circumstances; manages time effectively.



EVALUATION		COMMENTS
Strength	<input type="checkbox"/>	
Capable	<input type="checkbox"/>	
Learner	<input type="checkbox"/>	
Weakness	<input type="checkbox"/>	

Interaction

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.



EVALUATION		COMMENTS
Strength	<input type="checkbox"/>	
Capable	<input type="checkbox"/>	
Learner	<input type="checkbox"/>	
Weakness	<input type="checkbox"/>	

Realising objectives

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.



EVALUATION		COMMENTS
Strength	<input type="checkbox"/>	
Capable	<input type="checkbox"/>	
Learner	<input type="checkbox"/>	
Weakness	<input type="checkbox"/>	

Purpose (leadership competency)

Know who you are, what your values are, and be clear on your purpose as a leader. More information available in the [Leadership framework](#).



EVALUATION		COMMENTS
Strength	<input type="checkbox"/>	
Capable	<input type="checkbox"/>	
Learner	<input type="checkbox"/>	
Weakness	<input type="checkbox"/>	

Collaboration (leadership competency)

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

More information available in the [Leadership framework](#).



EVALUATION		COMMENTS
Strength	<input type="checkbox"/>	
Capable	<input type="checkbox"/>	
Learner	<input type="checkbox"/>	
Weakness	<input type="checkbox"/>	

People (leadership competency)

Know your business, know your people.

More information available in the [Leadership framework](#).



EVALUATION		COMMENTS
Strength	<input type="checkbox"/>	
Capable	<input type="checkbox"/>	
Learner	<input type="checkbox"/>	
Weakness	<input type="checkbox"/>	

Results (leadership competency)

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

More information available in the [Leadership framework](#).



EVALUATION		COMMENTS
Strength	<input type="checkbox"/>	
Capable	<input type="checkbox"/>	
Learner	<input type="checkbox"/>	
Weakness	<input type="checkbox"/>	

Additional job-specific competency



EVALUATION		COMMENTS
Strength	<input type="checkbox"/>	
Capable	<input type="checkbox"/>	
Learner	<input type="checkbox"/>	
Weakness	<input type="checkbox"/>	

Additional job-specific competency



EVALUATION		COMMENTS
Strength	<input type="checkbox"/>	
Capable	<input type="checkbox"/>	
Learner	<input type="checkbox"/>	
Weakness	<input type="checkbox"/>	

Additional job-specific competency



EVALUATION		COMMENTS
Strength	<input type="checkbox"/>	
Capable	<input type="checkbox"/>	
Learner	<input type="checkbox"/>	
Weakness	<input type="checkbox"/>	

Learning and development

Make sure the learning and development actions are directly connected to the performance objectives and competencies.

LEARNING AND DEVELOPMENT ACTIONS

Performance conversations

The purpose of monitoring performance conversations is to encourage continuous feedback between the immediate supervisor and the staff member on the achievements of the objectives and/or competencies and the staff member's development.

If the performance conversation meeting took place, select YES and indicate the date of the meeting and record the key topics discussed in the box below each conversation.

PERFORMANCE CONVERSATION 1		YES <input type="checkbox"/>	NO <input type="checkbox"/>
DATE	COMMENTS		

PERFORMANCE CONVERSATION 2		YES <input type="checkbox"/>	NO <input type="checkbox"/>
DATE	COMMENTS		

PERFORMANCE CONVERSATION 3		YES <input type="checkbox"/>	NO <input type="checkbox"/>
DATE	COMMENTS		

PERFORMANCE CONVERSATION 4		YES <input type="checkbox"/>	NO <input type="checkbox"/>
DATE	COMMENTS		

OVERALL PERFORMANCE SATISFACTORY		
YES	<input type="checkbox"/>	COMMENTS
NO	<input type="checkbox"/>	

In case the answer is “No”, a Performance Improvement Plan shall be implemented by the immediate supervisor, in consultation with the reviewer and the staff member, detailing all objectives and competencies for improvement and the actions expected to be taken.

Please contact HRSPerformanceManagement@icc-cpi.int for more information.

End-of-cycle evaluation

OVERALL PERFORMANCE EVALUATION NARRATIVE BY IMMEDIATE SUPERVISOR

The overall performance evaluation shall be made through narratives assessing the staff member's individual performance and shall address shortcomings, if any. Base your evaluation following the below questions:

1. In general, how was the staff member's performance during the cycle?
2. What were the most important staff member's accomplishments?
3. What are the staff member's strengths (skills and competencies) you want to encourage to keep on demonstrating?
4. Are there any development areas that you recommend the staff member to enhance his/her performance?
5. What behaviours should the staff continue to demonstrate?
6. What behaviours should the staff member start doing (or strengthen) to achieve desired results?
7. What behaviours should the staff member stop doing (or do less) to achieve desired results?

IMMEDIATE SUPERVISOR'S SIGNATURE

DATE

STAFF MEMBER'S COMMENTS

REVIEWER'S ACKNOWLEDGEMENT/COMMENTS

SIGNATURE

DATE

SIGNATURE

DATE

STAFF MEMBER'S FINAL SIGNATURE *

DATE

*Staff member's final signature here constitutes an acknowledgment that the performance appraisal process is complete. It does not indicate an agreement with the evaluation. The rebuttal process outlined in Administrative Instruction ICC/AI/2010/002 ("Performance Appraisal Rebuttals and Procedures") cannot be initiated unless the staff member has signed off on the finalized electronic performance appraisal form. A staff member who does not sign his or her electronic performance appraisal form shall be informed by the immediate supervisor at the end of the fourteen (14) day period mentioned under section 7.4 of Administrative Instruction ICC/AI/2019/003 ("Performance Appraisal System"). In such cases, the period for submission of a rebuttal statement by the staff member shall commence as of the date of notification to the staff member by the immediate supervisor. Additionally, staff members may express their comments about the appraisal in the comment section above.

Explanatory note

PERFORMANCE OBJECTIVES EVALUATION

PERFORMANCE OBJECTIVE EVALUATION SCALE	EXPLANATION
Exceeded	Overall objective was completed and final results exceeded expectations.
Completed	Overall objective was completed and final results were according expectations and agreed standards.
Partially completed	Overall objective was partially completed. Key tasks necessary to achieve this objective were completed, but not all.
Incomplete	Overall objective was not completed. Key tasks necessary to achieve this objective were not completed.

COMPETENCIES EVALUATION

COMPETENCIES EVALUATION SCALE	EXPLANATION
Strength	Almost always demonstrates behaviour/skill where appropriate. Encourages and influences others to display the behaviour/skill.
Capable	Often demonstrates the behaviour/skill.
Learner	Sometimes demonstrates the behaviour/skill where appropriate.
Weakness	Has not yet demonstrated the behaviour/skills.