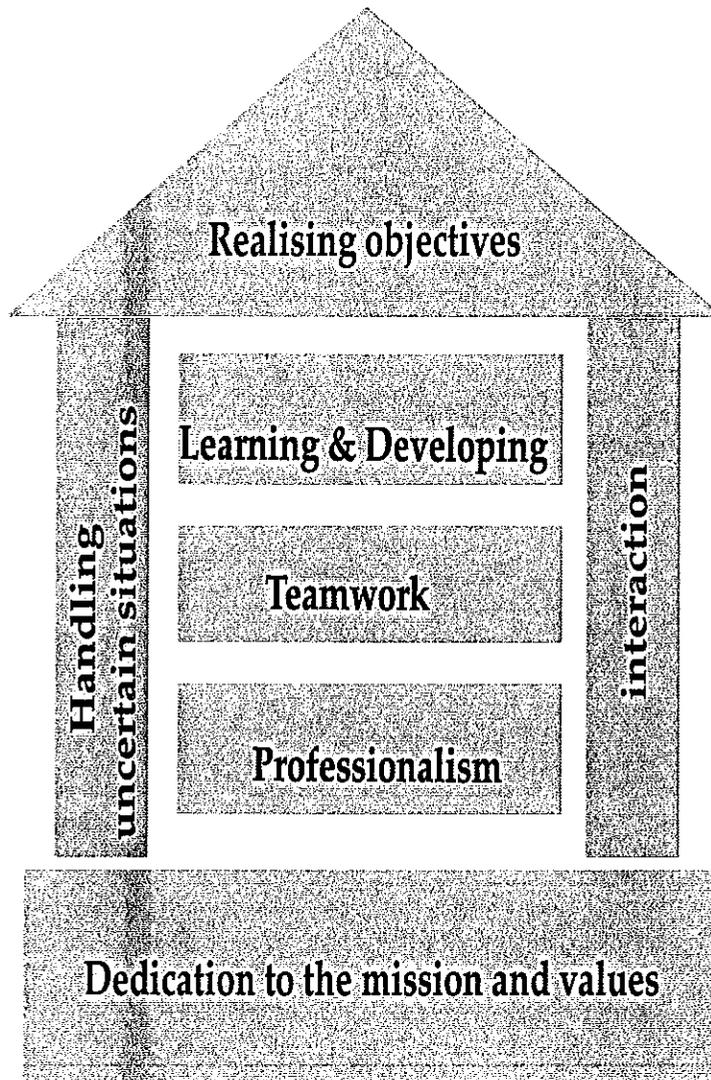


The Core Competencies of the ICC

The Core Competencies of the ICC



Level A:	General Service staff
Level B:	Professional and higher categories
Managerial:	Managers and supervisors

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:

Is dedicated to the mission and values of the ICC as described above.

Positive 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.

Negative behavioural indicators

- 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:

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

- 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.

Negative behavioural indicators

- 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.

Managerial:

Encourages employees to act consistently in accordance with the mission and values of the ICC; leads by example.

Positive behavioural indicators

- Interacts in an open way within a multicultural context by listening to other people. Stimulates others to do so as well, by setting an example.
- Draws attention to decisions or behaviours that appear to violate values.
- Informs (new) staff members about the ICC, its mission and values.
- Appraises performance of staff fairly.

Negative behavioural indicators

- Allows others to respond to questions (from external or internal parties) without assessing the context and consequences for the ICC.
- Does not correct other people when they pre-judge the ICC mission and tasks.
- Does not act as a role model for ethical behaviour, abuses power or authority.
- Lets decisions or behaviours that appear to violate ethical principles go unnoticed.

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:

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.

Positive 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.

Negative behavioural indicators

- 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.

Level B:

Applies specialist 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

- 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.

Negative behavioural indicators

- 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.

Managerial:

Takes account of a wide range of issues across, and related to, the organisation; communicates a clear vision of the future; encourages others to consider long-term organisational strategy.

Positive behavioural indicators

- Is able to support staff in handling legal and factual decision-making.
- Reacts pro-actively on possible conflicts of interests between staff from the Section/Division as well as between staff from various ICC parties/organs.
- Encourages others to recognise underlying themes and trends.
- Develops clear goals to implement the strategy effectively.

Negative behavioural indicators

- Does not actively foster a productive and positive working environment for staff.
- Does not implement necessary management decisions because he or she does not agree with them.
- Considers only a narrow range of management issues across the organisation.
- Makes little effort to provide a strategic perspective.

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:

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

Positive 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-judgemental way.
- Co-operates with others to regulate team activities with minimal intervention from the manager.

Negative behavioural indicators

- 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:

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

- 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.

Negative behavioural indicators

- 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).

Managerial:

Encourages staff to think of themselves as a team; encourages the team to become involved in the decision making process; promotes consideration and tolerance at work; resolves problems within the team.

Positive behavioural indicators

- Formulates clear expectations for staff on working together within the unit and across units.
- Shares new proposals on co-operation and common tasks within the team and requests feedback.
- Makes roles and responsibilities clear to staff, avoids duplication of tasks, explains this to staff.
- Encourages the best qualities in others so that they contribute fully to the team.

Negative behavioural indicators

- Does not encourage staff to listen to each others' views when working together.
- Does not take action when people are not working together effectively.
- Does not share decision making.
- Remains unaware of issues disrupting teamwork.

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:

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

Positive behavioural indicators

- Identifies own development needs and attends necessary training courses.
- Improvises when standard procedures do not apply, comes up with creative ideas.
- Seeks feedback on own performance and modifies behaviour accordingly.
- Helps new staff to seek out information on the ICC and its work from various sources.

Negative behavioural indicators

- Disregards other people's lack of knowledge to apply the right procedures and working methods.
- Disregards new ideas proposed by colleagues without attempting to explore them.
- Does not ask for feedback on own performance or act upon it.
- Ignores career, training and development opportunities.

Level B:

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

- When necessary, implements new procedures to achieve the desired results.
- Clarifies working procedures to others when no guidelines are available.
- Actively seeks to develop him or herself professionally and personally and seeks different ways and strategies in which to improve.
- Comes up with innovative and creative ideas.

Negative behavioural indicators

- Is not willing to share (new) information on policy and practices with other colleagues.
- Does not help (new) staff members to get accepted in (informal) groups where information is shared.
- Shows no awareness of own development needs and makes no attempt to address them.
- Fails to suggest ideas to improve working methods.

Managerial:

Delegates work appropriately to others in order to foster learning; identifies development needs for staff and creates learning opportunities for staff; encourages others to change inefficient working practices.

Positive behavioural indicators

- Selects the right training courses together with staff, so that staff can develop the right skills.
- Aligns staff working schedules to training schedules so that staff can follow necessary training.
- Arranges meetings to share experiences and exchange ideas between staff from different backgrounds and units.
- Delegates challenging work to develop others' skills.

Negative behavioural indicators

- Does not notice that staff lack knowledge on procedures and practices.
- Does not discuss performance and provide feedback on a regular basis.
- Fails to encourage others to identify better ways of doing things.
- Unable to create learning opportunities for others.

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:

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:

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.

Managerial:

Modifies management approach in the face of new demands; effectively manages the deployment of people and equipment; identifies priorities and actions required for achieving objectives.

Positive behavioural indicators

- Reacts to unexpected demands of extra work by communicating this to the right persons and ensuring that the necessary staff are available to do the work.
- Is able, when necessary, to re-negotiate internal deadlines with other units.
- Ensures availability of critical resources.
- Modifies management approach to accommodate changing demands.

Negative behavioural indicators

- Does not adjust policies to address new needs and objectives.
- Does not encourage staff to plan alternatives and apply scenario planning.
- Fails to optimise use of available people, equipment and financial resources.
- Reluctant to modify management approach when faced with changing demands.

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:

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

Positive 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.

Negative behavioural indicators

- 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:

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

Positive 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.

Negative behavioural indicators

- 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.

Managerial:

Promotes ideas on behalf of self or others; makes effective use of outreach processes to convey the mission of the court; encourages and assists others to develop networks.

Positive behavioural indicators

- Encourages and teaches others to remain impartial when communicating with other units.
- Helps others to focus on the key points when communicating with other units and parties.
- Encourages others to develop and maintain collaborative (internal and external) networks.
- Gains agreement between different parties.

Negative behavioural indicators

- Does not provide staff with the necessary mandates to negotiate in inter-organ working groups.
- Does not give a good example to staff communicating with others by using highly personalised argumentation.
- Makes little effort to promote and champion ideas on behalf of others.
- Lets disagreement between different parties foster resentment.

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:

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

- Delivers work and services on time.
- Makes an adequate analysis of what and whose approval is needed to meet the demands.
- Completes necessary tasks accurately, if necessary with the help of others.
- Pushes things through until finished.

Negative behavioural indicators

- Does not keep clients informed of progress or setbacks regarding their requests.
- Does not discuss the deadline for meeting objectives when required.
- Blames others for own mistakes (does not take responsibility).
- Does not check work for errors.

Level B:

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

- Makes an adequate analysis of what is needed to achieve goals and to meet imposed demands.
- Is able to define terms and conditions that relate to achieving the desired objectives.
- Takes necessary action to meet objectives in time.
- Draws attention to issues affecting work quality.

Negative behavioural indicators

- Misinterprets the needs of others in delivering work.
- Does not make the necessary decisions in a timely manner.
- Gives up on objectives if faced with setbacks.
- Lets projects drift and slip (does not monitor progress).

Managerial:

Clarifies goals, provides direction and co-ordinates actions; empowers staff; seeks progression to roles of increased responsibility and influence.

Positive behavioural indicators

- Ensures all resources and staff are available to meet objectives.
- Delegates tasks among staff in an adequate manner so that goals are reached on time.
- Is able to identify requirements of the ICC and translate these to the work goals of others.
- Provides the team with a clear sense of direction and purpose and makes tough decisions when necessary.

Negative behavioural indicators

- Does not establish clear criteria for staff in meeting objectives.
- Does not check on the work of others when needed.
- Makes no attempt to focus the team effort.
- Fails to take responsibility or to empower others to take responsibility.

ICC Performance Appraisal Mid-Term Progress Monitoring Worksheet

Name of the staff member: _____

Name of the appraiser (immediate supervisor): _____

PROGRESS ON PERFORMANCE OBJECTIVES

Performance Objective	On track? What has been achieved so far?	Adjustments needed	Support needed? How to overcome obstacles?

PROGRESS ON DEVELOPMENT OBJECTIVES

Development Objective	On track? What has been achieved so far?	Support needed? How to overcome obstacles?

Other Comments (Optional)

Appraising Officer's signature:

Date:

Staff Member's signature:

Date:



Performance Appraisal Form

Last name	
First name, middle initial	
Section, Organ	
Functional title and level	

Name of appraising officer (immediate supervisor)	
Functional title and level	
Section/Organ	

Name of reviewer (next higher level)	
Functional title and level	
Section/Organ	

Appraisal period	from:	to:
Date objectives were agreed		
Date appraisal was completed		

PERFORMANCE OBJECTIVES

In assessing a staff member's achievement of performance objectives, supervisors shall give due consideration, as applicable, to the requirement that staff members who are elected to the Staff Union Council shall be given time for the performance of these official functions during office hours. (Staff Rule 108.1(d))

	Appraising officer's end-of-the-year review of performance objectives: Comments and ratings				
Objective 1					
	Not achieved	Partially achieved	Fully achieved	Exceeded	Significantly exceeded
	○	○	○	○	○
Objective 2					
	Not achieved	Partially achieved	Fully achieved	Exceeded	Significantly exceeded
	○	○	○	○	○
Objective 3					
	Not achieved	Partially achieved	Fully achieved	Exceeded	Significantly exceeded
	○	○	○	○	○
Objective 4					
	Not achieved	Partially achieved	Fully achieved	Exceeded	Significantly exceeded
	○	○	○	○	○
Objective 5					
	Not achieved	Partially achieved	Fully achieved	Exceeded	Significantly exceeded
	○	○	○	○	○
Objective 6					
	Not achieved	Partially achieved	Fully achieved	Exceeded	Significantly exceeded
	○	○	○	○	○
Additional Objectives (optional)					
	Not achieved	Partially achieved	Fully achieved	Exceeded	Significantly exceeded
	○	○	○	○	○

ICC COMPETENCIES APPRAISAL

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 may limit them to 3 competencies. At the end of the performance period, please provide a rating and comments. Comments are optional for "Fully competent" ratings but mandatory for "Unsatisfactory" and "Requires development" ratings.

For a detailed description of the behavioural indicators, please refer to the "ICC Competencies Booklet".

Competencies	
<p>Dedication to the mission and values <input type="checkbox"/></p> <p>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.</p>	
<p style="text-align: center;">End-of-year Rating</p> <p><input type="radio"/> Fully competent</p> <p><input type="radio"/> Requires development</p> <p><input type="radio"/> Unsatisfactory</p>	<p style="text-align: center;">Comments</p>
<p>Professionalism <input type="checkbox"/></p> <p>Applies professional and technical expertise; keeps abreast of organisational issues; produces workable solutions to a range of problems.</p>	
<p style="text-align: center;">End-of-year Rating</p> <p><input type="radio"/> Fully competent</p> <p><input type="radio"/> Requires development</p> <p><input type="radio"/> Unsatisfactory</p>	<p style="text-align: center;">Comments</p>
<p>Teamwork <input type="checkbox"/></p> <p>Listens, consults others and communicates proactively; handles disagreements with tact and diplomacy; recognises and rewards the contribution of others.</p>	
<p style="text-align: center;">End-of-year Rating</p> <p><input type="radio"/> Fully competent</p> <p><input type="radio"/> Requires development</p> <p><input type="radio"/> Unsatisfactory</p>	<p style="text-align: center;">Comments</p>
<p>Learning and Developing <input type="checkbox"/></p> <p>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.</p>	
<p style="text-align: center;">End-of-year Rating</p> <p><input type="radio"/> Fully competent</p> <p><input type="radio"/> Requires development</p> <p><input type="radio"/> Unsatisfactory</p>	<p style="text-align: center;">Comments</p>

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.

End-of-year Rating

- Fully competent
- Requires development
- Unsatisfactory

Comments**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.

End-of-year Rating

- Fully competent
- Requires development
- Unsatisfactory

Comments**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.

End-of-year Rating

- Fully competent
- Requires development
- Unsatisfactory

Comments**Additional job-specific competency (to be specified)** **End-of-year Rating**

- Fully competent
- Requires development
- Unsatisfactory

Comments**Additional job-specific competency (to be specified)** **End-of-year Rating**

- Fully competent
- Requires development
- Unsatisfactory

Comments

STAFF DEVELOPMENT NEEDS

Job specific or competency related development needs	Agreed actions (SMART)	Time and support needed

Staff member's comments:

GENERAL APPRAISAL

Comments:

YEAR-END OVERALL PERFORMANCE RATING

Overall performance rating by Appraising Officer (immediate supervisor):

- 5. Significantly exceeded performance expectations*
- 4. Exceeded performance expectations
- 3. Fully met performance expectations
- 2. Partially met performance expectations
- 1. Did not meet performance expectations

**"Performance expectations" refer to the accomplishment of the staff member's performance objectives (as agreed with the supervisor) as well as the manner in which the staff member has demonstrated the required competencies.*

Justification for the overall rating of "Significantly exceeded performance expectations", "Exceeded performance expectations", "Partially met performance expectations" or "Did not meet performance expectations"

Appraising officer's signature:

Date:

Staff member's comments regarding appraising officer's appraisal (optional)

Staff member's signature:

Date:

Reviewer's signature

Date:

Comments (Optional):

Staff member's final signature:

Date:

Comments (Optional):

*Staff member's final signature here signifies that the appraisal process is complete. It does not signify agreement with the assessment. From this point on rebuttal procedure can be initiated if applicable. A rebuttal procedure cannot be initiated if the form is not signed.

EXPLANATIONS OF PERFORMANCE OBJECTIVES RATINGS

Performance objective rating	Explanation
Significantly exceeded	A rating of "significantly exceeded" should be considered in cases where the performance of the staff member has considerably surpassed the accomplishment of the objective.
Exceeded	A rating of "exceeded" should be considered in cases where the performance of the staff member has surpassed the accomplishment of the objective.
Fully achieved	A rating of "fully achieved" should be considered in cases where the performance of the staff member fully accomplished the objective.
Partially achieved	A rating of "partially achieved" should be considered in cases where the performance of the staff member did not fully accomplish the objective.
Not achieved	A rating of "not achieved" should be considered in cases where the performance of the staff member did not accomplish the objective.

EXPLANATIONS OF YEAR-END OVERALL PERFORMANCE RATING

Year-end overall performance rating	Explanation
Significantly exceeded performance expectations	A rating of "significantly exceeded performance expectations" should be considered in cases where the staff member has surpassed the performance expectations for the majority of the defined objectives during the performance cycle and has continually gone beyond expectations; considerably surpassing performance expectations in quantity and quality.
Exceeded performance expectations	A rating of "exceeded performance expectations" should be considered in cases where the staff member has surpassed the performance expectations for some of the defined objectives during the performance cycle and has regularly gone beyond expectations; surpassing performance expectations in quantity and quality.
Fully met performance expectations	A rating of "fully met performance expectations" should be considered where the staff member has fully achieved the performance expectations for the all of the defined objectives during the performance cycle.
Partially met performance expectations	A rating of "partially met performance expectations" should be considered in cases where the staff member did not meet the performance expectations for some of the defined objectives but demonstrates potential to develop the required skills.
Did not meet performance expectations	A rating of "did not meet performance expectations" should be considered in cases where the staff member did not meet the performance expectations for the majority of the defined objectives and the staff member demonstrates an inability to develop the required skills.