### a) Sample Board Skills and Competency Matrix[[1]](#footnote-2)

This sample matrix should be used in conjunction with section 1.2 of the Governance Support Manual.

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| COMPETENCIES | DIRECTORS |
| **A** | **B** | **C** | **D** | **E** |
| Industry Knowledge / Experience |  |  |  |  |  |
| Industry experience in the early childhood sector |  |  |  |  |  |
| Knowledge of Early Childhood Sector in Victoria and nationally  |  |  |  |  |  |
| Knowledge of broad government policy directions in the early years |  |  |  |  |  |
| Understanding of legislation and regulations in the early childhood sector |  |  |  |  |  |
| Technical skills and expertise |  |  |  |  |  |
| Accounting |  |  |  |  |  |
| Finance |  |  |  |  |  |
| Law |  |  |  |  |  |
| Marketing  |  |  |  |  |  |
| Information technology |  |  |  |  |  |
| Public relations |  |  |  |  |  |
| Risk management systems (development and implementation) |  |  |  |  |  |
| Human resource management |  |  |  |  |  |
| CEO / Senior management experience |  |  |  |  |  |
| Strategy development and implementation |  |  |  |  |  |
| Governance Competencies |  |  |  |  |  |
| Board Director experience  |  |  |  |  |  |
| Financial literacy |  |  |  |  |  |
| Strategic planning |  |  |  |  |  |
| Compliance |  |  |  |  |  |
| Profile / reputation |  |  |  |  |  |
| Behavioural competencies |  |  |  |  |  |
| Team player / collaborative |  |  |  |  |  |
| Ability and willingness to challenge and probe |  |  |  |  |  |
| Common sense and judgement |  |  |  |  |  |
| Integrity and ethical standards |  |  |  |  |  |
| Interpersonal relations |  |  |  |  |  |
| Listening skills |  |  |  |  |  |
| Verbal communication skills |  |  |  |  |  |
| Understanding of effective decision-making processes |  |  |  |  |  |
| Willingness to devote time to the role |  |  |  |  |  |
| Ability to devote time to the role |  |  |  |  |  |

1. Source: Kiel, G., Nicholson, G., Tunny, J.A., & Beck, J., Directors at Work: A Practical Guide for Boards, Thomson Reuters, Sydney, 2012, tailored for EYMs [↑](#footnote-ref-2)