

BOARD COMPETENCY MATRIX

THE PROCESS

Involves building a three-tiered profile of desired qualities in the following: *industry knowledge*, *personal effectiveness skills* and *character considerations* – based on SRPSD #119 Board of Education’s strategic plan and the education, students, and community needs and challenges.

An inventory of the board developed for the criteria and a professional development plan is set forth from the results.

The three tiers included are:

1. *Industry knowledge*: what are the critical goals, objectives and initiatives from the strategic plan that will require knowledge on the Board to oversee and govern?
2. *Personal Effectiveness skills*: what are the specific skills and knowledge areas that trustees will need to successfully accomplish their roles over the next four years?
3. *Character considerations*: what are the specific character traits that trustees will need to exhibit in order to accomplish the needs of the school board over the next four years?

Qualifiers for the Rubric:

4 – Mastery	Mastery indicates an insightful understanding of the outcomes. Trustees at this level can apply and transfer knowledge to novel situations.
3 – Proficiency	Proficiency indicates a well-developed understanding of the outcome. Trustees at this level are competent with the skills and knowledge identified.
2 – Approaching	Approaching indicates a basic understanding but trustees at this level demonstrate inconsistent understanding.
1 – Beginning	Beginning indicates partial understanding. Trustees at this level have limited success with the stated outcome.
N/A - Not Available	Not available indicates that evidence of this outcome is not available.

Tier 1: Industry knowledge	
Governance: understanding of the role of the Board and its relationship with management; experience in board governance.	
Legal: experience with or demonstrated knowledge in legal principles, processes or systems.	
Human Resources (HR): knowledge of strategic HR management, workforce planning, employee engagement, succession planning, Occupational Health and Safety (OH&S), Worker's Compensation Board (WCB) and labour standards; understanding of organizational structure and HR oversight.	
Fiscal Oversight: analyzing and interpreting financial statements, evaluation organizational budgets and understanding financial reporting; an understanding of generally accepted accounting principles and financial statements and their applications, knowledge of grant writing.	
Risk management: knowledge in enterprise risk management ex: identifying potential risks, recognizing and implementing preventative measures and plans to decrease the impact of risk.	
Public and community relations: knowledge of the diverse communities the Board serves, demonstrates a capacity to build networks and foster trusting relationships with community and stakeholders.	
Government: knowledge of the broader public policy context affecting the organization; including strategic priorities of government and between those priorities and local work; knowledge of legislation.	
Facilities and infrastructure: knowledge of capital planning, preventative maintenance and renewal (PMR).	
Audit: understanding the implication of process, financial and facilities audits and making informed decision based on the results; knowledge of the provincial audit process.	

Additional comments regarding industry knowledge:

Tier 3: Character considerations ALL BOARD MUST HAVE

Be motivated by an earnest desire to serve SRPSD #119 to the best of their ability to meet the educational needs of all students.

Act with integrity; and do everything possible to maintain the dignity of the office of a school board member.

Work with other board members in a spirit of respect, openness, co-operation and proper decorum, in spite of differences of opinion that arise during debate.

Communicate and conduct their relationship with staff, the community, other school boards and the media in a manner that focuses on facts and respect.

Endeavor to participate in trustee development opportunities to enhance their ability to fulfil their obligations as a school board member.

Support the value of public education and will endeavor to participate, and encourage the board to participate, in activities that support or promote public education.

Be agile, able to adapt quickly to changing environments and timelines.

Be strategic thinkers, able to move beyond the details to visualize the far-reaching future.

Be proactive and anticipator rather than reactive and responsive.

Be accountable in decision, policies and implementation of such; also, in time management and responsibilities to fellow trustees, stakeholders and management.