

Nominations and Remuneration Committee Meeting

Date of Meeting	Thursday 13 December 2018
Paper Title	Review of Approach to Board Members' Skills Assessment
Agenda Item	8
Paper Number	NRC2-D
Responsible Officer	Penny Davis, Board Secretary
Status	Disclosable
Action	For discussion

1. Report Purpose

- 1.1. To improve current methods of assessing the credentials of current Board Members and prospective Non-Executive Board Members.

2. Recommendations

- 2.1 Members are invited to **consider** and **agree** a revised approach to assessing the skills and other credentials of current Board Members and prospective Non-Executive Board Members during the annual review process and in future recruitment rounds.

3. Background

- 3.1. At its meeting on 4 October, the Committee considered feedback from the Glasgow Boards Diversity Event the previous month, and agreed that it would be productive to review GCRB's approach to evaluating the skills, knowledge, experience and other attributes of current members and prospective non-executive members.
- 3.2. The objective would be to broaden the approach to assessment to include, in particular, credentials relating to social awareness and impact that would be valuable to the Board in becoming more diverse and representative of its community, and in developing more accessible and inclusive college education in the region.
- 3.3. The Committee was impressed with a skills matrix used by the Scottish Children's Reporter Administration Board, included as an example of good practice in the Public Appointments Succession Planning Toolkit.
- 3.4. The following draft matrix draws on the Children's Reporter example and on requirements set out in the Ministerial Appointments Guidance, and seeks to represent better the diverse range of skills and other credentials that would be valuable to GCRB. The Appointments Guidance applies to members recruited by GCRB, ie, not the Chair, Staff or Student Members, however, it is helpful to assess all members using the same criteria to gain a true and complete picture of Board skills and other attributes.

4. Draft List of Skills, etc, for Skills Matrix

All Board Members must have:
<p>¹Significant experience or knowledge of:</p> <p style="padding-left: 40px;">a) further, higher or secondary education or the college student experience;</p> <p>OR</p> <p style="padding-left: 40px;">b) industry, commerce, finance, the Third Sector, public service or trade unions;</p> <p>OR</p> <p style="padding-left: 40px;">c) the region (or part of it) and its relevant needs.</p>
<p>The ability to work effectively as part of a diverse leadership team, including the ability to:</p> <p style="padding-left: 40px;">a) listen to, understand and respect the views of others;</p> <p style="padding-left: 40px;">b) communicate their own point of view clearly and succinctly in meetings;</p> <p style="padding-left: 40px;">c) understand the nature of collective responsibility, and the need to work in the interests of achieving consensus, wherever possible.</p>
<p>An understanding of the purpose of the Board, and how they can contribute to:</p> <p style="padding-left: 40px;">a) the sound stewardship of public funds through effective governance;</p> <p style="padding-left: 40px;">b) the strategic planning of college education in the Glasgow Region.</p>
<p>The ability to analyse large quantities of complex information, challenge and probe.</p>
<p>The ability to exercise sound judgement in making difficult decisions.</p>
A significant proportion of Board Members should have:
<p>Non-executive director experience in another public or private sector organisation.</p> <p>AND/OR</p> <p>Senior executive experience in another public or private sector organisation.</p> <p>(The objective being to achieve a strong balance of different non-executive and executive experience.)</p>
At least two Board Members must have:
<p>Recent, relevant financial experience.</p>

¹ These requirements are set out in the Ministerial Appointments Guidance.

Other areas in which skills, experience or knowledge would contribute to the work of the Board:

- a) The political context in which GCRB operates
- b) Public Sector leadership/partnerships
- c) Education leadership/partnerships
- d) Community leadership/partnerships
- e) Social enterprise leadership/partnerships
- f) Health, including mental health issues relevant to the Glasgow college population
- g) Physical and learning disabilities and related factors affecting the community served by the Glasgow colleges
- h) Social deprivation and related factors affecting the community served by the Glasgow colleges
- i) Equality and Diversity
- j) Human Resources and Organisational Development
- k) Audit
- l) Law
- m) Estates, infrastructure and procurement
- n) Change Management
- o) Marketing and Communications
- p) Information Management and Data Protection
- q) Areas of industry relevant to the Glasgow college region's curriculum
- r) Small and medium sized enterprises
- s) New and emerging technologies relevant to the Glasgow college curriculum
- t) Environmental issues including climate change.

5. Next Steps

- 5.1.** Once the Committee has considered and agreed a list of skills and other credentials that reflects GCRB's needs, it is proposed the list should be:

- Used to assess the current Board annually, or as required when vacancies arise in order to identify gaps. (This may require Board Members to assess themselves initially, as GCRB does not hold information on all points.)
- Developed into a self-assessment matrix for applicants for Non-Executive vacancies to complete in future recruitment rounds. (NB, all applicants are already asked to complete an equalities monitoring form.)
- Shared with Assigned College Boards in the interests of promoting good practice.

6. Risk Analysis

- 6.1.** Effective skills assessment arrangements help to mitigate risk 011, The capacity and capability of the Board is inadequate and standards of governance fall below the level required.

7. Legal Implications

- 7.1.** There are no specific legal implications associated with this paper.

8. Resource Implications

- 8.1.** There are no resource implications associated with this paper.

9. Strategic Implications

- 9.1.** There are no specific implications for the Regional Outcome Agreement or Strategic Plan associated with this paper.

10. Equalities Implications

- 10.1** The report promotes the interests of underrepresented groups on the Board. An EIA is to be undertaken of the Board's Diversity Succession Plan (this report falls under actions arising from that plan). Gender equality on the Board is considered in the Ministerial Guidance and governed by the Gender Representation on Public Boards (Scotland) Act 2018. Equalities data is collected during the recruitment of new non-executive members in line with current guidance.