

Board needs Matrix

Instructions for using this template

This 'needs matrix' has been designed to assist in board succession planning to assess the overall strengths and weaknesses of the board's current membership. Because of the nature of the data collected, however, it may also be used as a starting point for a wider evaluation of board effectiveness.

Key steps:

1. The board should agree the desired skills, attributes and experience needed for the effective governance of the organisation. Consideration of board diversity and succession planning needs should be embedded in all these processes. Appropriate weightings (if any) should also be agreed.
2. Each director should then complete the matrix, assessing themselves and every other board member against each of the desired characteristics, using the five-point scale described below.
3. Ideally, someone who is independent of the board (for example, a governance consultant) should receive and collate the responses, to produce two separate reports:
 - a. A board composite report that shows total scores for each (unnamed) board member and the total score for the board against each of the desired characteristics given the agreed weightings. This is for discussion by the board as a whole; and
 - b. a report for each individual that reveals their own self-assessment compared to the average rating given by their colleagues. If agreed in advance it is worthwhile revealing individual scores to the chair for discussion with those individuals.
4. The board should discuss the implications of this analysis of the current board composition in the light of the challenges facing the board. It should develop a strategy for strengthening the board as seems indicated.

Scale	Description
5	Exceptional competence Possesses exceptionally well-developed and relevant skills and abilities, as well as the appropriate personal qualities in relation to this criterion. Demonstrates outstanding performance, perhaps supported by extensive experience (10 years +) and relevant formal qualifications.
4	Fully Competent Possesses well-developed and relevant skills and abilities. Performs consistently well against this criterion, perhaps supported by a high level of experience (5 years +) and a relevant qualification.
3	Mostly competent Possesses relevant skills, abilities, and personal qualities sufficient to demonstrate a generally adequate level of competence. Further experience and/or professional development would boost performance.
2	Basic competence only Demonstrates some skills, abilities, and personal qualities relevant to the criterion. Professional development required to become competent.
1	Minimal/no competence Unable to demonstrate adequate skills, abilities, and personal qualities for this criterion.

