

|  |
| --- |
| Board Director Skills Capability Framework |
|  |
| OFFICIAL |

|  |
| --- |
| Board Director Skills Capability Framework |
|  |

Contents

Contents

[Foreword 6](#_Toc85441459)

[Using the Board Director Skills Capability Framework 7](#_Toc85441460)

[Definitions 9](#_Toc85441461)

[Explaining the framework 10](#_Toc85441462)

[Key Skill Definition 11](#_Toc85441463)

[Specialist Capabilities: Necessary Skills on the Board 13](#_Toc85441464)

[1. Audit and Risk management 13](#_Toc85441465)

[2. Clinical Governance 15](#_Toc85441466)

[3. Corporate Governance 17](#_Toc85441467)

[4. Financial Management and Accounting 19](#_Toc85441468)

[5. Law 21](#_Toc85441469)

[6. Patient (user) experience and consumer engagement 22](#_Toc85441470)

[7. Registered Clinician 23](#_Toc85441471)

[8. Strategic Leadership / Executive Management 24](#_Toc85441472)

[Tier 2 specialist capabilities – Important 26](#_Toc85441473)

[9. Asset management 26](#_Toc85441474)

[10. Communications and stakeholder engagement 28](#_Toc85441475)

[11. Community Services 29](#_Toc85441476)

[12. Human resource management 30](#_Toc85441477)

[13. ICT Strategy and Governance 32](#_Toc85441478)

[Appendix 1 – How the Framework was developed 34](#_Toc85441479)

[Appendix 2 – Board Skills and Capability Annual Evaluation Template 35](#_Toc85441480)

[Appendix 3 – Recruiting New Board Directors Checklist 39](#_Toc85441481)

[Appendix 4 – Coaching / Development Template 40](#_Toc85441482)

[Appendix 5 – Self-assessment Template 43](#_Toc85441483)

[Appendix 6 – Board Committee Template 45](#_Toc85441484)

# Foreword

Board directors are an integral part of the governance of Victoria’s health system. Appointed by the Minister directors are selected for the skills, experience and capabilities that they have developed from their personal and professional activities, and which they will continue to develop while on the board. To enhance the professionalism of our boards the Victorian Department of Health (the department) has identified 13 key skills categories divided into two tiers. Tier one skills are essential for the effective governance of a health service while tier two skills are desirable and may be prioritised by a board based on its strategic focus.

Endorsed by the Boards Ministerial Advisory Committee, the Board Director Skills Capability Framework (the framework) has been developed by the department to enable boards to measure board director capability and identify skills gaps to assist with recruitment and renewal. The framework allows directors the ability to have a clear expectation of minimum capabilities against each of the specified skills. Directors can self-assess and be evaluated on their capability across the levels of foundation, proficient and advanced.

The framework has been developed through consultation with expert groups within the department and across the sector. The framework has also been created to provide a tool for the sector to assist in the following areas:

* board annual skills and capability evaluation purposes
* recruiting new board directors
* coaching / development of board directors
* annual self-assessment for board directors
* assessing the skills and capability of board committees

The Independent Broad-based Anti-corruption Commission (IBAC) Operation Meroo special report issued in April 2021 identified issues with board capability. The department has reviewed existing practices and identified opportunities to further strengthen the way we define, assess and build capability.

Boards operate in a complex and dynamic environment and there is an ongoing need to continuously develop capability through training and development. This framework will help board directors highlight areas to focus on in order to build the relevant capability areas.

# Using the Board Director Skills Capability Framework

The Board Director Skills Capability Framework (the framework) can be used for a number of different purposes, as follows.

1. To contribute to the board’s annual evaluation which focuses on the skills and capability of directors:

* The framework will bring a consistent understanding of skills and capability level
* The framework acts as a performance facilitator tool to assist board chairs to have conversations with directors
* The framework will support conversations with board chairs and the department around capability.
* The framework can be used to identify skills and capability strengths and gaps across the board

1. The framework can be used for recruiting new board directors:

* In addition to the position description, the framework provides further information about general capabilities that are beneficial to board directors serving on a board.
* The framework allows candidates to be assessed against the proficient capability level which provides new directors with further information about each skill and allows them to self-assess against each skill.
* The framework can also assist a board in identifying any gaps in skills, knowledge and personal attributes that need to be considered prior to making appointments to the board.

1. The framework can be used for coaching / development of board directors:

* The framework can assist the discussion between a board chair and a director as it can help identify any general capabilities that may require additional development.
* Being evaluated on their capability against a skill at a foundational, proficient, or advanced level can assist board directors in measuring themselves against specific skills that may require further development. An action plan can be completed to fulfil these development needs.
* The framework can also assist in identifying other specific training and development needs, including attending induction and clinical governance training.

1. The framework can be used for annual self-assessment of board directors:

* The framework can be used to assist directors in determining how they feel they are performing and how well they are measuring against the framework.
* The framework will allow board directors to determine if their skills are up-to-date and whether any review needs to take place.

1. The framework can be used for boards to assess the capability and experience level of its committees:

* The framework can assist boards in identifying any gaps in skills, knowledge and personal attributes on a committee that may require specific expertise of an independent member.
* The framework will allow the board’s committees the opportunity to reflect on the current composition and determine if there are any missing skills or additional skills that are critical to the functioning of the committee.

# Definitions

**AHPRA** - Australian Health Practitioner Regulation Agency

**CA** – Chartered Accountant

**CEO** – Chief Executive Officer

**CPA -** Certified Practising Accountant

**IBAC** - Independent Broad-based Anti-corruption Commission

**ICT** - Information Communication Technology

**IT** - Information Technology

**Primary Skill** – A primary skill is one of the three main skills a candidate nominates on application and they are assessed on. When directors have nominated a primary skill on application, they will be assessed against the proficient category. Once appointed, directors are expected to maintain a standard of proficiency in their selected skill base.

**SCV** – Safer Care Victoria

**Secondary Skill** – A secondary skill is an additional skill that a candidate may possess in addition to their three primary skills. During the selection process, if there are directors with similar primary skills, secondary skills can be used to identify a preferred candidate. Those secondary skills would be assessed against the proficient category.

**Tier 1 Skill** – There are 13 capabilities that have been identified by the department which are the focus for recruitment to public health boards. Tier 1 skills are necessary skills that should be present on each board

**Tier 2 Skill** – Tier 2 skills are important skills that are desirable for a board, and the extent of the requirement can be dependent on the strategic plans of the entity.

**VAHI** - Victorian Agency for Health Information

**VPSC** – Victorian Public Sector Commission

# Explaining the framework

Demonstrating particular skills may assist a prospective board director in being appointed to a board, but in addition to skills there are certain personal attributes that are beneficial to board directors. They are as follows:

**Accountable** - A board director is ultimately accountable to the Minister for ensuring they adhere to legislation (e.g. *Health Services Act 1988*) and policy issued by the Victorian Government and Department of Health and for delivering value to consumers and the broader community and staff.

**Time Commitment** – Board directors need to be able to devote adequate time to attending board meetings, committee meetings and reviewing agenda items, board papers and minutes. In addition to this, it is also important for board directors to attend events at the health service and undertake relevant training and development.

**Collaborative** – Board directors should take collective ownership for shared outcomes in an integrated health system in relation to consumers and shared risk mitigation. Being collaborative also involves being open to working flexibly with other boards and health services through partnerships.

**Interpersonal skills** – Board directors need to have the ability to interact well with others, actively listen and be able to express themselves effectively.

**Contributor** – This involves a board director regularly attending board meetings, committee meetings and being prepared. It also means that they listen closely and contribute meaningfully.

**Courageous** – A board director should have the ability and courage to keep asking questions. They need to be assertive and when appropriate be able to challenge board directors and the executive management team in the organisation in a respectful manner.

**Curiosity** – Board directors should have a strong desire to want to learn and ask the right questions. Being on a board involves digesting a lot of technical information and having an eagerness for knowledge and information will assist. Board directors should also display an ongoing commitment to learning and development.

**Ethical** – Board directors must act in the best interest of the organisation and disclose any actual or perceived conflicts of interest. In addition to this, a board director needs to demonstrate sound judgement and act in accordance with the VPSC Code of Conduct.

**Integrity** – Board directors have duties and responsibilities. They must put the interests of the organisation above their own and act ethically and be trustworthy. They are expected to act in the public interest with independence and transparency, while maintaining confidentiality and privacy.

| Key Skill Definition | Foundational | Proficient | Advanced |
| --- | --- | --- | --- |
| This section provides a descriptive overview of the skill and how it relates to a public health board.  The department has identified 13 capabilities which are the focus for recruitment to public health boards. These are grouped into two tiers:   * Tier 1 – necessary skills that should be present on each board; and * Tier 2 – important skills that are desirable for a board, and the extent of the requirement can be dependent on the strategic plans of the entity.   Each definition provides further information, including any relevant qualifications, work experience, behaviours and other necessary requirements.  Each skill has three different levels of capability ranging from foundational to advanced. A description is provided under each capability. The expectations and requirements increase throughout the different levels.  When directors have nominated a primary skill on application, they will be assessed against proficient, while all directors once appointed are expected to attain foundational on non-assessed skills (excluding registered clinician) within their first year of appointment.  There is no expectation for boards to only be comprised of those who fall into the advanced category. Recruitment of individuals with a diversity of experience and capability is encouraged to support continuous improvement and capability building. | The foundational category seeks to articulate the minimum capability of a director of a public health board for this particular skillset. All directors of a public health board should demonstrate they meet this minimum standard across each of the 13 skills (excluding registered clinician\*) within their first year of appointment  The registered clinician skill should be assessed separately as the foundational requirement differs to other skills as a director must have specific qualifications to meet the foundational level.  For the law skill, only lawyers can be rated as proficient or advanced in this skillset.  Should a director not meet this standard foundational capability, the department would encourage a conversation with the board chair to discuss training and development opportunities in order to support the director to achieve the required standard. | Proficient capability seeks to identify those who have demonstrated experience of a particular skillset which may be evident through formal qualifications, specific memberships, particular attributes or relevant work experience.  In addition to foundational level behaviours and activities, proficient directors will have more experience in this skill area and will demonstrate additional behaviours and actions. | The advanced capability seeks to identify highly experienced, expert behaviours and actions of a director for this particular skillset.  In addition to proficient level behaviours and activities, advanced directors will have clear evidence of their expertise which can be demonstrated through their knowledge, skills and abilities. |

\* Only those directors who meet the criteria of a registered clinician are to be rated on this skill.

## Specialist Capabilities: Necessary Skills on the Board

There are 13 different skills which are the focus for recruitment to public health boards. They are grouped into two tiers. Tier 1 skills are necessary skills that should be present on each board. Some examples of Tier 1 skills include clinical governance, corporate governance and financial management and accounting. Tier 2 skills are important skills that are desirable for a board and whether a board prioritises these skills will depend on the strategic plans of the entity. Some Tier 2 skills include asset management and human resources management. For example, asset management may be essential to a board if a health service is being rebuilt.

## Audit and Risk management

| Skills description | Foundational | Proficient | Advanced |
| --- | --- | --- | --- |
| **Audit:**   * Has professional expertise and or qualifications in examining financial reports * Knowledge of legal and regulatory requirements, especially those pertaining to the health sector, and experience of monitoring compliance. * Can apply this to broader risk frameworks and risk mitigation, in addition to codes of practice to comply with the range of internal controls required of a major entity.   **Risk management**:   * Has professional expertise and or qualifications in identifying, assessing and responding to strategic, financial, operational and reputational risks so as to mitigate their impact or maximise the realisation of opportunities. * It would be advantageous if the candidate can demonstrate experience in performing / evaluating financial and/or non-financial (performance) audits or similar program/policy evaluations. * Understanding of the Department of Health Integrity Governance Framework   A member of an audit committee has to meet minimum qualification requirements as defined by the ‘Standing Directions of the Minister for Finance under the *Financial Management Act 1994*’. This includes financial literacy; reasonable understanding of the organisation’s risks and controls; independence of judgement; and additional time commitments.  If a board does not have a director who meets the criteria above, an independent member will need to be co-opted to the audit committee. | Understands and can analyse basic information related to financial reports.  Can read and interpret the organisation’s risk register.  Awareness of financial and non-financial risks.  Understanding of risk appetite and risk tolerance, covering strategic, financial and operational risks.  Awareness of internal audit and other assurance work / tools. | Relevant experience in the field of audit and risk (i.e. at least 5 years).  Has been a member of an audit committee or has comparable experience dealing with audit committees.  Diploma or undergraduate degree in Finance / accounting / commerce - risk management certificate (desirable)  Able to understand financial reports and identify risks in that report and raise red flags and ask appropriate questions.  Experience using internal audit and other assurance work / tools. | Extensive experience in the field of audit and risk (i.e. at least 10 years).  Has been a chair or a member of an audit committee or has extensive experience.  Diploma or undergraduate degree in Finance / accounting / commerce / risk management certificate.  CA, CPA or equivalent.  Knowledge of relevant risk frameworks.  Able to analyse financial reports and identify any weaknesses in current practices and contribute to the development of future strategies.  Proven experience using internal audit and other assurance work / tools. |

## 2. Clinical Governance

| Skills description | Foundational | Proficient | Advanced |
| --- | --- | --- | --- |
| * Understands and has experience in the application, design and evaluation of clinical governance systems to ensure the provision of safe clinical care and drive continuous improvement of patient outcomes. * Knowledge and understanding of current clinical governance frameworks, and accreditation frameworks and processes is desirable. * Ability to critically analyse and interpret data to facilitate continuous evidence based quality improvement. * Understanding of Safer Care Victoria’s Clinical Governance Framework.   It is anticipated most candidates with clinical governance skills may be from a hospital-based clinical field, however, this is not a requirement to demonstrate clinical governance competence (examples of professions with clinical governance expertise include: an incident investigator at a hospital and medico-legal counsel. Further, other similar sectors may also be able to demonstrate clinical governance capability).  All successful candidates with only minimal or no clinical governance skills will be required to undergo clinical governance induction training within their first year to ensure they are able to meet foundational standards. This will require all directors to understand and be able to apply current clinical governance frameworks. | Able to describe the role of the board, and individual board directors’ accountabilities in terms of delivering effective clinical governance.  Demonstrated understanding of the domains that underpin the SCV clinical governance framework.  Able to interpret and raise appropriate questions in relation to the quality and safety report produced by their health service as well as the VAHI Board safety and quality report.  Be able to describe the clinical risk profile of the organisation and the clinical care delivered.  Has identified opportunities for personal development in line with SCV’s Clinical Governance assessment tool for Boards.  Understands the health service’s policies and practices pertaining to clinical governance. | At least two years’ experience in the application of operational clinical governance within a health related sector.  Experience in a health-related quality and safety committee or similar.  Demonstrates understanding of preventative strategies and oversight of clinically safe care together with the supporting clinical governance framework.  Understands the incident reporting and management process for the notification and review of sentinel events and incident severity (ISR categories). | Has a relevant qualification in a health-related field/discipline (e.g. clinical governance).  Experience in chairing or being a member of a health-related quality and safety board committee.  At least 10 years’ experience in the application of operational clinical governance within a health related sector.  Ability to apply a strategic approach to the oversight of clinically safe care together with the supporting clinical governance framework.  Ability to, and experience in, the oversight and management of clinical governance (safety) matters. |

## 3. Corporate Governance

| Skills description | Foundational | Proficient | Advanced |
| --- | --- | --- | --- |
| In addition to the sufficient governance knowledge expected as a minimum capability, candidates should possess:   * demonstrated experience and working knowledge of corporate governance, including the separation of governance and management, and the roles, duties and obligations of non-executive directors * a strong understanding of the framework of rules, relationships, systems and processes within and by which authority is exercised and controlled in organisations; and * knowledge and understanding of relevant fiduciary and legal duties of a director in a public health context, including the Victorian Public Sector Commission’s (VPSC) Director’s Code of Conduct and a director’s direct accountability to the Minister for Health.   All successful candidates are expected to undertake induction training organised by the Department of Health. | Understanding of the duties and responsibilities of a board director, including fiduciary duties.  Understanding of the regulatory bodies and enabling legislation as it relates to public health boards.  Understanding of the role of the board.  Understanding of the roles and responsibilities of the board vs. management.  Demonstrated compliance with the organisation’s values and the VPSC Code of Conduct.  Completion of a foundation-level course at the Australian Institute of Company Directors (desirable). | Completion of the Australian Institute of Company Directors, including assessments – Company Directors Course or completion of Governance Institute of Australia’s Effective Directors Course (desirable)  Demonstrated experience in corporate governance in a medium-large organisation (e.g. Company Secretary) or at least 5 years as a board director of a medium-large organisation or as an executive reporting to a board.  Demonstrated capacity to lead and to make decisions autonomously in relation to large organisations and/or boards. | Completion of the Australian Institute of Company Directors, including assessments – Company Directors Course or completion of Governance Institute of Australia’s Graduate Diploma of Applied Corporate Governance and Risk Management.  Demonstrated extensive experience in corporate governance in a large organisation or of at least 7 years as a board director of a large organisation.  Postgraduate qualification/s in a business / law degree (desirable).  Demonstrated strong leadership skills, independence and sound judgement in decision-making related to large organisations and/or boards. |

## 4. Financial Management and Accounting

| Skills description | Foundational | Proficient | Advanced |
| --- | --- | --- | --- |
| * Has professional expertise adequate to meet the requirements of the *Financial Management Act 1994* and the accompanying Standing Directions of the Minister for Finance * Demonstrated, via qualifications and/or experience, advanced financial literacy to read and understand financial statements (including income statement; balance sheet; statement of recognised income and expense; and, cash flow statement and notes to the accounts) and understand generally accepted accounting principles * Experience in financial oversight; preparation and delivery of budgets; and, interpreting a chart of accounts of a large entity * Expertise and experience in the efficient and effective governance of finances to accomplish the objectives of an organisation, including analysing statements, assessing financial viability, overseeing financial planning and funding arrangements.   Professional qualifications in accounting and professional recognition is desirable (particularly CA, CPA or equivalent) and in some cases will be required as a minimum due to the size and complexity of certain public health services and hospitals. | Awareness of financial management practices and the Financial Management Act requirements, Standing Directions and accompanying frameworks.  Ability to understand board financial reports and ask appropriate questions.  Understands the financial environment of public health entities and government budget processes.  Awareness of the statement of priorities process. | High level of knowledge of financial management practices plus awareness of the complexity of the Financial Management Act requirements and Standing Directions and accompanying frameworks.  Diploma or undergraduate degree in finance / accounting / commerce (desirable).  Relevant experience in the field of finance and accounting (i.e. at least 5 years).  Has been a member of an audit and risk committee or has comparable experience dealing with audit committees.  Ability to analyse financial results for trends and risks.  Draws on a good knowledge of the financial management of various hospitals to review the financial management of this hospital. | Extensive knowledge and practice of comprehensive financial management practices aligned with the requirements of the Financial Management Act requirements and Standing Directions and accompanying frameworks.  Diploma or undergraduate in finance / accounting / commerce.  CA, CPA or equivalent.  Extensive experience in the field of finance and accounting (i.e. at least 10 years).  Has been a chair or a member of an audit and risk committee or has comparable experience dealing with audit committees.  Draws on a thorough and sophisticated understanding of the hospital funding models that apply to Victorian public health boards.  Demonstrates ability to influence strategic innovation that would be of benefit to the organisation. |

## 5. Law

| Skills description | Foundational | Proficient | Advanced |
| --- | --- | --- | --- |
| * At a minimum, proficient and advanced candidates **must** be admitted to the legal profession as an Australian Lawyer and **must** hold a current Victorian practising certificate (or equivalent Australian practising certificate) or have held one within the last three years and is eligible to apply for a Victorian practising certificate. A copy of the candidate’s current (or previously held) practising certificate must be included with their application. * Demonstrated capacity and/or experience of interpreting and applying legislation relevant to health and administrative law Acts (e.g. *Health Services Act 1988*, *Public Administration Act 2004*, *Financial Management Act 1994* and *Public Interest Disclosures Act 2012*).   It would be advantageous if the candidate has practiced law within the fields of health law; mental health law; industrial relations; corporations/governance law; and/or administrative law. | Has indicated a willingness to attend seminars or short courses to obtain legal knowledge in the areas set out in the position description  Understanding and awareness of the enabling legislation frameworks that underpins the delivery of healthcare in Victoria.  Understanding of privacy legislation. | Relevant experience in legal practice or industry experience (i.e. at least 5 years).  Demonstrated understanding of existing legal compliance registers and systems within the organisation.  Demonstrated ability to identify basic legal issues.  Demonstrated knowledge and experience in law, privacy legislation and the health system regulatory framework. | Extensive experience in legal practice or industry experience (i.e. at least 10 years).  Practices law within the following fields: health law; mental health law; industrial relations; corporations / governance law; and/or administrative law.  Demonstrated ability to identify more complex legal issues. |

## 6. Patient (user) experience and consumer engagement

| Skills description | Foundational | Proficient | Advanced |
| --- | --- | --- | --- |
| * Has extensive experience as a user of health services (or as carer/guardian of a person who is a frequent user) and is able to facilitate engagement with consumers, and use consumer feedback to drive hospital-wide improvements in patient centred care. Can offer insight into promoting shared decision making. * May also have experience in spaces that tap into the views of patients more generally to provide a broad and authentic perspective on behalf of patients (for example consumer advisory or complaints management and response committees)   May also have specific skills and experience in engaging with consumers, particularly in the health sphere or other public service delivery organisation would be advantageous to enable directors to represent the views of health consumers (generally) at the board level. | Some engagement skills or experience, e.g. some training or participation in a health (or other public services) consumer group.  Awareness of the processes in place at the organisation that relate to consumer engagement and patient experience.  Ability to understand and ask questions relating to the organisation’s patient experience survey. | Significant experience as a patient or family/carer of a patient accessing the health system regularly each year - sound knowledge of systems and processes.  Using this experience a proficient director will have:   * Good engagement skills, e.g active directorship of a health consumer group or committee or specific training as a consumer advocate in healthcare; and/or * Experience working in roles relating to patient experience and/or consumer engagement e.g. Manager of consumer advocate etc. organisation with some experience in policy development/conflict resolution. | Significant experience as a patient or family/carer of a patient multiple times and/or over a longer period of time (of at least five years) - high level knowledge of systems and processes.  Using this experience an advanced director will have:   * Superior health advocacy experience, e.g. leading consumer engagement in public services, chairing a health consumer group or committee; and/or * Experience working in senior roles relating to patient experience and/or consumer engagement e.g. Director of consumer advocate etc. organisation with demonstrated proven experience in policy development/conflict resolution that led to systemic changes within hospitals. |

## 7. Registered Clinician

| Skills description | Foundational | Proficient | Advanced |
| --- | --- | --- | --- |
| * An applicant must possess appropriate qualifications in a relevant clinical field, ie medicine, nursing, midwifery or allied health and who has worked within the public health system and/or had exposure to quality and safety processes in the public health context. The applicant must hold (and, while a director of the board, maintain) current registration for active practice with the Australian Health Practitioner Regulation Agency (AHPRA). * Active practice registration with AHPRA is defined as practitioners who do not have a non-practicing status, and who are not suspended, or otherwise have a condition, undertaking or notation that stops or restricts practice. AHPRA registration number must be included in your application. * The candidate should be able to demonstrate an understanding of contemporary clinical practice, have a broad understanding of public/population health and the social determinants of health, and the importance of and mechanisms for patient centred care. | Registered Clinician has at least 3 years relevant experience in the field.  Understands the incident reporting and management process for the notification and review of sentinel events and incident severity (ISR categories) | Registered Clinician has relevant experience in the field (i.e. at least 5 years).  Experience and participation in patient safety and/or morbidity and mortality review systems, and/or health management. | Registered Clinician has extensive experience in the field.  Postgraduate qualification in public health, health administration or equivalent.  Demonstrates a capacity to apply risk thinking to strategic and clinical decisions  Has been a chair or a member of a quality and safety committee or similar. |

## 8. Strategic Leadership / Executive Management

| Skills description | Foundational | Proficient | Advanced |
| --- | --- | --- | --- |
| * Ability to identify and critically assess strategic opportunities and threats to an organisation, and develop objectives and strategies in the context of organisational policies. Demonstrates strategic thinking, planning and leadership skills, and experience of high-level decision-making. * Strong board level experience as an executive or non-executive director, and/or strong experience in an executive role reporting to a board, and/or experience as a manager, facilitator/consultant in the development of strategic plans and aligning these with delivery of outcomes by an entity. * Experience in the above strategic leadership facets with a focus on ensuring quality and safety of clinical care will be highly regarded. | Demonstrates an understanding of the board’s role in strategy.  Engagement in the development of the organisation’s strategic plan.  Ability to question decisions by management and ensure decision-making aligns with the organisation’s strategy.  Awareness of the role of government and the board in setting strategic directions for the public health system.  Understanding of dynamic sector and emerging risks and opportunities.  Understanding of the benefits of collaboration across various stakeholders within the sector – to drive outcomes | Degree or Graduate Diploma that may contribute to executive management / executive leadership (desirable)   * Relevant experience as CEO or a senior executive (i.e. at least 5 years); or * Guiding the strategic direction of the board through significant board experience of a medium-large organisation; and   Proven experience in leading a group that developed an organisational strategy with moderate improvements to KPIs or organisational / financial structures; and  Demonstrates an ability to examine possible new strategies to deal with current opportunities and threats. | Postgraduate qualifications that may contribute to executive management / executive leadership; and   * Extensive experience as CEO or a senior executive (i.e. at least 10 years); or * Guiding the strategic direction of the board through significant experience in chairing boards of a medium-large organisation; and   Proven experience in leading the development of organisational strategy with:   * major improvements to KPIs * major structural, cultural, financial, customer focussed improvements; and   Demonstrates an ability to guide a collaborative discussion towards the most promising strategic initiative in relationship to particular opportunities and threats. |

## Tier 2 specialist capabilities – Important

## Asset management

| Skills description | Foundational | Proficient | Advanced |
| --- | --- | --- | --- |
| * Has experience of overseeing the planning, management and renewal of major assets, including buildings and other infrastructure. * Qualifications in engineering, planning, land management, construction or similar would be advantageous. * Demonstrated experience in using best practice systems to monitor and maintain things of value to an entity or group. This would include tangible (for example, buildings, equipment and vehicles) and intangible (for example, good will and intellectual property) assets. Experience in conducting fabric surveys and/or structural due diligence-type assessments, maintenance strategies and/or asset depreciation management would also be highly regarded. | Understands and can present information about asset management, including capital projects and asset investment frameworks  Understands and can ask questions and identify some risks relating to capital project reporting and assets.  Some experience in involvement in managing assets throughout their lifecycle.  Experience in organisation management systems (e.g. quality management system, health and safety management system) and strategic planning. | Diploma or undergraduate degree in appropriate discipline (e.g. engineering, planning, management) - desirable  Relevant experience working in physical asset management or asset base industry for at least 5 years (e.g. works in the field, oil and gas, mining, utility, defence, transport).  Sound knowledge of the delivery of planning and infrastructure projects.  Brings critical analysis and an enquiring approach to asset management, including capital projects. | Postgraduate qualifications in appropriate discipline (e.g. engineering, planning, management).  Extensive experience working in physical asset management or asset base industry for at least 10 years (e.g. works in the field, oil and gas, mining, utility, defence, transport).  Has been responsible for the oversight and/or implementation of large-scale planning and infrastructure projects and asset investment frameworks.  Demonstrates a sophisticated overview of asset management, including current capital projects and a good grasp of future needs and how assets may be used to meet these needs. |

## 10. Communications and stakeholder engagement

| Skills description | Foundational | Proficient | Advanced |
| --- | --- | --- | --- |
| * Has a good understanding of the key elements of communications and effective stakeholder engagement in the context of providing a public service, and the importance of transparency and public reporting. This would include experience of ensuring effective insight into and response to the views and expectations of key stakeholders within and outside the organisation. * Qualifications and/or experience in corporate communications, marketing, facilitation, stakeholder engagement, event management, media/public relations, and/or journalism would be advantageous. * Experience in fund raising and/or business development with a focus on health service/industry funding would be advantageous. | Detailed understanding of the key principles of good communication and demonstrated experience in applying these principles.  Detailed understanding of stakeholder engagement frameworks and how these can be applied.  Sound knowledge of stakeholders and able to suggest ways the organisation can communicate with them effectively and engage their confidence. | Relevant experience working in a senior communications role (i.e. at least 5 years).  Proven experience in developing and applying stakeholder engagement frameworks.  Shows self-awareness and a deep knowledge of the needs of the different kinds of stakeholders and the ability to advise on ways to communicate and engage with them. | Extensive experience working at director level or above in the communications field (i.e. at least 10 years).  Demonstrated experience in leading successful stakeholder engagement.  Draws on extensive understanding of all stakeholders and demonstrated experience of delivering innovative ways to communicate and engage with them. |

## 11. Community Services

| Skills description | Foundational | Proficient | Advanced |
| --- | --- | --- | --- |
| * Has professional expertise and/or experience in the delivery of social services to members of the community particularly for users who may come from disadvantaged backgrounds or are vulnerable at the time of seeking that service. This might include experience working in senior management, the executive or on the board of a not-for-profit community service agency and/or working directly with clients of such services. * Experience advocating for people with a lived experience of chronic illness, disability or mental illness is an advantage and/or experience providing assistance to disadvantaged and/or vulnerable members of the community (such as people impacted by family violence). * A qualification or strong experience in social work, youth work, disability care, advocacy, counselling, community health or similar social service roles is an advantage. | Understands the catchment demographics and needs of the community that the organisation serves.  Fundamental knowledge of how health services (including mental health service provision) are delivered in both primary care / community settings as well as public health service delivery as well as system challenges.    Participates in community-based events as a board representative.  Understands differences between communities and their needs, particularly those cohorts experiencing social and economic disadvantage. | Certificate, diploma or undergraduate degree in a community services field (desirable).  Relevant experience in the provision of community services for at least 5 years (e.g. works in the field or has equivalent involvement).  Has experience assisting and advocating for marginalised communities as evidenced by a detailed description of the problems they have worked on solving in service organisations. | Post-graduate qualifications in a community services field.  Extensive experience working in the provision of community services (e.g. works in the field or has equivalent involvement).  Shows an in-depth grasp of and demonstrated experience in responding to the needs of marginalised communities and as a result of this is able to suggest sensitive and innovation ways of dealing with their needs. |

## 12. Human resource management

| Skills description | Foundational | Proficient | Advanced |
| --- | --- | --- | --- |
| * Has professional expertise in key aspects of managing an organisation's workforce, such as investing in leadership development and culture, ensuring compliance with employment and labour laws, managing industrial relations, and overseeing organisational change. * It would be advantageous to have qualifications and/or experience in organisational change management, cultural awareness and/or occupational health and safety. | Actively participates in decision making and applies knowledge of human resources management to set the board’s strategic vision.  Understanding and awareness of the components required for organisational change and culture.  Understands and is familiar with the board’s role in setting organisational culture.  General understanding of conflict resolution and mediation techniques. | Diploma or undergraduate degree in human resources management or equivalent (desirable).  Relevant experience in the field of human resources management (i.e. at least 5 years).  Involvement in:   * developing an HR strategy (e.g. workforce planning, diversity and inclusion plan) * managing organisational change   Uses knowledge of key HR principles to contribute to discussions relating to board strategy and organisational change.  Displays collaboration by building effective relationships, listens well and asks questions relevant to board discussions.  Comprehensive understanding of conflict resolution and mediation techniques. | Post-graduate qualifications in human resources management or equivalent.  Extensive experience in the field of human resources management (i.e. at least 10 years).  Extensive and proven experience in:   * developing an HR strategy (e.g. workforce planning, diversity and inclusion plan) * managing organisational change   Has an in-depth understanding of organisation practises and is able to consider appropriate change issues facing the organisation.  Has a sophisticated grasp of modern organisation and is able to suggest how HR might introduce changes to deal with any new issues that face the organisation.  Comprehensive and demonstrated experience in conflict resolution and mediation techniques. |

## 13. ICT Strategy and Governance

| Skills description | Foundational | Proficient | Advanced |
| --- | --- | --- | --- |
| * Has expertise in managing information and communications technology, particularly oversight of substantial IT programmes, and knowledge of IT governance, including privacy, data management and security (including cyber security). * Desirable experience would include having overseen or been involved in the oversight, development, rollout and/or maintenance of enterprise systems (for example relating to records management), digital strategies, and security infrastructure. | Demonstrates ICT knowledge, including being able to identify the organisation’s key risks.  Awareness of substantial IT programmes.  Understanding of the relevant enabling legislation including *Privacy and Data Protection Act 2014* etc.  Awareness of the organisation’s systems to protect patient privacy and data. | Diploma or undergraduate degree in computer science, IT or equivalent (desirable).  Relevant experience in the field of IT (i.e. at least 5 years).  Involvement in the delivery of major ICT projects  Has raised specific issues for discussion connected with challenges in relationship to the provision of ICT.  Awareness of national and state digital health polices and strategies (e.g. engagement in working groups). | Post-graduate qualifications in computer science, IT or equivalent.  Extensive experience in the field of IT (i.e. at least 10 years).  Has led the development and implementation of ICT projects with a health focus and of generally of a larger scale,(e.g. electronic medical records system, eHealth which involved digital health interoperability.  Demonstrated ability to implement investment thresholds in support of and in alignment to the digital health strategy.  Shows an in-depth ability to formulate and advise on specific decisions in relationship to ICT Strategy and Governance.  Leadership role in developing national and state digital health policies. |

# Appendix 1 – How the Framework was developed

The Board Director Skills Capability Framework (the framework) was initially drafted through various brainstorming sessions. It has been developed through desktop research and a review of other frameworks, including, but not limited to:

Department of Health and Human Services 2012, Community Sector Governance Capability Framework, State Government of Victoria, Melbourne.

Local Government New South Wales 2017, Local Government Capability Framework, Local Government New South Wales, Sydney.

NHS 2013, Healthcare Leadership Model, NHS Leadership Academy, West Yorkshire, England.

Department of Health and Human Services 2019, CEO leadership capability framework, State Government of Victoria, Melbourne.

Department of Health 2012, Building board capability: A strategic framework to enable the effectiveness of boards of Victorian health services, State Government of Victoria, Melbourne

A collaborative process has been followed. Internal stakeholder groups from the Department of Health have been consulted on each specific skill. Advice and feedback has been provided to ensure the information in the framework is accurate and useful.

Widespread consultation took place with the sector into the development of the framework. Thank you to everyone who has provided feedback on the framework.

The various stakeholder groups included:

* Council of Board Chairs
* Barwon Boards Chairs Forum
* Gippsland Board Chairs Forum
* Grampians Board Chair Forum
* Hume Board Chairs Forum
* Loddon Mallee Board Chairs Forum

# Appendix 2 – Board Skills and Capability Annual Evaluation Template

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Board Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Completed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The following template may be used to provide an overview of the board, including how directors are evaluated on their capability against a skill at a foundational, proficient, or advanced level and how they are measured against the personal attributes described at the beginning of the framework. All directors should meet the minimum standards under the foundational heading across each of the 13 skills (excluding registered clinician). The information provided in the table below is a summary of the self-assessment template (Appendix 6). Please use this template in conjunction with the board director skills capability framework.

***Board Capabilities (indicate where the director falls against foundational, proficient, or advanced for each skill)***

***3 = Advanced 2 = Proficient 1 = Foundational ND – Needs Development***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Board Director  Name | Audit and Risk Management | Clinical Governance | Corporate Governance | Financial management and accounting | Law\* | Patient (user) experience and consumer engagement | Registered Clinician\*\* | Strategic leadership / executive leadership | Asset Management | Communications and stakeholder engagement | Community Services | Human resources management | ICT strategy and governance |
| Example | 1 | 1 | 2 | 1 | 1 | 1 | N/A | 1 | 1 | 1 | ND | 2 | 2 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |

***Board Capabilities (indicate where the director falls against foundational, proficient, or advanced for each skill)***

***3 = Advanced 2 = Proficient 1 = Foundational ND – Needs Development***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Board Director  Name | Audit and Risk Management | Clinical Governance | Corporate Governance | Financial management and accounting | Law\* | Patient (user) experience and consumer engagement | Registered Clinician\*\* | Strategic leadership / executive leadership | Asset Management | Communications and stakeholder engagement | Community Services | Human resources management | ICT strategy and governance |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |

\* Only a lawyer can be rated as proficient or advanced in this skillset. \*\* Only those directors who meet the criteria of a registered clinician are to be rated on this skill.

***Personal Attributes (indicate how the director measures against each personal attribute***

***3 = Demonstrates Consistently 2 = Demonstrates Variably 1 = Not Demonstrated***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Board Director  Name | Accountable | Collaborative | Contributor | Courageous | Curiosity | Ethical | Integrity | Interpersonal skills | Time Commitment |
| Example | 1 | 2 | 2 | 3 | 1 | 2 | 2 | 1 | 1 |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

The section below is to be completed by the board chair or by the evaluator:

|  |
| --- |
| Evaluation overview and plan (some examples are provided below):   * This could include arranging a guest speaker to attend a board meeting to discuss asset management * One-on-one meetings with board directors * Discussions around board director’s development needs |

# Appendix 3 – Recruiting New Board Directors Checklist

**Instructions**

The checklist below provides the selection panel chair with information to consider when recruiting new directors to the board.

* Review the current composition of the board to identify existing skills gaps as well as any potential future skills gaps resulting from retiring directors.
* Review the service’s statement of priorities and strategic plan to determine priority skills for selection, noting that priority should be given for filling Tier 1 skills.
* Review the CV and any other document related to a candidate’s application to ensure they have met the minimum capabilities outlined in the position description and that the information they have provided supports the skills they have self-nominated in their application.
* Verify candidate’s claims through evidence.
* Evaluate the candidate’s interview performance. Do the interview responses meet the capabilities outlined in the framework?
* Consideration should be given to a candidate’s skills and how their experience would be beneficial to serving on a committee.
* If a reference check is completed, do the responses support the candidate’s performance at interview and their application? Are the responses in line with information provided in the framework?

# Appendix 4 – Coaching / Development Template

Director Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chair Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The following template may be used for a discussion between the board chair and a director of a public health board. Please use this template in conjunction with the board director skills capability framework. The purpose of this discussion is to identify any coaching / development needs.

Directors should meet the minimum standards under the foundational heading across each of the 13 skills, excluding registered clinician as only those directors who meet the criteria of a registered clinician are to be rated on these skills. Only a lawyer can be rated as proficient or advanced in the law skillset. If there are skills where a director does not meet these minimum standards, training and development opportunities should be identified by the board chair and director to help bring them to the required standard. Following this discussion an action plan should be developed to assist the director to achieve their development needs. This should be reviewed annually.

**Questions**

1. Thinking of the current skills you bring to the board, how would you describe your strengths?

|  |
| --- |
|  |

1. What skills, knowledge or resources would you like to develop?

|  |
| --- |
|  |

1. Are you currently undertaking any learning and development activities?

|  |
| --- |
|  |

1. What barriers would make your development difficult?

|  |
| --- |
|  |

1. Work on an action plan with the director to discuss what actions will be focused on over the next 12 months. This may include addressing any skills gap or refining specific skills.

|  |
| --- |
|  |

1. Additional comments

|  |
| --- |
|  |

# Appendix 5 – Self-assessment Template

Director Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chair Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructions**

The table below lists the 13 skills. All directors should meet the minimum standards under the foundational heading across each of the 13 skills (excluding registered clinician) within their first year of appointment. Each board director should complete a self-assessment by indicating where they think they fall on their capability against a skill at a foundational, proficient, or advanced level. The board chair should review this self-assessment and provide their own rating. Please use this template in conjunction with the board director skills capability framework. Further discussion should take place following completion of this template.

The following scoring should be used: 3 = Advanced 2 = Proficient 1 = Foundational ND – Needs Development

| Skill | Director self-assessment rating | Board Chair rating | Areas for discussion |
| --- | --- | --- | --- |
| Audit and risk management |  |  |  |
| Clinical governance |  |  |  |
| Corporate governance |  |  |  |
| Financial Management and Accounting |  |  |  |
| Law\* |  |  |  |
| Patient (user) experience and consumer engagement |  |  |  |
| Registered clinician\*\* |  |  |  |
| Strategic leadership / Executive Management |  |  |  |
| Asset management |  |  |  |
| Communications and stakeholder engagement |  |  |  |
| Community services |  |  |  |
| Human resources management |  |  |  |
| ICT strategy and governance |  |  |  |

\* Only a lawyer can be rated as proficient or advanced in this skillset. \*\* Only those directors who meet the criteria of a registered clinician are to be rated on this skill.

# Appendix 6 – Board Committee Template

Board Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructions**

The template below may be used to assist board committees to determine they have the necessary composition. The template provides a check to ensure the committee has a sufficient mix of individuals with skills that are relevant to each committee, noting that a member of a committee does not need to be proficient in a skill to serve on that committee. The key skill has been highlighted in the table below and any desirable skills have also been highlighted.

***Audit Committee\* (skills have been highlighted below)***

*3 = Advanced 2 = Proficient 1 = Foundational*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Committee Member Name | Audit and Risk Management | Clinical Governance | Corporate Governance | Financial management and accounting (desirable) | Law | Patient (user) experience and consumer engagement | Registered Clinician | Strategic leadership / executive leadership | Asset Management | Communications and stakeholder engagement | Community Services | Human resources management | ICT strategy and governance |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |

\* As per the Standing Directions 2018 Under the *Financial Management Act 1994*, the Audit Committee must be constituted by members with appropriate skills and experience to discharge the Audit Committee’s responsibilities, with at least one member having appropriate expertise in financial accounting or auditing.

Action plan which may include addressing any skills gap or refining specific skills:

|  |
| --- |
|  |

***Finance Committee\* (skills have been highlighted below)***

*3 = Advanced 2 = Proficient 1 = Foundational*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Committee Member Name | Audit and Risk Management (desirable) | Clinical Governance | Corporate Governance | Financial management and accounting | Law | Patient (user) experience and consumer engagement | Registered Clinician | Strategic leadership / executive leadership | Asset Management | Communications and stakeholder engagement | Community Services | Human resources management | ICT strategy and governance |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Action plan which may include addressing any skills gap or refining specific skills:

|  |
| --- |
|  |

***Quality and Safety Committee\* (skills have been highlighted below)***

*3 = Advanced 2 = Proficient 1 = Foundational*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Committee Member Name | Audit and Risk Management (desirable) | Clinical Governance | Corporate Governance | Financial management and accounting | Law | Patient (user) experience and consumer engagement | Registered Clinician (desirable) | Strategic leadership / executive leadership | Asset Management | Communications and stakeholder engagement | Community Services | Human resources management | ICT strategy and governance |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Action plan which may include addressing any skills gap or refining specific skills:

|  |
| --- |
|  |

***Other Committee (e.g. population health, consumer advisory committee)***

*3 = Advanced 2 = Proficient 1 = Foundational*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Committee Member Name | Audit and Risk Management | Clinical Governance | Corporate Governance | Financial management and accounting | Law | Patient (user) experience and consumer engagement | Registered Clinician | Strategic leadership / executive leadership | Asset Management | Communications and stakeholder engagement | Community Services | Human resources management | ICT strategy and governance |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Action plan which may include addressing any skills gap or refining specific skills:

|  |
| --- |
|  |

|  |
| --- |
| To receive this publication in an accessible format [email Health Service Governance unit](mailto:healthservicegovernance@health.vic.gov.au) <healthservicegovernance@health.vic.gov.au>  Authorised and published by the Victorian Government, 1 Treasury Place, Melbourne.  © State of Victoria, Australia, Department of Health, November 2021.  Available at health.vic website <health.vic.gov.au/governance> |