

| Competency Area SCOUTING  | Scouting Vocation and knowledge   | Excellent                                 | Very Good | Good | Minimum | None |
|---|---|---|-----------|------|---------|------|
|   | Scouting Vocation and knowledge   |   |           |      |         |      |
|   | Has a clear understanding of the nature of Scouting and a deep sense of commitment to the objectives of Scouting.   |   |           |      |         |      |
|   | Can describe the role of adult volunteers and the supports they need  |   |           |      |         |      |
|   | Can demonstrate a clear commitment to the Scout Law and Promise and its' relevance to this role and can discuss any possible tension between it and corporate responsibility. |   |           |      |         |      |
|   | Can clearly articulate how Scouting experiences have influenced their life in a positive manner and how they will help them in their role as a Director.                      |   |           |      |         |      |
|   | Expertise in the planning of Scouting activities at County, Provincial or National level.   |   |           |      |         |      |
|   | Has experience of supporting youth leadership in Scouting or other youth organisations.   |   |           |      |         |      |
|   | Understands the role of the Board in ensuring the voice of young people is heard.   |   |           |      |         |      |
|   | Can demonstrate a clear commitment to, and understanding of the central role of the empowerment of young people in Scouting Ireland.  |   |           |      |         |      |
| Competency Area MINDSET   | <b>Equality &amp; Diversity</b>   | <b>Equality &amp; Diversity</b>           |           |      |         |      |
|   | Has knowledge of equality legislation in both the Republic of Ireland and Northern Ireland  |   |           |      |         |      |
|   | Can demonstrate a commitment, in previous work that they have undertaken, to equality and diversity.  |   |           |      |         |      |
|   | Can describe the Boards' role, and the benefits of ensuring that Scouting Ireland has a diverse membership that is open to all and that this is reflected in the board.       |   |           |      |         |      |
|   | <b>Displays high standards of conduct</b>   | <b>Displays high standards of conduct</b> |           |      |         |      |
|   | Demonstrates behaviour which conforms to high standards public conduct and is committed to treating everyone justly and fairly.   |   |           |      |         |      |
|   | Demonstrates that they can place the interests of the organisation above oneself in all business matters.   |   |           |      |         |      |
|   | Can identify conflicts of interest and can manage them appropriately  |   |           |      |         |      |
|   | Can demonstrate an understanding of how their behaviour impacts on others and the functioning of the Board.   |   |           |      |         |      |
|   | Can take responsibility for their own performance and behaviour and act with integrity and honesty at all times.  |   |           |      |         |      |
|   | Is committed to encouraging a culture of learning at board level and throughout the organisation.   |   |           |      |         |      |
|   | Demonstrates that they are willing to challenge the status quo and encourage rigorous debate.   |   |           |      |         |      |
| Can demonstrate an ability to question their own biases and preconceptions                      |   |   |           |      |         |      |
| Competency Area SKILLS  | <b>Analysis of information</b>  | <b>Analysis of information</b>            |           |      |         |      |
|   | Can actively seek, sufficiently and timely information from a wide range of sources.  |   |           |      |         |      |
|   | Can interpret complex information seeking clarification when necessary.   |   |           |      |         |      |
|   | Be able to assess the appropriateness and limitations of the information available.   |   |           |      |         |      |
|   | <b>Decision Making</b>  | <b>Decision Making</b>                    |           |      |         |      |
|   | Demonstrate an ability to evaluate proposals using a wide range of criteria, identifying advantages and disadvantages.  |   |           |      |         |      |
|   | Demonstrate an ability to make decisions even when information is incomplete or a situation uncertain.  |   |           |      |         |      |
|   | Be able to take appropriate, calculated risks when necessary.   |   |           |      |         |      |
|   | <b>Strategic Thinking</b>   | <b>Strategic Thinking</b>                 |           |      |         |      |
|   | Can identify opportunities and threats to the organisation  |   |           |      |         |      |
| Demonstrate an ability to propose alternative options and present creative solutions.           |   |   |           |      |         |      |
| Can identify the potential impact of decisions and offer contingency plans and risk mitigation. |   |   |           |      |         |      |

**Competency Area KNOWLEDGE...Competency Area KNOWLEDGE...Competency Area KNOWLEDGE...Competency Area KNOWLEDGE...Competency Area KNOWLEDGE**

|   |   |  |  |  |  |
|---|---|--|--|--|--|
| <b>Corporate Governance</b>   | <b>Corporate Governance</b>                               |  |  |  |  |
| Has expertise in monitoring executive performance. Understands clear separation of governance and management.   |   |  |  |  |  |
| Can describe the role of the Audit & Risk Management Committee.   |   |  |  |  |  |
| Is familiar with best practice in corporate governance including, governance codes, relevant legislation, and the roles and duties of individuals and the board as a whole.                             |   |  |  |  |  |
| Can describe the roles of the External and Internal Auditors  |   |  |  |  |  |
| Understands the need to act in the best interests of the organisation at all times.   |   |  |  |  |  |
| Agrees the need to maintain the confidentiality of Board meetings at all times.   |   |  |  |  |  |
| <b>Financial</b>  | <b>Financial</b>  |  |  |  |  |
| Expertise in financial planning and budgetary control and the presentation and interpretation of financial reports.   |   |  |  |  |  |
| Can demonstrate an understanding of the organisations sources of income and associated risks.   |   |  |  |  |  |
| <b>Workforce Planning &amp; Strategic HR – Board Only</b>   | <b>Workforce Planning &amp; Strategic HR – Board Only</b> |  |  |  |  |
| Expertise in strategic human resource planning, performance review and staff motivation   |   |  |  |  |  |
| <b>Change management &amp; corporate integration</b>  | <b>Change management &amp; corporate integration</b>      |  |  |  |  |
| Has experience in the management of change within organisations   |   |  |  |  |  |
| Understands organisational change and development   |   |  |  |  |  |
| <b>Legal Compliance and due diligence</b>   | <b>Legal Compliance and due diligence</b>                 |  |  |  |  |
| Has knowledge of the legal context within which Scouting functions  |   |  |  |  |  |
| Understands how to deal with litigation cases and how the legal system generally works  |   |  |  |  |  |
| Understands how to deal with litigation cases and how the legal system generally works  |   |  |  |  |  |
| <b>Commercial Business Management - Board</b>   | <b>Commercial Business Management - Board</b>             |  |  |  |  |
| Has expertise in delivering outcomes based on best contemporary business practice, ICT, and performance management  |   |  |  |  |  |
| Expertise in Public Relation or marketing, especially in a consumer goods environment.  |   |  |  |  |  |
| Expertise in developing and delivering and monitoring Service Level Agreements  |   |  |  |  |  |
| <b>Public Service</b>   | <b>Public Service</b>                                     |  |  |  |  |
| Has an understanding of public service objectives and work methods  |   |  |  |  |  |
| Understands the concept of "public benefit" as set out in the Charities Act, 2009   |   |  |  |  |  |
| <b>Education and Research</b>   | <b>Education and Research</b>                             |  |  |  |  |
| Has expertise in the development of education and research programmes in a youth or leader training context   |   |  |  |  |  |
| <b>Chair</b>  | <b>Chair</b>  |  |  |  |  |
| Possesses the leadership experience required to deliver major change whilst remaining accountable for delivering services.  |   |  |  |  |  |
| Has experience of chairing boards/committees  |   |  |  |  |  |
| <b>Safeguarding</b>   | <b>Safeguarding</b>                                       |  |  |  |  |
| Can list the complexity of the risks facing Scouting Ireland and the legal context in this area and the Board's role in its governance, assuring it meets all relevant legal & good practice standards. |   |  |  |  |  |
| <b>Strategy development</b>   | <b>Strategy development</b>                               |  |  |  |  |
| Understands the need for a clear vision and purpose to guide the organisations strategy.  |   |  |  |  |  |
| Has knowledge of the organisation's strategic objectives and current strategic position.  |   |  |  |  |  |
| Has knowledge of the environment(s) in which the organisation operates and the impact of this on how the organisation functions.  |   |  |  |  |  |