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| Community sector governance capability framework |
| Facilitator’s guide |
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# Introduction

The Victorian not-for-profit (NFP) community sector encompasses organisations with diverse missions including:

* providing community services
* building skills and connection through the arts, and sport and recreation programs
  + focusing on community and local issues, such as small local volunteer organisations

The Community Sector Governance Capability Framework (the Governance Capability Framework) describes the broad capabilities required by people on Boards or Committees of Management in community sector organisations. It provides Board or Committee members with a common language for the knowledge and skills that are critical for the stewardship of an organisation, including knowledge and skills required for particular roles on the Board, such as that of Board Chair.

The Governance Capability Framework was developed through research and consultation across the NFP sector. It covers the work of Board members in the community sector and is a complementary framework to the Workforce Governance Capability Framework which describes the capabilities required by the community sector workforce. Developed by the former Office for the Community Sector in 2010, the Governance Capability Framework can be used by people on Boards of community sector organisations.

The [Governance Capability Framework](https://fac.dffh.vic.gov.au/governance) can be accessed at <https://fac.dffh.vic.gov.au/governance>

**Purpose of the Governance Capability Framework**

The Governance Capability Framework was developed for use in the NFP community sector to:

* improve the identification of skills that NFP Boards need now and into the future
* improve overall quality and effectiveness of governance now and into the future
* identify skill gaps on Boards
  + improve and assist with the recruitment of effective Board members

By using the Governance Capability Framework, people on Boards or Committees of Management in community sector organisations will be able to develop flexible and transferable skills that can be used in a range of governance contexts.

The Governance Capability Framework has been developed to assist with Board governance. It is not a legal framework. As a Board member it is important that you are aware of your legal responsibilities and the compliance requirements of your organisation. If you require additional information on legal or compliance issues go to [Not-for-profit Law](https://www.nfplaw.org.au/free-resources/who-runs-the-organisation/responsibilities-of-the-board-and-committee-members) <https://www.nfplaw.org.au/free-resources/who-runs-the-organisation/responsibilities-of-the-board-and-committee-members>

It is also important that you are aware of how your organisation is funded, as well as any quality standards or frameworks and associated audit requirements that might apply to your organisation.

# Resources to support implementation

<https://fac.dffh.vic.gov.au/governance-capability-framework>

Provides links to support, resources and training materials on governance. These are all available free of charge and they include:

* + [Governance Capability Framework – Tool Kit](https://fac.dffh.vic.gov.au/governance-capability-framework-tool-kit), which includes:
    - the Board Review Tool,
    - a Board Member Self Assessment Tool,
    - a Self Assessment Tool for Potential Board Members, and
      * a template for developing a Board Action Plan
  + This Facilitator’s Guide to Reviewing Board Capabilities, which has accompanying PowerPoint Slides

Other governance and associated resources are also available through your organisation’s peak body or from [Not-for-profit Law](https://www.nfplaw.org.au/free-resources/who-runs-the-organisation/responsibilities-of-the-board-and-committee-members) [<](http://nfplaw.org.au/governance%20)https://www.nfplaw.org.au/free-resources/who-runs-the-organisation/responsibilities-of-the-board-and-committee-members>. The majority of these resources are also free of charge.

# Board Capability Review Guide

## Purpose of this guide

This Guide is part of a suite of resources designed to support implementation of the Governance Capability Framework. It has been developed for use by a facilitator who could be the Board Chair or another member of the Board who has an interest in governance or might be someone brought in by the Board to coordinate and assist a review of governance capabilities.

It includes instructions for planning and facilitating a successful review session including:

* a suggested session outline
* instructions for facilitating the session
  + hints for facilitators

There is no need to do all the activities outlined in the Guide in the one session. Choose activities that you and the Board might find helpful and structure them in ways that will suit your Board. For example, you might want to cover each of the proposed activities outlined in the Board Capabilities Review Guide over the course of a few Board meetings.

The Guide introduces you to the Governance Capability Framework and includes activities to help your Board to identify areas where Board as a whole, or individual Board members are performing your governance responsibilities well, and areas that might need further development. Once you have identified development needs, you might wish to locate more detailed information or options for training.

<https://fac.dffh.vic.gov.au/governance> provides links to this information. Before you begin, note that in this Guide the terms ‘Board’ and ‘Board members’ are used; if your organisation uses other terminology, such as ‘Committee of Management’ and ‘Committee members’ please make relevant changes. You might also use the activities in this Guide with your Board sub-committees.

## Objectives

By using this Guide you should be able to:

* explain the Community Sector Governance Capability Framework, its development, content and possible uses
* assist Board members to apply the Framework and review the ways in which they individually and collectively work
  + access further resources or information to assist in the further development of governance capabilities

## Training resources

Before you begin you will need to access the following resources, which are available free of charge, <https://fac.dffh.vic.gov.au/governance>

### For the facilitator

Resources to accompany this document include:

* PowerPoint slides
  + Community Sector Governance Capability Framework – Tool Kit

### For each participant

For each participant you should provide:

* Community Sector Governance Capability Framework – Tool Kit
* a copy of the PowerPoint slides used in the session (this can be provided electronically after the session if you want to save paper)
* highlighter pens for Activity 3
  + pens and paper

## How to use this guide

This Guide includes suggestions about how to facilitate a session, either in your own organisation or another community sector organisation. It includes a suggested plan, with detailed instructions for each activity.

To prepare for the review session, you will need to:

* download the suggested resources and make sure you are familiar with their content
* look at the suggested session plan provided in this Guide; you can use it as it is, or expand activities, or delete any activities which you think are not relevant to your Board
* gather the resources you need for each activity, including resources for participants
* adapt the session plan, activities and accompanying PowerPoint slides to the specific needs of your Board. You might add your own logo, make links with any organisational resources, policies or procedures or add real or hypothetical case studies from your own organisation to illustrate the application of the Governance Capability Framework. Refer to Community Sector Governance Capability Framework – Tool Kit, for scenarios which can be used as a basis for case studies
  + set up the room so that Board members are sitting around a large table, but still have space to individually write and reflect

# Suggested session plan

## Introduction

This section contains a suggested session outline to review Board governance capabilities. If it is followed, it will take just over two hours.

Feel free to adapt the session. You might want to use all the suggested activities; however, you might like to decide which activities are most suited to your Board and focus on these.

You might also change the suggested time frame, taking more or less time for each of the activities.

Following on from this outline you will find detailed instructions for each activity.

Suggested session outline

|  |  |  |  |
| --- | --- | --- | --- |
| Activity | Responsibility | Content | Suggested Time |
| 1. Introduction | Facilitator | * Agenda * Purpose of the session * What is Governance   + The Governance Model | 15 minutes |
| 1. Overview of Community Sector Governance Capability Framework | Facilitator and Board | * The Governance Capability Framework * Why it is important * Background to the Governance Capability Framework   + The Framework Structure | 30 minutes |
| 1. Using the Governance Capability Framework | Individual Board members | * Individual Capabilities Activity | 30 minutes |
| 1. Reviewing Board Capabilities | Board and Facilitator | * Board Capability Review Activity * Collation of results   + Discussion of outcomes | 30 minutes |
| 1. Developing an Action Plan | Board and Facilitator | * Developing an Action Plan   + Where to find further information and resources | 30 minutes |

## Activity 1: Introduction

### Purpose of activity

To introduce participants to the Governance Capability Framework and have them thinking about their role in the organisation’s governance

### Suggested time

15 minutes

### Resources and preparation

**PowerPoint slides:**

1 – Title

2 – Agenda

3 – Purpose of session

4 – Good Governance

5 – The Governance Model

### Instructions

#### Title slide (SLIDE 1)

Have the title slide showing when participants enter the room and use the following slides to introduce the session.

#### Agenda (SLIDE 2)

Explain the Agenda for the session, with break times.

#### Purpose of session (SLIDE 3)

Explain that the purpose of the session is to work together as a Board to use the Governance Capability Framework to identify which capabilities are done well, where additional capability might need to be developed and how the Board will do this.

#### Good Governance (SLIDE 4)

Explain the importance of Good Governance and draw participants’ attention to the definition of Governance.

#### The Governance Model (SLIDE 5)

Discuss with participants the difference between Governance (what the Board does) and Operational Management (what the CEO and staff do). The boundaries between governance and operational management can become blurred in community sector organisations – and this then can become a problem. Ask participants what they think about this definition and if they think it accurately describes what they do as a Board. Explain that the Governance Capability Framework can help them better define their governance role.

## Activity 2: Overview of Community Sector Governance Capability Framework

### Purpose of activity

To introduce the Community Sector Governance Capability Framework, its background, importance and structure

### Suggested time

30 minutes

### Resources and preparation

**PowerPoint slides:**

6 – The Community Sector Governance Capability Framework

7 – Why a Governance Capability Framework is needed

8 – Background to the Governance Capability Framework

9 – Governance Capability Framework structure

10 – Streams

11 – Capabilities

12 – Related Tools

### Participant resources:

Community Sector Governance Capability Framework – Tool Kit

### Instructions

Use PowerPoint slides 6 – 12 to introduce the Community Sector Governance Capability Framework. Encourage participants to ask questions and relate the Governance Capability Framework to their own Board experience as much as possible.

Notes for each slide are given below, including some suggestions about engaging the participants. However, this is intended as an overview and there will be opportunities to work with the Framework in more detail throughout the session.

#### What is the Governance Capability Framework? (SLIDE 6)

Ask participants to consider what they think a Governance Capability Framework is, and whether they have used one, e.g. they may already have one in their own organisation or may have used the Community Sector Workforce Governance Capability Framework. Use the PowerPoint slide to explain that the Governance Capability Framework:

* takes a whole-of-sector approach and is applicable to the diverse range of community organisations in Victoria
* focuses on specific Board functions and responsibilities
* assists with recruitment of appropriate Board members
* is applicable across a range of organisational types from small, volunteer-based organisations to large, multi-jurisdictional, service delivery organisations
  + includes web accessible tools that will ensure practical take-up across the sector

#### Why is a Governance Capability Framework important? (SLIDE 7)

Use the PowerPoint slide to highlight the importance of a Community Sector Governance Capability Framework. Explain that while research shows that community sector Boards are doing valuable work in overseeing complex organisations, there are challenges facing the NFP community sector with regard to governance, including:

* a lack of knowledge about the overall role of Boards and of individual Board members, their responsibilities and their obligations
* confusion between governance and operational management
* problems with recruiting appropriately skilled Board members
* skill gaps within Boards
  + a lack of regular Board evaluations

Ask the participants if they have seen these challenges in action

#### Background to the Community Sector Governance Capability Framework (SLIDE 8)

Use the PowerPoint slide to explain background:

* developed in 2012 with help of NFP peak bodies, Boards of community organisations and individuals within the sector
* validated through an on-line survey to gather further feedback and modifications
* includes a set of tools developed to assist with implementation of the Framework
  + includes information on links where Board members can access additional assistance with governance

#### Governance Capability Framework structure (SLIDE 9)

Ask participants to have a brief look at the Governance Capability Framework in the Tool Kit.

Use the PowerPoint slide to explain that:

* there are 2 groupings of capabilities: 20 capabilities for all Board members and additional capabilities for specific office bearers
  + the capabilities for all Board members are divided into four streams

#### Streams (SLIDE 10)

Use the PowerPoint slide to explain that the Governance Capability Framework has been structured into four (4) key streams:

* Planning and organising
* Monitoring and reviewing
* Working together
  + Being effective and accountable

These broadly categorise the activities the Board must do to be effective.

Give participants a few minutes to look at the streams.

#### Capabilities (SLIDE 11)

Use the PowerPoint slide to explain that:

* each stream has five (5) capabilities
* these show indicative behaviours required for a Board member
* there are 20 capabilities in total for the whole of the Board
  + there are additional capabilities for the Office Bearers: the Chair, Treasurer and Secretary

#### Tools and their access and availability (SLIDE 12)

Use the PowerPoint slide to explain that the toolkit has four (4) tools to assist Boards to successfully use the Framework:

* the Board Capability Review Tool (which they will be using soon)
* a Board members Self-Assessment Tool
* A tool for Potential Board members – which provides information for prospective Board members
  + A Board Action Plan template

Refer participants to the tools which are in the Community Sector Governance Capability Framework Tool Kit.

Explain that participants will now have the chance to use the Governance Capability Framework and some of the tools.

## Activity 3: Using the Community Sector Governance Capability Framework

### Purpose of activity

For participants to familiarise themselves with the Community Sector Governance Capability Framework

### Activity

Individual Capabilities

### Suggested time

30 minutes

### Resources and preparation

**PowerPoint slides:**

13 – Activity: Individual Capabilities

#### Participant resources:

Governance Capability Framework in Community Sector Governance Capability Framework Tool Kit, Appendix 1

### Instructions

Explain to participants that this activity will give them a chance to explore the contents of the Governance Capability Framework by examining how it relates to their own experience on the Board. It is a lead in to the whole of Board review.

Participants will first look at the Governance Capability Framework in the Tool Kit.

Participants will then reflect on the capabilities they bring to the Board, highlighting their strengths.

Explain to participants that this is intended for personal individual reflection, and that it is not necessary to share the outcomes with others if they do not feel comfortable in doing so.

#### Activity: Individual Capabilities (SLIDE 13)

Explain to participants that this activity is to get individual Board members thinking about their individual strengths and the capabilities they might wish to further develop.

Ask participants to:

* look at the Governance Capability Framework in Appendix 1 in the Tool Kit
* highlight the two capabilities that best reflect what they think are their own personal strengths as a Board member
  + ask participants to think of a practical example of how they demonstrate each of these capabilities

For example, if they choose ’Contributes to meetings’, a practical example (or indicative behaviour) might be that they always make sure they attend each meeting, actively contribute to discussion and complete any follow up action if required.

* + ask participants to discuss some of the capabilities they were not aware of prior to the session or are surprised to see in the Framework

#### Notes

An alternative activity is to ask participants to focus on some famous people – and the capabilities they might bring if asked to join your Board.

For this activity you will need to print off pictures of four famous people, for example Oprah Winfrey, the Dalai Lama etc. Search for these photos on the web.

Divide your participants into groups of four and ask each group to take one of the famous people and using the Governance Capability Framework, discuss two capabilities this person would bring to the Board.

Ask them to share a summary of their discussions with the larger group.

The Activity is focused on individuals becoming familiar with the Framework. If you wish to shorten the session and only focus on a collective whole of Board review you might wish to omit this Activity and go directly to Activity 4.

## Activity 4: Reviewing Board Capabilities

### Purpose of activity

For Board members to use the Governance Capability Framework to review the collective Board capabilities and to suggest areas for further development

### Activity

Board Capability Review Tool

Whole of Board performance

### Suggested time

30 minutes

### Resources and preparation

#### PowerPoint slides:

14 – About the Board Capability Review Tool

15 – Activity: Using the Board Capability Review Tool

#### Participant resources:

Governance Capability Framework (Appendix 1 in the Tool Kit)

Board Capability Review Tool (Appendix 2 in the Tool Kit)

Pens

### Instructions

In this activity, participants will use the Board Capability Review Tool to conduct a Board Capability Review.

#### About the Board Capability Review Tool (SLIDE 14)

This slide introduces participants to the Board Capability Review Tool. It explains that the Review Tool can be used by the Board collectively to:

* evaluate the Board’s performance and the overall capabilities of Board members
* provide an opportunity for the Board to address any capability gaps and review development opportunities
* analyse Board skill gaps to ensure better targeting of potential recruits to the Board
  + conduct an annual Board review

#### Activity: Using the Board Capability Review Tool (SLIDE 15)

This activity invites participants to use the Board Capability Review Tool to evaluate the collective Board capabilities and check that the Board (as a group) has the capabilities to effectively carry out their governance responsibilities. The Tool sets out each of the capabilities with examples of indicative behaviour. Board members are asked to consider how well and how regularly the Board displays the capabilities required for good governance and assess this using a five point scale.

The Board Capability Review Tool can be found at Appendix 2 in the Tool Kit.

Explain that in this activity each participant uses the Board Review Tool as a basis for evaluating the Board’s capabilities as a whole. It can also be used to gather evidence to help with analysing skill gaps to assist in better targeting future Board member recruitment.

Ensure you:

* ask participants to each complete the Board Review Tool found in the Tool Kit
* let participants know that the outcomes from each individual review tool will remain anonymous and that you will collate the outcomes
  + let participants know that the collated outcomes will be used by the Board to develop a Board Development Action Plan which will prioritise the capability gaps, include ideas for developing any capabilities that require development, as well as designate responsibility and timeframes for development

You may wish to focus participants on the capabilities for all Board members, and to review the Office Bearer capabilities at individual sessions with the Office Bearers.

Following the completion of individual reviews:

* collect the individual reviews
* collate the information within the reviews by counting how many people scored either 1-5 on the scale for each capability. A worked example of a collated Board Review is provided in the Tool Kit
* following the collation discuss with the participants the trends from the Review. You may wish to schedule this discussion at another time to enable you to collate the outcomes from the individual reviews
  + ask participants how they felt about the outcomes of the Review

#### Notes

Tell the participants that the next Activity involves the development of an Action Plan to focus on improving the capabilities the Board collectively indicated require additional work as defined in the collated results of the Review.

You may wish to leave some time between this Activity and Activity 5 Developing the Action Plan.

## Activity 5: Developing an Action Plan

### Purpose of activity

For the participants to agree on priorities for action to improve Board Capability

### Activity

Whole group

### Suggested time

30 minutes

### Resources and preparation

#### PowerPoint slides:

16 – Developing the Action Plan

#### Participant resources:

Board Development Action Plan template, Appendix 3 in the Tool Kit

Scenarios

Pens

### Instructions

In this Activity Board members prioritise further action to improve Board Capability.

Begin by drawing participants’ attention to the outcomes from the Board Review Tool activity.

Prioritise the three capabilities that the Board collectively decided needed the most improvement.

Use the Development Action Plan template (see Appendix 3 in the Tool Kit) to plan action to improve on these capabilities. A worked example is also provided in the Tool Kit.

Ensure that you note on the Action Plan ideas for how each capability will be developed, where the resources to develop the capability will come from, who will take responsibility and when the development will occur. (SLIDE 16)

Explain to the participants:

* the best place to start is the Not for Profit Compliance Support Centre; the website address is available on the slide. If connected to the Internet take the participants through the resources on the website
* the resources are helpful in addressing capability gaps that are found using the Board Capability Review Tool and will provide links to other information and training providers who can assist
  + the website has a range of links to resources for most governance issues and topics

Other ways to develop capability include:

* mentoring: ask someone who you know has well developed governance capabilities to work with individual Board members on strategies to develop particular capabilities
* information sessions: for example ask the organisations’ accountant to hold an information session for the Board on the budget
  + shadowing: see if individual Board members can attend and observe a series of meetings of more experienced Boards

The Tool Kit also includes ideas for developing capability.

Make sure you agree on a timeframe, including review dates, for the actions you decide on.

#### Notes

If there is not an existing Board Governance Sub-committee, suggest that this be formed to continue to track progress on action to improve Board capability.

# Advice for facilitators

You may or may not be involved in regularly facilitating training/information sessions. This section is not designed as a full training course for trainers, but may give you some ideas to help the facilitation of your group.

This section will cover the implications for facilitators when considering:

* adult learning principles
  + preferred learning styles

## Adult learning principles

As you will be facilitating a group of adults, it is important to think about how adults prefer to learn, in order to organise a session that will be of most benefit to your Board. Adults tend to approach learning differently from children and facilitation approaches should vary accordingly. There are many theories about adult learning and much discussion about adult learning principles. If you want to explore this further, just do an Internet search and you will find plenty of information.

The general theory of adult learning originated in Europe and was pioneered in the 1970s by Malcolm Knowles, an American practitioner and theorist of adult education. Knowles identified six principles of adult learning. These are described below, with suggestions about what this could mean for your facilitation. However, it is important to remember that this is a theory and not all people fit into this model.

### Adults are internally motivated and self directed

Adults are usually responsible for their own decisions and for their own lives, and need to be treated as capable of self-direction. They will usually resent and resist situations in which they feel imposed upon by others. Adults need to contribute to how and what they learn.

As a facilitator you can:

* be approachable and encourage participants to ask questions and explore concepts
* actively and carefully listen to any opinions and questions
* provide regular constructive and specific feedback
* review goals and acknowledge goal completion
* encourage use of resources outside the training session, such as those provided on the Not for Profit Compliance Support Centre
  + encourage participants to be proactive in addressing skill and knowledge gaps

### Adults bring life experiences and knowledge to learning experiences

Adults like to be given the opportunity to use their existing foundation of knowledge and experiences gained from life and work experience, and to apply this to their new learning experiences.

As a facilitator you can:

* find out about your learners’ experience in the community sector
* assist them to draw on those experiences when implementing the Governance Capability Framework
  + assist them to reflect on existing biases or habits based on experience and move them towards approaching the Governance Capability Framework with a new understanding

### Adults are goal oriented

Adult students become ready to learn when they feel they need to know or do something in order to cope effectively with issues or problems.

As a facilitator you can:

* clearly link the learning to the needs of the Board and the organisation
* provide real case-studies as a basis to learn about how to apply the Framework
  + ask questions that motivate reflection, inquiry and further research

### Adults are relevancy oriented

Adult learners want to know the relevance and purpose of what they are learning to what they want to achieve.

As a facilitator you can:

* ask the participants to do some reflection on, for example, what they expect to learn prior to the experience, on what they learnt after the experience, and how they might apply what they learnt in the future
* provide some choice of activities so that learning is more likely to reflect the participants’ interests
  + make the purpose of the training and each activity clear; and keep linking what they are learning to how they can implement the Governance Capability Framework in their Board meetings

### Adults are practical

Adults learn through problem-solving where they can recognise first-hand how what they are learning applies to life.

As a facilitator you can:

* be explicit about how what the participant is learning is useful and applicable to their role as a Board member
  + promote active participation by allowing participants to try things rather than observe, providing hands on experience with the use of the tools developed to implement the Governance Capability Framework

### Adult learners like to be respected

Respect can be demonstrated to your participants by:

* taking an interest in them and their work
* acknowledging the wealth of experiences that the participants brings to the training session
* regarding them as colleagues who are equal in life experience
  + encouraging expression of ideas, reasoning and feedback at every opportunity

## Preferred learning styles

As a facilitator, it is important to understand that people learn in different ways. There are many different theories of how people prefer to learn. However, as with adult learning principles, it is important to remember that these are theories and not all people fit into the models.

### Implications for facilitators

The implication for you as a facilitator is that you should use a range of different activities in any session, so that:

* people’s preferred learning styles are catered for
  + people are challenged to experience different learning styles

Two theories of learning are given, with examples to illustrate how a range of activities have been included to cater for a range of learners.

If you want to explore this topic further, some references have been added at the end of this Resource, but you are encouraged to search yourself, as there are also some free online learning style questionnaires offered.

### Learning styles – Felder and Solomon

One theory about learning styles has been developed by Richard Felder and Barbara Solomon. This learning styles theory is described briefly below, with examples from this Guide to illustrate how the preferred learning style has been catered for. You will probably find that participants have a combination of preferences, e.g. they may be an active and visual learner.

#### Active learners

Understand new information by doing something with it. Active learners are keen to try out and experiment with the new information and often enjoy working in groups.

*Example: Collectively reviewing the Board governance capabilities.*

#### Reflective learners

Often prefer to think through problems first on their own rather than discussing it in groups.

*Example: Reviewing own governance capabilities.*

#### Sensing learners

Like learning facts and solving problems by well established methods and like new knowledge to have some connection to the real world.

*Example: Using the governance resources on the Not for Profit Compliance Support Centre to learn more about governance.*

#### Intuitive learners

Prefer discovering new relationships, can be innovative in their approach to problem solving and dislike repetition and routine calculations.

*Example: Considering a range of innovative learning and development options.*

#### Visual learners

Understand new information best by seeing it in the form of pictures, demonstrations, diagrams, charts, films, etc.

*Example: Use of the PowerPoint slides to give instructions.*

#### Verbal learners

Understand new information best through written and spoken words.

*Example: Listening to the presentation on the Overview to the Governance Capability Framework; and reading the Framework in the Tool Kit.*

#### Sequential learners

Understand new information where each step follows logically from the previous one.

*Example: Completing the Board Development Action Plan template.*

#### Global learners

Tend to learn in large jumps by absorbing material in a random order without necessarily seeing any connections until they have grasped the whole concept.

*Example: Spreading out the Board Governance Capabilities from the Framework to choose relevant Capabilities to target for Board recruitment.*

### Memletics Learning Styles Inventory

Below is a summary of another theory of learning styles, the Memletics Learning Styles Inventory.

* **Visual** - prefers pictures, images and spatial understanding
* **Aural** - prefers sound and music
* **Verbal** - prefers words, in speech and writing
* **Physical** - prefers using body, hands and sense of touch
* **Logical** - prefers using logic, reasoning and systems
* **Social** - prefers to learn in groups and with others
  + **Solitary** - prefers to work alone and use self-study or reflection

The suggested session outline is catering for different learning styles, for example by:

* including individual reflection, small group work and whole group work
* having people use the Governance Capabilities, encouraging them to move them around to ‘mix and match’ capabilities; and read the Governance Capability Framework in the Tool Kit
* giving instructions visually using PowerPoint slides
  + encouraging people to move to different parts of the room for some exercises, and sit at the table for others

# PowerPoint slides

The slide deck is available for download on the [Providers website](https://providers.dffh.vic.gov.au/governance-community-organisations) <https://providers.dffh.vic.gov.au/governance-community-organisations>

### Slide 1 Title

* Community Sector Governance Capability Framework
  + Reviewing Board Capabilities

### Slide 2 Agenda

* Introduction
* Good Governance
* Overview of Community Sector Governance Capability Framework
* Using the Framework
* Reviewing the Board Capabilities
  + Developing an Acton Plan

### Slide 3 Purpose of session

* + Using the Community Sector Governance Capability Framework to:
    - Review our Board’s capabilities
    - Identify where we might need to develop capability
    - Decide how we will do this

### Slide 4 Good Governance

Good governance provides organisational leadership: it shapes the organisation’s mission and values and focuses on outcomes and sustainability.

### Slide 5 The Governance Model

* Governance is what the Board does – providing purpose, leadership and overall strategy for the organisation. The Chair is the leader of the Board
* Staff carry out the day to day workings of the organisation and they implement Board policy. The CEO is in charge of management
  + Although these functions are separate and different, for a successful organisation, both the Board and management must operate as a partnership

### Slide 6 What is the Governance Capability Framework?

* + Describes the skills and behaviours that Board members demonstrate when they are most effectively working together to practice good governance
  + Used to assist with:
    - Board capability evaluation
    - Board member self assessment
    - better targeting in recruitment and selection of new Board members
    - improved understanding of roles, responsibilities and obligations of being a Board member.

### Slide 7 Why is a Capability Framework important?

* Some Board members aren’t sure what’s expected from them – their role, responsibilities and obligations – and how their role differs from that of management
* Some Boards have difficulty recruiting appropriately skilled members
  + Some Boards don't regularly review how they are performing

... but most Board members are passionate, committed, want to do what’s best for the organisation and are willing to learn!

### Slide 8 Background to the Governance Capability Framework

* + Developed by the Victorian Office for the Community Sector in 2012
  + Involved NFP peak bodies, community organisation Boards and individuals within sector
  + Included an on-line survey to validate the Framework
  + Includes a set of tools to assist with implementation
  + Includes links to resources where Board members can go for specific governance information

### Slide 9 Capability Framework structure

* + 2 groupings for Board capabilities
    - General capabilities for all Board members
    - Office bearer specific capabilities
  + 4 streams of capabilities
    - Descriptors to explain the streams

### Slide 10 Streams

The Framework has 4 key streams:

1: Planning and Organising

2: Monitoring and Reviewing

3: Working Together

4: Being Effective and Accountable

### Slide 11 Capabilities

* + Each stream has 5 capabilities
  + Each capability shows indicative behaviours required
  + 20 capabilities in total for the whole of Board
  + Additional capabilities for the Office Bearers
    - Chair
    - Treasurer
    - Secretary

### Slide 12 Tools and their access and availability

* Board Capability Review Tool
* Self Assessment Tool for Potential Board Members
* Board Member’s Self Assessment Tool
  + Capability Action Plan

The tools are available in Community Sector Governance Capability Framework Tool Kit

### Slide 13 Activity: Individual Capabilities

Using the Capability Framework:

* Choose two capabilities you feel best reflect your personal strengths as a Board member
  + Think of a practical example of how you demonstrate each of those capabilities

### Slide 14 About the Board Capability Review Tool

* Used as a basis for evaluating the Board’s overall performance and capabilities
* Provides an opportunity for the Board to identify and address any capability gaps and review development opportunities
* Useful for providing the basis for better targeting of potential Board members
  + Can be used as an annual review tool

### Slide 15 Activity: Using the Board Capability Review Tool

* Each Board member to complete the Board Review Tool
* The activity is anonymous
* Individual responses will be collected and information collated
* Group discussion on the trends highlighted in the collation of outcomes from the Review
  + Development of a Board Development Action Plan based on the outcomes

### Slide 16 Developing the Action Plan

* An Action Plan template is in the Tool Kit

The best place to start for resources is https://providers.dffh.vic.gov.au/governance-community-organisations .

# Document Version

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| --- | --- | --- | --- |
| **Version** | **Date** | **Content changes** | **Affected sections** |
| 1.0 | September 2012 | Original content | Not applicable |
| 2.0 | 2017 | Department names and weblinks | Whole document |
| 3.0 | August 2024 | Updated template, department names and weblinks | Whole document |

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