



Working To Save Lives  
Údarás Um Shábháilteacht Ar Bhóithre  
Road Safety Authority

Road Safety Authority

**Board Competency Framework**

September 2018

### **1. Road Safety Knowledge and Awareness**

- Road safety awareness/Policy/Legislation/Experience
- Road safety and accident research
- Road safety enforcement
- Vehicle and/or Driver Testing
- Road safety advocacy
- Other?

### **2. General Business Skills**

- Strategy and strategic leadership
- Business Performance standards and oversight
- Risk Management and oversight
- Financial expertise
- ICT expertise
- Communications/Media expertise
- Procurement
- Legal and Contracting
- Customer Service and Quality Management
- Human Resource Management
- General Management
- Stakeholder Engagement and Partnership Building
- Other?

### **3. Board Skills**

- Director training and experience
- Board or Committee Chairing experience
- Audit and Risk Committee experience
- Board Committee Experience
- Team Working
- Interpretation and interrogation of management reports
- Other?

### **4. Required Level**

- Not relevant (0)
- Modest (1)
- Strong (2)
- Expert (3)

## **5. Moving to Competency Based Board Development**

The Board of the RSA is now required by the 2016 Code of Practice to assess its own competency requirements and the Chairperson is invited to advise the relevant Minister from time to time of any specific competencies required.

Competencies are usually described in terms of sectoral or professional backgrounds, reflecting particular knowledge domains, and specific skill sets and/or behavioural attributes that are regarded as particularly relevant. As the RSA is a Board that already exists, it is assumed to have the most complete and rounded understanding of its own requirements based on its experience of grappling with its particular brief.

The steps involved are:

1. RSA Board agrees the initial competency set, usually prompted by a 'straw man'
2. RSA Board is asked to rate requirements in terms of relevance and relative importance (e.g. scale of 0-3)
3. Board rates current strength of the Board on each relevant competency
4. Board Members indicate their own strength on the competencies they regard as relevant to them.

Comparison of the outcome of Steps 2 and 3 sets the agenda for future recruitment and board training.

Step 4 may indicate some opportunities for individual training or mentoring.

There are various levels of sophistication in applying a process like this. From a standing start, we would recommend a simple model such as outlined above.

Once the baseline is established, the model works best if it is consistently updated and this helps to keep Board competencies as a live item on the agenda, ensuring that any training interventions are directly relevant to the on-going challenges faced by the Board of the RSA.