COMPETENCY MAP

PROFESSIONAL PROFILE

OCCUPATION	Board member
Possible positions to hold	Member of a company's board of directors. Member of the advisory board of a cooperative. Member of the board of trustees of a non-profit organisation.

OCCUPATIONAL CONTEXT	The board member is the person in charge of looking out for the organisation's operation, as well as the best interest of society. This concerns the people who represent the owners and/or founding members, as well as the interest of other agents involved with the organisation (workers, clients, suppliers, etc.). Her main duties will be to advise regarding the preparation and approval of the organisation's Strategic Plan (from now on referred to as "SP"), and to follow up on and monitor its implementation; to monitor the accomplishment of its goals, particularly strategic ones; to approve operating budgets and annual accounts and supervise other strategic/essential objectives, always bearing in mind the impact of the company's practices in terms of the interest of society at large. In addition to the functions previously described, there are organisations which contemplate other duties, such as: Drawing up the SP, determining strategic goals—and in certain cases, operational goals—, regularly monitoring progress, advising on organisational policies, etc.

The board of directors (from now on BOD) is the highest-ranking governance body within an organisation. The role of the people who integrate it depends on the mission the organisation establishes for this body. Therefore, the extent of the duties and responsibilities for board members, as well as the type of competencies and level of mastery necessary to perform relevant tasks optimally, will mostly depend on the mission assigned to them by the owners or founding members.

There is currently a broad discussion on the figure of board members, particularly regarding the general functioning of the body they represent. Among the main reasons we find the effects the financial crisis has had on organisations, changes in the economic cycle and the type and level of responsibility being assigned to this figure in relation to the current situation.

TASKS AND FUNCTIONS

There are currently two main approaches to board members' mission within an organisation. The necessary requirements for a board member to optimally perform his/her duties greatly depend on the type of approach defined by the owner(s) or founding members.

APPROACH A: Focus on results in the owners' best interest

Duties aimed at following through with the organisation's main strategic goals and outlines, which have previously been approved by the BOD. Additional duties are mainly looking out for the interests of the organisation's owner(s) or founding members (directors, partners, etc.).

APPROACH B: Focus on the organisation and social interests

Duties aimed at drawing up and monitoring the Strategic Plan, on all three levels—corporate, business and operational—, taking into consideration all elements that shape it. At the same time, board members must also look out for the best interests of all agents involved with the organisation—both internal and external ones.

The functions and tasks detailed below correspond to focus B. Were the organisation to opt for option A, the tasks and duties considered to extend beyond what is detailed below should be overlooked.

THE COMPANY'S STRATEGIC PLAN: PREPARATION, APPROVAL AND MONITORING
➜ Analysis and diagnosis of the Micro-environment (market, suppliers, clients, competitors, etc.) which the company operates in, and of the Macro-environment or PESTEL environment (Political, Economic, Sociocultural, Technological, Environmental and Legal).
➜ Defining or updating the company's mission and vision.
➜ Defining the company's values and monitoring the level of coherence between said values and the organisation's general conduct.
➜ Defining or updating, and monitoring the company's business/competitive strategy.
➜ Establishing and monitoring strategic goals and assessing their contribution to the overall mission's success.
➜ Defining/orienting and monitoring policies and lines of action aimed at putting the strategic and competitive strategies into action.

FUNCTIONAL STRATEGIC PLANS: ASSESSMENT, PREPARATION, APPROVAL AND FOLLOW-UP

➜ Assessing, approving and monitoring the company's operational strategies.
➜ Assessing, approving and monitoring the strategic goals for the different fields of operation.
➜ Assessing and approving investment, operational and financial budgets.
➜ Regularly assessing the company's economic and financial activities using the appropriate indicators.
➜ Preparing annual accounts.
➜ Supervising and managing financial information, particularly when listed on the stock exchange or an alternative market.
➜ Assessing and authorizing strategic financial investments and operations.
➜ Bringing proposals to general meetings regarding operations with stockholders, directors, etc.
➜ Defining appropriate actions and measures in terms of Corporate Social Responsibility, as well as the appropriate impact indicators.

DEFINING ORGANISATIONAL STRUCTURE AND PLANNING THE ORGANISATION OF THE COMPANY'S ACTIVITIES

➜ Defining and/or modifying the organisational structure in place.
➜ Advising in the planning of work organisation schemes and monitoring the company's activities, based on managers' coordinated and critical action.
➜ Analysing and diagnosing the company's resources and capacity, both in terms of quantity and of quality. Analysing and defining the company's needs.
➜ Setting basic control indicators and mechanisms to achieve efficient operation of all activities.
➜ Defining selection criteria for management positions (executive teams, board members).
➜ Defining the tasks and responsibilities appertaining to the executive director and the directors/executives of each functional area.
➜ Overseeing the executive director and the executives of the different functional areas, in terms of the accomplishment of tasks and duties assigned to them.

➜ Participating in the appointment and dismissal of the director general or executive director, as well as the directors/executives of the different functional areas.
➜ Proposing remuneration policies, at general meetings, concerning board members.

MEDIATING WITH INTERNAL AND EXTERNAL AGENTS

➜ Acting as a link with stockholders. Chiefly, presenting and sharing information regarding decision relevant to stockholders' interests and providing the appropriate explanations to any doubts stockholders might have.
➜ Mediating between different agents or stakeholders (clients, suppliers, syndicates, etc.) and their respective interests. Particularly concerning the most strategically relevant subjects or those having long-lasting effects on the Corporation, with the purpose of obtaining consensus.
➜ Establishing strategic links and alliances with different stakeholders, with the goal of facilitating the organisation's access to different markets and acquiring and optimising strategic resources.
➜ Assessing the definition of social impact monitoring measures.

COMPETENCY REQUIREMENTS Technical skills

A board member's technical competencies are the set of skills and knowledge related to the concepts and techniques required to optimally carry out their role.

➲ Economic and financial knowledge

Concepts and techniques necessary to diagnose and organisation's economic and financial situation and evolution. These competencies must allow her to propose recommendations so as to improve the organisation's viability and profitability.

➜ Knowledge of the basic functioning of general and financial accounting, and of the key aspects of the General Accounting Plan (GAP) or, when applicable, the specific accounting plan for SMEs. Knowledge of —wherever applicable—the specific adaptations of the GAP for different areas of business, non-profit organisations and cooperatives, among others.
➜ Analysis techniques for financial and accounting statements: asset and financial analysis, economic, profitability, self-financing and working capital analysis.
➜ Knowing how to interpret key financial ratios, which summarize the economic and financial information detailed in financial statements: solvency, liquidity, profitability and rotation ratios, among others.
➜ Knowing how to interpret consolidated balance sheets, in the case of enterprise groups.
➜ Knowing how to interpret cash cycles so as to calculate operating funding requirements.
➜ Knowing how to identify relevant cash flows concerning investment projects, and having the necessary knowledge to select—by means of projecting future scenarios—those which generate the most value.
➜ Being aware of the alternatives that make it possible to minimise and/or cover financial risks.
➜ Basic knowledge of budgetary management techniques.

➲ Knowledge of strategic management

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[1] Zaragoza, M (2013) The professional profile of an organisation's board members. Barcelona: Observatori Dona, Empresa i Economia de la Cambra de Comerç de Barcelona.

Knowledge of the meaning and implications (cause-effect relationship) of the main elements that make up strategic management, taking strategic and operational analysis into account.

➜ Knowing the concept, vision, values and elements that comprise it.
➜ Knowing the different types and features of the objects to be defined.
➜ Knowing the meaning, types and implications of corporate strategy and business and competitive strategies.
➜ Knowing the meaning, types and implications of key functional area's strategies (marketing, human resources, production, commercialisation, I+D+I, etc.).
➜ Knowing the procedures necessary to develop and/or update a Strategic Plan.
➜ Knowing the main stages and implications involved in strategic management: analysis, development, implementation and oversight.
➜ Knowing the main policies and lines of action of key operational areas, mainly those connected to I+D+I, internationalisation, Corporate Social Responsibility and skill development.
➜ Knowing the different types of organisational structures in place and their relation to strategic organisational management.
➜ Knowing how to strategically manage human resources. Being aware of the implications of the organisational structure in relation to the existing management model.

⮑ **Knowledge of strategic resources**

The ability to identify and manage key resources—both tangible and intangible ones—for the development of the company's activity. A knowledge-based economy entails, above all, the capacity to know the different types of intangible resources and their features, as well as their integration with information, knowledge and relational networks.

➜ Knowing the main sources and financing channels and their features (traditional banks, venture capital enterprises, crowdsourcing, subsidies, public and private grants, etc.).
➜ Knowing the different types and operation features of relational networks.
➜ Knowing the new forms of on-line organisation as means to identify, gain and optimise strategic resources.
➜ Knowing the main sources of human competency resources.

⮑ **Knowledge of enterprises' main operational areas.**

Knowing the features and functioning of the organisation's key operational areas, so as to be able to analyse and diagnose the impact these areas' activities have on the global Strategic plan .

➜ Knowing the strategies, features, operation and management models in place in the organisation's key operational areas (marketing, human resources, I+D+I, management, production, etc.).
➜ Knowing the new management and work/production organisation models, so as to optimise strategic resources—particularly intangible ones.
➜ Knowing the main management indicators with regard to different operational areas (human resources management indicators, quality indicators, environmental and commercial indicators, etc..).
➜ Knowing the process and implications—in terms of the company's strategic plan—concerning the conduct, and decisions made by the directors of the organisation's different operational areas.
➜ Knowing the professional profile of the ideal executive and identifying the strong and weak points of the organisation's executive team.

⊃ **Enterprise management skills and techniques**

Knowing the main systems, applications, controls, methodology, among others, that help management and organisation. This is necessary to be able to identify and measure the efficiency and efficacy of the concepts and techniques used to manage an organisation's activity, in relation to the capacity and resources available.

→ Knowing the main information recording tools and techniques in relation to key operational areas.
→ Knowing the main information consolidation and decision-making tools and techniques.
→ Knowing the main tools and techniques for overseeing and improving enterprise management and processes, particularly with regard to communication, implementation, strategic plan monitoring (e.g. Integrated Dashboards).
→ Knowing the systems able to optimise enterprise processes by integrating the flow of information (e.g. ERP management systems).
→ Skills in information and knowledge management tools (e.g. *Global Talent Management* , human resource management by competencies, etc.).

⊃ **Other technical competencies required**

Knowing the concepts and techniques specific to the sector, activity and/or product and/or services offered by the organisation.

→ Knowing the new *goods and markets of knowledge*, in terms of their features and function.
→ Knowing the technical features and manufacturing process of the products and services provided by the company.
→ Knowing other areas of knowledge or subjects related, directly or indirectly, to the sector or activity developed by the organisation.
→ Knowledge in the field of Corporate Social Responsibility (Equality plans, environmental measures, etc.).

OBSERVATIONS: See the results of the field work from the study *El perfil profesional de un/a consejero de una organización* **(The professional profile of an organisation's board members)[2].**

COMPETENCY REQUIREMENTS Basic skills

The basic skills required for board members are the set of abilities and level of expertise in a specific socio-economic context, as social and business conduct requirements.   They are divided into three sub-groups: competencies related to access to   the position , basic instrumental competencies (curricular) and specific instrumental competencies.

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[2] Zaragoza, M (2013) The professional profile of an organisation's board members. Barcelona: Observatori Dona, Empresa i Economia de la Cambra de Comerç de Barcelona.

⊃ General knowledge of the business field

Knowing the features of Catalonia's economic and corporate environment, as well as the Spanish corporate world and the global context. These features include their constituents, evolution, weaknesses, strengths, threats and opportunities.

➜ Knowing the economic and corporate structure of Catalonia and the rest of the State: its stratification—by sectors—, the size of its corporations and activity, business structures, training, investment, financial, age and gender and work relationships structures, etc.
➜ Knowing the key productivity and competition factors and indicators of the Catalan corporate world (organisational schemes, innovation and co-innovation, internationalisation, ICT, etc.).
➜ Knowing the behaviours, values and *corporate culture* of Catalonia and the rest of the Spanish state, as well as the cultural changes necessary to consolidate corporate growth.
➜ Knowing the type and degree of solvency, profitability and growth capacity of the Catalan corporate environment (features of the investment and financial structures and the results these yield).
➜ Knowing the new forms of work and production organisation aimed at maximising strategic resources. Knowing the concept of *network companies*—as the co-innovative competitive advantage it is—and the difference between these and the concept of *networks of companies*.
➜ Knowing the main stakeholders in the economic and social arena, who have the capacity to exert a certain level of influence upon the organisation's activity, while also being aware of possible strategic interconnections and alliances.
➜ Knowing the corporate world's approach to I+D+I and globalisation.
➜ Knowledge of the markets where the organisation operates, as well as other related or potential markets.

⊃ Knowledge of the PESTEL environment

Being aware of the key factors in each environment—political, economic, socio-cultural, technological, environmental and legal—, as well as the influence (threats and opportunities) they exert on the organisation's activity.

➜ Being aware of the changes in the current socio-economic model's dynamics, which are heavily influenced by globalisation and ICT.
➜ Knowing the features of the new economic cycle we are in, which is based on information, communication and knowledge.
➜ Knowing the new conditions of efficiency and competition present in the knowledge economy.
➜ Knowing new, future tendencies connected to activities aimed at covering unsatisfied social needs and incomplete markets. Some of them have been gathered in the New Sources of Employment.
➜ Knowing the main socio-economic factors that have an influence on the organisation's activity (demographic, per-capita-income, the activity level of the population, degree of corporate membership, etc.).
➜ Knowing the public and private initiatives aimed at overcoming the crisis.
➜ Knowing the changes induced by Information and Communication Technologies, and their usefulness.
➜ Knowing the possible inter-connections present in the triangle made up of companies-universities-governmental agencies, paying special attention to technological and knowledge transfer mechanisms.
➜ General knowledge of the features and structure of the work market.

⊃ Knowledge of legal and regulatory framework

Knowledge of the regulations that govern key aspects of the organisation's activity, as well as the main rights and obligations of the members that make up its highest governing body, in accordance with the type of organisation.

➔ Knowing the rights and obligations of a board member, which are regulated by (Spanish) corporate law.
➔ Knowing the rights and obligations of the members of a cooperative's advisory board, which are regulated by the law on cooperatives.
➔ Knowing the rights and obligations of the trustees on the board of trustees, which are regulated by Catalan civil code.
➔ Knowing the mechanisms in place to cover board members' legal responsibility (insurances, for instance).
➔ Knowing the legal and regulatory framework that regulates the organisation's activity.
➔ Knowing the rules, models or regulations that are key factors for the organisation's activity —Corporate Social Responsibility, collective agreements, data protection, quality and environmental management systems—, alongside other key aspects of the organisation's activity which are regulated by mercantile, work, fiscal and tax laws.

⟳ **Knowledge and use of the resources present in the environment, in terms of business administration**

Knowing the main channels and means present in the economic and corporate environment, which provide tools, techniques and systems for more efficiently and effectively managing activity.

➔ Knowing the main entities and organisations that offer tools and systems to improve management in key areas, such as innovation or internationalisation management.
➔ Knowing the main entities and organisations that provide information on different fields of interest for the organisation (sectoral, financial, commercial and corporate reports, etc.).
➔ Knowing the main grants and support services—both public and private—aimed at improving organisations' competitiveness (training, management tools, grants, etc.).
➔ Knowing the social and corporate infrastructure aimed at improving organisations' management (for instance, conciliatory measures directed at members).
➔ Knowing other mechanisms and resources for improving corporate management (for instance, mentoring programmes, the promotion of good corporate practices, specific content in different media and communication channels, etc.).

⟳ **Digital skills**

Knowledge and efficient use of technological systems, instruments and resources, as well as ICT, used to search, obtain, process and communicate information, to turn it into knowledge and understand its application in terms of organisation's activity.

➔ Knowing the applications of ICT and how to use them for work organisation and as a tool to access strategic resources (electronic search engines, virtual relational networks, etc.).
➔ Knowing the applications of ICT for managing corporate information and knowledge (electronic files, intranet, etc.).
➔ Knowing how to apply ICT in the form of new commercialisation, distribution and manufacturing channels, among other.
➔ Knowing the operation and features of electronic markets, businesses and commerces.
➔ Knowledge of general ICT tools and systems (internet, e-mail, etc.) , as swell as specific communication 2.0 tools.
➔ Knowledge of general office applications (spreadsheet applications, word processors, etc.), specific software for monitoring the situation and evolution of the company's activity (budgetary, investments and ratios analysis, analysis of human resources management, etc.).

⟳ **Competency in information and knowledge management concepts and techniques**

Knowledge of the set of concepts, mechanisms, practices, methodologies and tools aimed at facilitating, sharing and transferring information and knowledge, both internally and externally.

- → Knowing the difference between information and knowledge, as well as their components, both in terms of input or productive factors, and of output or *knowledge merchandise*.
- → Knowing the techniques to create, manage and maintain an optimal relational network.
- → Knowing the key information and knowledge management tools and systems (databases, electronic platforms, etc.).
- → Knowing the channels, systems and resources available to acquire and improve the technical competencies—both basic and cross-disciplinary—that board members and executives must have.
- → Knowing the systems and techniques to recruit and retain people with the best and most suited set of competencies for the organisation.

⮕ **Language skills**

Knowing other languages with the purpose of:

- → Looking for information and knowledge, at a global level, so as to facilitate the comparison and adoption of best practice.
- → Considering new business strategies related to the globalisation of the company's activity.
- → Developing the organisation and making it visible in international environments, increasing and improving business opportunities (sales missions, attending fairs, congresses, etc.).
- → Communicating and mingling with BOD members or executives from international organisations.

⮕ **Co-official language skills**

OBSERVATIONS: See the results of the field work from the study *El perfil profesional de un/a consejero de una organización* (The professional profile of an organisation's board members)[3].

COMPETENCY-RELATED REQUIREMENTS Cross-disciplinary skills

The cross-disciplinary skills required for board members are a set of broad-ranging competencies that interact to provide adequate response to diverse situations, involving different levels of complexity, that take place both among the board of directors and in the company at large. They are divided into three sub-groups: Identification relationship and coping.

IDENTIFICATION SKILLS

⮕ **Self-awareness**

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[3] Zaragoza, M (2013) The professional profile of an organisation's board members. Barcelona: Observatori Dona, Empresa i Economia de la Cambra de Comerç de Barcelona.

The capacity to recognise one's own potential and personal/professional limitations, and to define appropriate measures to correct them. Awareness of the influence that our strong and weak points have with regard to our goals and the people with whom we interact.

- → The capacity to identify to identify one's own **personal factors** and **well-developed and under-developed** skills, and to define one's own competency map.
- → The capacity to identify the **structural and personal factors** that may lead to opportunities or threats insofar as achieving one's goals, and particularly, concerning the requirements involved in being a board member. Defining corrective measures in the face of threats or obstacles.
- → The capacity to identify **the essential skills to acquire and/or improve** to successfully meet the requirements of being a board member.
- → The capacity to shape a realistic and positive **professional image**, valuing and trusting one's abilities, and to become an example to follow within the organisation or the environment.
- → The capacity to asses one's own work within the BOD.

⊃ **Willingness to learn**

Maintaining a positive attitude, focused on personal, professional and/or corporate development, and seeking self-fulfilment and to overcome the challenges that we encounter along the way. Mobilising the resources necessary to gain and/or improve the skills needed to accomplish our goals, in general, as well as those required to be a board member.

- → Being capable of **updating** the skills acquired throughout one's personal, professional and corporate career.
- → Being able to **put the skills acquired into context** and apply them to the exercise of one's tasks as a board member.
- → The ability to **search, identify and manage** the information and knowledge necessary to think for one's self and make decisions, and to do so **autonomously.**
- → Knowing how to identify **skill short-comings** that may affect the development of the BOD's activities, and design a skill improvement plan.
- → Having the curiosity to **look for information** that is quantitatively and qualitatively ideal, to complement the information provided by the management committee, for instance.
- → Knowing and defining one's **learning interests** in relation to the duties to be carried out by the BOD, and designing a skill improvement plan.
- → Being open to **cooperative learning** through shared experience, teamwork and networking.
- → Identifying the learning opportunities **inherent in every experience**—successful or otherwise—, including problematic or conflictive situations.

⊃ **In-context situation**

The capacity to identify, assess and understand the features, requirements, written or unwritten rules, of every situation the organisation and/or environments goes through, with the aim of accomplishing our duties and meeting our responsibilities.

- → Knowing how to identify the main **features and requirements** of corporate environments—the functions, tasks, responsibilities, skills required, etc.—in order to develop strategies that increase the chances of obtaining positive results for the organisation.
- → The ability to identify and understand the **implications of factors** present in the political, economic, socio-cultural, technological, ecological and legal environments, as well as internal factors, in connection with the organisation, and adapt the way we behave and work accordingly.
- → Knowing how to identify the **values, beliefs, behaviours** and non-written rules appertaining to organisational culture.
- → The capacity or **modify and/or adapt our behaviour** to new circumstances caused by changes within or outside the organisation.

⊃ **Strategic visions**

The capacity to project the organisation towards the future, carrying out analysis that take changes in the environments into account so as to identify threats and opportunities, and the implications these entail. Taking advantage of the organisation's resources and strong points to define short, medium and long-term strategies capable of overcoming potential threats and improving weaknesses.

➜ **Knowing what the organisation will look like in the future.** An organisation's *vision* is a reflection of what it hopes to attain in the future. Although much of its shaping is based on intuition, it should always be realistic.

➜ Having a **clear and concrete view** of the organisation's weaknesses, strengths, threats and opportunities, in order to conduct one's self and make decisions in the best possible way, obtaining possible results in the long run.

➜ The capacity to **set and asses goals and design policies** that have a positive impact for the organisation in the long term.

➜ The capacity to **project and visualise the future**, drawing up potential scenarios based on the past. Being able to steer the organisation towards the future using strategies specifically designed to achieve its mission.

➜ The capacity to **anticipate changes and face new situations** with a medium and long-term view.

➜ Knowing how to recognise and seize **new opportunities** which make possible the development and improvement of the organisation's activity, and to integrate them into the current strategic plan.

➜ Understanding the organisation as a **comprehensive system** and being capable of diagnosing the impact and implications that the activity carried out—in all areas of the organisation—, and the conduct of the people who make it up, will have have on the organisation's corporate mission and vision, in the long term.

⮷ **Analytical and critical thinking**

The capacity to identify and understand a non-obvious, complex, situation or problem, and to inter-relate its components and recognise its causes and consequences/implications. Being able to establish inter-relations and causal links between situations and/or problems that aren't apparently connected.

➜ Knowing how to **read, analyse and assess key information** to generate new models, methods and/or concepts and techniques concerning the one's own duties.

➜ Understanding, assimilating and developing information so as to use it to **detect and solve problems,** whether they are evident or not.

➜ Knowing how to **interpret indicators** reflecting the organisation's situation and evolution, and to make decisions based on the knowledge acquired from said information.

➜ Applying **creative, inductive and conceptual reasoning** to find the best solution to a problem, establishing priorities so as to take action and understand the advantages and disadvantages of each decision.

➜ Knowing how to gain, share and manage the **diverse knowledge** that comes from multiple sources of intelligence.

➜ The capacity to **identify strong and weak points**, **threats and opportunities** concerning the organisation so as to prevent situations and new scenarios.

➜ Identifying **contextual factors** that are essential for the organisation's proper functioning.

➜ **The capacity for abstraction** and to distinguish between what is important and priority and what is not**.**

OBSERVATIONS: See the results of the field work from the study *El perfil profesional de un/a consejero de una organización* (The professional profile of an organisation's board members)[4].

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[4] Zaragoza, M (2013) The professional profile of an organisation's board members. Barcelona: Observatori Dona, Empresa i Economia de la Cambra de Comerç de Barcelona.

RELATIONSHIP SKILLS

⮂   **Communication**

Knowing how to communicate a message (information, idea, thought) clearly and precisely, using verbal and non-verbal language, a to listen and understand the messages conveyed by the people around us.

➜ Knowing **how to express and present our ideas** to de BOD and the rest of agents—both internal and external to the organisation—, in a cleat, structured, precise and understandable way.
➜ Knowing how to **actively listen,** both in terms of verbal and non-verbal communication, and understand other members of the BOD, as well as other agents.
➜ **Understanding and using non-verbal communication**, both our own and that of others members of the board.
➜ Knowing how to **ask the appropriate questions** to obtain the information we need concerning the organisation, and in particular, with regard to the activities of the different operational areas.
➜ Knowing how to **transmit a positive and constructive image** of ourselves.
➜ Understanding and **exercising internal communication** through the dialogue we establish with ourselves.

⮂   **Interpersonal relationships**

The capacity to satisfactorily relate to people in one's surroundings, accepting diversity and creating the necessary trust with the people who make up the BOD, with the executive team, and with other people or institutions with whom we interact (stockholders, partners, patrons, stakeholders, etc.) both inside and outside the organisation.

➜ **Valuing and treating** all members of the BOD and the organisation **equally**, with respect and understanding.
➜ Showing **empathy** and being **assertive** concerning the needs of the people in one's work environment.
➜ Having the capacity to identify the **potential and personal limitations of the people around her**, and to understand the influence of personal and skill-related factors on the overall functioning of the BOD and the organisation.
➜ **Recognising and valuing** the achievements of those around us.
➜ **Actively participating** in the BOD's activities, valuing and respecting the opinions of other members and expressing one's own, even when these contrast with others'.
➜ **Bringing up problems in an appropriate manner**, positively valuing the opinions, contributions and alternatives suggested by board members and executive staff.
➜ **Sharing knowledge** with the rest of the BOD and valuing the work and skills of others.
➜ Establishing **relationships which are convenient for the organisation** with different corporate and professional networks, reaching collaborations, as well as a certain degree of influence among different social, economic and political figures and the rest of stakeholders.

⮂   **Teamwork and leadership**

Cooperating in a coordinated manner with all member of the BOD and the executive team, showing initiative and exercising shared leadership.

- ➜ **Sharing the same mission, vision, values and goals**, aligning one's own interests with the rest of the BOD and the organisation.
- ➜ **Pooling one's own skills and knowledge**, always maintaining an attitude open to learning, among peers.
- ➜ **Collaborating and cooperating** when carrying out one's activities and tasks within the BOD. Understanding the work done by others and making suggestions to improve it.
- ➜ Being capable of **finding joint solutions**, accepting the decisions made jointly.
- ➜ Knowing how to **ask for and accept help** from other board members and people within the organisation.
- ➜ **Supporting the rest of the BOD**, concerning the accomplishment of their duties, while offering one's support to improve their skills.
- ➜ Being capable of **co-assessing** BOD and executive members' **work and results.**
- ➜ **Motivating** people within the organisation.

OBSERVATIONS: See the results of the field work from the study *El perfil profesional de un/a consejero de una organización* (The professional profile of an organisation's board members)[5].

COPING SKILLS

⮑ **Responsibility**

Being involved with the activities carried out by the BOD, committing to its goals and accepting the responsibilities that come with the job. Striving to achieve the best results and meet deadlines. Investing the resources necessary to carry out one's work (time, information, relational networks, etc.), bearing in mind the different contexts that come into play. Accepting the consequences one's actions and decisions, as well as those made by the BOD, and responding in a positive and decisive manner to new situations.

- ➜ **Having a sense of belonging to the BOD and the organisation.** Maximum involvement in fulfilling the organisation's mission and vision. Accepting the consequences derived from one's actions, and acting swiftly and pertinently.
- ➜ Being capable of **taking action in accordance with one's values**, aligning them with those of the organisation.
- ➜ Ensuring **compliance with the organisation's values** on the part of all employees.
- ➜ **Calculating the scope of decisions** made while carrying out one's duties on the BOD, accepting the risks and facing the consequences.
- ➜ **Being co-responsible**, accepting and adequately responding to the consequences both of one's own actions and decisions and those of the BOD and the organisation at large.
- ➜ Performing one's activity following **information received** from the management committee and in accordance with environmental demands. Complying with the established protocols and procedures.
- ➜ **Consulting** the people involved with/connected to the subject or field at hand before making decisions.
- ➜ **Fulfilling commitments**, both in terms of deadlines and of quality, always striving for excellence and demonstrable results.
- ➜ **Searching for, analysing and managing the information and knowledge necessary** to optimally fulfil one's duties. Locating and using the most appropriate channels, means and mechanisms to achieve the highest possible quality work.
- ➜ **Assessing the impact** of one's decisions in relation to social interests.

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[5] Zaragoza, M (2013) The professional profile of an organisation's board members. Barcelona: Observatori Dona, Empresa i Economia de la Cambra de Comerç de Barcelona.

➲ **Adaptability**

Critical, constructive and positive attitudes to generate strategies that adequately respond to the changes, new situations and environmental demands.

➜ Being capable of **integrating new opportunities into the Strategic plan**.
➜ Being capable of promptly **changing approaches** that aren't suitable for new scenarios, environments or situations.
➜ **Making work processes and decision-making flexible**. Adapting time and relational requirements concerning the BOD.
➜ Being **open to constant change**, perceiving it as a constant learning opportunity which is necessary to improve the organisation's potential.
➜ **Finding alternatives** when anticipated goals aren't attained or strategies don't produce the expected results.
➜ **Perceiving every situation as unique** and adequately adapting to all factors involved, trying not to directly emulate solutions that have worked in similar situations.

➲ **Organisation and strategic planning**

The capacity to define the stages, processes, activities and deadlines—and obtain the necessary resources—to perform one's functions as a board member. The capacity to asses and following up on plan, methodologies, systems and processes in key areas, contributing to achieve the highest possible performance form the entire team.

➜ Being capable of **assessing and monitoring goals**—short, medium and long-term—within the organisation's strategic framework, guiding the BOD towards achieving its goals.
➜ Being capable of **shaping and implementing the BOD's work plan**, coordinating the different members involved (BOD and executive committee).
➜ The capacity to establish an **individual work plan** aimed at the attainment of a board member's functions and responsibilities. Knowing the steps to follow when carrying out one's tasks and activities, autonomously studying, analysing and assessing information.
➜ Having the **necessary resources** (time, information, relational network, etc.) to carry out the BOD's functions. Resources not provided by the executive committee are to be sought autonomously.
➜ Knowing how to **establish priorities** concerning the order in which one carries out her tasks and activities; reorganising them in the face of changes and unexpected events.
➜ Being capable of assessing the level of coherence, reliability and effectiveness in the **plans of the organisation's key operational areas** and the indicators used.
➜ Being capable of assessing and monitoring key **processes, methodologies and systems** for organisation's activity.

➲ **Negotiation**

The capacity to generate consensus in situations where different needs, interests and positions exists, using clear arguments aimed at reaching satisfactory agreements among the parties involved and achieving the best possible outcome for the organisation.

➜ **Finding common ground** in situations where discrepancies, opposing stances and different needs exist.
➜ Being capable of reaching **satisfactory agreements,** in the face of conflictive situations, with all persons and institutions involves (stockholders, executive team, stakeholders, etc.).
➜ Possessing the capacity to define and strengthen strategies that have a **positive impact** for the entire organisation, beyond individual needs and interests.
➜ The capacity to facilitate agreements that **prioritise collective interests**, renouncing individual interests and favouring long-term relationships among all persons and institutions involved.
➜ Having the **capacity to influence and sway** others towards our stance, using appropriate arguments—quantitatively and qualitatively—in the direction of the organisation's interests and goals.

⟳ Management stressful situations

The capacity to identify, assess and resolve pressing, conflictive and/or problematic situations, seeking strategies that ensure the wellbeing of all persons involved and yield the best and most positive results for the organisation.

- → Being capable of identifying and understanding the **causes or motives that generate a particular conflict, problem or mistake.**
- → The capacity to develop **positive and constructive strategies** in the face of stressful, difficult or conflictive situations within the BOD or work environment.
- → Developing **processes, methods and systems** to prevent and/or minimise conflictive situations within the BOD and/or organisation.
- → **Maintaining control** of one's self and striving to find the resources necessary to adequately respond to conflictive situations where opposed interests exist. This should be true for situations occurring among the BOD (meeting, etc.), as well as for other situations caused by interaction with the environment.
- → **Finding communication channels** with all persons involved as the main joint and shared means to solve stressful situations.
- → Interpreting difficult situations the organisation goes through as **opportunities**, in terms of development and growth, both for one's self and for the organisation.
- → A good level of **self-knowledge** and self-confidence regarding one's own limitations, skills and capacities to successfully handle stressful situations.

⟳ Emotional management

The capacity to identify, analyse, understand and control emotions, mainly the ones experienced negatively, which are caused by conflictive or stressful situations, involving high levels of pressure. Seeking out appropriate strategies to control and overcome said situations, as well as the physical expressions they generate.

- → **Identifying the type of situations or common denominators** that cause negative emotions or emotional conflicts; develop an objective reasoning, identifying, analysing and understanding the motives and intervening factors.
- → Seeking **solutions** to stressful situations, disagreements or conflicts of interests, all of which cause negative emotions.
- → Exercising **emotional intelligence**, tuning into our own emotions and those of others so that we can respond emphatically. Being aware of the emotions that affect our behaviour the most spontaneously and frequently.
- → **Contrasting and sharing** our own assessment of a situation—and our reasoning of the causes for an emotional conflict—with the people involved and other people in our environment. Trying to feed our own rationale with other people's views and stances, considering the solutions they may provide.

⟳ Initiative and autonomy

The capacity to think, act and make decisions freely, anticipating any situation—expected or not—and bearing in mind all factors involved.

- → Being capable of **setting out ideas** freely and independently, without being influenced by pressure or other members of the board, the executive team, or other interests not aligned with common interests.
- → The capacity to **suggest initiatives** that haven't been considered by the rest of the organisation, particularly by management.
- → The capacity to **question and be critical** in the face of practices, behaviours and decisions on the part of the BOD or the rest of the organisation.
- → The ability to **plan and execute a work plan** to carry out the functions of a board member.
- → The capacity to **educate one's self**, independently, with the purpose of improving the development of one's functions.

⊃ **Creativity and innovation**

The capacity to envision innovative ideas—through intellect and creativity—that are valuable to the organisation, the market and the environment.

→ The capacity to **promote creativity and innovation**, horizontally, throughout the organisation, and strengthen all team members' creative and innovative capacity.
→ **Understanding one's team's creative and innovative ideas,** and encouraging them.
→ **Finding original solutions** to solve corporate problems.
→ Generating diverse **strategies and alternatives** to a specific situation, with elements that make them stand apart.
→ Constantly **implementing variations** on procedures and/or different aspects and elements of the organisation.
→ **Having no personal limitations** or prejudice in experiencing and exploring new ideas that help anticipate events and changes in the environment.

OBSERVATIONS: See the results of the field work from the study *El perfil profesional de un/a consejero de una organización* (The professional profile of an organisation's board members)[6].

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[6] Zaragoza, M (2013) The professional profile of an organisation's board members. Barcelona: Observatori Dona, Empresa i Economia de la Cambra de Comerç de Barcelona.

Barcelona: Universitat Oberta de Catalunya (UOC)
➲ Institut Català de les Qualificacions Professionals.

CONDITIONS AND REQUIREMENTS

CONDITIONS RELATED TO THE POSITION

TYPE OR ORGANISATION

➜ Corporation (Co. or P.L.C.), SME.
➜ Corporation (Co. or P.L.C.), Large corporation.
➜ Spanish subsidiary of a foreign company.
➜ Family corporation (local or international)
➜ Cooperative
➜ Foundation

TYPES OF CONTRACTUAL RELATIONSHIPS

➜ The rights and obligations of a board member are regulated by Corporate Law.
➜ The rights and obligations of the members of a cooperative's advisory board are regulated by Cooperative law.
➜ The rights and obligations of the trustees on the board of trustees are regulated by Catalan civil code.
➜ Due to board members' legal responsibilities, and given the implications derived from the current situation, the amount of people deciding to contract insurances is increasing.

DEDICATION

The dedication required by the post may vary considerably, depending mainly on the employee's mission, and therefore, the scope of functions and skills required:

➜ This body is expected to meet once or twice per year for ordinary sessions. Extraordinary meetings may occur throughout the year to discuss urgent matters or unexpected situations.
➜ BOD which meet more regularly, do so 2-3 times per year (every 4 or 6 months). There are BOD that meet once a month or every two months.

→ Some organisations seek different alternatives and channels to keep track of the organisation's situation (e-mail, video-conferences, etc.).
→ The necessary dedication is required—throughout the year—to look for, analyse and manage information and knowledge, as well as to look for and use the different channels, means and mechanisms to carry out one's duties effectively and efficiently.
→ Executives who are also board members are granted time off, daily, from their executive tasks.

TYPE OF PAYMENT

→ **Boards of Directors payment policies are not regulated by law, although there are certain regulations in place concerning limitations and transparency policies for public/listed companies and credit entities.**

→ Some organisations have a payment committee made up by a part of the Board of directors. This body is only mandatory for publicly listed companies.
→ Most Board members do not receive payment for their role as board members when they also hold an executive position in the same organisation.
→ Despite not receiving payment for the job, they may get paid for the support provided in BOD meetings.
→ External board members receive income for services tendered, as well as subsistence allowance related to expenses generated by attending the board's meetings.
→ Boards of trustees and partners of cooperatives cannot receive any kind of monetary compensation for their service, in accordance with the law.
→ Despite the fact that no information has been obtained regarding monetary compensation, just as a reference, in a SME, the average is around 30,000-60,000 euros/year for a board member.
→ Some companies determine payment according to profits.

Information on Academic CVs	Information on Professional/Corporate CVs	Other requirements

ACCESS REQUIREMENTS	→ University studies. → Professional specialisation studies. → Post-graduate studies or masters degrees in required field(s) of expertise, depending on the type of activity or key area for the organisation. → Additional training regarding basic, technical and cross-disciplinary skills required by the profiles previously described.	→ 10-15 years experience in executive positions. → 10-15 years experience in the sector which the organisation requiring a board member develops its activity. → 10-15 years experience in the field of or area deemed strategic by the organisation. → Others	