



VAL HAMMOND
Research Competition

DEVELOPING BOARD EFFECTIVENESS –
THE OPPORTUNITY FOR OD

Dr Rachel Duffy

www.roffeypark.com



Introduction

The search to develop board effectiveness has stimulated a plethora of research seeking to answer the ultimate question: What makes a high performing board? It is hoped that answering this will help to improve governance practice and develop board effectiveness. Based on what we now know, are we now asking the right question? And are we looking in the right place for the answers?

In the following article I would like to share insights from my doctoral research and insights from my experiences of working with NHS Boards. The research was conducted between 2011 – 2015 whilst I was working in a national role as Board Development Associate, supporting board level development across the NHS. Whilst in this role I was the lead associate for a board evaluation intervention (referred to as, 'the intervention' from herein). 'The intervention' was a facilitated development/diagnostic tool that provided a framework for reviewing and improving NHS board effectiveness. Led by the Chair (and Chief Executive) it enabled whole boards to review their current performance against good practice statements, and identify areas of strength and development needs. 'The intervention' process comprised questionnaire, one to one interviews with board members and key stakeholders, focus groups, whole board feedback, and a follow up review with the whole board. It was often used as part of corporate governance practice (UK Corporate Governance Code, 2010) to conduct an annual board evaluation.

Whilst the research was undertaken as part of our quality assurance processes, from a practitioner perspective I wanted to understand how I could develop my own practice and that of our faculty to maximise the opportunity presented. As an OD practitioner my aim was to bring insight and learning of the role and impact of the facilitator when working with boards on a specific assignment, the board evaluation.

The structure of this article is as follows. I briefly introduce you to the context in which this practice-based research rests, taking into consideration what we know about board effectiveness, the contribution of governance practice, and in particular the practice of board evaluation. I then go on to share some of the insights of my research and personal practice before considering the opportunity this presents for developing board effectiveness, and the OD community and profession.

Why does this research matter?

The significance of board effectiveness and its contribution to good governance was acknowledged in the UK combined code on corporate governance in 2003. However the incidence of corporate failings continue to bring unease, astonishment, and a call for accountability. Evidenced in the public and private sectors (NHS, financial sector, and more recently the motor industry) this issue is not sector specific or confined to one industry – but a live and present issue of corporate governance which once again brings into question the effectiveness of boards. The public inquiry of Mid-Staffordshire NHS Foundation Trust (The Francis Review, 2013) between 2005 and 2008 uncovered serious systemic failings in governance at board, organisation and system level. The review concludes that the extent of the failure of the regulatory system clearly indicates that a fundamental culture change in the NHS is needed. Although failings were evidenced at the highest levels of the NHS system it further acknowledged that the regulatory system itself cannot assure the safety and quality of healthcare. This can only be assured at an organisational level - reinforcing that accountability rests with the board.

The lack of oversight, vigilance and action of the Mid-Staffordshire NHS FT board echoes the inadequate board oversight, accountability and vigilance diagnosed as the cause of the global financial crisis (Walker, 2009). Both Frances (2013) and Walker (2009) assert the need for cultural and behavioural change - agreeing that the extent to which we can achieve this lies ultimately in the hands of boards.

Given there is a clear case for culture and behaviour change, both within and outside of the NHS, what options are available to help boards improve their effectiveness?

Developing board effectiveness – what we know so far

There is increasing awareness that excellence in governance requires boardroom effectiveness and consideration of the culture, behaviour and dynamics within boards (Higgs, 2003; Long, 2007; Bruce, 2009; Walker, 2009; Bevington, 2010). This increasing awareness challenges the traditional agency approach (Fama and Jenson, 1983; Dailey, Dalton and Canella, 2003) which views composition and structure as key to effective governance, to support a new paradigm seeing board process as key to making boards more effective (Forbes and Milliken, 1999; Finkelstein and Mooney, 2003; Nicholson and Kiel, 2004; Keil and Nicholson, 2005; Leblanc, 2005).

A number of studies have made reference to viewing the board through social-psychological processes, as a group and as a team (Forbes and Milliken, 1999; Finkelstein and Mooney, 2003; Zona and Zattoni, 2007). There is also much we can learn from what we know makes an effective team or group (Katzenbach and Smith, 1993; Hackman, 1998; Wageman, et al., 2008; Hawkins, 2011). Nadler, Behan and Nadler (2006) however acknowledge the board's uniqueness amongst teams, declaring the concept of the board as a high performing team easier to advocate than implement. They further identify certain characteristics that contribute to the diminished capacity for the board to be productive.

There is strong support for board culture as a significant determinant of board effectiveness (Sonnenfeld, 2002; Nadler, 2004; IOD, 2010; Dailey, 2011). There appear to be consistent characteristics of effective board cultures: openness, trust, respect, engagement, candour, constructive dialogue and challenge. Sonnenfeld (2002), Nadler et al. (2006) and Dailey (2011) have defined different types of cultures and developed board models, frameworks and diagnostics to help understand the inner working and current dynamics of boards. Whilst acknowledging the significance of these models and diagnostics in helping identify the characteristics of effective board culture and their contribution to board effectiveness, the current context would suggest there is still much to do.



The Board context/environment – what's so special?

The board environment is becoming more complex and the demands and responsibilities on boards are increasing. Boards face unique obstacles to their performance as mentioned above (Nadler et al., 2006) and certain characteristics that contribute to the diminished capacity for the board to be productive, such as: partial affiliation, episodic interaction, limited time and information, preponderance of leaders, changing expectations of work, aura of formality, and focus on meetings (Nadler et al., 2006).

In particular, NHS Boards are unitary Boards. A key strength of the unitary board is the opportunity to exchange views between the collective - executives and NEDs, and the ability to draw on and pool resources. It is widely acknowledged that, in practice, the relationship between the NEDs and execs is susceptible to misunderstandings and misinterpretation culminating in a lack of trust (Bevington and Stanton, 2005; Nadler et al., 2006). The most effective boards “invest time and energy in the development of mature relationships and ways of working, carving out time for the whole board to learn together” (The Healthy NHS Board, 2010, 2013: 29). This reflects my own experience and that of Sonnenfeld (2002) who sees boards as social systems. Behaviour change requires involving all board members, who are part of the social system (Sonnenfeld, 2002), in creating an optimal environment where all board members can thrive (Bevington, 2010).

Governance practice and its contribution to developing board effectiveness

More often than not, improvements in governance practice have been sought by tightening existing guidance in response to corporate failings. Whilst I salute the good intention, my experience, and the reality suggests that this approach may not be sufficient. Although there is a wealth of governance guidance, the reality supports the argument of Long (2006) and Bruce (2009), that governance codes and ever tightening guidelines do not produce good boards, nor will they create behaviour change.

Recommendations in The Higgs Report (2003) acknowledged for the first time the importance of board effectiveness in developing good corporate governance, specifically the need to consider the contribution of culture, behaviour and board dynamics to the conduct of the board. It also identified the need for boards to focus on their own performance as well as that of the organisation, requiring a formal and rigorous annual evaluation of its performance, committees and individual directors (Financial Reporting Council, 2003).

The importance of board effectiveness was reiterated in The Walker Review (2009), re-emphasising that human behaviour is at the heart of good governance, and this, and the recommendations of The Higgs Report (2010) led to tightening of the UK Corporate Governance Code (2010) to further strengthen the practice of board evaluation. This included reviewing the performance of the whole board and recommending that the board evaluation is conducted by an external facilitator every three years. Could strengthening the practice of board evaluation and reviewing the performance of the whole board provide the time and opportunity for boards to learn together, reflecting the practice of the most effective boards (The Healthy NHS Board, 2010, 2013)? And could external facilitation of the board evaluation provide new opportunities to effect the culture and behaviour change that is needed and consequently improve board effectiveness?

The practice of board evaluation – are we making the most of the opportunity

Board evaluation is now acknowledged as a key intervention in improving board effectiveness (Sonnenfeld, 2002; Schweiger, 2004; Long, 2006; Bruce, 2009; Walker, 2009; IOD, 2010).

There is strong support for the benefits of a regular, well-designed evaluation and its ability to achieve better performance and effectiveness (Sonnenfeld, 2002; Schweiger, 2004; Long, 2006; Bruce, 2009; Keil and Nicholson, 2005; Walker, 2009; IOD, 2010). It is a powerful and valuable feedback mechanism, maximising strengths and highlighting areas for further development. Not just seen as a catalyst to address and facilitate change and continuous improvement at board level there is a belief that board evaluations are essential to improving a company's performance and "may play a major role in averting governance failure" (Keil and Nicholson, 2005: 614).

A good evaluation provides a disciplined forum (Schweiger, 2004) and "can serve to highlight potential issues, promoting discussion and resolution before concerns become major crises" (Keil and Nicholson, 2005: 614). Furthermore, a regular review demonstrates an ability and willingness to encourage discussion (Long, 2006), and makes very difficult conversations much more rational and effective (Schweiger, 2004).

The rigour of board evaluation practice has been brought into question (Walker, 2009). When first added to the UK Combined Code in 2003 there was enormous scepticism (Bruce, 2009), and many boards were not taking board evaluations seriously enough, seeing them as another "tick-box exercise" (Garratt, 2006: 4). Rigour was once again questioned by Walker (2009) when conducting his review of financial sector boards which concluded that not all boards had given board evaluations the attention and seriousness that they deserved. Again, in 2010 the Institute of Directors (IOD) found board evaluation to be still in its infancy with considerable resistance to formally instituting the process.

However, the approach to board evaluation is evolving, and the earlier template and checklist approach is increasingly seen as inappropriate and insufficient in taking into consideration board culture and board challenges (Long, 2006). My experience and practice also reflect this evolution. There is substantial support for using an external facilitator to facilitate the evaluation process (Schweiger, 2004; Long, 2006; Walker, 2009; IOD, 2010), and an increasing awareness of the significance and importance of the role, capabilities and skills of the facilitator (Schweiger, 2004; Walker, 2009; Long, 2006). A key advantage of the board evaluation is the potential to engage directly with the inner dynamics of the boardroom (IOD, 2010) and the ability to do so is becoming even more important (Long, 2006).

A new approach for new insight - Gaining access to boards

The majority of research in the quest to improve board effectiveness has been informed by using quantitative methods but understanding board process requires moving away from these traditional approaches to a more “complex but realistic” (Finkelstein and Mooney, 2003: 101) perspective. A significant challenge encountered by researchers is gaining access to Boards (Leblanc, 2005) to open the “black box” (Zona and Zattoni, 2007: 55).

Approaching this study through my role as Board Development Associate and using ‘the intervention’ as a vehicle for the research helped overcome this challenge. Doing so enabled me to approach the work through established governance practice (the board evaluation). My aim was to conduct an evaluation of ‘the intervention’, positioning the research as part of existing quality assurance processes seeking improvement ‘to the intervention’ rather than on the performance of individual board members. I was able to interview a purposive sample of board members and facilitators that had undergone, and facilitated the process. It therefore focused on ‘real issues’ – helping us to better help them develop their board effectiveness.

Existing evaluations acknowledged that “effective facilitation is crucial” to the success of ‘the intervention’ process (PricewaterhouseCoopers, 2010: 1). Earlier focus of improvements however had tended to address structural aspects of content, process and methodology. Undertaking this research enabled me to build on existing knowledge and practice, engaging in explorative research at a deeper level to raise the understanding of facilitation, in particular the role, influence and impact of the facilitator.

The aim of the research was to explore the practice of board evaluation. In particular it focused on external facilitation of the board evaluation and the opportunity it presents to develop board effectiveness. In doing so I intended to progress understanding of developing board effectiveness, identifying implications for facilitator and board evaluation practice.



The impact of the intervention

Creating opportunity to facilitate learning and change

Facilitators and Board members expressed great enthusiasm and benefit in using the questionnaire component as a framework. Although fundamental to the successful delivery of the intervention the responses from facilitators and Board members suggested that a process, methodology and framework can only go so far in maximising the potential of the board evaluation to improve board effectiveness. They perceived that the key to the effective delivery and impact was “how” the intervention was delivered thereby giving support to the role, influence and impact of the facilitator.

Within this context, the influence and impact of external facilitation of the board evaluation presented an opportunity to facilitate learning and change giving support to the role, influence and impact of facilitation and reflecting the acknowledged benefit of using a third party to implement the board evaluation process.

Changing behaviour and practice - Doing things differently and doing different things

Undertaking the board evaluation led to visible and tangible improvements in behaviour and performance for the chair, the board, and at an individual level for board members. This included an improved chairing style, positive changes in dynamics and relationships, and positive changes in behaviour and practice. Board members also expressed the benefit of more effective meetings, better use of time to discuss strategy, improved effectiveness and materiality of questions, and the board operating in a more succinct and productive way.

Changing the conversation - Enabling openness, candour and constructive dialogue in the boardroom

More often than not board members have concerns or issues relating to the boards performance. These issues can appear to go on known, yet unaddressed. There are also occasions when the Chair may not be aware of issues and surprises arise when they undertake board development work.

Sonnenfeld (2002), Dailey (2011) and Francis (2013) identify the need for openness, candour and constructive dialogue within the boardroom – enabling concerns to be raised and allowing true information to be shared. A key benefit of facilitation within this context was to enable board members to have the discussions they needed to have. Board members and facilitators expressed the power of having different discussions in moving the board forward and enabling change. They also recognised the benefit of enabling board members to come together and have honest, candid (and difficult) conversations.

Changing thinking- gaining a greater understanding and value of others

Board members expressed that having the debate enabled them to expose the thinking and motivation behind their view points. From this a greater level of understanding and value of others was achieved and a greater appreciation of the contribution that each individual can make.



Influencing factors on the positive impact of the board evaluation

Reflecting on my own practice and experience, and listening to and learning from the experiences of board members and facilitators I introduce 12 influencing factors of facilitation of the board evaluation.

Influencing Factor	What it means
Creating a break from the day to day	<ul style="list-style-type: none"> • Providing the 'space' and opportunity to stop thinking about the usual business of the board and focus on how the board works and board members work together • Creating novelty and breaking down/suspending the usual social norms and operational practices of the board • Providing an opportunity to be 'tested' with a focus on performance and improvement rather than compliance • Legitimising through a formal process
Technical input and expertise	<ul style="list-style-type: none"> • Technical content via a framework or the facilitator providing a framework for thinking enabling the board to benchmark itself against 'what good looks like' and in doing so consider 'where they need to be' • Technical expertise and contextual awareness and understanding; board effectiveness, board context, NHS context • Demonstrating an understanding and experience of working with boards and board governance and effectiveness • Facilitation expertise; having the skills to provide appropriate knowledge and expertise at appropriate times to both steer and challenge the board, and an ability to deal with emergent themes in the moment • Not just about being a facilitator; beyond knowledge to the act of contribution and participation
Pitched at the right level	<ul style="list-style-type: none"> • Enacting the philosophy of Andragogy (Knowles, Holton and Swanson, 2005), approached from adult learning principles • Delivered in an 'adult to adult' style, demonstrating respect for the board, its members and their capabilities and achievements • Focusing on the board and its challenges and demonstrating an understanding of the board's context, challenges and the individuals within it • Asking the right sort of questions • Interacting well and connecting with the board as a group
The focus and relevance of the feedback/integrity	<ul style="list-style-type: none"> • Maintaining the integrity of the process • Drawing feedback and thoughts together and providing the opportunity to talk about them • Honesty of the feedback, focus and content • The influence of the Chair and CE on the choice of feedback • Who, how and what feedback themes are identified
Providing a safe environment	<ul style="list-style-type: none"> • Creating a safe environment for 'all' Board members • Using anonymity to enable issues to be identified and therefore be addressed • Building trust and providing support to individuals and demonstrating an ability to facilitate the difficult issues • Saying what needs to be said in an honest and non-accusatory way, giving the hard messages and demonstrating that the board has the capacity to work through the difficult conversations • Preparing the feedback with the Chair and helping them acknowledge the real issues
Enabling everyone to have a voice	<ul style="list-style-type: none"> • Equality – setting a level playing field • Encouraging contribution from all board members • Providing opportunity to say what they want, and to offer a view of what works and what does not • Having no differentiation between individuals, roles, and groups

Challenge and questioning	<ul style="list-style-type: none"> • Bringing in challenge to the board environment and challenging board members • Asking rather than telling • Being candid about what the feedback was saying • Encouraging board members to offer an opinion on the difficult issues • Challenging the Board to develop actions
Summarising, theming, content, contribution	<ul style="list-style-type: none"> • Summarising, playing back and theming what was said • Providing clarity and structure around the issues • Providing content and technical expertise when required • Contributing to discussions • Managing the balance between managing the process, active participation and leaving the ownership with the board
Exposing where people are coming from	<ul style="list-style-type: none"> • 'Putting the cards on the table', being honest, saying what they think and feel – enabling clarity, sense-making and greater understanding • Hearing things that challenge perceptions and thinking • Bringing the opportunity of new thinking, new assumptions and new mental models • Exposing individual's motivations and what's important to them
New discussions and new language	<ul style="list-style-type: none"> • Having different discussions and changing the nature of discussions • Having the opportunity to test out what was heard and said and then being able to discuss and make sense of it • Having open conversations, enabling honesty, and candidness – and enabling the un-discussable to be discussed • Creating new language to discuss behaviours, attitudes, and responsibilities • Board members become aware of own use of language, what they said and how they said it • Use of language by the facilitator, and content of the feedback
Creating shared understanding	<ul style="list-style-type: none"> • Creating a shared view through understanding that develops through the process • Does not mean they all agree - but they understand • Having an appreciation of others perspectives, the greater world view and shared understanding amongst the collective group
Identifying and agreeing actions	<ul style="list-style-type: none"> • Translating insight into action • Identifying and agreeing practical next steps of 'what' and 'how' to meet 'their' challenges

Table 1 : influencing factors on the board evaluation (Duffy, 2016)

Reflections

Creating the conditions for learning and change

Zimmerman and Evans (1993) (as cited in Hogan, 2002) argue that facilitation is perhaps the most misunderstood and abused term in management. There are a range of definitions of facilitation and the role of the facilitator. At its most fundamental level, for me, facilitation is a process with the intent of enabling learning and/or change. And the role of the facilitator is:

“...helping participants to learn in an experiential group.” Heron (1989: 11)

Enabling the board to learn together

As highlighted earlier behaviour change requires involving all board members who are part of a social system (Sonnenfeld, 2002), creating an optimal environment where all board members can thrive (Bevington, 2010). This practice-based research provides support that facilitation of the board evaluation - involving the whole board – may provide the much needed opportunity for boards to *learn* together, reflecting the best practice of effective boards (The Healthy NHS Board, 2010).

Therefore:

“How people learn and how to bring about this process become the focus of concern.” (Heron, 2008: 2)

I therefore suggest that the facilitator within this context created the conditions for learning which are highlighted in the diagram below.

Diagram 1 : The conditions for learning when facilitating a board evaluation (Duffy, 2016)



So what does this mean for the OD practitioner and for OD?

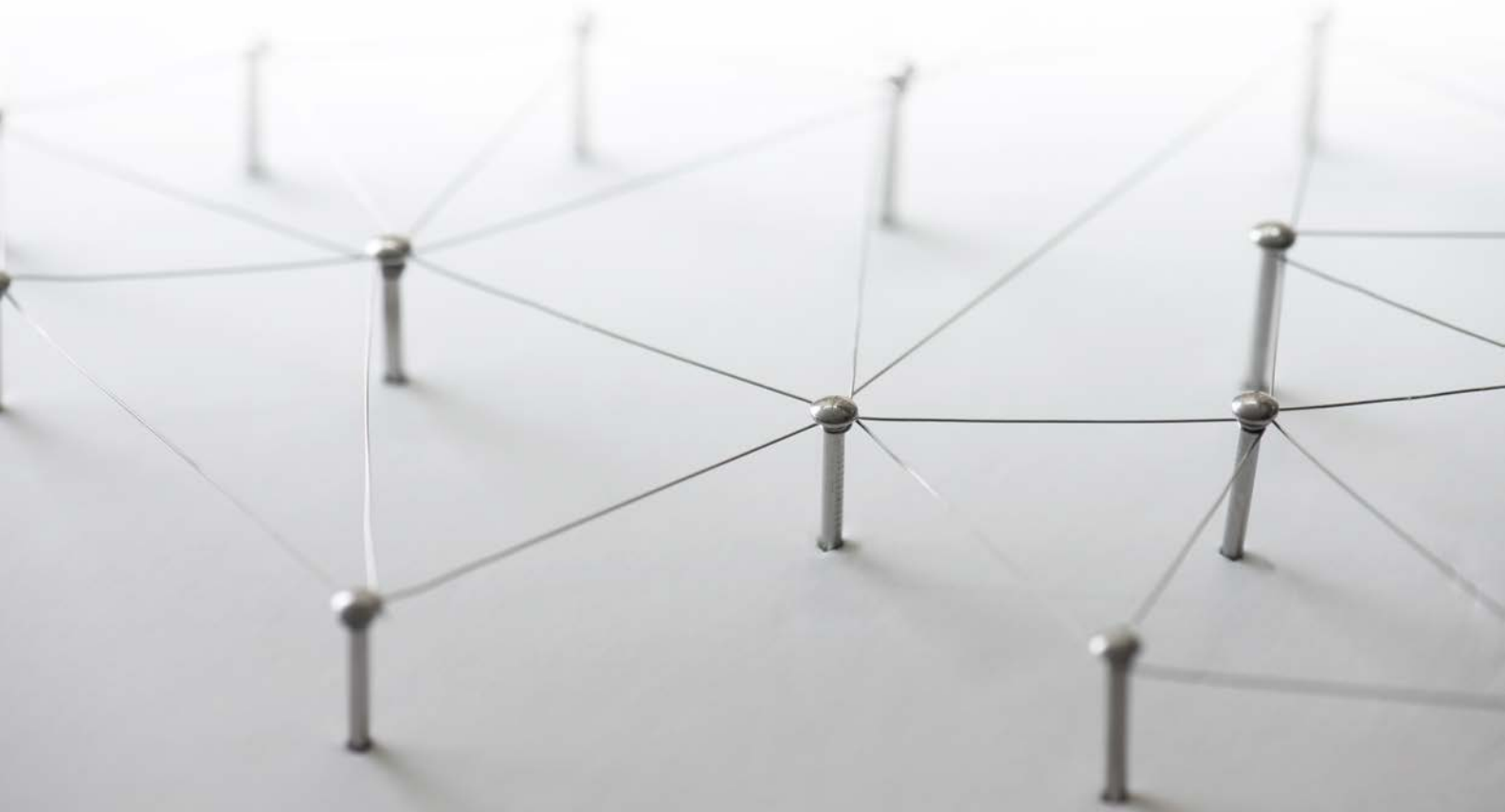
The research demonstrated that, within this context, the board evaluation can provide an opportunity for board learning and change, and in doing so developing board effectiveness. This insight contributes to our understanding of 'how' facilitation of the board evaluation can help to enable change and provides some insight of 'how' the board learns, suggesting conditions for learning within this context.

A key benefit of the board evaluation was the opportunity it presents to engage and gain insight into the inner dynamics and workings of boards, and board culture, dynamics and behaviours. I feel this provides a great opportunity for OD. The OD practitioner can bring a real and much needed contribution to good board governance: by bringing in the OD mind-set, thinking, and expertise that's needed to work with the increasing complexities and inner dynamics of boards by helping to create the conditions for learning and developing board effectiveness.

The purpose of this article is to bring this issue to the table – to start the conversation. While I have shared insights of the role, influence and impact of the facilitator, I have not considered within this article the highly significant and important aspects of facilitation in relation to credibility, authority, impact, and power. My wider research findings do shed light on this.

I appreciate there are limitations to what facilitation can achieve for example: leadership commitment – the influence of the Chair (and CE), the board's receptiveness and readiness to learn, ownership, changing context and sustaining the changes. Furthermore the research and practice of developing good governance spans many disciplines and professions. There are many avenues that it would be helpful to explore and which I feel are essential to provide a fuller and comprehensive picture of the existing landscape. OD is one piece of the jigsaw, an important piece. As an OD Practitioner I wonder how we can bring together all of the extensive expertise that is prevalent within this area of specialism to best effect, to improve governance practice, to develop board effectiveness, and to help make great boards!

At the beginning of this article I asked whether we were asking the right question in our quest to develop board effectiveness, and if we were looking in the right place for the answers. I feel we have a new question: 'How do boards learn?' And the place that could provide some of the new answers is OD.



Bibliography

- Bevington, J., Stanton, P., (2005), 'Trust in the Boardroom', In View, Issue 5, p. 16-19
- Bevington, J., (2010), 'Healthy Boards, Healthy London'
- Bevington, J., (2010), 'Board Development Guide. Knowing What You Know And Don't Know', NHS North West Leadership Academy
- Bruce, R., (2009), 'There's No Escaping The New Regulatory World', Financial Director
- Daily, C., M., Dalton, D., R., and Cannella, A., A., (2003), 'Corporate Governance: Decades of Dialogue and Data', Academy of Management Review, 28(3), p. 371-382.
- Dailey, P., R., (2011), 'Understanding the Culture of Your Board', National Association of Corporate Directors, Directorship, p. 58-59
- Fama, E., F., and Jenson, M., C., (1983), 'Separation of ownership and control', Journal of Law and Economics, Vol.XXVI
- Financial Reporting Council, (2003), 'FRC Guidance on Audit Committees' (The Smith Report)
- Financial Reporting Council, (2003), 'Independent Review of Non-Executive Directors' (The Higgs Report)
- Financial Reporting Council, (2003), 'The UK Combined Code'
- Financial Reporting Council, (2010), 'Review of the Role and Effectiveness of Non-Executive Directors' (The Higgs Report)
- Financial Reporting Council, (2010), 'Revisions to the UK Corporate Governance Code' (formerly the combined code)
- Finkelstein, S., and Mooney, A., C., (2003), 'Not The usual Suspects: How To Use Board Process To Make Boards Better', Academy of Management Executive, Vol,17, No.2, p. 101-112
- Forbes, D., P., Milliken, F., J., (1999), 'Cognition and Corporate Governance: Understanding Boards of Directors as Strategic Decision-Making Groups', Academy of Management Review, Vol.24, No.3, p. 489-505
- Francis, R., (2013), 'Report of Mid Staffordshire Trust Public Inquiry' (known as The Francis Review) <https://www.midstaffs.nhs.uk/About-Us/Publications-and-Reports/docs/Reports-About-Our-Trust/Public-Inquiry-Volume-1.aspx>
- Garratt, B., (2006), 'Thin on Top', Nicholas Brealey Publishing
- Hackman, J., R., (1998), 'Why Teams Don't Work', Leader to Leader
- Hawkins, P., (2011), 'Leadership Team Coaching', Kogan Page Ltd
- Heron, J. (1989), 'The Facilitators Handbook', Kogan Page US
- Heron, J. (2008), 'The Complete Facilitators Handbook', Kogan Page US
- HM Treasury, (2009), 'A review of corporate governance in UK banks and other financial industry entities, Final recommendations' (The Walker Review)
- Hogan, C., (2002), 'Understanding Facilitation Theory and Principles', Kogan Page Ltd
- Institute of Directors (2010), 'The Challenge of Board Evaluation
- Katzenbach, J., R., and Smith, D., K., (1993), 'The Wisdom of Teams', McGraw-Hill Publishing
- Kiel, C., K., Nicholson, G., J., and Gavin, J., (2005), 'Evaluating Boards and Directors', Corporate Governance: An International Review, Vol.13, No. 5, p. 613-631
- Klettner, A., Clarke, T., (2011), 'Board Performance Evaluation Post-Financial Crisis. Keeping Good Companies', Chartered Secretaries Australia Ltd, p. 200-206

- Leblanc, R., (2005), 'Assessing Board Leadership', *Corporate Governance*. Vol.13, No. 5, p. 654-666
- Leblanc, R., and Schwartz, S., S., (2007), 'The Black Box of Board Process: gaining access to a difficult subject', *Corporate Governance. An International Review*, Vol.15, No.5, p. 843-851
- Long, T., (2006), 'This Year's Model: influences on board and director evaluation', *Corporate Governance*, Vol. 14, No. 6
- Long, T., (2007), 'The evolution of FTSE 250 boards of directors: key factors influencing board performance and effectiveness', *Journal of General Management*, Vol. 32, No. 3, p. 45-60
- Nadler, D., A., (2004), 'Building Better Boards' *Harvard Business Review*, 1–10
- Nadler, D A., Behan, B A., Nadler M B., (2006), 'Building Better Boards', Jossey-Bass
- National Leadership Academy, (2013), 'The Healthy NHS Board 2013, Principles for Good Governance'
- National Leadership Council, (2010), 'The Healthy NHS Board, Principles for Good Governance'
- Nicholson, G., J.G Kiel, G., C., (2004), 'A Framework for Diagnosing Board Effectiveness', *Corporate Governance*, Vol.12, No.4, p. 442-460
- Nicholson, G. J., G. C.Kiel and K. Hendry, (2009), 'Bounding the Role of the Director' in Moore N. (ed.) 'Board Members and Management Consultants: Redefining the Boundaries of Consulting and Corporate Governance', Information Age Publishing, pp. 87–105
- Price Waterhouse Coopers on behalf of the NHS Institute for Innovation and Improvement, (2010), 'Evaluation of the NHS Board Development Tool - final report'
- Schweiger , A., W., (2004), 'Director Evaluation, Mirror, mirror ... When the board looks at itself', *Directors and Boards*, p. 26-28
- Sonnenfeld. J., A., (2002), 'What Makes Great Boards Great', *Harvard Business Review*
- Wageman, R., Nunes, D., Burruss, J., and Hackman, J.R., (2008), 'Senior Leadership Teams: What it takes to make them great', Boston, Harvard Business School, Publishing Corporation
- Zona., F., Zattoni, A., (2007), 'Beyond the Black Box of Demography: board processes and task effectiveness within Italian firms', *Corporate Governance*, Vol.15, No.5, p. 852-864

