

Competency Profile

CULTURAL MANAGERS

A Competency Analysis

www.culturalhrc.ca

Recommended Skills for

CULTURAL MANAGERS

COMPETENCY PROFILE

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Canada

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INTRODUCTION

This document presents the outcomes of an occupational analysis (1) on cultural management. It identifies the combined competencies that make up the work of cultural managers in various arts disciplines.

This exercise has been initiated and coordinated by the Cultural Human Resources Council (CHRC) thanks to the financial support of the Government of Canada's Sector Council Program.

The Cultural Human Resources Council (www.culturalhrc.ca) is a national organization dedicated to strengthening Canada's cultural workforce and improving the HR environment within the cultural sector. It strives to be at the centre of vision and forward thinking in the area of cultural human resources development. CHRC members include self-employed artists, cultural workers and arts organizations from the many disciplines which comprise the sector.

This **Competency Profile** is to be used in conjunction with the **Chart of Competencies on cultural management**.

The **Competency Chart** and **Profile** can be used by individuals to evaluate their own skills and to determine areas where they should pursue additional training. On a corporate level, this material can be applied in defining job profiles, developing competency-based professional development programs, negotiating and customizing training programs, developing career planning programs, recruitment profiles and individual position descriptions. On a broader scale, the **Chart** and **Profile** can be used to increase understanding of the unique responsibilities that managers have in the cultural sector.

To order CHRC publications, including *The Art of Managing Your Career*, visit <http://www.culturalhrc.ca>, or write to: info@culturalhrc.ca

BACKGROUND

Issues facing **cultural managers** were first addressed in a formal way by national arts service organizations, including CHRC, at a Roundtable in 2002.

The discussion was summarized in an insightful report entitled 'Creative Management in the Arts and Heritage: Sustaining and Renewing Professional Management for the 21st Century' (July 2002). In May 2003, a follow-up paper with recommendations, entitled 'Proposed Action Plan for Creating Winning Conditions', was released. CHRC has assumed a leadership role in implementing several of its recommendations.

The present **Competency Chart and Profile for Cultural Managers** are among these initiatives. The Chart and Profile have been developed and validated by experienced **cultural managers** from across the country who have generously donated their time and energies to identify and clarify the skills their profession requires.

(1) The expressions 'occupational analysis' and 'competency profile' are used interchangeably in this document

ABOUT THE CULTURAL MANAGERS PROFILE

Cultural managers manage staff in an arts, culture or heritage organization, institution or enterprise, whether employed or on contract. They may be the most senior management or administrative staff person of an organization (the Chief Executive Officer, Executive Director, General Manager, etc.), or the person responsible for a particular portfolio of work defined by a department, program or project.

The **Cultural Managers Chart of Competencies** and **Profile** are based on a conceptual framework designed by John Kotter (1), professor of Organizational Behavior at the Harvard Business School.

According to Kotter, any individual in a position of formal authority must combine two essential roles:

- The role of **leader**, i.e., the ability to direct and mobilize people and / or their ideas
- The role of **manager**, i.e., the ability to ensure that the right things are done right at the right time in a consistent and orderly fashion.

The **Profile and Chart of Competencies for Cultural Managers** demonstrates the importance and interrelation of these two roles. It identifies – in conjunction with four (4) key responsibilities – also derived from Kotter’s framework – the general areas of competence and skills that are associated with each of these roles.

(1) John P. Kotter. *A Force For Change. How Leadership Differs From Management*, The Free Press, 1990, 180 pages.

CONCEPTUAL FRAMEWORK

2 major roles :

- **Leader**
- **Manager**

4 key responsibilities :

- I. Create ‘The Big Plan’
- II. Develop A Human And Organizational Network For Achieving ‘The Big Plan’
- III. Carry Out ‘The Big Plan’
- IV. Generate Expected Outcomes

8 general areas of competence :

- A. ESTABLISH DIRECTION
- B. DEVELOP A STRATEGIC PLAN AND ESTABLISH A BUDGET
- C. BUILD RELATIONSHIPS
- D. ORGANIZE OPERATIONS AND STAFF
- E. MOTIVATE AND INSPIRE
- F. IDENTIFY, SOLVE PROBLEMS AND PERFORM ADMINISTRATIVE DUTIES
- G. GUIDE EVOLUTION AND GENERATE SIGNIFICANT CHANGES
- H. ENSURE A DEGREE OF PREDICTABILITY AND ORDER

... and to accomplish all of the above, a series of General Competencies, i.e., :

- I. MANAGEMENT SKILLS
- J. COMMUNICATION SKILLS
- K. PERSONAL SKILLS / TRAITS

METHODOLOGY

The Cultural Human Resources Council has chosen the DACUM (Developing A CURriculum) model to conduct this analysis. One of the key features of DACUM is to rely on a group of expert practitioners to review all the competencies required to function effectively in a given occupation.

The combined **Cultural Managers Chart of Competencies** and **Profile** present four levels of analysis:

1. A series of **General Areas of Competence**, more commonly called **GACs**. A GAC describes a major function or responsibility of a particular profession, trade or position. There are two types of GACs : **General Areas of Professional Competence** (GACs A to H inclusively) and **General Areas of General Competence** (GACs I, J and K).
2. Each GAC is further defined into **skills** (competencies). The skills, as well as the GACs, are identified in behavioral terms and thus begin with an action verb depicting the applied behavior.
3. Each skill is further analyzed into **subskills**. A subskill is an intermediate step between the whole skill and the detailed actions associated with practicing the skill.
4. A (non-exhaustive) series of **important actions** and **key general competencies** has been identified; these may be used as performance indicators, providing the criteria by which competence can be assessed.

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SUMMARY – CHART OF COMPETENCIES

A CULTURAL MANAGER MUST BE ABLE TO:

(PROFESSIONAL COMPETENCIES)**I. CREATE 'THE BIG PLAN'****As LEADER, she / he must be able to :****A. ESTABLISH DIRECTION**

1. Analyze strengths, weaknesses, opportunities and threats
2. Develop and review organization's mission
3. Develop and review artistic and organizational vision
4. Provide guidance on the development and review of governance structure and policies
5. Establish ethical standards
6. Secure Board approval and commitment

As MANAGER, she / he must be able to :**B. DEVELOP A STRATEGIC PLAN AND ESTABLISH BUDGET**

1. Set objectives
2. Identify program / project opportunities in accordance with artistic and organizational vision
3. Prioritize program / project opportunities
4. Establish content and production schedules
5. Prepare human resources plan
6. Establish and maintain succession plan
7. Develop marketing and public relations plan
8. Set financial objectives
9. Establish operating budget
10. Prepare a capital and facility needs plan
11. Establish a capital budget
12. Identify funding sources
13. Plan fund development
14. Write funding applications

II. DEVELOP A HUMAN AND ORGANIZATIONAL NETWORK FOR ACHIEVING 'THE BIG PLAN'**As LEADER, she / he must be able to:****C. BUILD RELATIONSHIPS**

1. Develop and maintain relations with the Board
2. Encourage and facilitate artistic development
3. Provide orientation to new staff
4. Promote positive relations with community
5. Develop and maintain relationships with internal and external stakeholders
6. Develop and maintain partnerships
7. Develop and maintain relationships with donors
8. Develop and maintain peer networks
9. Lead advocacy efforts
10. Solicit support from the private sector
11. Solicit government support
12. Build volunteerism for the organization

As MANAGER, she / he must be able to :**D. ORGANIZE OPERATIONS AND STAFF**

1. Design and implement an organizational structure
2. Prepare policies and procedures
3. Establish financial systems
4. Allocate funds
5. Develop job descriptions
6. Organize work
7. Recruit staff
8. Assign work
9. Find and secure required equipment and information systems
10. Find and secure facilities
11. Negotiate with unions / associations
12. Contract production and artistic services
13. Contract for goods, services and / or supplies
14. Establish and maintain a performance evaluation process

III. CARRY OUT 'THE BIG PLAN'**As LEADER, she / he must be able to:****E. MOTIVATE AND INSPIRE**

1. Support and encourage creativity and innovation
2. Build and maintain teamwork
3. Mentor staff
4. Encourage professional development
5. Recognize and reward individual and team contributions
6. Provide assistance and guidance to the Board, to peers, staff members, artists and collaborators
7. Reinforce expectations and targets for stakeholders
8. Develop a sense of ownership within the community and amongst stakeholders
9. Manage human dimension of change

As MANAGER, she /he must be able to :**F. IDENTIFY, SOLVE PROBLEMS AND PERFORM ADMINISTRATIVE DUTIES**

1. Supervise human resources
2. Monitor safety, health and well-being of personnel
3. Administer and maintain employee records and compensation
4. Administer contracts and collective agreements
5. Ensure conformance to laws, regulations, policies, ethical standards and procedures
6. Conduct meetings
7. Manage budget
8. Manage facilities
9. Anticipate and manage crises

SUMMARY – CHART OF COMPETENCIES**A CULTURAL MANAGER MUST BE ABLE TO: (cont'd)****IV. GENERATE EXPECTED OUTCOMES**

As LEADER, she / he must be able to :

G. GUIDE EVOLUTION AND GENERATE SIGNIFICANT CHANGES, WHEN NECESSARY

1. Develop and implement new approaches / processes
2. Develop and implement new program(s) / service(s) / project(s)

As MANAGER, she / he must be able to :

H. ENSURE A DEGREE OF PREDICTABILITY AND ORDER

1. Meet deadlines
2. Comply with budget
3. Evaluate artistic and cultural quality
4. Evaluate marketing results
5. Evaluate production process(es)
6. Evaluate fund-development results
7. Evaluate financial results
8. Evaluate team and individual employee performance
9. Evaluate stakeholder satisfaction
10. Optimize Board performance

(GENERAL COMPETENCIES)**I. DEMONSTRATE MANAGEMENT SKILLS**

1. Think strategically
2. Plan
3. Organize
4. Make decisions
5. Exercise leadership
6. Solve problems
7. Demonstrate coaching skills
8. Manage conflict
9. Take risks
10. Delegate
11. Demonstrate sensitivity to cultural diversity

J. DEMONSTRATE COMMUNICATION SKILLS

1. Write clearly and concisely
2. Demonstrate verbal skills
3. Listen
4. Conduct interviews
5. Make presentations
6. Persuade
7. Negotiate
8. Display tact and diplomacy

K. DEMONSTRATE PERSONAL SKILLS / TRAITS

1. Demonstrate a 'feu sacré' for the arts
2. Demonstrate integrity and ethical behavior
3. Demonstrate analytical skills
4. Exercise judgment
5. Demonstrate interpersonal skills
6. Collaborate
7. Adapt to change
8. Develop trust
9. Conceptualize
10. Demonstrate research skills
11. Manage stress
12. Manage time
13. Give and receive constructive criticism
14. Multi-task
15. Manage one's professional development
16. Demonstrate creativity
17. Demonstrate thoroughness and attention to detail
18. Demonstrate, utilize and share one's knowledge of the cultural sector

COMPETENCY PROFILE | A cultural manager must be able to ...

I. CREATE 'THE BIG PLAN'

As **LEADER**, she/he must be able to: **A. ESTABLISH DIRECTION**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES Most critical interpersonal and / or personal skills associated with the competency as a whole:
1. Analyze strengths, weaknesses, opportunities and threats (SWOT)	1.1 Decide <u>whom</u> to involve	<ul style="list-style-type: none"> • Identify key participants • Consider bringing in sympathetic outsiders who are familiar with the organization's domain / niche and with its market • Consider using a consultant 	<ul style="list-style-type: none"> * Demonstrate analytical skills (K3) * Listen (J3) * Exercise judgment (K4)
	1.2 Brainstorm the issues	<ul style="list-style-type: none"> • Analyze organization's history and achievements • Review external environment to identify threats and opportunities • Review human and financial potential of organization to identify strengths and weaknesses • Encourage participants to make suggestions without trying to judge how important the issue is • Update conclusions from any previous SWOT analysis 	
	1.3 Evaluate the significance of the identified issues	<ul style="list-style-type: none"> • Assess whether strengths (or weaknesses) represent a sustainable competitive advantage (or disadvantage) 	
2. Develop and review organization's mission	2.1 Specify / review purpose		<ul style="list-style-type: none"> * Conceptualize (K9) * Demonstrate a 'feu sacré' for the arts (K1) * Write clearly and concisely (J1)
	2.2 Specify / review core business or main activity		
	2.3 Specify / review values (principles / beliefs		
3. Develop and review artistic and organizational vision	3.1 Develop statement of vision	<ul style="list-style-type: none"> • Write a draft version based on the organization's mission, i.e., its purpose, core activity and core values 	<ul style="list-style-type: none"> * Demonstrate a 'feu sacré' for the arts (K1) * Conceptualize (K9) * Persuade (J6)

I. CREATE 'THE BIG PLAN'

As **LEADER**, she/he must be able to: **A. ESTABLISH DIRECTION**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES Most critical interpersonal and / or personal skills associated with the competency as a whole:
3. Develop and review artistic and organizational vision (cont'd)	3.2 Test vision	<ul style="list-style-type: none"> • Seek input from staff • Seek input from stakeholders (i.e., Board, public, industry) 	
4. Provide guidance on the development and review of governance structure and policies	4.1 Encourage and facilitate the constituting of a governance review process of the Board	<ul style="list-style-type: none"> • Develop and maintain a working relation with the Board Chair and with other Board members • Educate as to industry norms 	<ul style="list-style-type: none"> * Persuade (J6) * Demonstrate integrity and ethical behavior (K2) * Give and receive constructive criticism (K13)
	4.2 Encourage and support governance best practices and due diligence	<ul style="list-style-type: none"> • Inform Board members of external opportunities for Board development • Facilitate Board training • Educate as to consequences of poor governance practices 	
	4.3 Facilitate policy development	<ul style="list-style-type: none"> • Ensure meeting practices (planning, agenda setting, preparation and minute taking) • Ensure communication with Board • Prepare and present items 	
	4.4 Ensure ongoing review of by-laws, constitution and other legal documents	<ul style="list-style-type: none"> • Bring Board attention to current deficits and weaknesses in legal documents 	
5. Establish ethical standards (*)	5.1 Plan	<ul style="list-style-type: none"> • Decide on goals (ex.: raise ethical expectations; legitimize dialogue about ethical issues; encourage ethical decision-making; prevent misconduct; provide a basis for enforcement) • Get leadership buy-in • Create a code development task force 	<ul style="list-style-type: none"> * Demonstrate integrity and ethical behavior (K2) * Demonstrate analytical skills (K3) * Write clearly and concisely (J1) * Demonstrate verbal skills (J2)

(*)The Subskills and Important Actions linked to *Establish ethical standards*: permission to use this text granted by the Society for Human Resource Management (SHRM).

I. CREATE 'THE BIG PLAN'

As **LEADER**, she/he must be able to: **A. ESTABLISH DIRECTION**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES Most critical interpersonal and / or personal skills associated with the competency as a whole:
5. Establish ethical standards (cont'd)	5.2 Intake data	<ul style="list-style-type: none"> • Gather information from stakeholders (leadership, members, volunteers, etc.) on key ethics concerns through interviews, focus groups and / or informal discussions • Analyze suggestions to create a more useful code • Use collected information to develop an outline • Report findings to leadership 	
	5.3 Draft code of ethics	<ul style="list-style-type: none"> • Define / consider the organization's core values • Consider the latest development in the laws and regulations affecting the industry • Write as simply and as clearly as possible, (i.e., avoid legal jargon and empty generalizations) • Respond to real-life questions and situations • Provide resources for further information and guidance • Make the code user-friendly in all its forms • Submit code to leadership for review • Field-test the code and make any final revisions • Submit code to legal counsel for review • Obtain Board approval of final draft 	
	5.4 Decide on a communications and education strategy	<ul style="list-style-type: none"> • Determine who needs the information • Determine on how to best communicate it in a cost effective manner 	
	5.5 Revise and update the code	<ul style="list-style-type: none"> • Revisit guidelines, examples and situations in light of changes that may have occurred and / or new issues that may have arisen 	
	6. Secure Board approval and commitment	6.1 Establish reporting policy	
6.2 Present the case		<ul style="list-style-type: none"> • Present background information • Research best practices • Suggest ideas / alternative solutions 	
6.3 Seek feedback and direction		<ul style="list-style-type: none"> • Discuss information presented • Seek decision from Board 	

I. CREATE 'THE BIG PLAN'As **MANAGER**, she/he must be able to: **B. DEVELOP A STRATEGIC PLAN AND ESTABLISH BUDGET**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES Most critical interpersonal and / or personal skills associated with the competency as a whole:
1. Set objectives	1.1 Set long-term strategic objectives	<ul style="list-style-type: none"> • Ensure link with the organization's mission and vision • Comply with the S.M.A.R.T. principle (i.e., Specific, Measurable, Achievable, Relevant and Time-based) 	<ul style="list-style-type: none"> * Think strategically (I1) * Plan (I2) * Write clearly and concisely (J1)
	1.2 Set short-term strategic and operational objectives	<ul style="list-style-type: none"> • Ensure link with the organization's mission, vision and long-term objectives • Apply the S.M.A.R.T. principle 	
2. Identify program / project opportunities in accordance with artistic and organizational vision	2.1 Research program / project opportunities	<ul style="list-style-type: none"> • Survey printed and electronic sources (Internet, newspapers, periodicals, etc.) • Consult through various networks (peers, associations, community members, etc.) • Consult and involve Board members 	<ul style="list-style-type: none"> * Demonstrate analytical skills (K3) * Collaborate (K6) * Demonstrate research skills (K10)
	2.2 Determine availability of rights and royalties and other materials	<ul style="list-style-type: none"> • Contact agent • Negotiate royalty / fee and contractual parameters 	
	2.3 Assess viability of projects	<ul style="list-style-type: none"> • Determine availability of talent and / or art work • Determine revenue potential and cost analysis 	
3. Prioritize program / project opportunities	3.1 Set criteria (ex.: relevance / compatibility with organization's mission and objectives, cost, availability of required talent and resources, etc.)		<ul style="list-style-type: none"> * Demonstrate analytical skills (K3) * Take risks (I9) * Exercise judgment (K4)
	3.2 Assess programs / projects based on set criteria	<ul style="list-style-type: none"> • Assess relevance / compatibility of programs / projects with the organization's artistic mission and vision, history, audience, ... • Assess feasibility of programs / projects (i.e., potential interest and audience, potential revenues, costs, size and profile of required talent, availability of required talent, availability of required resources,...) 	
	3.3 Select program / project opportunities		

I. CREATE 'THE BIG PLAN'

As **MANAGER**, she/he must be able to: **B. DEVELOP A STRATEGIC PLAN AND ESTABLISH BUDGET**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES Most critical interpersonal and / or personal skills associated with the competency as a whole:
4. Establish content and production schedules	4.1 Identify internal factors	<ul style="list-style-type: none"> • Consider production and artistic staffing and schedules • Identify marketing opportunities 	<ul style="list-style-type: none"> * Think strategically (I1) * Organize (I3) * Exercise judgment (K4)
	4.2 Identify external factors	<ul style="list-style-type: none"> • Confirm availability of artists and facility • Consider conflicting event(s) and / or holidays • Allow for pre-established touring dates 	
	4.3 Write the schedule		
5. Prepare human resources plan	5.1 Identify required skills, knowledge and experience	<ul style="list-style-type: none"> • Select and apply methodology for HR planning • Consider organization's mission, vision and strategic (long and short-term) objectives • Consider key contextual issues 	<ul style="list-style-type: none"> * Think strategically (I1) * Plan (I2) * Demonstrate thoroughness and attention to details (K17)
	5.2 Review capacity and capability of the current workforce	<ul style="list-style-type: none"> • Select and apply methodology to assess current workforce's capacity and capability • Identify strengths and gaps 	
	5.3 Develop plans to meet the organization's long and short-term requirements	<ul style="list-style-type: none"> • Ensure optimal use of people from inside and from outside the organization • Ensure a mix of full-time, part-time and contractual workers • Incorporate contingency arrangements 	
6. Establish and maintain succession plan	6.1 Assess competencies that will be needed by employees in leadership positions to achieve the organization's mission, vision and strategic objectives	<ul style="list-style-type: none"> • Identify leadership competencies (ability to persuade, to align people, etc.) • Identify functional / technical competencies (ex.: recruitment, marketing, etc.) • Identify personal competencies (listening skills, organizational skills, etc.) 	<ul style="list-style-type: none"> * Think strategically (I1) * Demonstrate coaching skills (I7)
	6.2 Assess internal talent	<ul style="list-style-type: none"> • Compare needs with existing talent pool • Identify high-potential people • Identify gaps (developmental needs) 	

I. CREATE 'THE BIG PLAN'

As **MANAGER**, she/he must be able to: **B. DEVELOP A STRATEGIC PLAN AND ESTABLISH BUDGET**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES Most critical interpersonal and / or personal skills associated with the competency as a whole:
6. Establish and maintain succession plan (cont'd)	<p>6.3 Provide developmental opportunities</p> <p>6.4 Hold people accountable for their own development</p> <p>6.5 Link succession planning to business planning</p>	<ul style="list-style-type: none"> • Establish mentoring, coaching and / or formal training programs • Create action-learning / job-based experiences • Evaluate employees on the successful completion of their individual development plan • Project leadership needs and identify available talent on an ongoing basis 	
7. Develop marketing and public relations plan	<p>7.1 Define marketing guidelines</p> <p>7.2 Identify audience</p> <p>7.3 Identify production focus and / or issues</p> <p>7.4 Allocate resources</p> <p>7.5 Coordinate promotional and public relations activities</p> <p>7.6 Seize opportunities</p>	<ul style="list-style-type: none"> • Determine image to promote to partners and to public • Control all aspects of the organizational image to ensure consistency in all promotional material • Determine the target audience for each event • Design a marketing strategy for each event • Identify artistic drawing power • Suggest complementary design images • Identify preferred media • Identify key voices (staff and / or artists) • Supervise preparation and production of press releases and promotional materials • Develop electronic communications strategies (e.g., Internet) • Supervise premieres • Hold press conferences • Identify complementary external activities • 'Schmooze' • Represent one's organization at festivals, meetings 	<ul style="list-style-type: none"> * Plan (I2) * Write clearly and concisely (J1)

I. CREATE 'THE BIG PLAN'

As **MANAGER**, she/he must be able to: **B. DEVELOP A STRATEGIC PLAN AND ESTABLISH BUDGET**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES Most critical interpersonal and / or personal skills associated with the competency as a whole:
8. Set financial objectives	8.1 Determine financial needs	<ul style="list-style-type: none"> • Determine financial needs to achieve short-term objectives • Determine financial needs to achieve long-term objectives 	<ul style="list-style-type: none"> * Think strategically (I1) * Exercise judgment (K4)
	8.2 Determine targets per sources	<ul style="list-style-type: none"> • Set financial objectives for each revenue generating event / program / activity • Set target for funding campaign • Set target for donations • Set target for grants 	
9. Establish operating budget	9.1 Develop budget scenarios	<ul style="list-style-type: none"> • Develop revenues scenarios • Develop expenditures scenarios 	<ul style="list-style-type: none"> * Demonstrate analytical skills (K3) * Make presentations (J5) * Listen (J3) * Exercise leadership (I5)
	9.2 Create a budget proposal	<ul style="list-style-type: none"> • Set criteria to assess budget scenarios • Assess budget scenarios based on set criteria • Select a budget scenario • Write a proposal based on selected budget scenario 	
	9.3 Submit budget for approval	<ul style="list-style-type: none"> • Present budget to the Board • Explain / defend budget • Make changes / adjustments requested by the Board 	
10. Prepare a capital and facility needs plan	10.1 Identify capital and facility needs	<ul style="list-style-type: none"> • Identify capital and facility needs to achieve the organization's long-term objectives • Identify capital and facility needs to achieve the organization's short-term objectives 	<ul style="list-style-type: none"> * Think strategically (I1) * Demonstrate analytical skills (K3) * Make presentations (J5)
	10.2 Assess current capital and facility assets	<ul style="list-style-type: none"> • Assess adequacy of current capital and facility assets considering the organization's short and long-term objectives • Identify gaps 	

I. CREATE 'THE BIG PLAN'

As **MANAGER**, she/he must be able to: **B. DEVELOP A STRATEGIC PLAN AND ESTABLISH BUDGET**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES Most critical interpersonal and / or personal skills associated with the competency as a whole:
10. Prepare a capital and facility needs plan (cont'd)	10.3 List / assess options (ex.: construction, reconstruction, acquisition, installation, etc.)	<ul style="list-style-type: none"> • Set selection criteria • Apply criteria • Describe components / features and budgetary requirements of selected option(s) • Identify required skills and expertise to carry out the plan • Establish timeline • Present plan to the Board • Explain / defend plan • Make changes / adjustments requested by the Board 	<ul style="list-style-type: none"> * Demonstrate analytical skills (K3) * Make presentations (J5) * Listen (J3) * Exercise leadership (I5)
	10.4 Select one or a combination of options		
	10.5 Draft a capital and facility needs plan proposal		
	10.6 Submit plan for approval		
11. Establish a capital budget	11.1 Develop budget scenarios based on the capital and facility needs plan	<ul style="list-style-type: none"> • Develop revenues scenarios (if applicable) • Develop expenditures scenarios • Set criteria to assess budget scenarios • Assess budget scenarios based on set criteria • Select a budget scenario • Write a proposal based on selected budget scenario • Present budget to the Board • Explain / defend budget • Make changes / adjustments requested by the Board 	<ul style="list-style-type: none"> * Demonstrate research skills (K10) * Delegate (I10)
	11.2 Create a budget proposal		
	11.3 Submit budget for approval		
12. Identify funding sources	12.1 Review existing funding structures		
	12.2 Research government programs		

I. CREATE 'THE BIG PLAN'

As **MANAGER**, she/he must be able to: **B. DEVELOP A STRATEGIC PLAN AND ESTABLISH BUDGET**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES Most critical interpersonal and / or personal skills associated with the competency as a whole:
12. Identify funding sources (cont'd)	12.3 Research individual donors	<ul style="list-style-type: none"> Analyze and review database Cross-reference donor base with that of other organizations (programs, etc.) 	
	12.4 Research foundations	<ul style="list-style-type: none"> Identify foundations with similar priorities (arts, education, training) 	
	12.5 Research corporations	<ul style="list-style-type: none"> Canvass Board for corporate connections Review organization's suppliers (banks, insurance, equipment, etc.) 	
13. Plan fund development	13.1 Establish goals for each area		<ul style="list-style-type: none"> * Plan (I2) * Delegate (I10) * Demonstrate creativity (K16)
	13.2 Establish individual levels for giving and benefits	<ul style="list-style-type: none"> Cultivate and engage donors so as to increase giving levels Emphasize on-going relationship with donors 	
	13.3 Determine campaign strategy	<ul style="list-style-type: none"> Determine and assign Board and staff responsibilities Plan campaign material 	
14. Write funding applications	14.1 Assess organization's and project's eligibility	<ul style="list-style-type: none"> Carefully read the funding body's literature Call to discuss project and seek their thoughts whether an application should be submitted 	<ul style="list-style-type: none"> * Think strategically (I1) * Write clearly and concisely (J1) * Demonstrate thoroughness and attention to detail (K17)
	14.2 Comply with funding body's requirements and criteria	<ul style="list-style-type: none"> Read instructions Ask funder for assistance, if needed 	
	14.3 Obtain supporting letters		

II. DEVELOP A HUMAN AND ORGANIZATIONAL NETWORK FOR ACHIEVING THE 'BIG PLAN'

As **LEADER**, she/he must be able to: **C. BUILD RELATIONSHIPS**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES Most critical interpersonal and / or personal skills associated with the competency as a whole:
1. Develop and maintain relations with the Board	<p>1.1 Facilitate engagement of the Board and of its individual members</p> <p>1.2 Evaluate Board satisfaction</p> <p>1.3 Acknowledge Board's contributions</p>	<ul style="list-style-type: none"> • Assist in Board recruitment and orientation • Identify ways of keeping the Board informed • Encourage involvement in organization activities and events • Survey Board for feedback • Analyze and communicate results • Provide regular recognition 	<ul style="list-style-type: none"> * Display tact and diplomacy (J8) * Collaborate (K6) * Listen (J3)
2. Encourage and facilitate artistic development	<p>2.1 Maintain special ties with professionals of the same or related fields</p> <p>2.2 Participate in and organize artistic development activities</p> <p>2.3 Facilitate emergence of new artistic projects</p> <p>2.4 Set-up artistic committees or an equivalent entity to generate new projects in artistic creation</p>		<ul style="list-style-type: none"> * Demonstrate a 'feu sacré' for the arts (K1) * Exercise leadership (I5) * Organize (I3)
3. Provide orientation to new staff	<p>3.1 Help the new employee feel secure</p> <p>3.2 Communicate critical information and resources in a timely manner</p>	<ul style="list-style-type: none"> • Plan Welcome and Day 1 • Designate co-workers to provide personal assistance • Introduce new staff member to colleagues and other key people • Provide critical information relative to the organization, compensation, benefits, facilities, attendance (work hours, rules about lateness, sickness, absence), leave and holidays, health and safety, security, internal communications, transportation, personal comfort, performance, etc. • Provide required space, equipment and supplies 	<ul style="list-style-type: none"> * Plan (I2) * Organize (I3) * Demonstrate coaching skills (I7) * Demonstrate interpersonal skills (K5)

II. DEVELOP A HUMAN AND ORGANIZATIONAL NETWORK FOR ACHIEVING THE 'BIG PLAN'

As **LEADER**, she/he must be able to: **C. BUILD RELATIONSHIPS**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES Most critical interpersonal and / or personal skills associated with the competency as a whole:
3. Provide orientation to new staff (cont'd)	3.3 Help make the new staff member independently productive as soon as possible	<ul style="list-style-type: none"> Plan and organize delivery of a job-related training program 	
4. Promote positive relations with community	4.1 Define community(ies)	<ul style="list-style-type: none"> Identify constituencies and contacts Promote involvement based on relevancy Explore and promote cross-relationships (corporate / social / agencies / education) Develop activities linked and relevant to community 	<ul style="list-style-type: none"> * Demonstrate sensitivity to cultural diversity (I11) * Display tact and diplomacy (J8)
	4.2 Promote transparency and two-way communication	<ul style="list-style-type: none"> Select and implement means / mechanisms to ensure ongoing communications with community 	
	4.3 Develop strategic alliances	<ul style="list-style-type: none"> Form alliances based on shared issues and goals Define opportunities and threats Strategize Board recruitment 	
5. Develop and maintain relationships with internal and external stakeholders	5.1 Identify stakeholders	<ul style="list-style-type: none"> Compile potential list of stakeholders Select stakeholders based on relevance 	<ul style="list-style-type: none"> * Demonstrate a 'feu sacré' for the arts (K1) * Develop trust (K8) * Think strategically (I1)
	5.2 Establish message	<ul style="list-style-type: none"> Develop key elements of message Stay on message across the Board 	
	5.3 Determine communications strategy	<ul style="list-style-type: none"> Determine point of contact Select means of delivery Cost program Secure resources to carry out program 	
	5.4 Monitor / review results	<ul style="list-style-type: none"> Seek feedback Monitor tangibles (\$, attendance, press media coverage, ...) Review value for resources 	

II. DEVELOP A HUMAN AND ORGANIZATIONAL NETWORK FOR ACHIEVING THE 'BIG PLAN'

As **LEADER**, she/he must be able to: **C. BUILD RELATIONSHIPS**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES Most critical interpersonal and / or personal skills associated with the competency as a whole:
5. Develop and maintain relations with internal and external stakeholders (cont'd)	5.5 Refine program	<ul style="list-style-type: none"> • Maintain on-going visibility and messaging • Develop program of invitation list, press conferences, media list, premieres • Liaise with composers, producers and directors, curators, educators, programmers and their professional representatives 	
6. Develop and maintain partnerships	6.1 Identify partners	<ul style="list-style-type: none"> • Determine needed profile(s) • Look for individuals / organizations in the community corresponding to determined profile(s) 	<ul style="list-style-type: none"> * Persuade (J6) * Make presentations (J5) * Demonstrate creativity (K16)
	6.2 Find innovative approaches to establishing / building partnerships	<ul style="list-style-type: none"> • Imagine! • Ensure partner visibility 	
	6.3 Acknowledge partner(s) contributions	<ul style="list-style-type: none"> • Take advantage of special events • Underline partner(s) contributions in the media (paid – earned – free) 	
7. Develop and maintain relationships with donors	7.1 Identify past and potential donors	<ul style="list-style-type: none"> • Compile list of past and current donors • Identify new potential donors (those touched by organization) • Source potential in-kind donations and project specific potentials • Plan a campaign including timeline 	<ul style="list-style-type: none"> * Organize (I3) * Plan (I2) * Demonstrate a 'feu sacré' for the arts (K1)
	7.2 Carry out renewal or acquisition program	<ul style="list-style-type: none"> • Amass human resources (volunteer and paid) • Execute, monitor and manage program 	
	7.3 Establish and maintain donor database	<ul style="list-style-type: none"> • Determine data needs and staff requirements • Collect data • Input, analyze and track data 	
	7.4 Establish and maintain a receipting and recognition program	<ul style="list-style-type: none"> • Monitor donation compliance • Send thank-you letters and receipts • Carry out donor recognition programs and activities 	

II. DEVELOP A HUMAN AND ORGANIZATIONAL NETWORK FOR ACHIEVING THE 'BIG PLAN'

As **LEADER**, she/he must be able to: **C. BUILD RELATIONSHIPS**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES Most critical interpersonal and / or personal skills associated with the competency as a whole:
8. Develop and maintain peer networks	8.1 Join an association regrouping cultural managers	<ul style="list-style-type: none"> • Attend meetings / activities / events • Make presentations • Play an active role 	<ul style="list-style-type: none"> * Think strategically (I1) * Demonstrate a 'feu sacré' for the arts (K1) * Demonstrate interpersonal skills (K5) * Collaborate (K6)
	8.2 Practice benchmarking with similar organizations	<ul style="list-style-type: none"> • Share ideas and experience • Seek opinions and advice 	
9. Lead advocacy efforts	9.1 Collect information	<ul style="list-style-type: none"> • Collect information relative to trends / issues • Collect information relative to other sectors / communities • Collect information relative to political climate • Determine supporters and detractors 	<ul style="list-style-type: none"> * Demonstrate verbal skills (J2) * Exercise judgment (K4) * Exercise leadership (I5)
	9.2 Promote the field	<ul style="list-style-type: none"> • Develop promotional activities • Outreach with potential supporters • Establish promotion campaign • Outreach to different sectors and circles (tourism, education, conferences, associations, etc.) 	
	9.3 React to external threats	<ul style="list-style-type: none"> • Analyze issue to take a position • Mobilize the community and key participants 	
10. Solicit support from the private sector	10.1 Define a solicitation strategy	<ul style="list-style-type: none"> • Review corporate / business 'fit' • Identify targets • Visit 	<ul style="list-style-type: none"> * Make presentations (J5) * Demonstrate a 'feu sacré' for the arts (K1) * Write clearly and concisely (J1)
	10.2 Cultivate relationships with the private sector	<ul style="list-style-type: none"> • Invite to events • Make strategic or linked purchasing • Establish links with 'compatible' companies (i.e., not competitors) 	
	10.3 Make the pitch	<ul style="list-style-type: none"> • Tailor pitch to potential partner • Write proposal • Seal the deal 	

II. DEVELOP A HUMAN AND ORGANIZATIONAL NETWORK FOR ACHIEVING THE 'BIG PLAN'

As **LEADER**, she/he must be able to: **C. BUILD RELATIONSHIPS**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES Most critical interpersonal and / or personal skills associated with the competency as a whole:
10. Solicit support from the private sector (cont'd)	10.4 Follow-up	<ul style="list-style-type: none"> • Send 'thank you's' to sponsors • Ensure visibility of sponsors • Ensure reciprocal agreements are fulfilled • Plan for continuance 	
11. Solicit government support	11.1 Develop and maintain relationships with elected officials		<ul style="list-style-type: none"> * Write clearly and concisely (J1) * Demonstrate research skills (K10) * Demonstrate interpersonal skills (K5)
	11.2 Develop and maintain relationships with governmental departments, agencies, ...	<ul style="list-style-type: none"> • Facilitate government participation in events and activities • Establish and take advantage of relationship building opportunities • Integrate Board participation in the 'schmooze' program 	
	11.3 Source potential avenues of support	<ul style="list-style-type: none"> • Ensure compliance with program standards • Contact officials responsible for guidance and support (make them part of the process) 	
	11.4 Write proposals (also see B14)	<ul style="list-style-type: none"> • Meet criteria • Develop budget • Meet deadlines 	
	11.5 Follow-up and track	<ul style="list-style-type: none"> • Meet 'file manager' on regular basis and / or elected officials • Express recognition 	
12. Build volunteerism for the organization	12.1 Set volunteer program policies and procedures	<ul style="list-style-type: none"> • Establish performance and discipline process • Set code of conduct for volunteers and staff members 	<ul style="list-style-type: none"> * Demonstrate interpersonal skills (K5) * Display tact and diplomacy (J8) * Exercise leadership (I5)
	12.2 Perform needs analysis	<ul style="list-style-type: none"> • Review work plans to identify gaps • Identify types of volunteers needed • Identify skills required 	

II. DEVELOP A HUMAN AND ORGANIZATIONAL NETWORK FOR ACHIEVING THE 'BIG PLAN'

As **LEADER**, she/he must be able to: **C. BUILD RELATIONSHIPS**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
12. Build volunteerism for the organization (cont'd)	<p>12.3 Recruit volunteers</p> <p>12.4 Recognize and reward volunteers</p>	<ul style="list-style-type: none"> • Determine sources • Communicate mandate and opportunities • Match volunteers with opportunities • Find ways to keep volunteers motivated • Provide both tangible and intangible rewards 	<p>Most critical interpersonal and / or personal skills associated with the competency as a whole:</p>

II. DEVELOP A HUMAN AND ORGANIZATIONAL NETWORK FOR ACHIEVING THE 'BIG PLAN'

As **MANAGER**, she/he must be able to: **D. ORGANIZE OPERATIONS AND STAFF**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES Most critical interpersonal and / or personal skills associated with the competency as a whole:
1. Design and implement an organizational structure	<p>1.1 Design an organizational structure to meet the organization's needs, particularly with regards to its planned activities</p> <p>1.2 Configure individual positions according to the same parameters</p>		<ul style="list-style-type: none"> * Think strategically (I1) * Conceptualize (K9) * Demonstrate thoroughness and attention to details (K17)
2. Prepare policies and procedures	<p>2.1 Create a draft</p> <p>2.2 Validate draft</p> <p>2.3 Adopt / submit policy / procedure for approval</p> <p>2.4 Implement policy, procedure or protocol</p> <p>2.5 Review policy, procedure or protocol on an on-going basis</p>	<ul style="list-style-type: none"> • Present to stakeholders • Consult with peers • Seek expert advice • Communicate policy, procedure or protocol 	<ul style="list-style-type: none"> * Think strategically (I1) * Conceptualize (K9) * Demonstrate thoroughness and attention to details (K17)
3. Establish financial systems	<p>3.1 Establish policies and procedures</p> <p>3.2 Maintain policies and procedures</p> <p>3.3 Ensure compliance with laws and regulations</p>	<ul style="list-style-type: none"> • Survey best practices • Consult / hire expert(s) • Submit policies and procedures for approval • Implement policies and procedures (i.e., provide information, documentation and training) • Communicate changes and updates • Monitor application of policies and procedures • Issue timely reminders • Enforce rules / sanctions when necessary 	<ul style="list-style-type: none"> * Organize (I3) * Delegate (I10)

II. DEVELOP A HUMAN AND ORGANIZATIONAL NETWORK FOR ACHIEVING THE 'BIG PLAN'

As **MANAGER**, she/he must be able to: **D. ORGANIZE OPERATIONS AND STAFF**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
			Most critical interpersonal and / or personal skills associated with the competency as a whole:
4. Allocate funds	<p>4.1 Confirm / adjust budget requests</p> <p>4.2 Assess new requests</p>		* Make decisions (I4)
5. Develop job descriptions	<p>5.1 Describe mandate and major duties</p> <p>5.2 Identify tasks associated with major duties</p> <p>5.3 Identify personal skills associated with major duties</p> <p>5.4 Determine required qualifications and experience</p> <p>5.5 Determine job classification</p>		<p>* Think strategically (I1)</p> <p>* Organize (I3)</p> <p>* Demonstrate analytical skills (K3)</p>
6. Organize work	<p>6.1 Design and implement internal communication means / mechanisms to facilitate attainment of the organization's objectives</p> <p>6.2 Plan and organize work according to set priorities</p> <p>6.3 Organize and participate in staff meetings</p> <p>6.4 Facilitate circulation of information between creation, production and administration teams</p> <p>6.5 Design tools and approaches to enhance autonomy of each staff member</p>		<p>* Think strategically (I1)</p> <p>* Conceptualize (K9)</p> <p>* Exercise judgment (K4)</p>
7. Recruit staff	7.1 Determine position profile	<ul style="list-style-type: none"> • Determine required expertise • Determine required qualifications • Determine personal competencies 	<p>* Think strategically (I1)</p> <p>* Exercise judgment (K4)</p> <p>* Make decisions (I4)</p>

II. DEVELOP A HUMAN AND ORGANIZATIONAL NETWORK FOR ACHIEVING THE 'BIG PLAN'

As **MANAGER**, she/he must be able to: **D. ORGANIZE OPERATIONS AND STAFF**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES Most critical interpersonal and / or personal skills associated with the competency as a whole:
7. Recruit staff (cont'd)	<p>7.2 Develop and implement recruitment strategy</p> <p>7.3 Assess candidates</p> <p>7.4 Select</p> <p>7.5 Hire</p>	<ul style="list-style-type: none"> Investigate inclusion of interns 	
8. Assign work	<p>8.1 Distribute mandates taking into account the levels of responsibility as specified in the job descriptions</p> <p>8.2 Specify expected results / outcomes</p> <p>8.3 Specify expected performance standards</p>		<ul style="list-style-type: none"> * Delegate (I10) * Demonstrate coaching skills (I7) * Speak clearly and concisely (J1) * Demonstrate verbal skills (J2)
9. Find and secure required equipment and information systems	<p>9.1 Assess needs</p> <p>9.2 Analyze options</p> <p>9.3 Obtain equipment</p>	<ul style="list-style-type: none"> Determine who will be consulted Determine methodology Review life span of existing equipment Identify equipment gaps Match priorities with budget resources Evaluate options (lease, purchase, partnership / sponsorship) Issue tender / bids request Solicit donation of equipment Purchase equipment Ensure information systems have equipment and resources to maintain adequate level of service 	<ul style="list-style-type: none"> * Think strategically (I1) * Demonstrate analytical skills (K3) * Negotiate (J1)

II. DEVELOP A HUMAN AND ORGANIZATIONAL NETWORK FOR ACHIEVING THE 'BIG PLAN'

As **MANAGER**, she/he must be able to: **D. ORGANIZE OPERATIONS AND STAFF**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
			Most critical interpersonal and / or personal skills associated with the competency as a whole:
10. Find and secure facilities	10.1 Conduct a needs assessment	<ul style="list-style-type: none"> Determine who will be consulted (internal and / or external) Determine methodology 	<ul style="list-style-type: none"> * Plan (I2) * Organize (I3) * Demonstrate analytical skills (K3)
	10.2 Conduct a facility analysis	<ul style="list-style-type: none"> Assess present facility (i.e., identify gaps / deficiencies) Assess existing purpose-built facilities Assess existing building that could be refitted Assess building new facility Analyze cost, functionality of each strategy option Select best option based on resources 	
	10.3 Develop a plan for chosen option	<ul style="list-style-type: none"> Hire appropriate consultant(s) to realize facility solution Identify funds to achieve facility solution Identify other exercises needed to support move (marketing plan, move plan, ...) 	
11. Negotiate with unions / associations	11.1 Analyze the environment	<ul style="list-style-type: none"> Assess worker needs, health, safety needs Assess degree of co-operative relations and goodwill Research other union agreements 	<ul style="list-style-type: none"> * Listen (J3) * Demonstrate verbal skills (J2) * Develop trust (K8)
	11.2 Prepare for negotiation	<ul style="list-style-type: none"> Anticipate union demands Establish financial (\$) limits and goals Assess legal implications Establish optimal proposal Assess implications of failed negotiations Review past grievances 	
	11.3 Conduct the negotiation	<ul style="list-style-type: none"> Determine timing for negotiation 	
12. Contract production and artistic services	12.1 Confirm availability of artists and production services	<ul style="list-style-type: none"> Identify needs in terms of availability Negotiate accordingly 	<ul style="list-style-type: none"> * Demonstrate thoroughness and attention to details (K17) * Negotiate (J7) * Solve problems (I6)

II. DEVELOP A HUMAN AND ORGANIZATIONAL NETWORK FOR ACHIEVING THE 'BIG PLAN'

As **MANAGER**, she/he must be able to: **D. ORGANIZE OPERATIONS AND STAFF**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES Most critical interpersonal and / or personal skills associated with the competency as a whole:
12. Contract production and artistic services (cont'd)	<p>12.2 Negotiate terms of contract</p> <p>12.3 Create formal contract / agreement</p>	<ul style="list-style-type: none"> • Determine fees and length of contracts • Negotiate working conditions (ex.: hours, breaks, meals, etc.) • Provide letters of agreement where required • Seek legal advice • Obtain required / guild forms • Research union requirements to meet compliances • Obtain all necessary signatures 	
13. Contract for goods, services and/or supplies	<p>13.1 Develop project plans</p> <p>13.2 Research sources of goods / services</p> <p>13.3 Select goods / services</p> <p>13.4 Negotiate contract terms</p>	<ul style="list-style-type: none"> • Draft / calculate budget for project • Decide which goods and services need to be contracted • Identify providers / sources of goods • Identify potential donations-in-kind • Write RFQs (Request for Quotations) • Write RFPs (Request for Proposals) • Compare potential service providers / suppliers • Check references 	<ul style="list-style-type: none"> * Plan (I2) * Organize (I3) * Make decisions (I4)
14. Establish and maintain a performance evaluation process	<p>14.1 Define key principles and values to govern individual performance evaluation (ex. : accountability, objectivity, confidentiality, etc.)</p> <p>14.2 Determine roles and duties with regard to performance evaluation</p>	<ul style="list-style-type: none"> • Determine employee's role and duties • Determine manager's role and duties 	<ul style="list-style-type: none"> * Think strategically (I1) * Demonstrate integrity and ethical behavior (K2) * Write clearly and concisely (J1) * Demonstrate verbal skills (J2)

II. DEVELOP A HUMAN AND ORGANIZATIONAL NETWORK FOR ACHIEVING THE 'BIG PLAN'

As **MANAGER**, she/he must be able to: **D. ORGANIZE OPERATIONS AND STAFF**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES Most critical interpersonal and / or personal skills associated with the competency as a whole:
14. Establish and maintain a performance evaluation process (cont'd)	<p>14.3 Develop a procedure</p> <p>14.4 Communicate performance evaluation process to all employees</p> <p>14.5 Review performance evaluation process on a regular basis</p>	<ul style="list-style-type: none"> • Specify steps leading to formal performance appraisal • Develop performance appraisal form(s) including instructions • Solicit employees' opinions and suggestions • Benchmark / survey best practices 	

III. CARRY OUT THE 'BIG PLAN'

As **LEADER**, she/he must be able to: **E. MOTIVATE AND INSPIRE**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES Most critical interpersonal and / or personal skills associated with the competency as a whole:
1. Support and encourage creativity and innovation	1.1 Create the environment 1.2 Acknowledge and reward creativity and innovation (see E5)	<ul style="list-style-type: none"> • Establish budget (modest / realistic) • Recognize and exploit special interests / talents in staff and Board • Encourage suggestions and discussion • Encourage risk-taking • Allow for mistakes 	<ul style="list-style-type: none"> * Take risks (I9) * Listen (J3) * Demonstrate a 'feu sacré' for the arts (K1)
	2.1 Create conditions to facilitate sharing of information and experience 2.2 Rally team members around the organization's vision and objectives 2.3 Communicate expected behaviors and attitudes between team members 2.4 Set and communicate team objectives 2.5 Involve team in addressing issues and solving problems 2.6 Participate in informal team activities		
3. Mentor staff	3.1 Provide guidance to identify and achieve goals 3.2 Provide opportunities for growth 3.3 Give regular feedback	<ul style="list-style-type: none"> • Delegate new and / or more complex mandates 	<ul style="list-style-type: none"> * Demonstrate coaching skills (I7) * Delegate (I10) * Give constructive criticism (K13)

III. CARRY OUT THE 'BIG PLAN'

As **LEADER**, she/he must be able to: **E. MOTIVATE AND INSPIRE**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES Most critical interpersonal and / or personal skills associated with the competency as a whole:
4. Encourage professional development	4.1 Review performance	<ul style="list-style-type: none"> • Set annual goals • Identify performance gaps 	<ul style="list-style-type: none"> * Demonstrate coaching skills (I7) * Think strategically (I1)
	4.2 Provide training opportunities	<ul style="list-style-type: none"> • Determine pertinent training opportunities • Make arrangements 	
	4.3 Support participation in committees and listservs		
	4.4 Promote membership in professional associations		
	4.5 Provide access to professional literature		
5. Recognize and reward individual and team contributions	5.1 Assess current reward and recognition program	<ul style="list-style-type: none"> • Survey employees and managers • Review potential sources for reward • Allocate budget for reward and recognition program 	<ul style="list-style-type: none"> * Listen (J3) * Demonstrate interpersonal skills (K5) * Collaborate (K6)
	5.2 Secure buy-in from senior management	<ul style="list-style-type: none"> • Provide training for managers in all reward and recognition programs 	
	5.3 Establish formal tangible program	<ul style="list-style-type: none"> • Set and communicate a transparent plan • Link reward and recognition program to performance reviews • Determine possible monetary (bonus) vs non-monetary (time-off, professional development) rewards 	
	5.4 Encourage informal recognition at all levels	<ul style="list-style-type: none"> • Celebrate successes of teams and individuals internally and externally • Provide regular feedback between managers and employees • Express gratitude in public (public thank-yous) 	

III. CARRY OUT THE 'BIG PLAN'

As **LEADER**, she/he must be able to: **E. MOTIVATE AND INSPIRE**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES Most critical interpersonal and / or personal skills associated with the competency as a whole:
6. Provide assistance and guidance to the Board, to peers, staff members, artists and collaborators	6.1 Support the Board	<ul style="list-style-type: none"> • Provide regular reports • Provide opportunities for artist-Board interaction • Identify and use expertise of Board members 	<ul style="list-style-type: none"> * Display tact and diplomacy (J8) * Demonstrate a 'feu sacré' for the arts (K1)
	6.2 Support peers, staff, artists and collaborators	<ul style="list-style-type: none"> • Attend peer events and acknowledge • Join and participate in peer networks • Communicate, i.e. phone, write notes, e-mail, have lunch, ... • Celebrate success • Practice 'open-door' policy 	
7. Reinforce expectations and targets for stakeholders	7.1 Communicate with internal stakeholders	<ul style="list-style-type: none"> • Establish open-door policy • Hold regular staff meetings • Provide regular updates and reports and staff newsletter • Invite questions and dialogue 	<ul style="list-style-type: none"> * Demonstrate a 'feu sacré' for the arts (K1) * Demonstrate verbal skills (J2) * Listen (J3)
	7.2 Communicate with external stakeholders	<ul style="list-style-type: none"> • Seek public speaking opportunities • Seek audience feedback (surveys, talk-back) • Involve media through interviews and press releases • Communicate with donors through newsletters / programs / visits 	
8. Develop a sense of ownership within the community and amongst stakeholders	8.1 Engage the staff	<ul style="list-style-type: none"> • Contribute goods and services • Open the doors (open house, free events) • Join neighbourhood associations • Establish community partnerships (restaurants, hotels) 	<ul style="list-style-type: none"> * Demonstrate sensitivity to cultural diversity (I11) * Demonstrate interpersonal skills (K5) * Collaborate (K6)
	8.2 Engage the community		
	8.3 Build a volunteer base (see C12)		

III. CARRY OUT THE 'BIG PLAN'

As **LEADER**, she/he must be able to: **E. MOTIVATE AND INSPIRE**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES Most critical interpersonal and / or personal skills associated with the competency as a whole:
9. Manage human dimension of change	9.1 Enable employees to understand the reason for change and how they will benefit from it	<ul style="list-style-type: none"> • Identify reasons for concern • Respond to concerns • Find linkages between the goals of the organization and the employees' goals 	<ul style="list-style-type: none"> * Exercise leadership (I5) * Listen (J3) * Make presentations (J5)
	9.2 Facilitate employee adaptation to change	<ul style="list-style-type: none"> • Provide adequate information and training • Involve employees all through the change process (ex.: by delegating mandates, seeking opinions / suggestions, etc.) 	
	9.3 Deal with resistance to change	<ul style="list-style-type: none"> • Recognize pattern of resistance to change (ex.: apathy, malicious compliance, sabotage, etc.) • Analyze reasons for resisting change (ex.: misunderstanding of the change and its implications, a low tolerance for change, etc.) • Develop means for dealing with resistance (ex.: education and training, facilitation and support, negotiation, etc.) 	

III. CARRY OUT THE 'BIG PLAN'

As **MANAGER**, she/he must be able to: **F. IDENTIFY, SOLVE PROBLEMS AND PERFORM ADMINISTRATIVE DUTIES**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES Most critical interpersonal and / or personal skills associated with the competency as a whole:
1. Supervise human resources	<p>1.1 Monitor employee progress</p> <p>1.2 Take corrective action, if necessary</p>	<ul style="list-style-type: none"> • Hold regular follow-up meetings with employee • Give employees the opportunity to participate and to use their own initiative • Deal with problems in an honest and timely manner • Give the reasons for problems or decisions • Make an attempt to see the employee's point of view 	<ul style="list-style-type: none"> * Develop trust (K8) * Demonstrate coaching skills (I7) * Exercise judgment (K4) * Make decisions (I4)
2. Monitor safety, health and well-being of personnel	<p>2.1 Provide a work environment that contributes to and demonstrates concern for employee safety, health and well-being</p> <p>2.2 Establish policies and programs (ex.: Employee Assistance Program, Wellness Program, Accident Prevention, ...)</p> <p>2.3 Evaluate the effectiveness of the policies and programs</p>	<ul style="list-style-type: none"> • Comply with health and safety laws and regulations • Facilitate work/life balance • Provide information and documentation to employees • Provide guidance to employees • Perform a cost/benefit analysis (example of targeted benefits: reduced absenteeism and accidents) 	<ul style="list-style-type: none"> * Organize (I3) * Demonstrate thoroughness and attention to detail (K17)
3. Administer and maintain employee records and compensation	<p>3.1 Ensure maintenance of employee records</p> <p>3.2 Manage sick leave</p> <p>3.3 Manage requests for time off</p> <p>3.4 Approve time sheets</p> <p>3.5 Approve payroll changes</p> <p>3.6 Authorize overtime</p>		<ul style="list-style-type: none"> * Demonstrate thoroughness and attention to details (K17) * Exercise judgment (K4) * Make decisions (I4)

III. CARRY OUT THE 'BIG PLAN'

As **MANAGER**, she/he must be able to: **F. IDENTIFY, SOLVE PROBLEMS AND PERFORM ADMINISTRATIVE DUTIES**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES Most critical interpersonal and / or personal skills associated with the competency as a whole:
4. Administer contracts and collective agreements	4.1 Comply with the articles of the contracts and the collective agreement		<ul style="list-style-type: none"> * Demonstrate integrity and ethical behavior (K2) * Demonstrate interpersonal skills (K5)
	4.2 Address / resolve issues		
	4.3 Manage grievances		
5. Ensure conformance to laws, regulations, policies, ethical standards and procedures	5.1 Provide information relative to laws, regulations, policies, ethical standards and procedures	<ul style="list-style-type: none"> • Identify information needs at all levels (Board, staff, suppliers, artists, patrons, ...) • Forward / facilitate access to / circulate relevant documentation • Announce changes 	<ul style="list-style-type: none"> * Demonstrate integrity and ethical behavior (K2) * Organize (I3) * Demonstrate writing (J1) and verbal skills (J2) * Exercise judgment (K4)
	5.2 Monitor and control conformance	<ul style="list-style-type: none"> • Establish / maintain monitoring and control mechanism(s) • Resolve non conformance cases / situations 	
6. Conduct meetings	6.1 Plan and prepare	<ul style="list-style-type: none"> • Define the objectives and desired outcomes • Create an agenda • Deliver agenda in advance • Select and ensure proper set up of meeting place • Assign a note taker 	<ul style="list-style-type: none"> * Plan (I2) * Demonstrate thoroughness and attention to details (K17) * Demonstrate interpersonal skills (K5) * Exercise leadership (I5)
	6.2 Chair a meeting	<ul style="list-style-type: none"> • Greet participants and make introductory statement (ex.: purpose and desired outcomes, ground rules) • Ask for different points of view; protect new ideas • Keep the meeting focused and moving • Decide on next steps (what?, by whom?, for when?) • Conclude meeting on a positive note 	
	6.3 Follow-up	<ul style="list-style-type: none"> • Evaluate the meeting • Monitor progress on next steps 	

III. CARRY OUT THE 'BIG PLAN'

As **MANAGER**, she/he must be able to : **F. IDENTIFY, SOLVE PROBLEMS AND PERFORM ADMINISTRATIVE DUTIES**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES Most critical interpersonal and / or personal skills associated with the competency as a whole:
7. Manage budget	7.1 Control revenues	<ul style="list-style-type: none"> • Perform gap analysis (budgeted vs actual revenues) • Determine and take corrective actions 	<ul style="list-style-type: none"> * Demonstrate integrity and ethical behavior (K2) * Demonstrate thoroughness and attention to details (K17) * Make decisions (I3) * Make presentations (J5)
	7.2 Control expenditures	<ul style="list-style-type: none"> • Perform gap analysis (budgeted vs real expenditures) • Determine and take corrective actions 	
	7.3 Issue budget reports	<ul style="list-style-type: none"> • Prepare and present budget reports • Make recommendations 	
8. Manage facilities	8.1 Maintain building /site / installations	<ul style="list-style-type: none"> • Establish / upgrade maintenance schedule • Monitor maintenance program and tasks 	<ul style="list-style-type: none"> * Demonstrate thoroughness and attention to details (K17) * Solve problems (I6)
	8.2 Maintain equipment	<ul style="list-style-type: none"> • Establish / upgrade maintenance schedule • Monitor maintenance program and tasks 	
9. Anticipate and Manage crises	9.1 Identify risks that can adversely impact achievement of objectives / projects including failure to capitalize on opportunities	<ul style="list-style-type: none"> • Identify external risks • Identify internal risks 	<ul style="list-style-type: none"> * Demonstrate thoroughness and attention to detail (K17) * Exercise judgment (K4) * Make decisions (I4)
	9.2 Assess level of consequence and likelihood of occurrence	<ul style="list-style-type: none"> • Determine level of risk • Set priorities 	
	9.3 Implement risk management measures	<ul style="list-style-type: none"> • Identify controls in place • Introduce new measures or adjust existing ones • Address residual risk • Develop, implement and maintain an emergency / crisis management plan 	
	9.4 Manage crises	<ul style="list-style-type: none"> • Apply emergency /crisis management plan 	

IV. GENERATE EXPECTED OUTCOMES

As **LEADER**, she/he must be able to : **G. | GUIDE EVOLUTION AND GENERATE SIGNIFICANT CHANGES WHEN NECESSARY**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES Most critical interpersonal and / or personal skills associated with the competency as a whole:
1. Develop and implement new approaches / processes	<p>1.1 Recognize opportunity for change</p> <p>1.2 Take advantage of a favorable context</p>	<ul style="list-style-type: none"> • Encourage initiative and creativity • Benchmark and survey best practices • Evaluate risk of change 	<ul style="list-style-type: none"> * Think strategically (I1) * Take risks (I9) * Demonstrate creativity (K16)
2. Develop and implement new program(s) / service(s) /project(s)	<p>2.1 Recognize opportunity</p> <p>2.2 Take advantage of a favorable context</p>	<ul style="list-style-type: none"> • Research new programs / project ideas • Assess potential and feasibility 	<ul style="list-style-type: none"> * Think strategically (I1) * Take risks (I9) * Demonstrate creativity (K16)

IV. GENERATE EXPECTED OUTCOMES

As **MANAGER**, she/he must be able to : **H.** **ENSURE A DEGREE OF PREDICTABILITY AND ORDER**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES Most critical interpersonal and / or personal skills associated with the competency as a whole:
1. Meet deadlines	Generally not required, subskills being relatively self-explanatory		
2. Comply with budget	Generally not required, subskills being relatively self-explanatory		
3. Evaluate artistic and cultural quality	3.1 Articulate artistic goals	<ul style="list-style-type: none"> • State the goals verbally or through documentation • Establish benchmarks / targets 	<ul style="list-style-type: none"> * Listen (J3) * Give and receive constructive criticism (K13) * Display tact and diplomacy (J8)
	3.2 Measure the outcomes	<ul style="list-style-type: none"> • Assess attendance • Assess revenue • Assess critical reviews • Assess subscription renewal • Assess membership 	
	3.3 Communicate results	<ul style="list-style-type: none"> • Choose the communication tools to deliver the results (ex.: annual report, brochure) • Decide who delivers the results and to whom 	
	3.4 Improve and / or refine future plans	<ul style="list-style-type: none"> • Bring results into planning cycle 	
4. Evaluate marketing results	4.1 Measure outcomes against objectives		<ul style="list-style-type: none"> * Think strategically (I1) * Listen (J3) * Give and receive constructive criticism (K13) * Demonstrate thoroughness and attention to detail (K17)
	4.2 Debrief on what went right and what went wrong or could have gone better		
	4.3 Identify potential improvements	<ul style="list-style-type: none"> • Benchmark • Consult with staff and expert(s) • Survey best practices 	
	4.4 Improve and / or refine future plans	<ul style="list-style-type: none"> • Bring results and learned lessons into planning cycle 	

IV. GENERATE EXPECTED OUTCOMESAs **MANAGER**, she/he must be able to : **H.** **ENSURE A DEGREE OF PREDICTABILITY AND ORDER**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES Most critical interpersonal and / or personal skills associated with the competency as a whole:
5. Evaluate production process(es)	<p>5.1 Measure performance against set criteria</p> <p>5.2 Debrief on process efficiencies and inefficiencies</p> <p>5.3 Identify potential improvements</p> <p>5.4 Improve and / or refine future plans</p>	<ul style="list-style-type: none"> • Benchmark • Consult with staff and expert(s) • Survey best practices • Bring results and learned lessons into planning cycle 	<ul style="list-style-type: none"> * Think strategically (I1) * Listen (J3) * Give and receive constructive criticism (K13) * Demonstrate thoroughness and attention to detail (K17)
6. Evaluate fund-development results	<p>6.1 Measure outcomes against objectives</p> <p>6.2 Debrief on what went right and what went wrong or could have gone better</p> <p>6.3 Identify potential improvements</p> <p>6.4 Improve and / or refine future plans</p>	<ul style="list-style-type: none"> • Benchmark • Consult with staff and expert(s) • Survey best practices • Bring results and learned lessons into planning cycle 	<ul style="list-style-type: none"> * Think strategically (I1) * Listen (J3) * Give and receive constructive criticism (K13) * Demonstrate thoroughness and attention to detail (K17)
7. Evaluate financial results	<p>7.1 Measure outcomes against objectives</p>		<ul style="list-style-type: none"> * Think strategically (I1) * Listen (J3) * Give and receive constructive criticism (K13) * Demonstrate thoroughness and attention to detail (K17)

IV. GENERATE EXPECTED OUTCOMES

As **MANAGER**, she/he must be able to : **H. ENSURE A DEGREE OF PREDICTABILITY AND ORDER**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES Most critical interpersonal and / or personal skills associated with the competency as a whole:
7. Evaluate financial results (cont'd)	7.2 Debrief on what went right and what went wrong or could have gone better		
	7.3 Identify potential improvements	<ul style="list-style-type: none"> • Benchmark • Consult with staff and expert(s) • Survey best practices 	
	7.4 Improve and / or refine future plans	<ul style="list-style-type: none"> • Bring results and learned lessons into planning cycle 	
8. Evaluate team and individual employee performance	8.1 Measure performances against objectives / mandates		<ul style="list-style-type: none"> * Think strategically (I1) * Listen (J3) * Give and receive constructive criticism (K13) * Demonstrate thoroughness and attention to detail (K17)
	8.2 Debrief on what went right and what went wrong or could have gone better		
	8.3 Identify potential improvements	<ul style="list-style-type: none"> • Practice benchmarking • Involve team and employees individually • Survey best practices • Facilitate access to training and / or professional development opportunities 	
	8.4 Improve and / or refine future team and individual performance	<ul style="list-style-type: none"> • Bring results and learned lessons into planning cycle 	
9. Evaluate stakeholder satisfaction	9.1 Determine who, among the stakeholders, will be involved in the evaluation exercise	<ul style="list-style-type: none"> • Prioritize individuals to contact 	<ul style="list-style-type: none"> * Think strategically (I1) * Demonstrate analytical skills (K3) * Give and receive constructive criticism (K13)
	9.2 Determine method of evaluation	<ul style="list-style-type: none"> • Determine who will conduct the evaluation (internal?; consultant?) 	
	9.3 Conduct evaluations	<ul style="list-style-type: none"> • Analyze data • Communicate results • Determine next steps (what to implement) 	

IV. GENERATE EXPECTED OUTCOMESAs **MANAGER**, she/he must be able to : **H.** **ENSURE A DEGREE OF PREDICTABILITY AND ORDER**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
10. Optimize Board performance	10.1 Develop a Board evaluation process	<ul style="list-style-type: none"> • Review current practices • Encourage new processes if applicable • Develop systems of evaluation (ex.: committee, by Chair, self evaluation, etc.) 	Most critical interpersonal and / or personal skills associated with the competency as a whole: <ul style="list-style-type: none"> * Display tact and diplomacy (J8) * Demonstrate interpersonal skills (K5) * Exercise judgment (K4)
	10.2 Facilitate the development of list of Board member expectations / responsibilities	<ul style="list-style-type: none"> • Develop job descriptions • Review expectations / responsibilities • Adjust as requested • See that Board members are engaged (feel useful) • Give credits 	
	10.3 Encourage and facilitate an on-going nominations committee	<ul style="list-style-type: none"> • Request meetings • Develop ongoing list of potential Board candidates 	
	10.4 Cultivate a Board recruitment process (prospecting)	<ul style="list-style-type: none"> • Create a mechanism for collecting and vetting names (in conjunction with Nominations Committee) • Develop opportunities for potential Board members to engage in association activities • Work closely with the Chairperson of the Board and with the Chairperson of the Nominations Committee 	

And to accomplish the previously described professional competencies, cultural managers must be able to...:

I. DEMONSTRATE MANAGEMENT SKILLS

SKILLS	SUBSKILLS	SUB-SUBSKILLS
1. Think strategically	1.1 Identify issues and opportunities for one's own organization	<ul style="list-style-type: none"> • See the 'big picture' • Anticipate trends, future needs and requirements
	1.2 Recommend changes and / or new services	<ul style="list-style-type: none"> • Identify various scenarios • Select optimal scenario
2. Plan	2.1 Establish priorities	<ul style="list-style-type: none"> • Identify criteria for prioritization • Establish / apply procedure for prioritization
	2.2 Define objectives	<ul style="list-style-type: none"> • Define long-term state-of-the-art objectives • Define short-term state-of-the-art objectives
	2.3 Identify required resources	<ul style="list-style-type: none"> • Establish profile(s) of required human resources • Identify required technological resources • Identify other required physical / material resources
	2.4 Prepare action plan	<ul style="list-style-type: none"> • Determine steps and time frame / time line
3. Organize	3.1 Obtain human, physical, material and technological resources	<ul style="list-style-type: none"> • Establish recruitment / purchasing and / or leasing procedures • Proceed according to standards / requirements and timeframe • Demonstrate delegation skills (see I10)
	3.2 Assign / communicate individual mandates	
4. Make decisions	4.1 Make timely decisions	<ul style="list-style-type: none"> • Readily address issues and problems under one's authority • Quickly react to urgent matters / situations • Take calculated risks • Accept impact / consequences of one's decision • Whenever possible, take time to analyze the problem / situation
	4.2 Make appropriate decisions	<ul style="list-style-type: none"> • Rely on one's judgment or experience • Consult individuals trusted for their wisdom and practical experience • Accept impact / consequences of one's decisions • Assess risks
5. Exercise leadership	5.1 Demonstrate a capacity to influence	<ul style="list-style-type: none"> • Express / promote ideas • Take a clear stand on issues • Make oneself understood and respected

And to accomplish the previously described professional competencies, cultural managers must be able to...:

I. DEMONSTRATE MANAGEMENT SKILLS

SKILLS	SUBSKILLS	SUB-SUBSKILLS
5. Exercise leadership (cont'd)	5.2 Orient individual and team efforts	<ul style="list-style-type: none"> Define / suggest / recall objectives Follow-up on tasks / deliverables Adjust / modify objectives and / or conditions
6. Solve Problems	6.1 Identify and diagnose the problem	<ul style="list-style-type: none"> Integrate information from different sources Distinguish causes and symptoms
	6.2 Identify possible solutions	<ul style="list-style-type: none"> Consult and research
	6.3 Select solution	<ul style="list-style-type: none"> Determine criteria Evaluate / compare possible solutions Assess risk
	6.4 Develop and implement solution	
7. Demonstrate coaching skills	7.1 Demonstrate sense of observation	<ul style="list-style-type: none"> Identify what one does or does not do efficiently Differentiate 'observation' and 'judgment' Validate one's observation with 'observee' and with a trusted third party
	7.2 Ask questions	<ul style="list-style-type: none"> Utilize open-ended questions Utilize close-ended questions
	7.3 Listen (see J3)	
	7.4 Give feedback	<ul style="list-style-type: none"> Provide timely feedback Provide constructive feedback Describe specific behavior or action indicating a strength or a weakness Use simple, concise language
	7.5 Obtain 'coachee's' commitment to learn and to improve his / her performance	<ul style="list-style-type: none"> Agree on an action plan Follow-up
8. Manage conflict	8.1 Solve problems (see I6)	
	8.2 Demonstrate interpersonal skills (see K5)	
	8.3 Negotiate (see J7)	

And to accomplish the previously described professional competencies, cultural managers must be able to...:

I. DEMONSTRATE MANAGEMENT SKILLS

SKILLS	SUBSKILLS	SUB-SUBSKILLS
9. Take risks	9.1 Step out of comfort zone	
	9.2 Try new ideas	
	9.3 Take on new approaches / programs / services / projects	
	9.4 Identify risks	<ul style="list-style-type: none"> • Identify internal risks • Identify external risks • Identify strategic risks
	9.5 Assess risks	<ul style="list-style-type: none"> • Determine level of importance or consequence • Determine probability of occurrence
10. Delegate	10.1 Assign work according to the skills, abilities and potential of staff	
	10.2 Give staff the necessary degree of responsibility and authority to accomplish tasks	
	10.3 Provide clear directions	
	10.4 Make provisions for follow-up	
11. Demonstrate sensitivity to cultural diversity	11.1 Demonstrate sensitivity to values, codes of conduct and other cultural / social characteristics of a specific milieu	
	11.2 Accept to adjust while remaining true to oneself	

And to accomplish the previously described professional competencies, cultural managers must be able to...:

J. | DEMONSTRATE COMMUNICATION SKILLS

SKILLS	SUBSKILLS	SUB-SUBSKILLS
1. Write clearly and concisely	1.1 Use appropriate vocabulary and terminology	
	1.2 Comply with grammar rules	
	1.3 Organize complex information to facilitate understanding	
2. Demonstrate verbal skills	2.1 Give clear directions / instructions	
	2.2 Explain complex issues / material in plain language	
3. Listen	3.1 Verify one's understanding	<ul style="list-style-type: none"> • Summarize someone else's opinion • Rephrase • Use question techniques to validate one's understanding
	3.2 Interpret body language	
	3.3 Demonstrate empathy	
4. Conduct interviews	4.1 Create a positive climate	<ul style="list-style-type: none"> • Demonstrate listening skills (see J3) • Demonstrate empathy
	4.2 Use interviewing techniques	<ul style="list-style-type: none"> • Ask open-ended questions • Ask close-ended questions • Use case study / problem resolution techniques
5. Make presentations	5.1 Prepare presentation	<ul style="list-style-type: none"> • Identify audience profile • Anticipate audience mindset and reactions • Adjust content, style and duration accordingly
	5.2 Establish a positive climate	<ul style="list-style-type: none"> • Greet individual(s), participants, audience warmly • Make appropriate and efficient use of humour and anecdotes
	5.3 Demonstrate ability to raise and maintain the audience's interest	<ul style="list-style-type: none"> • Demonstrate power of persuasion (see J6) • Use communication techniques and tools • Encourage and respond to questions and comments from the audience

And to accomplish the previously described professional competencies, cultural managers must be able to...:

J. DEMONSTRATE COMMUNICATION SKILLS

SKILLS	SUBSKILLS	SUB-SUBSKILLS
6. Persuade	<p>6.1 Anticipate audience mindset and reactions</p> <p>6.2 Establish a positive climate</p> <p>6.3 Promote / defend one's proposal / position by underlining its merits and its benefits for the audience</p> <p>6.4 Demonstrate listening skills (see J3)</p> <p>6.5 Respond to doubts and objections</p>	<ul style="list-style-type: none"> • Choose an adequate facility • Greet individual(s), participants, audience warmly
7. Negotiate	<p>7.1 Create a positive climate</p> <p>7.2 Persuade / argue (see J6)</p> <p>7.3 Find a win-win arrangement / settlement</p>	<ul style="list-style-type: none"> • Find appropriate time and place • Demonstrate listening skills (see J3) • Demonstrate empathy • Present / defend one's position with emphasis on its benefits for the other party(ies) • Try to understand position of other party(ies) • Identify items / issues where a compromise is possible
8. Display tact and diplomacy	<p>8.1 Assess relevance of communicating sensitive information, opinion or decision</p> <p>8.2 Choose appropriate time and place</p> <p>8.3 Use appropriate tone and words</p> <p>8.4 Conclude on a positive note</p>	

And to accomplish the previously described professional competencies, cultural managers must be able to...:

K. DEMONSTRATE PERSONAL SKILLS / TRAITS

SKILLS	SUBSKILLS	SUB-SUBSKILLS
1. Demonstrate a 'feu sacré' for the arts	1.1 Display passion and belief in art 1.2 Display assertiveness 1.3 Display perseverance and determination	
2. Demonstrate integrity and ethical behavior	2.1 Take responsibility for one's errors / mistakes 2.2 Accomplish one's duties and tasks according to expected standards 2.3 Prevent / notice errors and take corrective actions 2.4 Honor one's commitments 2.5 Maintain confidentiality 2.6 Establish / maintain relationships based on trust 2.7 Give priority to one's professional obligations, when required	
3. Demonstrate analytical skills	3.1 Collect and synthesize facts and data 3.2 Break down facts and data into simple elements 3.3 Identify the essential or most significant issues or challenges 3.4 Draw logical conclusions	
4. Exercise judgment	4.1 Analyze a situation	<ul style="list-style-type: none"> • Refrain from drawing hasty conclusions • Gather information before voicing an opinion, committing oneself or making a decision • Consider viewpoints and ideas expressed by others • Distinguish between a fact, a perception and the interpretation of a fact

And to accomplish the previously described professional competencies, cultural managers must be able to...:

K. DEMONSTRATE PERSONAL SKILLS / TRAITS

SKILLS	SUBSKILLS	SUB-SUBSKILLS
4. Exercise judgment (cont'd)	4.2 Draw pertinent conclusions	<ul style="list-style-type: none"> • List a series of possible solutions • Assess their positive and negative impacts • Take action and / or adopt adequate behavior
5. Demonstrate interpersonal skills	5.1 Establish good relations with all kinds of people	<ul style="list-style-type: none"> • Make people feel at ease • Respect people's needs and interests • Initiate contact • Accept people's limitations
	5.2 Demonstrate authenticity with others	<ul style="list-style-type: none"> • Be straightforward • Express one's needs and interests • Demonstrate ability to say NO
6. Collaborate	6.1 Contribute to defining a concerted orientation toward a common task	
	6.2 Build / maintain a positive rapport with people from various fields or specialties	
	6.3 Demonstrate responsiveness to change	
	6.4 Resolve disagreements or conflicts	
	6.5 Receive and give ongoing constructive feedback	
7. Adapt to change	7.1 Adapt one's personal and professional habits	
	7.2 Adapt one's interpersonal behavior patterns	
	7.3 Modify / adjust one's requirements and expectations, if needed	
8. Develop trust	8.1 Stand by one's principles	
	8.2 Carry through with one's word	
	8.3 Demonstrate consistence in behavior	
	8.4 Demonstrate professional competence	
	8.5 Demonstrate ability to communicate clearly	

And to accomplish the previously described professional competencies, cultural managers must be able to...:

K. DEMONSTRATE PERSONAL SKILLS / TRAITS

SKILLS	SUBSKILLS	SUB-SUBSKILLS
8. Develop trust (cont'd)	8.6	Demonstrate fairness
9. Conceptualize	9.1	Recognize patterns, trends or causes of events
	9.2	Identify and design / develop solutions
10. Demonstrate research skills	10.1	Conduct electronic searches
	10.2	Use Internet and other Internet resources
	10.3	Use online library catalogs
	10.4	Use databases and electronic indexes
	10.5	Evaluate sources
	10.6	Cite sources
11. Manage stress	11.1	Prioritize tasks and assignments
	11.2	Work effectively on several tasks or assignments at the same time
	11.3	Meet demanding deadlines
	11.4	Control one's emotions when facing resistance or hostility
	11.5	Exert a positive influence in crisis situations
12. Manage time	12.1	Assess time realistically
	12.2	Make a sensible and effective use of one's time
	12.3	Focus on priorities
	12.4	Meet deadlines
	12.5	Reduce interruptions

And to accomplish the previously described professional competencies, cultural managers must be able to...:

K. DEMONSTRATE PERSONAL SKILLS / TRAITS

SKILLS	SUBSKILLS	SUB-SUBSKILLS
13. Give and receive constructive criticism	13.1	Demonstrate an open-mind
	13.2	Listen (see J3)
	13.3	Provide feedback based on facts and observations
	13.4	Underline strengths as well as shortcomings
	13.5	Provide practical suggestions for improvement
14. Multi-task	14.1	Concurrently undertake different types of activities
	14.2	Exercise various roles and duties
15. Manage one's professional development	15.1	Keep abreast of trends and developments
	15.2	Use changes occurring in the workplace as opportunities for professional development and growth
	15.3	Define / update a professional development plan
16. Demonstrate creativity	16.1	Explore new ideas based on intuition
	16.2	Generate a great number of new and original ideas
	16.3	Link ideas that, on the surface, do not appear to 'fit together'
17. Demonstrate thoroughness and attention to detail	17.1	Perform tasks to the necessary standards of accuracy and quality
	17.2	Identify and address details that ensure a smooth operation

And to accomplish the previously described professional competencies, cultural managers must be able to...:

K. DEMONSTRATE PERSONAL SKILLS / TRAITS

SKILLS	SUBSKILLS	SUB-SUBSKILLS
<p>18. Demonstrate, utilize and share one's knowledge of the cultural sector</p>	<p>18.1 Demonstrate knowledge and understanding of the main current and future challenges and issues facing one's organization, the subsector to which it belongs and the cultural sector in general</p> <p>18.2 Demonstrate knowledge of the public and private funding organizations dedicated to cultural development</p> <p>18.3 Utilize one's knowledge of the cultural sector and of its resources to promote the interest and development of one's organization, its stakeholders and the cultural community in general</p> <p>18.4 Provide counselling assistance to the Board members, staff, artists, and to other internal and external collaborators and partners</p> <p>18.5 Stay current</p>	