

Competency Profile

GENERAL STAGE TECHNICIANS
(STAGE HANDS)

A Competency Analysis
(with proficiency levels)

www.culturalhrc.ca

Recommended Skills for

General Stage Technicians (stage hands)

COMPETENCY PROFILE

(with proficiency levels)

Cultural Human Resources Council

17 York Street, Suite 201

Ottawa, Ontario K1N 9J6

Telephone: (613) 562-1535 / 1-866-562-1535

Fax: (613) 562-2982

E-mail: info@culturalhrc.ca

Web site: www.culturalhrc.ca



Cultural Human
Resources Council

Conseil des
ressources humaines
du secteur culturel

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The opinions and interpretations in this publication are those of the author and do not necessarily reflect those of CHRC and the Government of Canada. This project is funded by the Government of Canada's Sector Council Program.



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...and to accomplish all of the above, **GENERAL STAGE TECHNICIANS** must be able to...:

- M. DEMONSTRATE COMMUNICATION SKILLS | 37**
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INTRODUCTION

This document presents the outcomes of an occupational analysis (1) for **GENERAL STAGE TECHNICIANS (STAGE HANDS)**. It identifies the combined competencies that make up the work of General Stage Technicians.

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 for GENERAL STAGE TECHNICIANS (STAGE HANDS)**.

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.

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

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

BACKGROUND

About the Stage Technician (stage hands) Profile

There is a significant diversity of productions, and the potential for a wide range of occupational titles, for those performing the tasks of a stage technician. The term 'stage technician' also represents a job category, therefore including a certain number of specialties : for instance, lighting and sound technicians both belong to this job category.

This analysis strictly focuses on the position of **general stage technician**. General stage technicians are also commonly referred to as "**stage hands**". They work in theatre, dance, opera, circus, film/television, and musical concerts. Their primary tasks are to load in, set up, run, strike and load out the production elements for live entertainment productions. They learn most of their skills on-the-job.

NOTA BENE

The statements shaded in **green**, in **blue** or in **pink** in this document are the actual Subskills and Important Actions that an entry-level (green), intermediate (blue) or advanced (pink) practitioner must be able to perform when the required proficiency indicated on the Chart of competencies is a LEVEL 1; indeed a LEVEL 1 is defined as follows: Must be able to perform some parts of this skills satisfactorily but will require assistance and/or supervision to perform the entire skill.

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 **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 L inclusively) and **General Areas of General Competence** (GACs M and N).
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.

ACKNOWLEDGMENT

The Cultural Human Resources Council (CHRC) wishes to thank the following individuals who gave their time and commitment to this project:

CHRC'S EXPERT WORKING GROUP

Peter Gerrie, Francis Winspear Centre for Music, AB
Nik von Schulmann, PRP Inc., BC
Emily Lalonde, Freelance Stage Technician, ON
Don Parman, Massey Theatre, BC
Michel Desbiens, Grand Théâtre de Québec, QC
James Fulton, Freelance Stage Technician, ON
Mathieu Thébodeau, Freelance Stage Technician, QC
Rebekah Johnson, Freelance Stage Technician, BC
Scott Williamson, Canadian Opera Company, ON
Dave Miller, The Banff Centre, AB
Wade MacConnell, Freelance Technical Consultant, NS
Tom Heemskerck, Royal and McPherson Theatres Society, BC
David Baer, Freelance Stage Technician, ON

CHRC'S STEERING COMMITTEE

Mark Melymick - Sheridan College, ON
John Avery - The Banff Centre, AB
Louise Boucher - Conseil québécois des ressources humaines en culture, QC
Monique Corbeil - Canadian Institute for Theatre Technology, QC
Peter Feldman - CAPACOA, ON
Graham Frampton - CITT/ICTS, AB
Brian Low - Nasco Staffing Solutions, BC
Julian Mayne, Francis Winspear Centre for Music, AB
Sean McGuire - IATSE, ON
Hugh Neilson, Professional Association of Canadian Theatres, ON
David Speers, Opera Ontario, ON

SUPPORT

Susan Annis, Executive Director, CHRC
Manon Turcotte, Project Manager, CHRC
Pierre Morin, Consultant and DACUM Facilitator
Jeanne Villeneuve, Translator
Lynne Lalonde, Consultant

PROFESSIONAL COMPETENCIES

A. LOAD IN/LOAD OUT PRODUCTION ELEMENTS

1. Direct truck docking
2. Load/unload trucks
3. Position production elements on site/venue

B. ASSEMBLE/DISASSEMBLE PRODUCTION ELEMENTS

1. Interpret technical drawings and documents
2. Set up and strike scaffolding and staging
3. Coil and run cable and rope
4. Distribute power
5. Perform visual inspection of production elements
6. Dress and mask production elements

C. ASSEMBLE/DISASSEMBLE STAGE CARPENTRY ELEMENTS

1. Set up and strike rigging elements
2. Set up and strike soft goods and masking
3. Set up and strike flown elements
4. Set up and strike stairs, ramps, balconies and platforms
5. Set up and strike automation systems
6. Set up and strike floors, decks and traps
7. Set up and strike flattage (walls)
8. Set up and strike set pieces

D. ASSEMBLE/DISASSEMBLE LIGHTING ELEMENTS

1. Lay out lighting position
2. Set up and strike dimming and control systems
3. Assemble lighting, truss, booms, etc.
4. Hang, position and strike fixtures and accessories
5. Plug in fixtures and accessories
6. Focus conventional fixtures
7. Set up and strike follow spots

E. ASSEMBLE/DISASSEMBLE SOUND AND AUDIO-VISUAL ELEMENTS

1. Set up and strike speakers
2. Set up and strike consoles
3. Set up and strike racks
4. Set up and strike microphones, stands and related equipment
5. Set up and strike ancillary equipment
6. Set up and strike inter-communication systems
7. Set up and strike projectors
8. Set up and strike projection screens and video displays
9. Set up and strike video equipment
10. Interconnect system components

F. ASSEMBLE/DISASSEMBLE PROPS ELEMENTS

1. Position, organize and secure props
2. Set up and strike wardrobe and performer requirements
3. Lay floor coverings
4. Set up and strike furniture, hand props and decor
5. Handle weapons
6. Set up and strike orchestra physical elements
7. Set up and strike musical instruments/band gear
8. Prepare food and beverages
9. Clean and maintain performance area

G. ASSEMBLE/DISASSEMBLE SPECIAL EFFECTS

1. Set up and strike atmospheric special effects
2. Set up and strike mechanical special effects
3. Set up and strike live sound special effects
4. Set up and strike pyrotechnic special effects
5. Set up and strike fire and flame special effects

H. EXECUTE REHEARSALS AND PERFORMANCES

1. Identify chain of command
2. Identify required tools, equipment and techniques
3. Record notes for cue sheets/check lists
4. Set/identify spike marks
5. Perform pre-show duties
6. Execute cues
7. Make adjustments/modifications
8. Perform post-show duties

I. TROUBLESHOOT PRODUCTION ELEMENTS

1. Check production elements
2. Report problem
3. Determine course of action
4. Implement solution

J. MAINTAIN/REPAIR PRODUCTION AND VENUE ELEMENTS AND EQUIPMENT

1. Maintain/repair stage carpentry elements
2. Maintain/repair lighting equipment
3. Maintain/repair audio-visual and sound equipment
4. Maintain/repair props
5. Maintain/repair special effects

K. OPERATE TOOLS AND EQUIPMENT

1. Operate material handling equipment
2. Operate personnel lifts
3. Use ladders
4. Use scaffolds
5. Operate intercoms and walkie-talkies
6. Use personal protective equipment
7. Use fall protection equipment
8. Operate rigging equipment
9. Use knots and ropes
10. Operate sound, lighting and automation consoles
11. Operate fly systems
12. Operate follow spots
13. Operate special effect devices
14. Use general purpose hand tools
15. Operate conventional power tools
16. Use testing equipment
17. Operate soldering equipment
18. Use specialty tools
19. Use wardrobe tools and equipment
20. Use fasteners
21. Use adhesives, fillers, paints and solvents
22. Use paint equipment
23. Use cleaning equipment
24. Operate food preparation equipment

L. COMPLY WITH LAWS, REGULATIONS, POLICIES AND BEST PRACTICES

1. Ensure safe work environment
2. Execute emergency procedures
3. Comply with fire code
4. Comply with electrical code
5. Comply with fall arrest
6. Comply with firearms and pyrotechnics regulations
7. Comply with WHIMS
8. Comply with compressed gas regulations
9. Comply with occupational health and safety laws, regulations
10. Comply with employment standards and contracts
11. Comply with HR policies
12. Follow industry/venue best practices

GENERAL COMPETENCIES

M. DEMONSTRATE COMMUNICATION SKILLS

1. Speak in a clear and concise manner
2. Practice active listening
3. Use/interpret hand signals
4. Take notes
5. Label equipment
6. Practice head set protocol
7. Practice radio protocol
8. Share and transfer knowledge and expertise

N. DEMONSTRATE PERSONAL SKILLS

1. Take direction
2. Practice stage etiquette
3. Demonstrate situational awareness
4. Function as part of a team
5. Demonstrate analytical skills
6. Demonstrate mechanical aptitude
7. Demonstrate sensitivity to artistic work
8. Demonstrate physical and mental stamina and endurance
9. Practice punctuality
10. Meet deadlines
11. Practice self-discipline
12. Practice personal hygiene
13. Recognize one's physical limitations
14. Work at heights
15. Work in confined spaces
16. Work in low light
17. Demonstrate problem solving skills
18. Exercise creative thinking
19. Demonstrate a sense of humour
20. Maintain concentration
21. Pay attention to details
22. Prioritize
23. Demonstrate flexibility, adaptability and availability
24. Respect others' physical limitations
25. Stay current

Please refer to the chart of competencies with proficiency levels:

www.culturalhrc.ca/for_members/Competencies/Stage_Technicians/CHRC_Stage_Tech_Chart_Ratings-en.pdf

COMPETENCY PROFILE

**GENERAL STAGE TECHNICIANS
(STAGE HANDS)**
MUST BE ABLE TO...

A GENERAL STAGE TECHNICIAN (STAGE HAND)

must be able to :

**A. LOAD IN/LOAD OUT
PRODUCTION ELEMENTS**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
1. Direct truck docking	<p>1.1 Ensure a safe and clear / level loading area, confirm location and make sure site is free of hazards (snow/ice/water)</p> <p>1.2 Assist driver with basic hand signals</p>	<ul style="list-style-type: none"> • Clear debris • Place pylons 	<p>Most critical interpersonal and/or personal skills associated with the competency as a whole:</p> <ul style="list-style-type: none"> • USE/INTERPRET HAND SIGNALS (M3) • DEMONSTRATE SITUATIONAL AWARENESS (N3)
2. Load/unload trucks	<p>2.1 Select/apply appropriate equipment (plates, ramps, lift gates, fork lifts)</p> <p>2.2 Secure/unsecure production elements (remove straps, load bars/chocks)</p> <p>2.3 Select and apply handling techniques</p>	<ul style="list-style-type: none"> • Survey load • Remove/apply ratchet straps, load bars, chocks • Remove/apply packing blankets, subfloors • Recognize physical properties of production elements (e.g. heavy, fragile) • Use appropriate tools, equipment and manpower 	<ul style="list-style-type: none"> • DEMONSTRATE SITUATIONAL AWARENESS (N3) • PRACTICE PERSONAL HYGIENE (N12) • RECOGNIZE ONE’S PHYSICAL LIMITATIONS (N13)
3. Position production elements on site/venue	<p>3.1 Follow labels and directions</p> <p>3.2 Handle production elements safely</p>		<ul style="list-style-type: none"> • DEMONSTRATE SITUATIONAL AWARENESS (N3)