



CHART OF COMPETENCIES

CULTURAL MENTORS

www.culturalhrc.ca



CHRC
Cultural
Human Resources
Council

CRHSC
Conseil
des ressources humaines
du secteur culturel

In 2002, a report entitled *Creative Management in the Arts and Heritage: Sustaining and Renewing Professional Management for the 21st Century — A Proposed Action Plan for Creating Winning Conditions*, (Jocelyn Harvey) provided an overview of the status of managers in the cultural workforce.

One of the purposes of the report was to provide recommendations on how to strengthen management in the cultural sector, and how to plan for its future. Mentorship was identified as a key way to ensure a stable and effective pool of young managers for orderly transition and succession, and ongoing qualified management in the cultural sector.

A think tank organized in 2004 by the Cultural Human Resources Council (CHRC), the Canadian Conference of the Arts, the Canada Council and the Department of Canadian Heritage confirmed the need to establish more formal mentoring possibilities in the cultural sector to help facilitate and encourage the recruitment of young cultural managers. CHRC has undertaken work with an expert group of cultural mentors in the arts management field to identify the competencies needed to act as a mentor. This is ground breaking research. Nothing has ever been done like it in the cultural sector, and very little outside the cultural sector.

This document presents the outcomes of an occupational analysis on mentors for managers of cultural organizations. It identifies the combined competencies that make up the work of mentors in the cultural sector.

The competency Chart and Profile and related training gaps analysis for mentors will allow people who are 'natural' mentors to understand and articulate their skills; it will allow employers to identify mentors on their staff and educators to prepare mentors; and it will hopefully raise the recognition and compensation bar for those who contribute hours and days of their time and energy in the mentoring process out of love for the profession and their sector.

CHRC (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 MENTORS.


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

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

In the context of this analysis a mentor is defined as an experienced, respected and credible person who, in a formal context or informally, provides personal and confidential assistance to enhance the learning and professional development of a less experienced person through guidance, counselling, role modeling and by sharing his / her experience, expertise and vision.

 Cultural
Human Resources
Council

 Conseil
des ressources humaines
du secteur culturel

Cultural Human Resources Council
17 York Street, #201, Ottawa, ON
Telephone: (613) 562-1535
Fax: (613) 562-2982
www.culturalhrc.ca

This project is funded by the
Government of Canada's Sector
Council Program.



A Mentor must be ab

PROFESSIONAL COMPETENCIES :

A. IDENTIFY THE NEED

- 1. Obtain background information on potential protege and his/her professional environment
- 2. Assess potential protege's motives to engage in a mentoring relationship
- 3. Clarify potential protege's areas of interest
- 4. Assess if mentoring is the proper approach
- 5. Identify the gaps in potential protege's experience and skills
- 6. Assess suitability of the relationship

B. ESTABLISH RAPPORT

- 1. Define roles
- 2. Identify mutual expectations
- 3. Agree on ground rules to govern the mentoring relationship
- 4. Agree with protege on reviews of the relationship itself

C. ENSURE RESOURCES FOR THE MENTORING PROCESS

- 1. Assist protege to find physical and financial resources
- 2. Commit time
- 3. Establish methods of communication
- 4. Confirm terms of agreement with protege

D. ESTABLISH A WORK PLAN

- 1. Enable protege to set goals
- 2. Enable protege to create a critical path
- 3. Agree on assessment process



E. GUIDE PROTEGE THROUGH THE WORK PLAN

- 1. Monitor progress
- 2. Ask challenging questions
- 3. Use / share creativity and problem solving tools and techniques
- 4. Enable protege to identify the consequences of a potential course of action
- 5. Enable protege to gain self-knowledge of his / her skills and talents
- 6. Encourage the protege to reconcile artistic vision and business reality
- 7. Provide feedback

F. SHARE INDUSTRY KNOWLEDGE

- 1. Pass on history, traditions and rituals
- 2. Provide “insider” information
- 3. Pass on industry specific tools and resources (ex.: templates, PowerPoint presentations, etc.)
- 4. Facilitate access to network of individuals
- 5. Recommend industry specific organizations and professional development opportunities
- 6. Inform protege on career / business opportunities in the industry

G. PROVIDE GROWTH OPPORTUNITIES

- 1. Encourage high level of ownership
- 2. Encourage protege to cultivate and value relationships
- 3. Enable protege to learn from experience (successes and failures)
- 4. Enable protege to trust his / her instinct
- 5. Encourage protege to develop an analytical and critical mindset
- 6. Encourage protege to set personal limits

H. COMPLETE THE MENTORING PROCESS

- 1. Self assess performance as mentor
- 2. Fulfill third-party obligations
- 3. Evaluate the relationship and the process with protege
- 4. Recommend next steps to the protege

And to accomplish the previously described professional competencies, A MENTOR must be able to...:

GENERAL COMPETENCIES :

I. DEMONSTRATE COMMUNICATION SKILLS

- 1. Use listening techniques
- 2. Speak clearly and concisely
- 3. Use tone, manner and language compatible with mentor role
- 4. Display tact and diplomacy
- 5. Negotiate
- 6. Use and be sensitive to non verbal communication
- 7. Select means of communication
- 8. Make presentations
- 9. Write assessments
- 10. Write correspondence
- 11. Write proposals and reports
- 12. Facilitate group interactions
- 13. Maintain focus

J. DEMONSTRATE PERSONAL SKILLS

- 1. Bring passion to the mentoring process
- 2. Empathize
- 3. Exercise leadership
- 4. Demonstrate willingness to transfer one’s knowledge and skills
- 5. Demonstrate perceptiveness
- 6. See the ‘big picture’
- 7. Apply theory to practice
- 8. Set an example (role model)
- 9. Demonstrate reliability and stability
- 10. Demonstrate respect
- 11. Use positive reinforcement
- 12. Demonstrate flexibility
- 13. Demonstrate analytical skills
- 14. Demonstrate thoroughness and attention to details
- 15. Solve problems
- 16. Exercise creativity
- 17. Prioritize and manage time
- 18. Make decisions
- 19. Stay current
- 20. Display a sense of humor

