

Competency Profile

CULTURAL MENTORS

A Competency Analysis

www.culturalhrc.ca

Recommended Skills for

Mentors in the cultural sector

COMPETENCY PROFILE

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... AND TO ACCOMPLISH THE PREVIOUSLY DESCRIBED PROFESSIONAL COMPETENCIES, A **MENTOR** MUST BE ABLE TO...

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INTRODUCTION

This document presents the outcomes of an occupational analysis (1) for **MENTORS**. It identifies the combined competencies that make up the work of Booking Agents.

The Cultural Human Resources Council (www.culturalhrc.ca) strives to be at the centre of vision and forward thinking in the area of cultural human resources development. CHRC brings together representatives of arts disciplines and cultural industries in the cultural sector to address the training and career development needs of cultural workers – artists, creators, technical staff, managers and all others engaged professionally in the sector, including the self-employed.

The **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.

BACKGROUND

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 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 even been done like it in the cultural sector, and very little outside 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.

This DACUM process to develop a competency Chart and Profile for cultural mentors will shine a light on the very important mentoring activity that is already going on in the cultural sector and urgently needs nurturing and support.

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 less experienced person through guidance, counseling, role modeling and by sharing his/her experience, expertise and vision.

You should find everything you do somewhere on the competency chart, but you will not necessarily do everything identified on the chart.

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

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 H inclusively) and **General Areas of General Competence** (GACs I and J).
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 MENTOR MUST BE ABLE TO:

PROFESSIONAL COMPETENCIES

A. IDENTIFY THE NEED

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

C. ENSURE RESOURCES FOR THE MENTORING PROCESS

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

D. ESTABLISH WORK PLAN

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

E. GUIDE PROTÉGÉ THROUGH THE WORK PLAN

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

F. SHARE INDUSTRY KNOWLEDGE

1. Pass on history, traditions and rituals
2. Provide "inside" 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 protégé on career / business opportunities in the industry

G. PROVIDE GROWTH OPPORTUNITIES

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

H. COMPLETE THE MENTORING PROCESS

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

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 detail
15. Solve problems
16. Exercise creativity
17. Prioritize and manage time
18. Make decisions
19. Stay current
20. Display a sense of humour

COMPETENCY PROFILE

A **MENTOR** MUST BE ABLE TO ...

A MENTOR MUST BE ABLE TO:

A. IDENTIFY THE NEED

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
1. Obtain background information on potential protégé and his/her professional environment	1.1 Collect documents on potential protégé's preparation and experience	<ul style="list-style-type: none"> Obtain potential protégé's c.v. / résumé Obtain potential protégé's academic record (if relevant) 	<p>Most critical interpersonal and/or personal skills associated with the competency as a whole</p> <ul style="list-style-type: none"> DISPLAY TACT AND DIPLOMACY (I4) DEMONSTRATE THOROUGHNESS AND ATTENTION TO DETAILS (J14)
	1.2 Obtain references	<ul style="list-style-type: none"> Contact references provided by potential protégé Seek permission to contact others not on reference list (former colleagues, etc.) 	
	1.3 Conduct interviews	<ul style="list-style-type: none"> Meet with references by phone or in person Discuss potential protégé's personal qualities and skills with former colleagues and mutual acquaintances 	
2. Assess potential protégé's motives to engage in a mentoring relationship	2.1 Analyze the potential protégé's interest in a mentoring relationship	<ul style="list-style-type: none"> Ask the potential protégé to describe the professional and personal factors that explain his/her interest in engaging in a mentoring relationship 	<ul style="list-style-type: none"> USE LISTENING TECHNIQUES (I1) DEMONSTRATE ANALYTICAL SKILLS (J13)
	2.2 Assess potential protégé's level of motivation to engage in mentoring process	<ul style="list-style-type: none"> Analyze potential protégé's performance history Review notes from previous interviews 	
3. Clarify potential protégé's areas of interest	3.1 Review background information on potential protégé	<ul style="list-style-type: none"> Examine potential protégé's academic background Examine potential protégé's work experience Examine potential protégé's extracurricular activities and hobbies 	<ul style="list-style-type: none"> DEMONSTRATE PERCEPTIVENESS (J5) DEMONSTRATE ANALYTICAL SKILLS (J13)
	3.2 Engage in discussion with potential protégé	<ul style="list-style-type: none"> Review and confirm findings with potential protégé Invite potential protégé to share life and professional aspirations 	
4. Assess if mentoring is the proper approach	4.1 Review with potential protégé prospective application of mentoring process	<ul style="list-style-type: none"> Describe mentoring process: what it can do and what it can't 	<ul style="list-style-type: none"> EMPATHIZE (J2) MAKE DECISIONS (J18)
	4.2 Examine potential protégé's immediate needs	<ul style="list-style-type: none"> Explore with potential protégé his/her perceptions of current requirements Agree on immediate priorities for development Discuss and agree upon next practical steps: mentoring or specific alternatives 	