

CHOREOGRAPHERS

COMPETENCY PROFILE

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FOREWORD

This document presents the results of an occupational analysis¹ focused on the profession of choreographer. The project was proposed and coordinated by the **Regroupement québécois de la danse (RQD)**, in collaboration with the **Conseil québécois des ressources humaines en culture (CQRHC)**, and received financial support from the **Commission des partenaires du marché du travail (CPMT)**.

At the second *États généraux de la danse professionnelle au Québec*, held in April 2009, over one hundred dance professionals unanimously adopted a recommendation to update the competency profile for choreographers in Quebec. Calling on RQD to oversee the development of this profile, the recommendation was included in the *Master Plan for Professional Dance in Quebec 2011–2021*, in the Disciplinary Expansion section.

Throughout the work sessions leading to the creation of the Competency Profile for Choreographers, an expert committee of choreographers endeavoured to provide a detailed description of their professional and personal competencies. To do so, they first developed a Chart of Competencies for Choreographers. The choreographer/experts then set out to describe, as specifically as possible, the subskills and important actions associated with each of the skills listed in the Chart.

VARIABLE CONTEXTS FOR ARTISTIC CREATION

Those who exercise the profession of choreographer, as defined in this analysis, may be called upon to create choreographies in a variety of contexts, including dance, theatre, circus, variety shows, film, advertising and interactive media. Although a number of choreographers create their works within a dance company, others prefer to do so independently. The contexts in which choreographers work are therefore very diverse. The following analysis takes into account the fact that the responsibilities and tasks of a choreographer **may vary** according to his or her work context and environment. As a result, a person occupying this position **is not necessarily required** to carry out all of the tasks or to demonstrate all of the general competencies listed in the profile.

THE CHOREOGRAPHER/PRODUCER RELATIONSHIP

During their work sessions, the choreographer/experts noted that their profession required above all the mastery of certain artistic skills. However, the environment and conditions in which research-driven and original dance works are created often require choreographers to develop competencies associated with the job of artistic director, project manager or even company director. To carry out their creative projects, choreographers need an appropriate framework and often have to assume or delegate management and production duties as well. These duties may also be carried out by independent choreographers who work on a freelance basis. However, those who create choreographies for producers are not required to carry out these tasks. The experts found it important to make a distinction between the skills, subskills and important actions associated with management and production activities, and those associated with artistic activities. The former skills, subskills and important actions are therefore identified with an asterisk and **are highlighted in green** in the Competency Profile and Chart of Competencies for Choreographers.

¹ The terms “occupational analysis” and “competency profile” are used interchangeably in this document.

TERMINOLOGY

Competency

As used in this analysis, competency refers to *an individual's ability to demonstrate that s/he has the necessary knowledge, skills and attitudes to carry out a professional act or task that meets a pre-determined standard and/or other requirement.*

Types of competency

There are two types of competency: **professional** and **general**. **Professional competencies** include the various **tasks** that a person in a particular profession, job or position should be able to carry out. **General competencies** are **skills** and **abilities** (traits, attitudes, moral qualities) that the practitioner or professional in question should have and demonstrate in order to carry out tasks and fulfil responsibilities. Each of the professional competencies identified in this document should be exercised according to applicable laws, regulations and standards.

USES OF THE DOCUMENT

The **Competency Profile** should be used in conjunction with the **Chart of Competencies for Choreographers**. Artists who practice this profession can refer to both documents in order to have their expertise recognized, as well as to evaluate their skills and determine areas where they could pursue additional training. For dance service organizations, these documents are a useful tool to identify ongoing training needs, and can also be used to develop a specialized choreography training program. For dance companies and producers, these documents can be a useful guide to hire choreographers and write up contracts. Finally, during negotiations aimed at improving work conditions, the Competency Profile and Chart of Competencies for Choreographers can serve as a reference tool and can help to determine the content of agreements among the parties concerned.

METHODOLOGY

The DACUM (Developing a Curriculum) method was chosen to conduct this occupational analysis. One of the key features of DACUM is to rely on a group of expert practitioners to review all of the competencies required to function effectively in a given occupation. The combined Chart of Competencies and Competency Profile present four levels of analysis:

1. A series of areas of competence. An area of competence is a major function or responsibility in a particular profession, trade or position. We have identified two such areas: areas of professional competence (see sections A to J) and areas of general competence (see section K).
2. Each area of competence is then broken down into skills (competencies). A competency statement, like the areas of competence, is defined in behavioural terms and starts with an action verb.
3. Each skill is further divided into subskills (see sections A to J) and main skills (see section K). A subskill is an intermediate step between the main skill and the detailed actions associated with practicing this skill.
4. A non-exhaustive list of important actions and general competencies may be used as performance indicators, providing criteria to assess competencies.

CHART OF COMPETENCIES

PROFESSIONAL COMPETENCIES

As applicable, choreographers should be able to:

A. Define an artistic approach	1. Analyze their work	2. Describe their artistic vision	3. Analyze their expertise	4. Identify the components of their choreographic signature
B. Develop a choreographic language	1. Define physical research parameters	2. Use improvisation	3. Develop movements	4. Make full use of unique physical qualities
	5. Ensure that dancers/performers fully understand selected choreographic components			
C. Develop a choreographic work	1. Draw on their imagination	2. Identify one or several key ideas	3. Develop a key idea	
D. Develop a framework for the research, creation and completion of the choreographic work	1. Define creative issues	2. Develop the research framework	3. Develop a framework for the completion of the choreographic work	
E. Assemble an artistic team	1. Identify required expertise	2. Look for potential human resources	3. Solicit candidates	4. Select team members
	5. Agree on the conditions and requirements of the project			

PROFESSIONAL COMPETENCIES (CONT'D)

As applicable, choreographers should be able to:

F. Complete the choreographic work	1. Present the project to the team	2. Guide the work of collaborators	3. Generate artistic content	4. Monitor work stages
	5. Orchestrate the components of the work	6. Create movement sequences	7. Evaluate designers' proposals	8. Finalize the work
	9. Adapt the work to the performance venue			
G. Direct dancers/performers	1. Communicate expectations and targeted results	2. Transmit the choreographic language	3. Make full use of dancers'/performers' talents, personalities and unique qualities	4. Motivate dancers/performers
	5. Get dancers/performers to rehearse			
H. Ensure the longevity of the choreographic work	1. Transpose the work from one location to another	2. Ensure a video recording is made	3. Ensure that the integrity of the work is respected	4. *Ensure the feasibility of a tour <i>(management or production duty)</i>
	5. Ensure that elements associated with the work are preserved	6. Update a work for a remount		
I. Promote their oeuvre and artistic approach; manage their career	1. Present their project and artistic approach	2. Position their oeuvre in target markets	3. Help to promote and market their oeuvre	4. Manage their career

PROFESSIONAL COMPETENCIES (CONT'D)

As applicable, choreographers should be able to:

J. *Manage an artistic project	1. *Determine project needs	2. *Establish partnerships	3. *Manage a budget	4. *Manage a schedule
<i>*This entire competence area involves management and production duties</i>	5. *Manage contractual agreements	6. *Assess the project		

PERSONAL COMPETENCIES

To carry out the tasks identified above (as applicable), choreographers should:

K. Demonstrate personal competencies	1. Make decisions	2. Solve problems	3. Adapt	4. Exercise leadership
	5. Exercise authority	6. Demonstrate creativity	7. Demonstrate analytical skills	8. Demonstrate management skills (organizing, planning, evaluating)
	9. Manage conflicts	10. Communicate verbally	11. Demonstrate organization skills	12. Learn from experience
	13. Demonstrate a capacity for self-renewal	14. Call on competent resource persons	15. Delegate	16. Manage stress
	17. Demonstrate discernment/judgment	18. Demonstrate courage	19. Demonstrate perseverance	20. Demonstrate boldness
	21. Demonstrate listening skills	22. Demonstrate interpersonal skills	23. Demonstrate openness and curiosity	24. Demonstrate a capacity for introspection
	25. Use intuition	26. Communicate physically and visually		

COMPETENCY PROFILE

As applicable, choreographers should be able to:

A: DEFINE AN ARTISTIC APPROACH

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
1. Analyze their oeuvre	1.1 Position their oeuvre in a social, cultural, historical and political context	<ul style="list-style-type: none"> Carry out research in order to identify influences Consult experts in the field 	<ul style="list-style-type: none"> Demonstrate analytical skills (K7) Demonstrate openness and curiosity (K23)
	1.2 Situate their oeuvre within a specific trend (artistic, aesthetic, philosophical, etc.)	<ul style="list-style-type: none"> Attend events Conduct research on the evolution of artistic trends 	
2. Describe their artistic vision	2.1 Describe their identity and values	<ul style="list-style-type: none"> Describe their personal experience within a social, historical and cultural context Describe their personal characteristics Describe their personality traits Describe their personal experiences 	<ul style="list-style-type: none"> Learn from experience (K12) Demonstrate a capacity for introspection (K24)
	2.2 Describe their artistic aspirations	<ul style="list-style-type: none"> Identify their areas of interest Describe their ambitions Relate their areas of interest and ambitions to artistic trends 	
3. Analyze their expertise	3.1 Describe their experience	<ul style="list-style-type: none"> Review their area(s) of expertise Note other areas of expertise or experience Identify elements relevant to their artistic approach 	<ul style="list-style-type: none"> Demonstrate analytical skills (K7) Demonstrate a capacity for introspection (K24)
	3.2 Describe their training	<ul style="list-style-type: none"> Review their training background Identify training that is relevant to their artistic approach 	

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
4. Identify the components of their choreographic signature	4.1 Analyze the comments of select audiences	<ul style="list-style-type: none"> • Identify recurring elements • Identify distinctive elements 	<ul style="list-style-type: none"> • Demonstrate analytical skills (K7) • Demonstrate a capacity for introspection (K24)
	4.2 Analyze their entire oeuvre	<ul style="list-style-type: none"> • Identify recurring elements • Identify distinctive elements • Summarize recurring and distinctive elements 	

As applicable, choreographers should be able to:

B: Develop a choreographic language

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
1. Define physical research parameters	1.1 Develop a research plan	<ul style="list-style-type: none"> Specify objectives Identify needs Determine necessary resources Decide on a work methodology 	<ul style="list-style-type: none"> Make decisions (K1) Demonstrate analytical skills (K7)
	1.2 Carry out the research	<ul style="list-style-type: none"> Communicate objectives, needs and methodology if the work is to be carried out with partners Conduct a critical performance analysis Use observations to further guide the research 	
2. Use improvisation	2.1 Plan the improvisation work	<ul style="list-style-type: none"> Establish improvisation parameters (physical, spatial, morphological, etc.) Clarify goals and uses of improvisation 	<ul style="list-style-type: none"> Demonstrate creativity (K6) Demonstrate listening skills (K21)
	2.2 Direct improvisations to develop choreographic content	<ul style="list-style-type: none"> Provide instructions Observe improvisations Provide feedback Identify inspirational elements 	
3. Develop movements	3.1 Use codified movements	<ul style="list-style-type: none"> Identify codified movements to be used Demonstrate codified movements to the dancers/performers 	<ul style="list-style-type: none"> Learn from experience (K12) Demonstrate a capacity for self-renewal (K13)
	3.2 Create new movements	<ul style="list-style-type: none"> Play with movement components Structure the technique of the new code 	

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
4. Make full use of unique physical qualities	4.1 Identify unique physical qualities	<ul style="list-style-type: none"> • Observe participants or oneself • Identify elements observed 	<ul style="list-style-type: none"> • Demonstrate creativity (K6) • Demonstrate discernment/judgment (K17)
	4.2 Evaluate potential for use	<ul style="list-style-type: none"> • Test the possibilities of unique physical qualities • If appropriate, incorporate unique physical qualities into the choreographic language 	
5. Ensure that dancers/performers fully understand selected choreographic components	5.1 Develop passing-on/integration methods	<ul style="list-style-type: none"> • Define a mode of transmission • Create a passing-on/integration schedule • Select the necessary tools 	<ul style="list-style-type: none"> • Exercise leadership (K4) • Demonstrate boldness (K20)
	5.2 Ensure that the dancers/performers master the selected choreographic components	<ul style="list-style-type: none"> • Apply integration methods • Rehearse 	

As applicable, choreographers should be able to:

C: Develop a choreographic work

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
1. Draw on their imagination	1.1 Foster a relationship with the self	<ul style="list-style-type: none"> • Engage in contemplative activities: <ul style="list-style-type: none"> • Empty the mind • Meditate • Experience the mind and body in different ways • Etc. • Engage in other types of activities: <ul style="list-style-type: none"> • Dance freely (move) • Let go, lose inhibitions, be spontaneous • Play • Write freely • Experience wonder/disorientation • Etc. 	<ul style="list-style-type: none"> • Demonstrate openness and curiosity (K23) • Demonstrate a capacity for introspection (K24)
	1.2 Foster relationships with others	<ul style="list-style-type: none"> • Discover new worlds (socialize, travel, etc.) • Diversify experiences (improvise with dancers/performers, participate in other artistic projects, etc.) • Broaden knowledge (discover new images, documents and music, take classes, attend events) 	
2. Identify one or several key ideas	2.1 Allow nascent ideas to emerge	<ul style="list-style-type: none"> • Embrace a wide range of ideas • Embrace ideas proposed by others • Allow ideas to flourish • Explore ideas outside their area of expertise and usual way of thinking (think outside the box) 	<ul style="list-style-type: none"> • Make decisions (K1) • Demonstrate boldness (K20)

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
Identify one or several key ideas (cont'd)	2.2 Seize on promising ideas	<ul style="list-style-type: none"> • Identify ideas that stand out • Check feasibility 	
	2.3 Evaluate selected ideas	<ul style="list-style-type: none"> • See whether the idea corresponds with values and artistic vision • See whether the idea involves an interesting challenge • Evaluate the potential of an idea 	
3. Develop a key idea	3.1 Enrich the key idea	<ul style="list-style-type: none"> • Brainstorm and share ideas • Gather information on the artistic aspect of the key idea • Gather information on the historical aspects of the key idea • Gather information on the sociological aspects of the key idea • Gather information on the scientific aspects of the key idea 	<ul style="list-style-type: none"> • Demonstrate creativity (K6) • Demonstrate boldness (K20)
	3.2 Structure the key idea	<ul style="list-style-type: none"> • Establish a creative perspective (artistic angle) • Visualize the stage and visual environment • Imagine the music and sound environment • Visualize the characters who will embody the idea • Make preliminary diagrams and sketches 	

As applicable, choreographers should be able to:

D: Develop a framework for the research, creation and completion of the choreographic work

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
1. Define creative issues	1.1 Define creative objectives	<ul style="list-style-type: none"> Decide what is to be communicated Identify the mandate (commission) Identify the desired impact 	<ul style="list-style-type: none"> Demonstrate creativity (K6) Demonstrate a capacity for introspection (K24)
	1.2 Define creative components	<ul style="list-style-type: none"> Identify sources of inspiration and strong points Identify the subject Identify the content Identify vehicles (dancers/performers, music, etc.) 	
2. Develop the research framework	2.1 Establish the components of the research framework	<ul style="list-style-type: none"> Define the material to be explored Identify sub-themes 	<ul style="list-style-type: none"> Make decisions (K1) Demonstrate creativity (K6)
	2.2 Develop research strategies	<ul style="list-style-type: none"> Plan scenarios Plan tasks according to research parameters Plan improvisation structures Plan composition structures 	
3. Define a framework for the completion of the choreographic work	3.1 Define the framework components	<ul style="list-style-type: none"> Determine the duration of the work Determine the choreographic language Identify the target audience Identify the environment (location, set, sound, etc.) 	<ul style="list-style-type: none"> Make decisions (K1) Demonstrate creativity (K6)
	3.2 Develop a timeline for the completion of the choreographic work	<ul style="list-style-type: none"> Allocate periods for exploration and experimentation Allocate periods for gathering information Allocate periods for composition and structure 	

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
Define a framework for the completion of the choreographic work (cont'd)	3.3 Confirm the feasibility of the idea	<ul style="list-style-type: none"> • Visualize the end result • *Estimate the availability and cost of anticipated human resources • *Estimate the availability and cost of anticipated material resources • *Assess the potential to generate required revenue 	

As applicable, choreographers should be able to:

E: Select an artistic team

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
1. Identify required expertise	1.1 Analyze needs	<ul style="list-style-type: none"> • Identify human artistic resource needs • Identify human technical resource needs • Determine the level of competency required 	<ul style="list-style-type: none"> • Demonstrate analytical skills (K7) • Demonstrate discernment/judgment (K17)
	1.2 Specify needs	<ul style="list-style-type: none"> • Make a list of artistic and technical collaborators • Determine the number of collaborators required in each area 	
2. Look for potential human resources	2.1 Identify known resources	<ul style="list-style-type: none"> • Make a list of collaborators in the artistic community • Make a list of collaborators with whom they have worked in the past • Identify skills within the current team 	<ul style="list-style-type: none"> • Demonstrate interpersonal skills (K22) • Demonstrate openness and curiosity (K23)
	2.2 Use referral sources	<ul style="list-style-type: none"> • Contact colleagues in the dance community • Contact organizations in targeted disciplines • Look up online resources for targeted areas of expertise • Ask producers and presenters for leads on potential resources • Attend shows and events (film, television, etc.) 	

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
3. Solicit candidates	3.1 Plan the solicitation	<ul style="list-style-type: none"> • Target a field of action • Prioritize contacts in various disciplines • Prioritize candidates by discipline • Decide on a solicitation deadline • Determine the parameters of audiovisual documents • *Prepare solicitation documents (call for tenders, ads, competition, etc.) 	<ul style="list-style-type: none"> • Demonstrate analytical skills (K7) • Demonstrate organization skills (K11)
	3.2 Implement the solicitation	<ul style="list-style-type: none"> • Contact individuals directly • *Place an ad (various media) • Plan meetings • *Request profile documents (CV, demo, etc.) 	
4. Select team members	4.1 Plan the selection	<ul style="list-style-type: none"> • Determine selection method(s) for dancers/performers • Determine selection method(s) for collaborators • Define evaluation criteria • Help plan the schedule 	<ul style="list-style-type: none"> • Make decisions (K1) • Demonstrate analytical skills (K7)
	4.2 Evaluate candidates based on audiovisual documents	<ul style="list-style-type: none"> • Evaluate the presentation of documents • Evaluate artistic content • Evaluate dancers/performers according to casting needs • Evaluate candidates' artistic and technical skills 	

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
Select team members (cont'd)	4.3 Hold auditions	<ul style="list-style-type: none"> • Determine the content of the audition • Determine the physical and material conditions of the audition • Determine roles and responsibilities related to the audition • Create a favourable environment according to the project • Send preparation guidelines to participants • Evaluate personal, artistic and technical skills according to casting requirements 	
	4.4 Hold interviews	<ul style="list-style-type: none"> • Determine the physical and material conditions of the interview • Determine the content of the interview • Describe the project parameters • Evaluate according to casting requirements • Evaluate candidates' interest in the project • Evaluate personal, artistic and technical skills 	
	4.5 Finalize the selection	<ul style="list-style-type: none"> • Analyze the results of the auditions, interviews, etc. • Check legal requirements as needed (visa, work permit, criminal record, etc.) • Make final decisions 	

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
5. Agree on the conditions and requirements of the project	5.1 Make a list of conditions	<ul style="list-style-type: none"> • Establish a project timeline and work schedule • List specific conditions and health and safety risks 	<ul style="list-style-type: none"> • Adapt (K3) • Communicate verbally with clarity (K10)
	5.2 Negotiate the conditions and requirements of the project	<ul style="list-style-type: none"> • *Discuss financial conditions • *Discuss short- and long-term availability • *Discuss specific conditions and health and safety risks • *Propose roles and positions to be filled • *Discuss work conditions 	

As applicable, choreographers should be able to:

F: Complete the choreographic work

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
1. Present the project to the team	1.1 Describe the origins of the project	<ul style="list-style-type: none"> • Describe what triggered the project • Present the premises of the project • Describe the inspiration for the project 	<ul style="list-style-type: none"> • Exercise leadership (K4) • Communicate verbally with clarity (K10)
	1.2 Describe the nature of the project	<ul style="list-style-type: none"> • Explain the artistic concepts • Show work sketches • Show how the research has evolved • Present work methods 	
	1.3 Describe production parameters	<ul style="list-style-type: none"> • Present collaborators • Provide information about creation and performance locations • Provide the production schedule 	
2. Guide the work of collaborators	2.1 Provide input to collaborators	<ul style="list-style-type: none"> • Discuss/share ideas about the project • Present the raw material to each designer • Explain desires, expectations and aesthetic concerns • Review proposals submitted by collaborators 	<ul style="list-style-type: none"> • Exercise leadership (K4) • Communicate verbally with clarity (K10)
	2.2 Provide information about the project	<ul style="list-style-type: none"> • Provide details on the contexts and circumstances surrounding the project • Explain production constraints and limitations • Provide information on financial parameters 	

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
3. Generate artistic content	3.1 Propose avenues for exploration	<ul style="list-style-type: none"> Propose scenarios Establish a framework favourable to exploration Propose possible ways of working 	<ul style="list-style-type: none"> Demonstrate boldness (K20) Demonstrate creativity (K6)
	3.2 Develop rough drafts	<ul style="list-style-type: none"> Identify a main thread based on relevant exploratory elements Match artistic components (music, movement, visual elements, texts, etc.) Take into account requirements, requests and constraints related to the mandate Factor in technical parameters and designers' proposals 	
4. Monitor work stages	4.1 Assess each stage of the creative process	<ul style="list-style-type: none"> Keep track of the work accomplished Analyze the work accomplished according to artistic intent Assess the work accomplished 	<ul style="list-style-type: none"> Demonstrate analytical skills (K7) Adapt (K3)
	4.2 Make adjustments as the work evolves	<ul style="list-style-type: none"> Adapt the work plan Adapt the methodology Inform designers and collaborators of proposed adjustments 	
5. Orchestrate the components of the work	5.1 Start putting sequences together	<ul style="list-style-type: none"> Select sequences Check the organization of sequences Create transitions Create modulations 	<ul style="list-style-type: none"> Demonstrate creativity (K6) Demonstrate a capacity for introspection (K24)
	5.2 Be sensitive to impressions generated by the sequences	<ul style="list-style-type: none"> Observe attempts to create links Step back Identify strong points in the sequences 	

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
Orchestrate the components of the work (cont'd)	5.3 Decide on a structure	<ul style="list-style-type: none"> • Rearrange according to strong points • Adjust the sequences according to the desired structure 	
6. Create movement sequences	6.1 Determine bodily qualities or movement elements	<ul style="list-style-type: none"> • Create <i>états de corps</i> (bodily states) and physical textures • Create qualities of presence • Identify the impulses generating the movement (energy/time/shape/space) 	<ul style="list-style-type: none"> • Demonstrate creativity (K6) • Demonstrate boldness (K20)
	6.2 Develop a choreographic language	<ul style="list-style-type: none"> • Develop a vocabulary based on instructions • Use codified movements • Create a vocabulary based on a gestural signature • Create a vocabulary based on improvisations • Create a vocabulary based on creative parameters and production constraints 	
7. Evaluate designers' proposals	7.1 Analyze the proposals together or individually	<ul style="list-style-type: none"> • Examine the proposed models, designs and sketches • Visualize the desired effects based on the proposed models, designs and sketches • Assess the impact of the proposals on the artistic content • Identify potential problems in the proposals (technical, budgetary, artistic) • Reorient the designers' work as needed 	<ul style="list-style-type: none"> • Demonstrate analytical skills (K7) • Call on competent resource persons (K14)
	7.2 Test the proposals	<ul style="list-style-type: none"> • Try out the proposals in the studio • See how the various components relate to one another • Check that technical, material and artistic aspects mesh with the content of the work 	

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
8. Finalize the work	8.1 Make choices according to the artistic nature of the project and production parameters	<ul style="list-style-type: none"> • Choose the various artistic components to be included in the work (texts, sound and music environment, scenery, media, etc.) • Agree on production elements that will adequately support the artistic project • Choose suitable materials and supports for the artistic project 	<ul style="list-style-type: none"> • Make decisions (K1) • Demonstrate creativity (K6)
	8.2 Give concrete expression to the work in a rehearsal space	<ul style="list-style-type: none"> • Integrate the physical components of the work • Integrate the practical components of the work • Integrate the artistic components of the work • Direct the dancers/performers (see section G) 	
	8.3 Adjust the work during the creative process	<ul style="list-style-type: none"> • Analyze the work according the initial artistic intent • Modify the artistic intent if appropriate • Adjust the components of the work according to a specific analysis and/or new artistic goals and production constraints 	
9. Adapt the work to the performance venue	9.1 Adjust the physical, practical and artistic components of the work according to the realities of the performance venue	<ul style="list-style-type: none"> • Check the material parameters of the venue (scenery, lighting, etc.) • Check the technical conditions • Check the seating arrangements (capacity, position of spectators, etc.) • Assess the impact of the environment and space on the work 	<ul style="list-style-type: none"> • Demonstrate analytical skills (K7) • Demonstrate a capacity for self-renewal (K13)

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
Adapt the work to the performance venue (cont'd)	9.2 Reorient the designers' work according to the specifics of the performance venue	<ul style="list-style-type: none"> • Reorient the work of artistic and technical collaborators (set designers, lighting operators, stage managers, etc.) • Reorient the work of performance collaborators (musicians, dancers, actors, etc.) 	
	9.3 Adjust the work during the performance	<ul style="list-style-type: none"> • Assess the work in its entirety • Take into account the performance of musicians, dancers, actors, etc. • Assess audience response • Potentially consider the experience of the artistic team • Potentially consider comments from peers • Potentially consider news articles • Adjust the work according to chosen factors • Adjust the work according to production constraints • Adjust the work according to unforeseen circumstances 	<ul style="list-style-type: none"> • Learn from experience (K12) • Demonstrate listening skills (K21)

As applicable, choreographers should be able to:

G: Direct dancers/performers

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
1. Communicate expectations and targeted results	1.1 Explain choices in a broad perspective	<ul style="list-style-type: none"> • Identify key points to be communicated • Explain the historical and cultural context • Share research themes • Indicate casting choices 	<ul style="list-style-type: none"> • Communicate verbally with clarity (K10) • Demonstrate organization skills (K11)
	1.2 Indicate the work method to be used	<ul style="list-style-type: none"> • Explain the rehearsal stages from the start to the first performance • Convey the requests of the other designers 	
2. Transmit the choreographic language	2.1 Choose a way to transmit the choreographic language	<ul style="list-style-type: none"> • Identify modes of transmission (body, voice, video, sound, written material, etc.) • Select the most appropriate mode(s) according to the project • Prioritize modes of transmission 	<ul style="list-style-type: none"> • Adapt (K3) • Communicate verbally with clarity (K10)
	2.2 Help dancers/performers master the choreographic language	<ul style="list-style-type: none"> • Demonstrate a piece of phrasing • Use an immersive technique • Get dancers/performers to help develop the choreographic language (see section B) • Encourage dancers/performers to experiment with the choreographic material • Propose a physical challenge 	
3. Make full use of dancers'/performers' talents, personalities and unique qualities	3.1 Observe dancers/performers	<ul style="list-style-type: none"> • Identify professional skills • Identify technical skills • Identify performance ability • Identify personality traits and unique qualities 	<ul style="list-style-type: none"> • Demonstrate listening skills (K21) • Demonstrate openness and curiosity (K23)

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
Make full use of dancers'/performers' talents, personalities and unique qualities (cont'd)	3.2 Bring out their artistic potential	<ul style="list-style-type: none"> • Encourage initiative • Encourage dancers/performers to observe and listen to one another • Create a context for exploration (improvisation, phrasing permutations, phrasing demonstrations, deconstruction of the material, use of tools and props) 	
	3.3 Match dancers/performers	<ul style="list-style-type: none"> • Explore possible matches • Promote synergy among dancers/performers • Associate dancers/performers with a section of the work according to their strengths 	
4. Motivate dancers/performers	4.1 Help dancers/performers to excel	<ul style="list-style-type: none"> • Get dancers/performers to overcome their inhibitions, if necessary • Encourage calculated risk-taking 	<ul style="list-style-type: none"> • Exercise leadership (K4) • Demonstrate interpersonal skills (K22)
	4.2 Encourage dancers/performers to experience physical, psychological and psychic states	<ul style="list-style-type: none"> • Consider the personal experiences of dancers/performers • Stimulate dancers'/performers' kinesthetic sense • Propose experiences and scenarios 	
	4.3 Appeal to the imagination of dancers/performers	<ul style="list-style-type: none"> • Provide dancers/performers with examples of comparable works and sources of inspiration • Guide the personal research of dancers/performers • Create an environment reflecting that of the choreographic work 	

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
5. Get dancers/performers to rehearse	5.1 Ensure that the choreographic sequences are respected	<ul style="list-style-type: none"> • Evaluate artistic objectives • Allow sufficient time to learn sequences • Ensure that sequences are well executed • Ensure that dancers/performers have access to the necessary elements to carry out the sequences 	<ul style="list-style-type: none"> • Exercise leadership (K4) • Demonstrate interpersonal skills (K22)
	5.2 Help to improve dancers'/performers' work	<ul style="list-style-type: none"> • Provide feedback • Guide dancers/performers according to their strengths and weaknesses • Welcome suggestions from dancers/performers • Clarify performance issues 	
	5.3 Ensure that the dance rehearsal director and dancers/performers are on the same page	<ul style="list-style-type: none"> • Provide clear performance guidelines • Encourage note-taking to ensure effective follow-up 	
	5.4 Create a work environment that will ensure efficient rehearsals	<ul style="list-style-type: none"> • Ensure good communication among team members • Ensure compliance with the relevant laws, regulations, and health and safety standards • Ensure that physical and material needs are met 	

As applicable, choreographers should be able to:

H: Ensure the longevity of the choreographic work

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
1. Transpose the work from one location to another	1.1 Assess requirements for transposing the work	<ul style="list-style-type: none"> • Check the technical specifications for the venue • Take into account the configuration of the space • Determine necessary adjustments/changes to present the work • Evaluate rehearsal needs 	<ul style="list-style-type: none"> • Adapt (K3) • Demonstrate analytical skills (K7)
	1.2 Make any necessary adjustments or changes	<ul style="list-style-type: none"> • If applicable, adjust certain choreographic, technical and stage elements • Check the set-up schedule and access with the technical director • Communicate adjustments/changes and needs to the technical crew • Have dancers/performers rehearse according to the adjustments/changes 	
2. Ensure a video recording is made	2.1 Ensure a video recording is made for archival purposes	<ul style="list-style-type: none"> • Communicate recording needs • *Select human and material resources • Make an initial recording of the creative stages • Make additional recordings of the work-in-progress, as needed 	<ul style="list-style-type: none"> • Demonstrate organization skills (K11) • Call on competent resource persons (K14)
	2.2 Ensure a video recording is made to showcase the work	<ul style="list-style-type: none"> • Communicate recording needs • *Select human and material resources • Help to edit the video recording 	

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
Ensure a video recording is made (cont'd)	2.3 Ensure a video recording is made to use as a work tool	<ul style="list-style-type: none"> • Communicate recording needs • *Select human and material resources • Ensure a recording of rehearsals • Make additional recordings of the work-in-progress, as needed 	
3. Ensure that the integrity of the work is respected	3.1 Communicate the essential components of the work	<ul style="list-style-type: none"> • Identify the essential components of the work • Identify the limits of artistic compromise 	<ul style="list-style-type: none"> • Exercise authority (K5) • Demonstrate discernment/judgment (K17)
	3.2 Monitor the context and conditions in which the work is performed	<ul style="list-style-type: none"> • Observe the work • Identify discrepancies and denaturation 	
	3.3 Correct discrepancies	<ul style="list-style-type: none"> • Help the dancers/performers respect the integrity of the work • Help collaborators and designers respect the integrity of the work 	
4. *Ensure the feasibility of a tour	4.1 *Determine tour conditions that will preserve the artistic quality of the work	<ul style="list-style-type: none"> • *Ensure adequate transport, accommodation, break times, set-up times, etc. 	<ul style="list-style-type: none"> • *Call on competent resource persons (K14) • *Delegate (K15)
	4.2 *Collaborate with the tour manager	<ul style="list-style-type: none"> • *Check the tour calendar • *Develop the tour in relation to other activities • *Check the availability of team members • *Check the tour itinerary 	

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
5. Ensure that elements associated with the work are preserved	5.1 Archive documentation related to the work	<ul style="list-style-type: none"> • Make a list of elements to be archived • Ensure that archived elements are properly identified • *Create and circulate copies of the technical rider and show report 	<ul style="list-style-type: none"> • Demonstrate organization skills (K11) • Delegate (K15)
	5.2 Ensure that technical and stage elements are stored	<ul style="list-style-type: none"> • Specify elements to be stored • *Ensure that stored elements are properly identified • Ensure adequate storage conditions 	
6. Update a work for a remount	6.1 Analyze the work to be remounted	<ul style="list-style-type: none"> • Determine changes to be made to the work • Communicate changes to the artistic team 	<ul style="list-style-type: none"> • Demonstrate creativity (K6) • Demonstrate analytical skills (K7)
	6.2 Put the necessary conditions in place to remount the work	<ul style="list-style-type: none"> • Determine what is required to update the work • *Check the financial feasibility • Establish a schedule • Put together the artistic team • *Ensure access to material and technical resources 	

As applicable, choreographers should be able to:

I: Promote their oeuvre and artistic approach; manage their career

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
1. Present their project and artistic approach	1.1 Identify the proposal	<ul style="list-style-type: none"> • Define the essence of the work • Identify aspects of the work to be promoted, in order of priority 	<ul style="list-style-type: none"> • Demonstrate analytical skills (K7) • Call on competent resource persons (K14)
	1.2 Articulate the proposal	<ul style="list-style-type: none"> • Identify the target audience • Identify communication media • Communicate key ideas • Adapt ideas to selected media 	
2. Position their choreographic work in target markets	2.1 Identify the market	<ul style="list-style-type: none"> • Make a list of previous, current or upcoming events • Encourage discussion among artists and market players 	<ul style="list-style-type: none"> • Demonstrate analytical skills (K7) • Demonstrate perseverance (K19)
	2.2 Plan a presence at various events	<ul style="list-style-type: none"> • Use personal network • Create a calendar • Attend professional events • Check financial feasibility • Inform network of current and upcoming events 	
3. Help to promote and market their oeuvre	3.1 Participate in cultural mediation and audience development activities	<ul style="list-style-type: none"> • Target participants or audiences • Involve participants or audiences • Involve collaborators • Determine the content • Hold open house events • Participate in round-table discussions, chats, conferences, workshops, seminars, master classes, etc. • Create special events (cocktails, public rehearsals, fundraising evenings, etc.) • Promote peer-based discussion platforms 	<ul style="list-style-type: none"> • Exercise leadership (K4) • Demonstrate interpersonal skills (K22)

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
Help to promote and market their oeuvre (cont'd)	3.2 Give interviews	<ul style="list-style-type: none"> • Find out about the interview context • Plan availability • Prepare according to the context • Give interviews to various media (radio, television, web, newspapers, etc.) 	
	3.3 Help to develop promotional tools	<ul style="list-style-type: none"> • Provide previous promotional material • Help to create promotional material (text, videos, photos, etc.) • Generate promotional material (text, videos, photos, etc.) 	
4. Manage their career	4.1 Self-promote	<ul style="list-style-type: none"> • Join networks • Circulate promotional material (demos, media reviews, website, bio, etc.) • Form a promotion and management team • Develop a pitch • Propose services to future employers or producers 	<ul style="list-style-type: none"> • Demonstrate management skills (K8) • Demonstrate interpersonal skills (K22)
	4.2 Choose projects	<ul style="list-style-type: none"> • Identify artistic components • Identify work conditions • Identify financial parameters • Identify collaborators 	
	4.3 Negotiate contracts	<ul style="list-style-type: none"> • Find an artistic niche in the market • Evaluate financial worth • Ensure a solid overall understanding of the contract • Examine legal aspects • Partner with organizations that defend and manage copyright and work conditions 	

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
Manage their career (cont'd)	4.4 Demonstrate a capacity for self-renewal	<ul style="list-style-type: none"> • Stay up to date on artistic and aesthetic trends • Ensure professional development • Diversify artistic experiences 	

As applicable, choreographers should be able to:

J: Manage an artistic project

*This entire competence area involves management and production duties

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
1. Determine project needs	1.1 Identify necessary material resources	<ul style="list-style-type: none"> • Determine required locations and spaces • Determine required technical equipment • Determine staging needs (costumes, sets, props, etc.) • Identify necessary office supplies 	<ul style="list-style-type: none"> • Make decisions (K1) • Call on competent resource persons (K14)
	1.2 Identify necessary human resources	<ul style="list-style-type: none"> • Determine the number and type of dancers/performers required • Determine the production team required • Determine the communication team required • Determine the administration team required • Determine the collaborators required (see E1) 	
	1.3 Identify financial resources	<ul style="list-style-type: none"> • Estimate administrative costs • Estimate communication costs • Estimate artist fees according to existing agreements, if applicable • Estimate rental costs • Estimate production costs 	
2. Establish partnerships	2.1 Identify partnership needs	<ul style="list-style-type: none"> • Determine production and co-production needs • Identify service exchange needs • Identify sponsorship needs 	<ul style="list-style-type: none"> • Communicate verbally with clarity (K10) • Demonstrate boldness (K20)

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
Establish partnerships (cont'd)	2.2 List potential partners	<ul style="list-style-type: none"> • Consult local, national and international directories (producers, co-producers) • Seek organizations for service exchanges • Seek potential sponsors via various means (web, directories, associations) • Choose partners to be solicited 	
	2.3 Solicit chosen partners	<ul style="list-style-type: none"> • Describe the project and needs • Present previous works to partners (videos, rehearsals, promotional presentations, etc.) • Communicate expectations to partners 	
	2.4 Negotiate with interested partners	<ul style="list-style-type: none"> • Define agreements with partners • Sign agreements with partners 	
3. Manage a budget	3.1 Develop a budget	<ul style="list-style-type: none"> • Identify sources of public, private and self-generated revenue • Calculate revenue • Plan expenses (creation, production, administration, communication, etc.) • Calculate expenses • Balance expenses and revenue • Take into account government assistance rules 	<ul style="list-style-type: none"> • Demonstrate analytical skills (K7) • Demonstrate management skills (K18)

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
Manage a budget (cont'd)	3.2 Ensure funding for the project	<ul style="list-style-type: none"> List funding sources Write grant applications Find public or private funding Finalize co-production agreements Finalize service exchange agreements Organize fundraisers Finalize agreements with sponsors 	
	3.3 Keep track of expenses	<ul style="list-style-type: none"> Ensure careful bookkeeping Regularly review the budget Respect budget allocations 	
4. Manage a schedule	4.1 Develop the schedule	<ul style="list-style-type: none"> Define the project completion stages Create a timeline for project activities Synchronize necessary activities Take into account the convergence of production elements Establish a schedule 	<ul style="list-style-type: none"> Adapt (K3) Demonstrate organization skills (K11)
	4.2 Oversee the coordination of schedules and project logistics	<ul style="list-style-type: none"> Create a schedule for all team members Determine the use of available locations Determine the use of material resources Determine the use of human resources Manage unforeseen events Plan to write contracts 	
	4.3 Oversee the coordination of the project team	<ul style="list-style-type: none"> Collect contact info for all team members Decide on modes of communication 	

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
5. Manage contractual agreements	5.1 Ensure that contractual agreements are respected	<ul style="list-style-type: none"> • Take into account contractual agreements • Carefully read the content of contracts • Apply the terms of contracts 	
	5.2 Ensure that laws and rights are respected	<ul style="list-style-type: none"> • Respect the terms of collective agreements, if applicable • Respect laws governing copyright • Respect occupational laws and health and safety regulations • Include clauses in contracts to protect copyright 	
6. Assess the project	6.1 Create a financial report	<ul style="list-style-type: none"> • Finalize project accounting • Prepare an actual budget • Compare the discrepancy between the planned and actual budget • Draw conclusions 	<ul style="list-style-type: none"> • Demonstrate analytical skills (K7) • Learn from experience (K12)
	6.2 Create an artistic report	<ul style="list-style-type: none"> • Review the project with collaborators and partners • Identify the strengths and weaknesses of the entire experience • Ascertain whether artistic objectives have been reached • Draw conclusions 	
	6.3 Report on other aspects of the project	<ul style="list-style-type: none"> • Assess production • Assess overall management • Assess promotional activities 	
	6.4 Approve the reports	<ul style="list-style-type: none"> • Approve the financial report • Approve the artistic report • Approve all other reports 	

To carry out the tasks identified above (as applicable), choreographers should:

K: Demonstrate personal competencies

PERSONAL COMPETENCIES	GENERAL SKILLS	SPECIFIC SKILLS
1. Make decisions	1.1 Make decisions in a timely manner	<ul style="list-style-type: none"> • Promptly respond to questions and problems within their area of responsibility • Promptly respond to urgent questions and situations • If possible, take the time to analyze the problem or situation
	1.2 Make the appropriate decisions	<ul style="list-style-type: none"> • Trust their judgment and experience • Consult individuals who are recognized for their good sense and practical experience • Assess risks taken
2. Solve problems	2.1 Identify the problem	<ul style="list-style-type: none"> • Gather information from different sources • Distinguish between the cause and symptoms
	2.2 Identify possible solutions	<ul style="list-style-type: none"> • Consult others • Conduct research
	2.3 Choose a solution	<ul style="list-style-type: none"> • Adhere to established criteria • Evaluate and compare solutions • Assess risks
3. Adapt		<ul style="list-style-type: none"> • Accept unforeseen events and forced changes (avoid resisting) • Demonstrate patience with all personality types (embrace difference) • Respond to new requests immediately or within a reasonable time frame

PERSONAL COMPETENCIES	GENERAL SKILLS	SPECIFIC SKILLS
4. Exercise leadership	4.1 Demonstrate an ability to influence	<ul style="list-style-type: none"> • Offer ideas and show their relevance • Get a message across and earn the trust of others • Take a clear stance
	4.2 Guide the efforts of an individual/team	<ul style="list-style-type: none"> • Define, suggest or underscore an objective to be reached • Review and communicate accomplishments and goals
5. Exercise authority		<ul style="list-style-type: none"> • Deal in a timely manner with situations or problems within their area of responsibility • Take rapid action in emergency situations • Ensure that decisions are implemented • Accept the consequences of decisions
6. Demonstrate creativity	6.1 Lead/take part in a brainstorming session	<ul style="list-style-type: none"> • Generate a number of ideas • Explore new ideas based on intuitions • Be open to incongruity and chaos • Build on collaborators' proposals • Connect ideas that initially seemed unrelated
	6.2 Be willing to change and adapt	<ul style="list-style-type: none"> • Vary strategies (ways of approaching a task or challenge, etc.) • Do more with less (material and human resources)
7. Demonstrate analytical skills		<ul style="list-style-type: none"> • Gather relevant information • Ask specific questions about aspects of a situation that will lead to a better understanding of the overall situation • Break down a problem or situation into basic components

PERSONAL COMPETENCIES	GENERAL SKILLS	SPECIFIC SKILLS
8. Demonstrate management skills (organizing, planning, evaluating)		<ul style="list-style-type: none"> • Establish priorities • Develop a plan and strategy • Evaluate the time required for a task/project • Give the right tasks to the right people • Monitor and check the results of each stage of a task or project • Make a final assessment and communicate it clearly
9. Manage conflicts	<p>The ability to manage conflicts requires other personal competencies such as:</p> <ul style="list-style-type: none"> • an ability to listen • an ability to analyze • an ability to solve problems • an ability to negotiate • tact and diplomacy 	
10. Communicate verbally	10.1 Communicate instructions	<ul style="list-style-type: none"> • Communicate clearly and concisely • Adjust tone of voice and volume as needed
	10.2 Communicate abstract notions	<ul style="list-style-type: none"> • Communicate understanding of a purely subjective experience in precise terms • Use appropriate terminology and vocabulary • Use images • Make sure the other person has understood
11. Demonstrate organization skills	See K8 (Demonstrate management skills)	<ul style="list-style-type: none"> • Establish priorities • Develop a plan and strategy • Evaluate the time required for a task/project • Give the right tasks to the right people • Monitor the results of each stage of a task or project • Make a final assessment and communicate it clearly

PERSONAL COMPETENCIES	GENERAL SKILLS	SPECIFIC SKILLS
12. Learn from experience		<ul style="list-style-type: none"> • Self-evaluate in order to identify personal strengths and shortcomings • Analyze shortcomings and failures with a view to constant improvement • Elicit feedback, particularly from those whose experience and judgment may be trusted • Be open to constructive criticism
13. Demonstrate a capacity for self-renewal	13.1 Demonstrate curiosity	<ul style="list-style-type: none"> • Use all new information to better understand a situation or aspect of the work
	13.2 Self-evaluate	<ul style="list-style-type: none"> • From time to time, evaluate personal strengths and weaknesses in order to improve • Ask for feedback on personal behaviour/actions
	13.3 Adjust/modify personal approach	<ul style="list-style-type: none"> • Try out the suggestions of team members • Draw inspiration from peers to improve an approach or solve a problem
14. Call on competent resource persons		<ul style="list-style-type: none"> • Consider project needs • Recognize personal limitations • Balance compatibility and complementarity
15. Delegate		<ul style="list-style-type: none"> • Judiciously select tasks that can be delegated • Use delegation as a professional development tool
16. Manage stress	16.1 Assign a level of priority to tasks and mandates to be carried out	<ul style="list-style-type: none"> • Carry out several tasks at the same time in an efficient manner • Respect tight deadlines
	16.2 Exert a positive influence in stressful situations	<ul style="list-style-type: none"> • Practice positive reinforcement • Help to maintain focus • Ensure that individual needs are respected
	16.3 Exert a positive influence in crisis situations	<ul style="list-style-type: none"> • Convey information that is essential to understand a problem or situation • Remain calm in adverse situations • Manage egos

PERSONAL COMPETENCIES	GENERAL SKILLS	SPECIFIC SKILLS
17. Demonstrate discernment/judgment	17.1 Analyze the situation	<ul style="list-style-type: none"> • Avoid commenting without sufficient knowledge • Gather information and facts before expressing an opinion, opting for an approach, or making a decision • Identify the risk of harm for those involved • Take into account other people's viewpoints and ideas • Consult appropriate resource persons • Distinguish facts from perceptions and interpretations
	17.2 Arrive at the appropriate conclusions, make the appropriate gestures and adopt the appropriate behaviour	<ul style="list-style-type: none"> • Make a list of possible solutions or conclusions • Assess the implications and repercussions, particularly in terms of harm to those involved • Choose or propose the most advantageous and concretely applicable solution(s) • Decide when it is possible and desirable to make an authoritative decision
18. Demonstrate courage (*) (* taken from the <i>Career Architect® Development Planner</i> (Lominger Inc.)	See K5 (Exercise authority)	<ul style="list-style-type: none"> • Do not be afraid of saying what has to be said • Rapidly and directly face behavioural or job performance problems • Do not hesitate to make difficult decisions when necessary
19. Demonstrate perseverance		<ul style="list-style-type: none"> • Start over until the desired result is achieved • Use different means to reach objectives • Complete assigned tasks
20. Demonstrate boldness		<ul style="list-style-type: none"> • Explore new ideas • Evaluate potential and risks • Take chances
21. Demonstrate listening skills		<ul style="list-style-type: none"> • Check understanding (by summarizing what the other person has said, reformulating and/or asking questions) • Observe and interpret the other person's body language

PERSONAL COMPETENCIES	GENERAL SKILLS	SPECIFIC SKILLS
22. Demonstrate interpersonal skills	22.1 Establish good relationships	<ul style="list-style-type: none"> • Set people at ease • Respect the needs and interests of others • Make the first move • Accept other people's limits • Maintain confidentiality, if applicable
	22.2 Be sincere	<ul style="list-style-type: none"> • Be frank • Express opinions, needs and interests • Say "no" when necessary
23. Demonstrate openness and curiosity		<ul style="list-style-type: none"> • Be receptive to personal expressions of an idea, proposal, approach, etc. • Connect the different pieces of information received • Be willing to take risks
24. Demonstrate a capacity for introspection	See K12 (Learn from experience)	<ul style="list-style-type: none"> • Self-evaluate in order to identify personal strengths and shortcomings • Analyze shortcomings and failures with a view to constant improvement • Elicit feedback, particularly from those whose experience and judgment may be trusted • Be open to constructive criticism
25. Use intuition		<ul style="list-style-type: none"> • Sense an individual's true nature or potential • Seize opportunities to put a situation, chance occurrence or mistake to constructive use • Sense the inherent risk in a situation and its short-, medium- and long-term consequences
26. Communicate physically and visually	26.1 Use gestures to support verbal communication	<ul style="list-style-type: none"> • Indicate, show, identify • Reproduce a movement quality, rhythm, etc.
	26.2 Illustrate/demonstrate	<ul style="list-style-type: none"> • Carry out a movement or sequence of movements • Use physical contact (intercorporeality) to explain • Guide through touch
	26.3 Illustrate an idea	<ul style="list-style-type: none"> • Draw what is seen • Imagine what will be seen • Draw what is imagined • Produce a detailed diagram of what is imagined

