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Alliance for a Net Positive Performing Arts Sector

## Alliance for a Net Positive Performing Arts Sector Evaluation

# ESCO Competence Package for the Sustainable Performing Arts Sector

STEPP vzw

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## 1 Introduction

Completing Work Package 2 - Labour Market Needs Analysis and Development of an ESCO Competence Package, we have met the appropriate objectives by identify specificities and challenges in each country of the project regarding the sustainable performing arts sector, the learning and development needs of the target groups, and existing model of best practices in learning and create an ESCO Competence Package for the Sustainable Performing Arts Sector that will lead to the upgrade of six occupational profiles in line with EntreComp, DigiComp and GreenComp to overcome skills mismatch of the Performing Art Sector.

A series of ESCO competences, organised at an online database (<https://competencebase.eu/wiki/Item:Q1057>), were developed and refined with more detail regarding knowledge, skills and attitudes for the Sustainable Performing Arts Sector that addresses pressing sector's challenges and hopefully will lead to behavioral changes of the target groups, and processes' changes of the enterprises in the fields of sustainable physical and digital productions' design, people management, coaching and resilience skills.

These competences have been integrated into the existing ESCO occupational profiles of the aforementioned occupations, including competences which reflect the approach of being able to behave sustainably; specific competences for people of management / coaching resilience; general competences that will be refined in a sectoral layer-apply change management, coach employees etc. The new skills concept will be organised in a 3D matrix with one axle the generic occupation profiles provided by ESCO, the second one with the fields of application (set and design etc.), and the third one with the action phases (use and construction, policy and management, maintenance etc.) to understand the decision making process, taking into consideration the aspect of time. A verification is provided by indexing the skills based on the desirable behaviour. The ESCO package is available in the following languages: EN, EL, DE, FR, IT and ES.

The deliverable D2.2 includes the appropriate competences for upgrading the ESCO occupation profiles of the performance production managers, set designers, artistic and stage directors, facilities managers and stage technicians in the fields of sustainability, entrepreneurship and ICT.

## 2 Process

To give context and better understanding of the results that follow, we describe briefly the process that leads to these results.

### 2.1 Analysing the competences of the chosen profiles

In the first step, we analysed the chosen profiles for their green, digital, entrepreneurial and life skills. This was done based on existing frameworks:

- ESCO green skills list
- GreenComp
- ESCO digital skills list
- DigiComp
- EntreComp
- LifeComp

We mapped all competences from the different profiles against these frameworks to get a better overview of the real content of the profiles.

Based on the results, we also identified a set of competences that are not included in the ESCO green or digital skills list but should be there according to our opinion. We noticed that technical competences, especially these that are not in the sound field, often are missed in the procedure, probably because they are not explicit digital or green and there is limited information available that can feed the AI models.

## 2.2 Defining Environmental – sustainable – green

Different terminology (Environmental – sustainable – green) is used depending on the context. In the following text we prefer the wording “sustainable” instead of environmental, because it is less directly related to nature and has a wider meaning. We use the term “green” where needed, the same way as the frameworks referring to. On the other hand, some of the competences that would typically be defined as sustainable, especially in social contexts, are dealt with in life skills or other fields.

## 2.3 Analysing the profiles

We analysed the profiles as sets of competences and compared them with each other. Even if all profiles occur in the performing arts sector and are part of the same “master process”, they have very limited similarities. Among the 290 competences:

- 205 are unique
- 57 occur in two occupations
- 16 occur in three occupations
- 11 occur in four occupations
- 1 occurs in all five occupations

Partly this has a logical explanation, as we deliberately chose occupations at different levels and with varying responsibilities. However, they seem also to be written independently from each other, sometimes using competences that are very similar to each other or even identical, or could be described in more generic terms.

We also noticed some discrepancies between the titles and the descriptions, differences in translations, strong overlaps between competences or clear misunderstanding of the concept when “cleaning” or “streamlining the competences. For example, “find a replacement for stage manager”, which is supposed to mean “taking over some of the tasks of the stage manager” at a specific moment in the process.)

We have noted these remarks for later feedback to ESCO.

## 2.4 Analysing the sector needs

To analyse the sector needs, we primarily used the sector needs analysis report (D2.1), which was the result of a series of surveys conducted in the first phase of the WP2 of INSPIRE project. To get a clearer picture, we also included in this analysis the Theatre Green Book<sup>1</sup>, the Ultimate Cookbook for Cultural Managers – EU green deal<sup>2</sup>, the Ultimate Cookbook for Cultural Managers – EU Digital Strategy<sup>3</sup>, the results of the Flemish REcoEP<sup>4</sup> project, existing practices,

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<sup>1</sup> <https://theatregreenbook.com>

<sup>2</sup> <https://www.pearle.eu/publication/the-ultimate-cookbook-for-cultural-managers-the-eu-green-deal-and-live-performance-organisations>

<sup>3</sup> <https://www.pearle.eu/publication/the-ultimate-cookbook-for-cultural-managers-connecting-the-eu-digital-strategy-with-live-performance-organisations>

<sup>4</sup> <https://www.podiumtechnieken.be/en/health-safety-and-sustainability/recoep>

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reflections of the reflection and expert groups and examples of Austrian occupational profiles. This resulted in a set of notes, areas and keywords that were used in the search for suitable competences to update the profiles.

## 2.5 Mapping the profiles against sector needs

We mapped the existing profiles against the needs “whish list” and added existing ESCO competences to fulfill the demands of the sector. Where we identified clear gaps in the ESCO competences set, or when competences were not enough sector specific, we added new competences (with working titles).

This resulted in a rather large number of additional competences, especially because we are dealing with four fields that need to be covered. Looking at the result, we realised that the profiles risk becoming “flooded.” Even if all selected and added competences are necessary to give a correct image of the complexity of the occupations, the large number of competences overshadows the profiles, making the core skills less visible.

One specific reason for this is that, especially in smaller companies or organisations, people combine multiple roles into one occupation. Moreover, these roles can be filled by different people, depending on their expertise or the organisational structure. Therefore, there is need to create a large number of optional skills, but the number of them may not be representative for the “volume” they carry within the occupation.

## 2.6 Clustering competences

To avoid overwhelming the profiles, we investigated a way of clustering skills into larger competences. This was managed by organising sets of skills based on their field (green, digital, entrepreneurial, life) on one hand and by “level of responsibility” (management, leading role, executing role) on the other. This way of working ensures a higher reusability level both on a sectoral and a cross-sectoral level. Where possible, we reused ESCO concepts for the clusters, and when suitable concepts were not available, we developed new ones. The “underlying competences” are marked as optional or essential to align with the ESCO structure. Where available, we also added knowledge in the same way, inspired by the “manage artistic career” competence<sup>5</sup>. In this way we can provide enough detail about the needed competence, while limiting the impact on the visibility of the occupation.

Some of the selected competences could not be matched with one of the clusters, as they are occupation specific and are kept separately. Including a set of (existing) narrower concepts has the advantage that they still can be used directly in an occupation, if they are core to this specific occupation. Although this can cause some overlap, it ensures that core competences remain visible.

## 2.7 Life skills vs. autonomy-attitudes

The above process works sufficiently for most of the sectoral needs. However, for life skills, this works only partly, as life skills that are not actions (like leading in a safe way), could be described as autonomy-attitudes or social and/or methodological abilities. ESCO does not recognise this concept and categorises them as competences.

On the other hand, ESCO defines competence as “the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development” based on the EQF definition.

When looking into this issue and later working the sectoral layer (see further) we realised that most of these life skills would be better as part of a competence, rather than as part of the whole occupation. Competence would also give context to the attitude and make the boundaries visible.

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<sup>5</sup> <http://data.europa.eu/esco/skill/dbdafb2b-c6ab-451e-abe3-81bd73994394>

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Of course, the syntax of a competence is different from that of an attitude. The attitude “analytical” is described as a skill in “working analytically” or “thinking analytically”. Our pragmatic answer to this issue is that we use the “skill way of writing” in the proposal to ESCO, but apply the “attitude way of writing” in our sectoral layer. In the sectoral layer, there is a reference to ESCO, so we ensure compatibility.

## 2.8 Knowledge

Adding knowledge to occupations or competences is a difficult issue. At the moment, the knowledge part of ESCO is underdeveloped, and adding only available knowledge concepts would give the false impression that no other knowledge is needed. On the other hand, it would be strange not to document the existing ESCO knowledge concepts, in particular if they are already linked to concepts we are using.

On the next work package we will develop a detailed knowledge body for the selected competences. Therefore, we decided to add existing knowledge concepts as well as possible new ones (with working title), but not to consider this as a final result.

## 2.9 Writing the competences

Our goal in writing the new set of competences was to write them as reusable as possible within the performing arts sector. In future we hope to add them to the whole of sectoral occupations. Therefore, we used the principle of “as general as possible, as specific as needed”. This also means that some will not have a reference for the sector, but some will, because we see reasonable differences with other sectors, based on different processes, the relation with art or with audiences.

Secondly, we applied the principle of the “smallest common denominator” the content of the competence should always occur together and be executed by the same person. This seems contradictory to the clustering of competences, but we interpreted this as a coherent set of competences that occurs together when someone has a specific role.

Finally, we tried to keep consistency in the use of Use of action verbs. In total we used 15 action words (Contribute, Manage, Develop, Promote, Train, Coordinate, Cooperate, Administer, Use or operate, Archive, Plan, Design, Analyse, Apply). Some of these need a bit more clarification:

- **Contribute** refers to what is expected of every professional. This is especially important in a sector that is less top-down organised, but where own initiative and a responsibility for common goals is expected.
- **Manage** refers to concrete action where one takes the lead. (even for oneself)
- **Develop** refers to more strategic planning
- **Train** refers to all activities that support someone on the working floor in his/her development and the acquiring of skills.
- **Plan** refers to the planning process, excluding other activities that are not related to the planning process.

## 2.10 Discussions on profiles

### 2.10.1 Facility manager

In the original application, one of the targeted occupations was the “facility manager”. During the process, we realised that this was a very generic profile, mainly focused on maintenance of standard buildings and not on the activities in the building or its specific cultural use. Nevertheless, it was an inspirational occupation.

On the other hand, ESCO contains a “cultural facility manager” that is focused more on the activities and rather than the management of the building itself. This occupation is more sector specific and includes the cultural use and the presence of an audience.

We included both in our analysis to see which profile would give the most visible and impactful results.

In the continued analysis and the process development, we found that the “cultural facility manager” is typically an occupation that varies depending on the size of the organisation, and in smaller facilities would include building management, sustainability or digital competences.

So finally, we decided to keep the “cultural facility manager” for further development and pause the development of the “facility manager”. We will include the information we have in this document.

### 2.10.2 Sustainability manager

Based on the sectoral needs report, there is a need for someone to oversee the sustainability of the organisations. Taking care in this context refers to someone that can manage the change process, support the coworkers in improving the work processes, and advise management. Moreover, this role should also take care of the required measuring and reporting.

The existing generic ESCO profile of a sustainability manager<sup>6</sup> is mainly focused on one direction production processes in the industry, where the end result is directed to the client, thus placing responsibility on the producer. In the cultural sector the end result is not tangible and the focus on sustainability lays more in the production process itself. The process is repeated when the client is enjoying the result. Some examples can clarify this:

- Production is built and taken down and stored again after the performance. This is a circular process that implies where the “goods” return to their home base.
- The behavior of the audience is part of the process. The audience needs to displace itself.
- The semi-final products, the sets etc. are often reused, which also means they have to be stored, treated, etc. This is not typical for an industrial making process.
- A performance is by definition “something new, that has never been seen before” leaving little room for efficiency measures.
- The images (sets, costumes, lighting, sound, etc.) created for the performance are protected by copyright making them unusable in their original form for future performances.

The option of using or adapting the generic sustainability occupation doesn’t seem to be realistic. Two options remain available:

- Developing a sustainability manager occupation for the sector
- Developing a micro-credential that can be added to the generic profile (in large organisations) as well as to other occupations (in small organisations).

Currently, there is little clarity regarding the status of micro-credentials in the ESCO framework. Therefore, we will keep both options open until further discussions take place.

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<sup>6</sup> <http://data.europa.eu/esco/occupation/2cf2b905-3308-4b5d-8e8d-633fc7a3f3ce>

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### 3 The sectoral layer

The sectoral layer provides a detailed description of competence. This description is accurate enough to be used as a basis for the development of courses or assessments. When possible, the competence is derived from an existing ESCO competence.

The competence sectoral layer has the following basic components:

- Name
- Description
- Scope note (optional)
- Link to the ESCO competence (if available)
- Unique number (composed of field and subfield, place in the process, EQF level<sup>7</sup>, unique identifier and owner code.
- Skills
- Links to knowledge descriptions
- Links to attitude descriptions
- Assessment methods
- Training and teaching tips
- References and sources

For knowledge blocks and attitudes a similar structure exists. For more details, visit the user help pages ([https://competencebase.eu/wiki/Help:User\\_Help](https://competencebase.eu/wiki/Help:User_Help))<sup>7</sup>

To ensure maximum compatibility with ESCO, the attitudes are described as a property and linked to the corresponding ESCO competence. In the descriptions of the profiles and competences provided later in this document, we have added links to the CompetenceBase.

#### 3.1 CompetenceBase

To develop the sectoral layer, we use the CompetenceBase<sup>8</sup> application, an open source, linked data, multi-lingual, collaborative database based on ESCO content. The database brings together ESCO concepts and sectoral layers from different projects. This adds the opportunity to re-use each other's content and focus on new content.

To be able to use the application for our purpose, we added functionalities to the database, like an occupational tree structure, the possibility to add optional and essential ESCO competences to a competence concept, and visualisations for different types of structures.

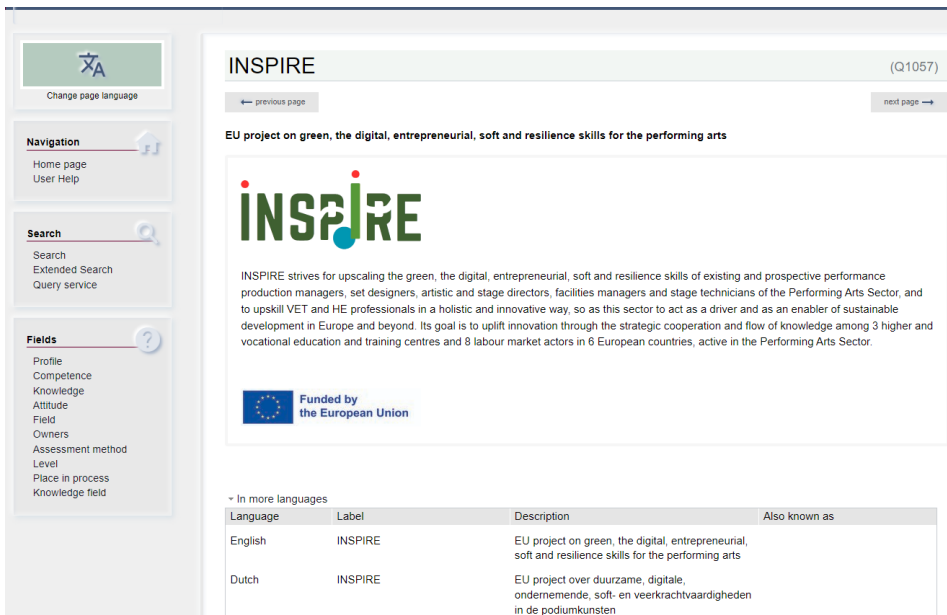
The interface, the tree structures, assessment methods, value lists and other project-independent information is translated into the different project languages.

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<sup>7</sup> The EQF level refers to the lowest level of a profile the competence occurs in.

<sup>8</sup> <https://competencebase.eu>

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The screenshot shows the INSPIRE Owner page. At the top, there is a navigation bar with the INSPIRE logo and the identifier (Q1057). Below the navigation bar, there is a main content area with the title "EU project on green, the digital, entrepreneurial, soft and resilience skills for the performing arts". The main content area features the INSPIRE logo and a paragraph describing the project's goals: "INSPIRE strives for upscaling the green, the digital, entrepreneurial, soft and resilience skills of existing and prospective performance production managers, set designers, artistic and stage directors, facilities managers and stage technicians of the Performing Arts Sector, and to upskill VET and HE professionals in a holistic and innovative way, so as this sector to act as a driver and as an enabler of sustainable development in Europe and beyond. Its goal is to uplift innovation through the strategic cooperation and flow of knowledge among 3 higher and vocational education and training centres and 8 labour market actors in 6 European countries, active in the Performing Arts Sector." Below the text, there is a logo for "Funded by the European Union".

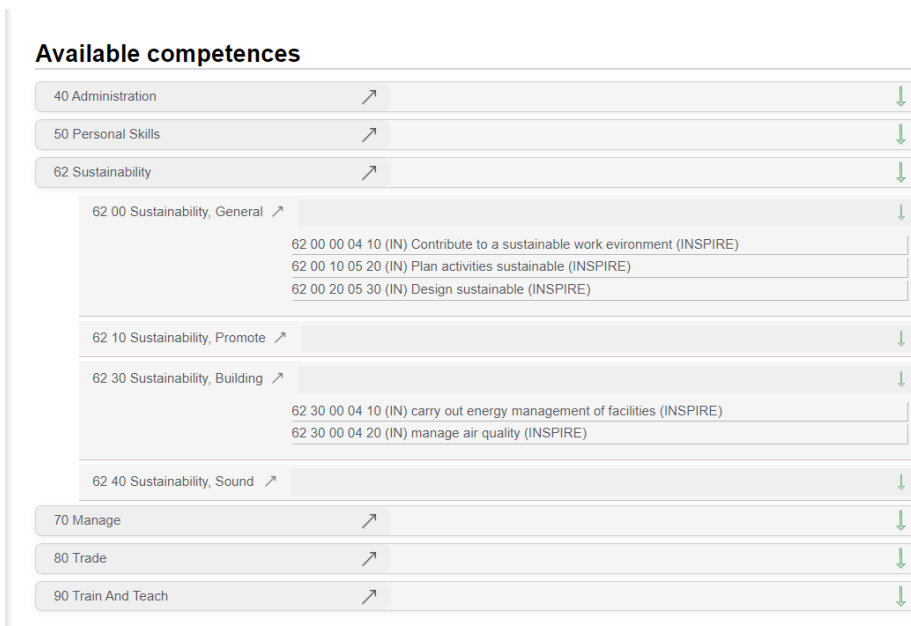
On the left side, there is a sidebar with navigation options: "Change page language", "Navigation" (Home page, User Help), "Search" (Search, Extended Search, Query service), and "Fields" (Profile, Competence, Knowledge, Attitude, Field, Owners, Assessment method, Level, Place in process, Knowledge field).

At the bottom of the main content area, there is a table with the following data:

In more languages			
Language	Label	Description	Also known as
English	INSPIRE	EU project on green, the digital, entrepreneurial, soft and resilience skills for the performing arts	
Dutch	INSPIRE	EU project over duurzame, digitale, ondernemende, soft- en veerkrachtvaardigheden in de podiumkunsten	

Figure 1 INSPIRE Owner page

The owner page shows the content that is developed by the project. Currently, it contains the proposed profiles, competences and knowledge. It will be extended during the rest of the project with the outcomes of the modules and the developed content.



The screenshot shows a list of available competences. The list is organized into several categories, each with a dropdown arrow on the right:

- 40 Administration
- 50 Personal Skills
- 62 Sustainability
  - 62 00 Sustainability, General
    - 62 00 00 04 10 (IN) Contribute to a sustainable work environment (INSPIRE)
    - 62 00 10 05 20 (IN) Plan activities sustainable (INSPIRE)
    - 62 00 20 05 30 (IN) Design sustainable (INSPIRE)
  - 62 10 Sustainability, Promote
  - 62 30 Sustainability, Building
    - 62 30 00 04 10 (IN) carry out energy management of facilities (INSPIRE)
    - 62 30 00 04 20 (IN) manage air quality (INSPIRE)
  - 62 40 Sustainability, Sound
- 70 Manage
- 80 Trade
- 90 Train And Teach

Figure 2 Available INSPIRE competences

At the competence level, the sectoral layer refers to the occupations or micro-credentials that utilise the competence, the ESCO competence (if available) and concrete skills, knowledge blocks and attitudes that define the competence.

<i>part of profile</i>	Sound Unit (TE)
	stage technician (IN)
<i>skill (EN)</i>	<ul style="list-style-type: none"> <li>Adjust the input levels (English)</li> <li>Adjust the sound processors' settings (English)</li> <li>Adjust the dynamics of the signals (English)</li> <li>Operate playback equipment (English)</li> <li>Set output levels (English)</li> <li>Set the balance of the instruments and playback material (English)</li> <li>Ensure the balance fits all moving microphone positions to avoid feedback (English)</li> <li>Listen and communicate with the performers (English)</li> <li>Understand the artistic vision (English)</li> <li>Adapt the final sound characteristics to the artistic vision (English)</li> </ul>
<i>autonomy / attitude</i>	<ul style="list-style-type: none"> <li>Awareness of risks related to sound levels</li> <li>Respect for the artistic concept/process</li> </ul>
<i>knowledge detail (EN)</i>	<ul style="list-style-type: none"> <li>Sound qualities of different instruments (English)</li> <li>Signal processing methods (English)</li> <li>Advanced knowledge of the mixing consoles, playback equipment and processors (English)</li> </ul>

Figure 3 Skills, knowledge and attitudes (example)

Information on assessment methods, training and sources are added. This gives sufficient detail to develop learning material and/or assess candidates.

### Assessment

<i>acceptable assessment methods</i>	<ul style="list-style-type: none"> <li>observation on Site</li> <li>criterion based Interview</li> <li>observation in simulated environment</li> <li>structured portfolio</li> </ul>
<i>self assessment</i>	<ul style="list-style-type: none"> <li>I don't know how to test the sound equipment of a venue to ensure smooth operation during the performance. cooperate with performers to make sure the venue equipment is adjusted for the requirements of the performance. (English)</li> <li>I am uncertain how to test the sound equipment of a venue to ensure smooth operation during the performance. cooperate with performers to make sure the venue equipment is adjusted for the requirements of the performance. (English)</li> <li>I know how to test the sound equipment of a venue to ensure smooth operation during the performance. cooperate with performers to make sure the venue equipment is adjusted for the requirements of the performance. (English)</li> <li>I am more than able to test the sound equipment of a venue to ensure smooth operation during the performance. cooperate with performers to make sure the venue equipment is adjusted for the requirements of the performance. (English)</li> </ul>

<i>training</i>	<p>Practicing different set-ups and different applications (events, theatre, live-music. .) It is important that the candidate learns to hear and differentiate between individual instruments and sounds. (English)</p>
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### References

<i>references</i>	<p>Germany Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A Skills, Knowledge and Competences – (Item 5c) Position and set up microphones, configure and set up sound mixers and carry out a sound check, Parameterize individual channels, Perform the master mix – BIBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN 978-3-7639-5873-3 (Print), ISBN 978-3-96208-021-1 (PDF) TTT-LPT - Live Performance Techniques, Competence Units</p>
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Figure 4 Example assessment, training and references.

## 4 Profiles

This section provides an overview of the chosen ESCO occupations and the proposed changes to them. As mentioned in the process description, we include the Facility manager as well as the Cultural Facility manager for comparison, but we intend to develop only the second one.

The competences **marked in blue** are the competences we want to introduce, adapt, develop further in this project and they are described in detail in the next section. The competences that are ~~crossed-out~~ are proposed for removal, mainly because they are used as undelaying competences in the new competences or because they no longer fit the profiles.

Currently, we do not have clarity about the options for developing micro-credentials within the ESCO ecosystem. Therefore, the sustainability manager, whether as a new profile or as a micro-credential, is not described yet.

### 4.1 Artistic director

**Description:** Artistic directors oversee the programme of an artistic project or a cultural organisation. They are responsible for the strategic vision, the visibility and the quality of all kinds of artistic activities and services such as theatre and dance companies. *Artistic directors in smaller organisations also manage staff, finances and policies.*

**Scope note:** Excludes venue programmer.

**ESCO nr.** 1349.3

**ESCO URL:** <http://data.europa.eu/esco/occupation/db4f28ff-c208-4830-ab8b-4b07776db134>

**Competence base URL:** <https://competencebase.eu/wiki/Item:Q1689>

**Essential competences:**

- [Contribute to a sustainable work environment \(NEW\)](#)
- [Contribute to a safe digital working environment \(NEW\)](#)
- [Use standard applications for communication and work \(NEW\)](#)
- [Use collaborative planning systems for events \(NEW\)](#)
- [Manage people in a safe way \(NEW\)](#)
- [Contribute to a socially responsible organisation \(NEW\)](#)
- [Manage personal professional development](#)
- [Contribute to the mission and goals of the organisation \(NEW\)](#)
- 30 05 00 00 XX EC develop an artistic framework
- 50 00 00 00 XX EC cope with challenging demands
- 50 10 00 00 XX EC represent artistic production
- 50 10 00 00 XX EC represent the organisation
- 50 25 00 00 XX EC work with cultural venue specialists
- 50 25 00 00 XX EC contribute to the programmer's reflection process
- 50 26 00 00 XX EC follow company standards
- 50 26 00 00 XX EC direct an artistic team
- 50 28 00 00 XX EC liaise with cultural partners
- [50 28 00 00 XX EC liaise with local authorities \(OPTIONAL?\)](#)
- 50 40 00 00 XX EC apply strategic thinking
- 70 11 00 00 XX EC define artistic approach

Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the EACEA can be held responsible for them.



- 70 11 00 00 XX EC describe artistic experience
- ~~70 11 00 00 XX EC identify artistic niche (Included in new)~~
- 70 15 00 00 10 EC develop professional network
- 70 20 00 00 XX EC manage staff
- 70 20 00 00 XX EC supervise daily information operations (OPTIONAL?)
- 70 20 00 00 XX EC establish daily priorities (OPTIONAL?)
- 70 30 00 00 XX EC approve reports for artistic project (OPTIONAL?)
- 70 30 00 00 XX EC coordinate artistic production
- ~~70 51 00 00 10 EC Manage supplies (OPTIONAL?) (Included in new)~~
- 70 52 00 00 XX EC manage logistics (OPTIONAL?)
- 70 56 00 00 XX EC manage budgets (OPTIONAL?)
- 70 58 00 00 XX EC monitor artistic activities
- 70 59 00 00 XX EC promote cultural venue events
- ~~70 63 00 00 XX EC promote inclusion (Included in new)~~
- 70 80 00 00 XX EC set organisational policies (OPTIONAL?)
- ~~80 20 00 00 XX EC strive for company growth (Included in new)~~
- 30 05 10 00 XX EC define artistic vision
- 70 22 10 00 XX EC provide project information on exhibitions
- 70 30 10 00 XX EC determine context to present the work
- 70 30 10 00 XX EC perform project management (OPTIONAL?)
- 70 35 10 00 XX EC organise cultural events (OPTIONAL?)

#### Optional competences:

- Develop environmental policy
- Coordinate environmental efforts
- Plan activities sustainable (NEW)
- Promote sustainability
- Develop a digitalisation policy (NEW)
- Manage digitalisation of an arts organisation (NEW)
- Apply social media marketing
- Analyses data about clients
- Archive performance documentation (NEW)
- Develop social responsibility policy (NEW)
- Administer a small business or self-employed activity (NEW)
- Develop business strategy in arts and culture (NEW)
- Promote and represent artistic activities (NEW)
- Manage an organisation or self-employed business in the arts (NEW)
- 50 25 00 00 XX EC help the programmer define an artistic vision
- 70 22 00 00 XX EC participate in artistic mediation activities
- 70 54 00 00 XX EC find a replacement for stage manager
- 70 55 00 00 XX EC plan health and safety procedures
- 70 59 00 00 XX EC advertise an art collection
- 80 10 00 00 XX EC represent company in exhibitions



- 90 00 00 00 XX EC present exhibition
- 70 30 10 00 XX EC use intuition in booking projects
- 70 35 10 00 XX EC organise an exhibition
- 70 51 10 00 XX EC plan resource allocation
- 30 12 20 00 XX EC develop drama production process

**Essential knowledge:**

- Art history
- Art-historical values
- Corporate social responsibility
- Cultural projects

**Optional knowledge:**

- Museum databases

**Proposal to ESCO:**

- Change description "... Artistic directors **in smaller organisations** also manage staff, finances and policies. ..."
- Add new competences
- Move competences marked as (Optional) to optional
- Remove competences that are undelaying to the newly developed competences.

**Motivation**

Given the diversity in organisational structures and sizes, some competences (marked as Optional) are not part of the core occupation but are only executed in smaller organisations.

**4.2 Stage director**

**Description:** Stage directors oversee and orchestrate the mounting of a performance production by unifying various elements and aspects of a theatrical production. They ensure the quality and completeness of the theatrical production and lead the members of the creative team in realising their artistic vision for it.

**Scope note:**

- Includes people working in a play, an opera, a musical, a circus show or a devised piece of work.
- [Not to be confused with the stage manager, who leads the technical and operational side of the performance](#)

ESCO nr. 2654.1.6

ESCO URI: <http://data.europa.eu/esco/occupation/8a451ae2-3c31-4f35-90af-6275b1b02f93>

Competence base URL: <https://competencebase.eu/wiki/Item:Q1690>

**Essential competences:**

- [Contribute to a sustainable work environment \(NEW\)](#)
- [Contribute to a safe digital working environment \(NEW\)](#)
- [Use standard applications for communication and work \(NEW\)](#)
- [Use collaborative planning systems for events \(NEW\)](#)

- Archive performance documentation (NEW)
- Manage people in a safe way (NEW)
- Contribute to a social responsible organisation (NEW)
- Manage personal professional development
- contribute to the mission and goals of the organisation (NEW)
- apply sustainability principles in artistic concepts for live performance
- 50 25 00 00 XX EC work with playwrights
- 50 26 00 00 XX EC direct an artistic team
- 70 54 00 00 XX EC find a replacement for stage manager
- 70 54 00 00 XX EC assemble an artistic team
- 70 58 00 00 XX EC evaluate art quality
- 30 00 20 00 16 EC adapt designers' work to the performance venue
- 30 05 20 00 XX EC read scripts
- 30 05 20 00 XX EC analyse a script
- 30 12 20 00 XX EC develop drama production process
- 30 12 20 00 XX EC adapt a script
- 70 54 20 00 XX EC carry out auditions
- 70 22 30 00 XX EC maintain blocking notes
- 03 10 40 00 XX EC cue a performance (OPTIONAL?)

#### Optional competences:

- Promote sustainability
- Use collaborative digital design applications (NEW)
- Develop business strategy in arts and culture (NEW)
- Develop artistic career plan (NEW)
- Administer professional activity (NEW)
- Promote and represent artistic activities (NEW)
- 70 56 00 00 XX EC manage budgets
- 70 30 10 00 XX EC determine context to present the work
- 70 30 10 00 XX EC write technical riders
- 70 51 10 00 XX EC identify technical resources for performances
- 30 10 20 00 XX EC select music for performance
- 50 10 20 00 XX EC communicate expectations of fight actions
- 70 30 20 00 XX EC organise rehearsals
- 30 00 30 00 XX EC prompt performers
- 70 22 30 00 XX EC manage prompt book
- 03 10 40 00 22 EC follow time cues
- 70 58 40 00 20 EC ensure visual quality of the set

#### Essential knowledge:

- Acting techniques

#### Proposal to ESCO:

- Add scope note to clarify the difference with a stage manager. “Not to be confused with the stage manager, who leads the technical and operational side of the performance”
- Add scope note for **stage manager**: “Not to be confused with the stage director who creates the performance with the artists, creative team and technical-artistic crew”
- Add new competences

**Motivation:**

In ESCO, the term “Stage “ is added to the “director” to avoid confusion with other director roles. This causes confusion with the stage manager, which is a completely different function.

**4.3 Set designer**

**Description:** Set designers develop a set concept for a performance and supervise the execution of it. Their work is based on research and artistic vision. Their designs are influenced by and also influence other designs and they must conform to these designs and the overall artistic vision. Therefore, the designers work closely with artistic directors, operators and the artistic team. During rehearsals and performances, they coach the operators to obtain optimal timing and manipulation. Set designers develop sketches, design drawings, models, plans or other documentation to support the workshop and performance crew. They may also design exhibition stands for fairs and other events.

**Scope note:**

ESCO nr. 3432.5

ESCO URI: <http://data.europa.eu/esco/occupation/874a2080-a9b6-46a9-8662-c9b7d4208f73>

Competence base URL: <https://competencebase.eu/wiki/Item:Q1688>

**Essential competences:**

- Contribute to a sustainable work environment (NEW)
- Design sustainable (NEW)
- Contribute to a safe digital working environment (NEW)
- Use standard applications for communication and work (NEW)
- Use collaborative planning systems for events (NEW)
- Use CADD software (computer aided design and drafting)
- Operate 3D computer graphics software
- Operate 3D visualisation software (NEW)
- Use collaborative digital design applications (NEW)
- Archive performance documentation (NEW)
- Contribute to a social responsible organisation (NEW)
- Manage personal professional development
- Contribute to the mission and goals of the organisation (NEW)
- Apply sustainability principles in artistic concepts for live performance (NEW)
- 00 00 00 00 20 EC use technical documentation
- 30 00 00 00 10 EC understand artistic concepts
- 30 05 00 00 10 EC keep up with trends
- 30 05 00 00 20 EC monitor developments in technology used for design
- 30 05 00 00 XX EC monitor sociological trends

- 50 45 00 00 XX EC research new ideas
- 50 70 00 00 XX EC use specialised design software
- 60 20 00 00 03 EC work ergonomically
- 60 20 00 03 01 EC work with respect for own safety
- 60 40 00 03 09 EC work safely with chemicals
- 60 45 00 03 07 EC work safely with mobile electrical systems under supervision
- 60 80 00 00 05 EC prevent fire in a performance environment
- 70 11 00 00 XX EC define artistic approach
- 70 11 00 00 XX EC contextualise artistic work
- 70 20 00 00 XX EC meet deadlines
- 70 20 00 00 XX EC coach staff for running the performance
- 03 00 10 00 10 EC draw stage layouts
- 70 30 10 00 XX EC verify feasibility
- 30 00 20 00 10 EC adapt existing designs to changed circumstances
- 30 05 20 00 XX EC analyse a script
- 30 05 20 00 XX EC analyse music score
- 30 05 20 00 XX EC analyse the artistic concept based on stage actions
- 30 05 20 00 XX EC analyse the scenography
- 30 05 20 00 XX EC conduct costume research
- 30 05 20 00 XX EC gather reference materials for artwork
- 30 10 20 00 XX EC draw prop sketches
- 30 10 20 00 XX EC design props
- 30 10 20 00 XX EC define prop materials
- 30 10 20 00 XX EC sketch set images
- 30 10 20 00 XX EC define set materials
- 30 10 20 00 XX EC create set models
- 30 10 20 00 XX EC model sets
- 30 12 20 00 XX EC develop design concept
- 30 12 20 00 XX EC develop design ideas cooperatively
- 30 12 20 00 XX EC develop the look of a production
- 50 10 20 00 XX EC present artistic design proposals
- 70 58 20 00 10 EC update design results during rehearsals
- 30 00 30 00 10 EC adapt to artists' creative demands
- 30 00 30 00 XX EC attend rehearsals
- 30 00 30 00 XX EC propose improvements to artistic production
- 00 00 40 00 10 EC communicate during the show
- 02 40 40 00 10 EC use communication equipment
- 70 58 40 00 10 EC perform quality control of design during a run
- 70 58 40 00 20 EC safeguard artistic quality of performance

**Optional competences:**

- [Plan activities sustainable \(NEW\)](#)
- [Promote sustainability](#)

- Use AR, VR, XR, ...applications for performing arts and events (NEW)
- Manage people in a safe way (NEW)
- Develop business strategy in arts and culture (NEW)
- Develop artistic career plan (NEW)
- Manage an organisation or self-employed business in the arts (NEW)
- Administer a small business or self-employed activity (NEW)
- Administer professional activity (NEW)
- Promote and represent artistic activities (NEW)
- 00 00 00 00 30 EC setup equipment in timely manner
- 50 70 00 00 XX EC draw up stage layouts digitally
- 60 20 00 00 04 EC use personal protection equipment
- 60 20 00 00 06 EC follow safety procedures when working at heights
- 60 30 00 00 08 EC work safely with machines
- 70 11 00 00 20 EC manage personal professional development
- 70 11 00 00 30 EC document your own practice
- 70 15 00 00 10 EC develop professional network
- ~~70 20 00 00 10 EC Lead a team (Included in new)~~
- ~~70 71 00 00 10 EC Keep personal administration (Included in new)~~
- 80 10 00 00 XX EC prospect new customers
- 03 10 10 00 30 EC provide documentation
- 30 00 10 00 10 EC translate artistic concepts to technical designs
- 70 51 10 00 10 EC analyse the need for technical resources
- 70 51 10 00 30 EC organise resources for artistic production
- 70 56 10 00 20 EC calculate design costs
- 03 00 20 00 21 EC assemble the rehearsal set
- 03 00 20 00 30 EC prevent technical problems with scenic elements
- 03 00 20 00 31 EC prevent technical problems with stage equipment
- 03 10 20 00 31 EC mark the information from the ground plans on the stage area
- 12 10 20 00 XX EC purchase props
- 12 20 20 00 XX EC make set construction drawings
- 12 20 20 00 XX EC paint sets
- 30 00 20 00 15 EC adapt artistic plan to location
- 30 10 20 00 XX EC define prop building methods
- 30 10 20 00 XX EC define set building methods
- 30 10 20 00 XX EC define set painting methods
- 70 58 40 00 20 EC ensure visual quality of the set
- 40 10 50 00 30 EC draw up artistic production

#### Optional knowledge:

- Labour legislation
- Copyright legislation

#### Proposal to ESCO:

- Add new competences
- Remove competences that are undelaying to the newly developed competences.

#### 4.4 Performance production manager

**Description:** Performance production managers take care of a range of practical issues concerning the production of a performance or entertainment event. They deal with matters ranging from the recruitment of staff, procurement of materials and services, to freight, customs coordination, telecommunications, labor relations, logistics, information technology, government liaison, venue booking, scheduling, operations management, mending delay problems and workplace safety.

**Scope note:**

**ESCO nr.** 1431.1.2

**ESCO URI:** <http://data.europa.eu/esco/occupation/03632d98-0ae3-4dd2-941c-3b48de9a0219>

**Competence base URL:** <https://competencebase.eu/wiki/Item:Q1687>

**Essential competences:**

- [Contribute to a sustainable work environment \(NEW\)](#)
- [Plan activities sustainable \(NEW\)](#)
- [Contribute to a safe digital working environment \(NEW\)](#)
- [Use standard applications for communication and work \(NEW\)](#)
- [Use collaborative planning systems for events \(NEW\)](#)
- [Archive performance documentation \(NEW\)](#)
- [Manage people in a safe way \(NEW\)](#)
- [Contribute to a social responsible organisation \(NEW\)](#)
- [Manage personal professional development](#)
- [Contribute to the mission and goals of the organisation \(NEW\)](#)
- 50 10 00 00 XX EC represent the organisation
- 50 25 00 00 XX EC coordinate with creative departments
- 50 25 00 00 XX EC work with cultural venue specialists
- ~~50 26 00 00 XX EC follow company standards (Included in new)~~
- ~~50 28 00 00 XX EC liaise with cultural partners (Included in new)~~
- 50 28 00 00 XX EC liaise with local authorities
- ~~70 20 00 00 XX EC manage staff (Included in new)~~
- 70 20 00 00 XX EC supervise daily information operations
- 70 20 00 00 XX EC establish daily priorities
- 70 30 00 00 XX EC coordinate artistic production
- 70 30 00 00 XX EC manage artistic project
- 70 51 00 00 10 EC manage supplies
- 70 52 00 00 XX EC manage logistics
- 70 56 00 00 XX EC develop artistic project budgets
- 70 56 00 00 XX EC manage budgets
- 70 59 00 00 XX EC promote cultural venue events
- ~~70 63 00 00 XX EC promote inclusion (Included in new)~~

- ~~70 80 00 00 XX EC set organisational policies (Included in new)~~
- 80 20 00 00 XX EC strive for company growth
- 70 30 10 00 XX EC plan artistic production activities
- 70 30 10 00 XX EC estimate needs of artistic production
- 70 30 10 00 XX EC assess production needs to plan a production schedule
- 70 30 10 00 XX EC coordinate rehearsals
- ~~70 30 10 00 XX EC develop cultural activities (Not the task of a production manager)~~
- 70 30 10 00 XX EC create production schedules
- 70 35 10 00 XX EC organise cultural events
- 70 30 20 00 XX EC organise performance space
- 70 30 20 00 XX EC organise rehearsals
- 30 00 30 00 10 EC adapt to artists' creative demands
- 70 31 40 00 XX EC coordinate pre-show checks
- 40 10 50 00 30 EC draw up artistic production

**Optional competences:**

- [coordinate environmental efforts](#)
- [promote sustainability](#)
- [use CADD software \(computer aided design and drafting\)](#)
- [Use collaborative digital design applications \(NEW\)](#)
- [Develop artistic career plan \(NEW\)](#)
- [Manage an organisation or self-employed business in the arts \(NEW\)](#)
- [Administer a small business or self-employed activity \(NEW\)](#)
- [Administer professional activity \(NEW\)](#)
- [Promote and represent artistic activities \(NEW\)](#)
- 60 60 00 00 XX EC ensure health and safety of visitors
- ~~70 54 00 00 XX EC assemble an artistic team (Included in new)~~
- 70 55 00 00 XX EC document safety actions
- 70 55 00 00 XX EC plan health and safety procedures

**Essential knowledge:**

- cultural projects
- corporate social responsibility

**Optional knowledge:**

- Labour legislation
- Cost management
- Copyright legislation

**Proposal to ESCO:**

- Add new competences
- Remove competences included in larger wholes.

## 4.5 Stage technician

**Description:** Stage technicians control different aspects of a performance based on the artistic or creative concept, in interaction with the performers. They prepare and perform the setup, program the equipment and operate various systems. Stage technicians take care of lighting, sound, video, sets and/or fly systems. Their work is based on plans, instructions and calculations. They can work in small venues, theatres and other small artistic productions.

**Scope note:**

ESCO nr. 3435.25.5

ESCO URI: <http://data.europa.eu/esco/occupation/acb6b99a-6c13-482a-81b1-8b5614e0153e>

Competence base URL: <https://competencebase.eu/wiki/Item:Q1691>

**Essential competences:**

- [Contribute to a sustainable work environment \(NEW\)](#)
- [Monitor sound pressure level \(NEW / ESSENCE\)](#)
- [Contribute to a safe digital working environment \(NEW\)](#)
- [Use standard applications for communication and work \(NEW\)](#)
- [Use collaborative planning systems for events \(NEW\)](#)
- [Use CADD software \(computer aided design and drafting\)](#)
- [Archive performance documentation \(NEW\)](#)
- [Contribute to a social responsible organisation \(NEW\)](#)
- [Manage personal professional development](#)
- [Contribute to the mission and goals of the organisation \(NEW\)](#)
- 00 00 00 00 10 EC prepare personal work environment
- 00 00 00 00 20 EC use technical documentation
- 00 00 00 00 30 EC setup equipment in timely manner
- 30 00 00 00 10 EC understand artistic concepts
- 30 05 00 00 10 EC keep up with trends
- 60 20 00 00 06 EC follow safety procedures when working at heights
- 60 20 00 00 03 EC work ergonomically
- 60 20 00 00 04 EC use personal protection equipment
- 60 20 00 03 01 EC work with respect for own safety
- 60 30 00 00 08 EC work safely with machines
- 60 40 00 03 09 EC work safely with chemicals
- 60 45 00 03 07 EC work safely with mobile electrical systems under supervision
- 60 80 00 00 05 EC prevent fire in a performance environment
- 70 54 00 00 XX EC find a replacement for stage manager
- 01 00 10 00 20 EC draw up a lighting plan
- 03 00 10 00 10 EC draw stage layouts
- 11 20 10 00 10 EC assess power needs
- 70 51 10 00 XX EC identify technical resources for performances
- 01 00 20 00 10 EC read lighting plan
- 01 00 20 00 23 EC prevent technical problems with lighting equipment



- 01 00 20 00 25 EC set up lighting board/console
- 01 00 20 00 26 EC distribute control signals
- 01 00 20 00 28 EC operate dimmer equipment
- 01 00 20 00 30 EC focus lighting equipment
- 01 00 20 00 50 EC plot lighting states
- 01 00 20 00 XX EC rig lights
- 02 00 20 00 10 EC fit up sound on stage
- 02 00 20 00 25 EC perform soundchecks
- 03 00 20 00 20 EC assemble scenic elements on stage
- 03 00 20 00 21 EC assemble the rehearsal set
- 03 00 20 00 30 EC prevent technical problems with scenic elements
- 03 10 20 00 31 EC mark the information from the ground plans on the stage area
- 04 60 20 00 10 EC hang chain hoists
- 04 60 20 00 20 EC assemble truss constructions
- 05 00 20 00 20 EC adjust projector
- 05 00 20 00 XX EC set up projection equipment
- 11 20 20 00 30 EC provide power distribution
- 70 40 20 00 XX EC organise stage
- 03 00 30 00 40 EC handle scenic elements during rehearsal
- 12 00 30 00 20 EC dismantle the rehearsal set
- 30 00 30 00 10 EC adapt to artists' creative demands
- 02 00 40 00 XX EC operate an audio mixing console
- 03 00 40 00 10 EC operate stage movement control system
- 05 00 40 00 20 EC run a projection
- 12 00 40 00 10 EC change scenic elements during performance
- 70 58 40 00 20 EC ensure visual quality of the set
- 00 00 50 00 10 EC de-rig electronic equipment
- 15 20 50 00 10 EC pack electronic equipment

#### Optional competences:

- [Plan activities sustainable \(NEW\)](#)
- [Promote sustainability](#)
- [Manage digital systems for an arts organisation \(NEW\)](#)
- [Use system integration software \(NEW\)](#)
- [Use collaborative digital design applications \(NEW\)](#)
- [Use AR, VR, XR, ...applications for performing arts and events \(NEW\)](#)
- [Use digital inclusion equipment for audiences \(NEW\)](#)
- [Manage people in a safe way \(NEW\)](#)
- [Develop artistic career plan \(NEW\)](#)
- [Manage an organisation or self-employed business in the arts \(NEW\)](#)
- [Administer a small business or self-employed activity \(NEW\)](#)
- [Administer professional activity \(NEW\)](#)
- [Promote and represent artistic activities \(NEW\)](#)

- 50 70 00 00 XX EC draw up stage layouts digitally
- 60 30 00 00 XX EC work safely with stage weapons
- 60 40 00 00 XX EC work safely with pyrotechnical materials in a performance environment
- 60 45 00 00 17 EC ensure safety of mobile electrical systems
- 60 80 00 00 15 EC perform first fire intervention
- 70 11 00 00 20 EC manage personal professional development
- 70 11 00 00 30 EC document your own practice
- 70 15 00 00 10 EC develop professional network
- 70 30 00 00 60 EC maintain system layout for a production
- 70 51 00 00 20 EC manage consumables stock
- 70 51 00 00 30 EC manage technical resources stock
- 70 55 00 00 10 EC write risk assessment on performing arts production
- 70 61 00 00 10 EC manage sign-off of an installed system
- ~~70 71 00 00 10 EC Keep personal administration (Included in new)~~
- 02 00 10 00 10 EC technically design a sound system
- 30 00 10 00 10 EC translate artistic concepts to technical designs
- ~~70 23 10 00 30 EC Consult with stakeholders on implementation of a production (Included in new)~~
- 80 00 10 00 10 EC advise client on technical possibilities
- 01 00 20 00 XX EC focus stage lights
- 01 00 20 00 XX EC set up stage lights
- 01 10 20 00 10 EC set up follow spots
- 02 20 20 00 55 EC edit recorded sound
- 03 00 20 00 10 EC set up technical stage equipment
- 03 00 20 00 31 EC prevent technical problems with stage equipment
- 03 00 20 00 XX EC prepare the floor for performance
- 04 60 20 00 XX EC operate a chain hoist control system for entertainment
- 30 00 20 00 15 EC adapt artistic plan to location
- 30 00 20 00 16 EC adapt designers' work to the performance venue
- 30 10 20 00 XX EC plan act lighting
- 50 10 20 00 XX EC instruct on set up of equipment
- Manage performance light quality
- 01 00 40 00 50 EC operate a lighting console
- 01 10 40 00 10 EC operate follow spots
- 02 10 40 00 XX EC operate sound live
- 70 31 40 00 XX EC coordinate pre-show checks
- 70 58 40 00 20 EC safeguard artistic quality of performance
- 00 00 50 00 20 EC store performance equipment
- 40 10 50 00 30 EC draw up artistic production
- 01 00 60 00 10 EC maintain lighting equipment
- 01 00 60 00 11 EC maintain dimmer equipment
- 02 00 60 00 10 EC maintain sound equipment
- 11 20 60 00 10 EC maintain electrical equipment

**Essential knowledge:**

**Optional knowledge:**

**Proposal to ESCO:**

- Add new competences
- Remove competences that are undelaying to the newly developed competences.

**4.6 Facility manager**

**NOTE:** the facility manager is a generic profile that we used to evaluate whether the competences could also apply to this occupation. Nevertheless, we decided not to develop it further in the project but use the Cultural facility manager instead.

**Description:** Facilities managers perform strategic planning as well as routine operational planning related to buildings' administration and maintenance. They control and manage health and safety procedures, supervise the work of contractors, plan and handle buildings maintenance operations and fire safety and security issues, oversee buildings' cleaning activities and utilities infrastructure and oversee space management.

**Scope note:**

**ESCO nr.** 1219.1.1

**ESCO URI:** <http://data.europa.eu/esco/occupation/b42c5ed4-c6e4-4694-934f-96127719cc43>

**Competence base URL:** <https://competencebase.eu/wiki/Item:Q847>

**Essential competences:**

- [Contribute to a sustainable work environment \(NEW\)](#)
- [Develop environmental policy](#)
- [Coordinate environmental efforts](#)
- [Manage air quality](#)
- [Contribute to a safe digital working environment \(NEW\)](#)
- [Use standard applications for communication and work \(NEW\)](#)
- [Use collaborative planning systems for events \(NEW\)](#)
- [Manage people in a safe way \(NEW\)](#)
- 16 10 00 00 XX EC maintain customer service
- 50 26 00 00 XX EC follow company standards
- 50 28 00 00 XX EC liaise with managers
- 50 28 00 00 XX EC maintain relationship with customers
- 62 30 00 00 XX EC carry out energy management of facilities
- 70 20 00 00 XX EC manage staff
- 70 20 00 00 XX EC supervise daily information operations
- 70 20 00 00 XX EC supervise work
- 70 20 00 00 XX EC establish daily priorities
- 70 22 00 00 XX EC handle customer complaints
- 70 51 00 00 10 EC manage supplies
- 70 51 00 00 XX EC ensure equipment availability
- 70 51 00 00 XX EC ensure equipment maintenance

- 70 52 00 00 XX EC manage logistics
- 70 55 00 00 XX EC perform risk analysis
- 70 56 00 00 XX EC oversee the facilities services budget
- 70 56 00 00 XX EC manage budgets
- 70 59 00 00 XX EC promote facilities management services
- 70 61 00 00 XX EC inspect contracts for related grounds maintenance work
- 70 65 00 00 XX EC ensure inspections of facilities
- 70 65 00 00 XX EC manage maintenance operations
- 70 65 00 00 XX EC manage facilities services
- 80 20 00 00 XX EC strive for company growth
- 70 30 10 00 XX EC plan schedule
- 70 40 10 00 XX EC manage space utilisation
- 70 65 10 00 XX EC plan buildings maintenance work
- 70 65 10 00 XX EC plan facilities management policies
- 70 65 10 00 XX EC inspect building systems
- 60 55 40 00 10 EC ensure compliance with noise standards

**Optional competences:**

- [Promote sustainability](#)
- [ensure compliance with noise standards](#)
- 00 00 00 00 XX EC read standard blueprints
- 50 26 00 00 XX EC evaluate employees
- 50 28 00 00 XX EC liaise with security authorities
- 50 60 00 00 XX EC create solutions to problems
- 60 55 00 00 XX EC respond to burglar alarm systems
- 60 60 00 00 XX EC manage major incidents
- 70 54 00 00 XX EC recruit employees
- 70 55 00 00 XX EC manage emergency evacuation plans
- 70 55 00 00 XX EC plan health and safety procedures
- 70 71 00 00 XX EC perform procurement processes
- 70 65 10 00 XX EC handle surveillance equipment
- 70 65 10 00 XX EC design building retrofitting solutions

**Essential knowledge:**

- Corporate social responsibility
- Facilities management in the organisation
- Fire safety regulations
- Environmental management standards
- Electrical power safety regulations
- Green building practices
- Energy conservation

**Optional knowledge:**

- Accounting
- Energy market
- Cleaning industry health and safety measures
- Energy performance of buildings
- Contract law
- Employment law
- Supply chain management
- Building automation

#### 4.7 Cultural facility manager

**Description:** Cultural facilities managers direct the operations of facilities that provide cultural services such as theatre, museums and concert halls. They plan and organise the daily operations of the related staff and facilities and ensure that the organisation aligns with the latest developments in its field. They coordinate the different departments of the facility and manage the correct use of resources, policies and budgets.

**ESCO nr.** 1431.1

**ESCO URI:** <http://data.europa.eu/esco/occupation/6066ed14-ace3-4352-b656-2b621fd7bc88>

**Competence base URL:** <https://competencebase.eu/wiki/Item:Q1692>

#### Essential competences:

- [Contribute to a sustainable work environment \(NEW\)](#)
- [Plan activities sustainable \(NEW\)](#)
- [Promote sustainability](#)
- [Contribute to a safe digital working environment \(NEW\)](#)
- [Use standard applications for communication and work \(NEW\)](#)
- [Use collaborative planning systems for events \(NEW\)](#)
- [Manage people in a safe way \(NEW\)](#)
- [Contribute to a social responsible organisation \(NEW\)](#)
- [Manage personal professional development](#)
- [Develop business strategy in arts and culture \(NEW\)](#)
- [Manage an organisation or self-employed business in the arts \(NEW\)](#)
- [Administer a small business or self-employed activity \(NEW\)](#)
- [Contribute to the mission and goals of the organisation \(NEW\)](#)
- [Promote and represent artistic activities \(NEW\)](#)
- 50 25 00 00 XX EC work with cultural venue specialists
- ~~50 26 00 00 XX EC follow company standards (Included in new)~~
- 60 55 00 00 XX EC assemble health and safety resources in cultural venues
- ~~70 20 00 00 XX EC manage staff (Included in new)~~
- 70 20 00 00 XX EC supervise daily information operations
- 70 20 00 00 XX EC establish daily priorities
- 70 30 00 00 XX EC approve reports for artistic project
- 70 51 00 00 10 EC manage supplies
- 70 52 00 00 XX EC manage logistics

- 70 56 00 00 XX EC manage budgets
- 70 57 00 00 XX EC create cultural venue learning strategies
- 70 58 00 00 XX EC evaluate cultural venue programmes
- 70 59 00 00 XX EC promote cultural venue events
- ~~70 63 00 00 XX EC promote inclusion (Included in new)~~
- 70 80 00 00 XX EC manage cultural facility
- 70 80 00 00 XX EC develop cultural policies
- 80 10 00 00 XX EC evaluate cultural venue visitor needs
- 80 20 00 00 XX EC create cultural venue outreach policies
- 70 30 10 00 XX EC organise participation in local or international events
- 70 30 10 00 XX EC develop cultural activities
- 70 35 10 00 XX EC organise cultural events

#### Optional competences:

- Develop environmental policy
- Coordinate environmental efforts
- Manage air quality
- Ensure compliance with noise standards
- Develop a digitalisation policy (NEW)
- Manage digitalisation of an arts organisation (NEW)
- Manage digital systems for an arts organisation (NEW)
- Apply social media marketing
- Analyse data about clients
- manage online ticketing platforms and booking systems (NEW)
- Archive performance documentation (NEW)
- Develop social responsibility policy (NEW)
- 30 05 00 00 XX EC develop an artistic framework
- 50 00 00 00 XX EC cope with challenging demands
- 50 10 00 00 XX EC represent artistic production
- 50 10 00 00 XX EC represent the organisation
- 50 25 00 00 XX EC coordinate with creative departments
- ~~50 26 00 00 XX EC apply conflict management (Included in new)~~
- 50 26 00 00 XX EC direct an artistic team
- 50 28 00 00 XX EC liaise with cultural partners
- 50 28 00 00 XX EC liaise with event sponsors
- 50 28 00 00 XX EC liaise with local authorities
- 50 28 00 00 XX EC maintain relations with local representatives
- 50 28 00 00 XX EC maintain relationships with government agencies
- 50 40 00 00 XX EC apply strategic thinking
- 50 60 00 00 XX EC create solutions to problems
- 62 30 00 00 XX EC carry out energy management of facilities
- 70 11 00 00 XX EC define artistic approach
- 70 15 00 00 10 EC develop professional network



- 70 15 00 00 XX EC build community relations
- 70 15 00 00 XX EC establish collaborative relations
- 70 22 00 00 XX EC participate in artistic mediation activities
- 70 30 00 00 XX EC coordinate artistic production
- 70 30 00 00 XX EC manage artistic project
- 70 35 00 00 XX EC coordinate community arts activities
- 70 54 00 00 XX EC assemble an artistic team
- 70 55 00 00 XX EC manage health and safety standards
- 70 55 00 00 XX EC plan health and safety procedures
- 70 56 00 00 XX EC analyse financial performance of a company
- 70 56 00 00 XX EC develop artistic project budgets
- 70 58 00 00 XX EC monitor artistic activities
- 70 58 00 00 XX EC advise on efficiency improvements
- 70 59 00 00 XX EC develop promotional tools
- 70 80 00 00 XX EC set organisational policies
- 70 80 00 00 XX EC manage fundraising activities
- ~~• 70 80 00 00 XX EC fix meetings (not really core skill, everyone in the sector need to do it.)~~
- 80 10 00 00 XX EC analyse external factors of companies
- 80 10 00 00 XX EC analyse internal factors of companies
- ~~• 80 20 00 00 XX EC strive for company growth (Included in new)~~
- ~~• 80 20 00 00 XX EC build business relationships (Included in new)~~
- 30 05 10 00 XX EC define artistic vision
- 70 22 10 00 XX EC provide project information on exhibitions
- 70 30 10 00 XX EC plan artistic production activities
- 70 30 10 00 XX EC estimate needs of artistic production
- 70 30 10 00 XX EC coordinate rehearsals
- 70 30 10 00 XX EC create production schedules
- 70 30 10 00 XX EC perform project management
- 70 30 10 00 XX EC create project specifications
- 70 35 10 00 XX EC organise an exhibition
- 70 51 10 00 XX EC perform resource planning
- 70 51 10 00 XX EC plan resource allocation
- 40 10 50 00 30 EC draw up artistic production

**Essential knowledge:**

- Cultural projects
- Corporate social responsibility

**Optional knowledge:**

- Project management
- Cost management
- Project management principles
- Facilities management in the organisation

- Budgetary principles
- Accounting

**Proposal to ESCO:**

- Add new competences
- Remove competences that are undelaying to the newly developed competences.

**Motivation:**

- In reality, especially in smaller organisations, the cultural facility manager will also take care of the practical issues concerning the building, the ticketing, policy making, etc. It seems relevant to add these, because there are a lot smaller that big organisations.

## 5 Core competences

This chapter provides an overview of the competences that are core to this project and will be developed further in the learning content. Some of them are existing ones that we aim to extend or enhance with additional information in ESCO, like underlaying competences, while others are newly developed competences that we propose to add to ESCO.

### 5.1 Sustainability

#### 5.1.1 Develop sustainability policy

**Preferred label:** Develop environmental policy

**Description:** Develop an organisational policy on sustainable development and compliance with environmental legislation in line with policy mechanisms used in the field of environmental protection.

**Skill type:** Skill

**Status:** Existing

**ESCO URI:** <http://data.europa.eu/esco/skill/507e2b21-1285-47e9-bf09-0db794df1bf0>

**Competence base URL:** <http://competencebase.eu/entity/Q1637>

**Skill reusability level:** Cross-sectoral

**Optional knowledge:**

- Environmental policy

**Digital skill:** No

**Green skill:** Yes

**Proposal to ESCO:** Change preferred label in “Develop sustainability policy”

**Motivation:** In an organisational context “sustainability covers better the expected efforts”.



### 5.1.2 Coordinate environmental efforts

**Description:** Organise and integrate all environmental efforts of the company, including pollution control, recycling, waste management, environmental health, conservation and renewable energy.

**Skill type:** Skill

**Status:** Existing

**ESCO URI:** <http://data.europa.eu/esco/skill/bd70f004-e1d6-43f0-96f1-59c014a4ea01>

**Competence base URL:** <http://competencebase.eu/entity/Q1638>

**Skill reusability level:** Cross-sector skills and competences

**Broader concept:** Complying with environmental protection laws and standards

**Essential skills competences:**

- [Manage environmental management system \(https://competencebase.eu/wiki/Item:Q1284\)](https://competencebase.eu/wiki/Item:Q1284)
- [Conduct environmental surveys http://data.europa.eu/esco/skill/96835f47-da71-415b-8cbf-d37386dc98d4](http://data.europa.eu/esco/skill/96835f47-da71-415b-8cbf-d37386dc98d4)
- [Assess environmental impact \(https://competencebase.eu/wiki/Item:Q1286\)](https://competencebase.eu/wiki/Item:Q1286)
- [Analyse energy consumption \(https://competencebase.eu/wiki/Item:Q1287\)](https://competencebase.eu/wiki/Item:Q1287)
- [Analyse environmental data \(http://data.europa.eu/esco/skill/77f109c4-3107-4d2a-a512-5160ac103933\)](http://data.europa.eu/esco/skill/77f109c4-3107-4d2a-a512-5160ac103933)
- [Report on environmental issues \(http://data.europa.eu/esco/skill/f3cc52e3-a96c-4549-b841-6e41a846fa99\)](http://data.europa.eu/esco/skill/f3cc52e3-a96c-4549-b841-6e41a846fa99)
- [Assess the life cycle of resources \(https://competencebase.eu/wiki/Item:Q1288\)](https://competencebase.eu/wiki/Item:Q1288)
- [Identify new recycling opportunities \(https://competencebase.eu/wiki/Item:Q1289\)](https://competencebase.eu/wiki/Item:Q1289)
- [Apply change management \(https://competencebase.eu/wiki/Item:Q1433\)](https://competencebase.eu/wiki/Item:Q1433)
- [70 62 00 00 XX EC ensure compliance with environmental legislation \(ESCO\)](#)
- [70 62 00 05 XX EC analyse environmental data \(ESCO\)](#)

**Optional skills competences:**

- [Advise on sustainable management policies \(https://competencebase.eu/wiki/Item:Q1283\)](https://competencebase.eu/wiki/Item:Q1283)
- [Implement sustainable procurement \(https://competencebase.eu/wiki/Item:Q1285\)](https://competencebase.eu/wiki/Item:Q1285)

**Optional knowledge:**

- Environmental engineering <https://competencebase.eu/wiki/Item:Q1754>
- Environmental legislation <https://competencebase.eu/wiki/Item:Q1746>
- Environmental policy <https://competencebase.eu/wiki/Item:Q1742>

**Digital skill:** No

**Green skill:** Yes

**Proposal to ESCO:** Add essential and optional competences (blue)

**Motivation:** For occupations where this competence constitutes only a small part of the activities, the number of competences would “overwhelm” the occupation. However, the details are necessary to get a clear understanding.

### 5.1.3 Plan activities sustainably (NEW)

**Description:** Plan live performance and event activities, including touring, taking in account sustainable practices to minimise environmental, transport and logistic impact.

**Skill type:** Skill

**Status:** New

**Competence base URL:** <http://competencebase.eu/entity/Q1639>

**Skill reusability level:** Sector specific

**Optional skills competences:**

- [Apply transportation management concepts](https://competencebase.eu/wiki/Item:Q1381) (https://competencebase.eu/wiki/Item:Q1381)
- [Ensure efficient utilisation of warehouse space](https://competencebase.eu/wiki/Item:Q1382) (https://competencebase.eu/wiki/Item:Q1382)

**Digital skill:** No

**Green skill:** Yes / [proposal to add](#)

**Proposal to ESCO:** Add competence, add to green skills list

**Motivation:** In performing arts and events, most impact can be made in the planning phase.

### 5.1.4 Design sustainably (NEW)

**Description:** Design products taking into consideration sustainable practices to minimise environmental, transportation and logistical impact, while maximising deconstructability, reusability and recyclability. Pay attention to the health and safety of the people manipulating.

**Skill type:** Skill

**Status:** New

**Competence base URL:** <http://competencebase.eu/entity/Q1641>

**Skill reusability level:** Occupation-specific

**Broader concept:** Designing systems and products

**Essential skills competences:**

- [Use sustainable materials and components](https://competencebase.eu/wiki/Item:Q1324) (https://competencebase.eu/wiki/Item:Q1324)
- [Produce sustainable products](https://competencebase.eu/wiki/Item:Q1326) (https://competencebase.eu/wiki/Item:Q1326)

**Digital skill:** No

**Green skill:** Yes / [proposal to add](#)

**Proposal to ESCO:** Add competence, add to green skills list

**Motivation:** Design in performing arts and events is very specific, because of the uniqueness of the result (we design a one off and not a series of objects) and the short life cycle of it. The impact on the use of materials is mainly during the design process.

### 5.1.5 Contribute to a sustainable work environment (NEW)

**Description:** Support the sustainability goals of the organisation by evaluating the personal impact, adopting ways to reduce negative impact, following environmentally sustainable work practices, proposing improvement and engaging others in environmentally friendly behaviours.

**Scope note:**

- Limited to the individual's responsibility
- Includes last minute sustainability assessment

**Skill type:** Skill

**Status:** New

**Competence base URL:** <http://competencebase.eu/entity/Q1636>

**Skill reusability level:** Cross-sectoral

**Broader concept:** Follow environmentally sustainable work practices

**Essential skills competences:**

- [Evaluate environmental impact of personal behaviour](https://competencebase.eu/wiki/Item:Q1277) (https://competencebase.eu/wiki/Item:Q1277)
- [Follow environmentally sustainable work practices](https://competencebase.eu/wiki/Item:Q547) (https://competencebase.eu/wiki/Item:Q547)
- [Adopt ways to reduce negative impact of consumption](https://competencebase.eu/wiki/Item:Q1279) (https://competencebase.eu/wiki/Item:Q1279)
- [Engage others in environment friendly behaviours](https://competencebase.eu/wiki/Item:Q1294) (https://competencebase.eu/wiki/Item:Q1294)

**Optional skills competences:**

- [Identify new recycling opportunities](https://competencebase.eu/wiki/Item:Q1289) (https://competencebase.eu/wiki/Item:Q1289)

**Digital skill:** No

**Green skill:** Yes / [proposal to add](#)

**Proposal to ESCO:**

- Add competence

**Motivation:** To ensure sustainability in an organisation's practice, it is core that every employee takes part within the limits of the responsibilities of the function. This engagement is expressed in this competence.

### 5.1.6 Promote sustainability

**Description:** Promote the concept of sustainability to the public, colleagues and fellow professionals through speeches, guided tours, displays and workshops.

**Proposal description:** [Promote the concept of sustainability to the public, colleagues and fellow professionals through artistic work, performances, speeches, guided tours, displays and workshops.](#)

**Skill type:** Skill

**Status:** Existing

**ESCO URI:** <http://data.europa.eu/esco/skill/469e19ed-a0bd-445a-ae2d-4ba9430e296b>

**Competence base URL:** <http://competencebase.eu/entity/Q1640>

**Skill reusability level:** Cross-sectoral

**Essential skills competences:**

- [Promote environmental awareness](https://competencebase.eu/wiki/Item:Q1292) (https://competencebase.eu/wiki/Item:Q1292)
- [Engage others in environment friendly behavior](https://competencebase.eu/wiki/Item:Q1294) (https://competencebase.eu/wiki/Item:Q1294)

**Optional skills competences:**

- [Promote responsible consumer behavior](https://competencebase.eu/wiki/Item:Q1295) (https://competencebase.eu/wiki/Item:Q1295)
- [Promote the use of sustainable transport](https://competencebase.eu/wiki/Item:Q1296) (https://competencebase.eu/wiki/Item:Q1296)

**Digital skill:** No

**Green skill:** Yes

**Proposal to ESCO:**

- Adapt the description
- Add essential and optional skills

**Motivation:** Promotion is not only done by formal actions, but especially in the performing arts also by artistic work.

### 5.1.7 Specialised

The competences listed below are more specific to particular functions.

#### 5.1.7.1 Manage air quality

**Description:** Monitoring, audit and management of air quality, including remedial measures.

**Skill type:** Skill

**Status:** Existing

**ESCO URI:** <http://data.europa.eu/esco/skill/9f763ac3-1d6c-48d2-ab54-324b1b144f40>

**Competence base URL:** <http://competencebase.eu/entity/Q1643>

**Skill reusability level:** Cross-sectoral

**Digital skill:** No

**Green skill:** Yes

#### 5.1.7.2 Ensure compliance with noise standards

**Description:** Make sure that buildings, roads, air traffic, and events comply with local, national or international noise standards and regulations in order to minimise nuisance for the neighbouring residents.

**Skill type:** Skill

**Status:** Existing

**ESCO URI:** <http://data.europa.eu/esco/skill/351cd749-498c-4ed3-9e38-58fc9bbf8f0e>

**Competence base URL:** <http://competencebase.eu/entity/Q1672>

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**Skill reusability level:** Cross-sectoral

**Digital skill:** No

**Green skill:** Yes

### 5.1.7.3 Monitor sound pressure level (ESSENCE)

**Description:** Install, calibrate and operate sound pressure level monitoring equipment, to obtain correct readings for the required reference measurement position; continuously log and document measurement data.

**Skill type:** Skill

**Status:** New

**Competence base URL:** <https://competencebase.eu/wiki/Item:Q754>

**Skill reusability level:** Occupation-specific

**Broader concept:** Ensure compliance with noise standards

**Digital skill:** Yes / proposal to add

**Green skill:** Yes / No / proposal to add

**Proposal to ESCO:**

- Add competence

**Motivation:** Monitoring sound pressure levels is sector-specific, it influences the artistic result and implies communication and collaboration with the artists.

### 5.1.7.4 Carry out energy management of facilities

**Description:** Contribute to developing effective strategies for energy management and making sure that these are sustainable for buildings. Review buildings and facilities to identify where improvements can be made in energy efficiency.

**Skill type:** Skill

**Status:** Existing

**ESCO URI:** <http://data.europa.eu/esco/skill/885808f7-f42b-406e-95f2-28efcd45ddda>

**Competence base URL:** <http://competencebase.eu/entity/Q1642>

**Skill reusability level:** Cross-sectoral

**Optional knowledge:**

- Facilities management in the organisation <https://competencebase.eu/wiki/Item:Q1581>

**Digital skill:** No

**Green skill:** Yes

## 5.2 Digital

### 5.2.1 Develop a digitalisation policy (NEW)

**Description:** Define a vision and strategy on how an organisation can use digital tools to improve cooperation, quality and efficiency, management of its data, based on the needs and activities.

**Skill type:** Skill

**Status:** New

**Competence base URL:** <http://competencebase.eu/entity/Q1655>

**Skill reusability level:** Transversal skills and competences / Cross-sectoral / sector specific / Occupation-specific

**Broader concept:** Developing operational policies and procedures

**Digital skill:** Yes / proposal to add

**Green skill:** No

**Proposal to ESCO:**

- Add competence

### 5.2.2 Manage digitalisation of an arts organisation (NEW)

**Description:** Support and steer the change process towards improved cooperation and efficiency through the use of digital tools. Research and promote new opportunities and support the workforce in the implementation.

**Skill type:** Skill

**Status:** New

**Competence base URL:** <http://competencebase.eu/entity/Q1657>

**Skill reusability level:** Sector specific

**Essential skills competences:**

- [Apply change management](https://competencebase.eu/wiki/Item:Q1433) (<https://competencebase.eu/wiki/Item:Q1433>)

**Digital skill:** Yes / proposal to add

**Green skill:** No

**Proposal to ESCO:**

- Add competence

**Motivation:** The digitalisation within the arts organisations needs a specific approach. The complexity or artistic production methods and the multiple participants working (temporary) in different organisations is very specific.

### 5.2.3 Manage digital systems for arts organisations (NEW)

**Description:** Plan, setup, manage and maintain digital infrastructure, ensuring preventive measures, GDPR, cybersecurity-proof mechanisms, archiving and support of users.

**Scope note:** Excludes temporary installations for events and performing arts

**Skill type:** Skill

**Status:** New

**Competence base URL:** <http://competencebase.eu/entity/Q1656>

**Skill reusability level:** Sector specific

**Essential skills competences:**

- Risk management (<https://competencebase.eu/wiki/Item:Q1446>)
- Apply information security policies (<https://competencebase.eu/wiki/Item:Q1546>)
- Establish an ICT security prevention plan (<https://competencebase.eu/wiki/Item:Q1547>)

**Digital skill:** Yes / proposal to add

**Green skill:** No

**Proposal to ESCO:**

- Add competence

**Motivation:** Digital systems within an arts organisation need a specific approach. The complexity or artistic production methods and the use of digital tools in art production is very specific.

### 5.2.4 Contribute to a safe digital working environment (NEW)

**Description:** Contribute to the digital safety of oneself and the organisations one works with by protecting privacy, identity, data, and organisational infrastructure within the limits or the personal responsibility. Contribute to the well-being of oneself and others.

**Scope note:** Includes people working simultaneously for different organisations or projects.

**Skill type:** Skill

**Status:** New

**Competence base URL:** <http://competencebase.eu/entity/Q1649>

**Skill reusability level:** Cross-sectoral / sector specific

**Essential skills competences:**

- Apply digital security measures (<https://competencebase.eu/wiki/Item:Q1530>)
- Safeguard online privacy and identity (<https://competencebase.eu/wiki/Item:Q1531>)
- Manage digital identity (<https://competencebase.eu/wiki/Item:Q1532>)
- Protect personal data and privacy (<https://competencebase.eu/wiki/Item:Q1533>)
- Respect data protection principles (<https://competencebase.eu/wiki/Item:Q1534>)

- Use online conventions of netiquette (<https://competencebase.eu/wiki/Item:Q1535>)
- Protect health and well-being while using digital technologies (<https://competencebase.eu/wiki/Item:Q1536>)
- Archive documentation related to the work (<https://competencebase.eu/wiki/Item:Q505>)

**Digital skill:** Yes / proposal to add

**Green skill:** No

**Proposal to ESCO:**

- Add competence

**Motivation:** To ensure a safe digital practice, it is core that every employee takes part within the limits of the responsibilities of the function. This engagement is expressed in this competence.

### 5.2.5 Use standard applications for communication and office work (NEW)

**Description:** Use word processing, spreadsheets and presentation, communication and collaboration and personal organisation software and search for information online.

**Skill type:** Skill

**Status:** New

**Competence base URL:** <http://competencebase.eu/entity/Q1650>

**Skill reusability level:** Cross-sectoral

**Essential skills competences:**

- Use word processing software <https://competencebase.eu/wiki/Item:Q1537>
- Use spreadsheets software <https://competencebase.eu/wiki/Item:Q1538>
- Use presentation software <https://competencebase.eu/wiki/Item:Q1539>
- Use communication and collaboration software <https://competencebase.eu/wiki/Item:Q1540>
- Use personal organisation software <https://competencebase.eu/wiki/Item:Q1541>
- Search for information online <https://competencebase.eu/wiki/Item:Q1685>

**Digital skill:** Yes / proposal to add

**Green skill:** No

**Proposal to ESCO:**

- Add competence

**Motivation:** To avoid flooding the profiles of occupations that use these standard software applications as a sideline of their work.

### 5.2.6 Use collaborative planning systems for events (NEW)

**Description:** Use software that integrates audience, project, space, time, equipment, budget, travel and personnel planning for an arts or event organisation.

**Skill type:** Skill



**Status:** New

**Competence base URL:** <http://competencebase.eu/entity/Q1651>

**Skill reusability level:** Sector specific

**Digital skill:** Yes / proposal to add

**Green skill:** No

**Proposal to ESCO:**

- Add competence

**Motivation:** Collaborative planning systems for events differ in use as well in the way information is added from other existing applications.

### 5.2.7 Specialised

The competences listed below are more function specific.

#### 5.2.7.1 Apply social media marketing

**Description:** Employ website traffic of social media such as Facebook and Twitter to generate attention and participation of existing and potential customers through discussion forums, web logs, microblogging and social communities for gaining a quick overview or insight into topics and opinions in the social web and handle inbound leads or inquiries.

**Skill type:** Skill

**Status:** Existing

**ESCO URI:** <http://data.europa.eu/esco/skill/64e09849-a7db-4d6b-a932-66264420eb97>

**Competence base URL:** <http://competencebase.eu/entity/Q1652>

**Skill reusability level:** Cross-sectoral

**Essential skills competences:**

- [Plan social media marketing campaigns](#)

**Optional knowledge:**

- Digital marketing techniques (<https://competencebase.eu/wiki/Item:Q1727>)
- Social media management (<https://competencebase.eu/wiki/Item:Q1755>)
- Social media marketing techniques (<https://competencebase.eu/wiki/Item:Q1728>)

**Digital skill:** Yes / proposal to add

**Green skill:** No

**Proposal to ESCO:**

- Add essential skill

### 5.2.7.2 Analyse data about clients

**Description:** Study data about clients, visitors, customers or guests. Gather, process and analyse data about their characteristics, needs and buying behaviours.

**Proposal description:** Study data about clients, visitors, customers or guests in line with GDPR and data protection rules. Gather, process and analyse data about their characteristics, needs and buying behaviours.

**Skill type:** Skill

**Status:** Existing

**ESCO URI:** <http://data.europa.eu/esco/skill/d63f49de-cb72-4ce3-9553-a374a4f32f52>

**Competence base URL:** <http://competencebase.eu/entity/Q1653>

**Skill reusability level:** Cross-sectoral

**Essential knowledge:**

- **Data protection** <http://data.europa.eu/esco/skill/a4346013-a967-4a58-a533-6b32ad1364c5>
- **GDPR** <http://data.europa.eu/esco/skill/d3e9b00a-0891-4fa8-836d-8240ec3d2758>

**Digital skill:** Yes

**Green skill:** No

**Proposal to ESCO:**

- Adapt description
- Add essential knowledge

### 5.2.7.3 Manage online ticketing platforms and booking systems (NEW)

**Description:** Manage and use ticketing and booking software. Add new activities, manage client data, the payment system, the refunds and the cancellation. Support clients, solve issues and provide information to relevant staff.

**Scope note:** Limited to the daily management of the application, excludes the software management

**Skill type:** Skill

**Status:** New

**Competence base URL:** <http://competencebase.eu/entity/Q1654>

**Skill reusability level:** Occupation-specific

**Digital skill:** Yes / proposal to add

**Green skill:** No

**Proposal to ESCO:**

- Add competence

**Motivation:** Does not exist in ESCO.

#### 5.2.7.4 Operate virtual performance systems (NEW)

**Description:** Set up and operate software applications and hardware solutions for streaming of performances.

**Skill type:** Skill

**Status:** New

**Competence base URL:** <http://competencebase.eu/entity/Q1658>

**Skill reusability level:** Occupation-specific

**Digital skill:** Yes / proposal to add

**Green skill:** No

**Proposal to ESCO:**

- Add competence

**Motivation:** Operating streaming solutions for performing arts is very occupation specific.

#### 5.2.7.5 Use system integration software (NEW)

**Description:** Set up and manage temporary networks for performance and events ensuring reliability, redundancy and specific needs of time-based arts and system integration between fields.

**Scope note:** Excludes permanent network systems for organisational purposes.

**Skill type:** Skill

**Status:** New

**Competence base URL:** <http://competencebase.eu/entity/Q1660>

**Skill reusability level:** Occupation-specific

**Digital skill:** Yes / proposal to add

**Green skill:** No

**Proposal to ESCO:**

- Add competence

**Motivation:** System integration becomes a core skill in performing arts technology.

#### 5.2.7.6 Use CADD software

**Description:** Use computer-aided design and drafting software to make detailed drawings and blueprints of designs.

**Skill type:** Skill

**Status:** Existing

**ESCO URI:** <http://data.europa.eu/esco/skill/54ddd422-5905-44db-93d4-03b17b913c5e>

**Competence base URL:** <http://competencebase.eu/entity/Q1651>

**Skill reusability level:** Cross-sectoral

**Optional knowledge:**

- CADD software <https://competencebase.eu/wiki/Item:Q1704>
- Blueprints <https://competencebase.eu/wiki/Item:Q1756>

**Digital skill:** Yes

**Green skill:** No

**Proposal to ESCO:**

**5.2.7.7 Operate 3D computer graphics software**

**Description:** Use graphical ICT tools, such as Autodesk Maya, Blender which enable digital editing, modelling, rendering and composition of graphics. These tools are based on mathematical representation of three-dimensional objects.

**Skill type:** Skill

**Status:** Existing

**ESCO URI:** <http://data.europa.eu/esco/skill/f5b33464-4df9-4cf3-b468-b0a2d6b3ee85>

**Competence base URL:** <http://competencebase.eu/entity/Q1662>

**Skill reusability level:** Cross-sectoral

**Optional knowledge**

- Graphic design <https://competencebase.eu/wiki/Item:Q1757>
- Motion graphics <https://competencebase.eu/wiki/Item:Q1758>

**Digital skill:** Yes

**Green skill:** No

**Proposal to ESCO:**

**5.2.7.8 Operate 3D visualisation software (NEW)**

**Description:** Use graphical ICT tools, such as WYSIWYG, Capture, MagicQ, StudioDMX which enable digital real time rendering of graphics. These tools are based on real time input of lighting consoles.

**Skill type:** Skill

**Status:** New

**Competence base URL:** <http://competencebase.eu/entity/Q1663>

**Skill reusability level:** Occupation-specific

**Broader concept:** Operate 3D computer graphics software

**Digital skill:** Yes / proposal to add

**Green skill:** No

**Proposal to ESCO:**

- Add competence

**Motivation:** Visualisation software is a core skill for design and preparation of performances.

#### 5.2.7.9 Use collaborative digital design applications (NEW)

**Description:** Use cloud or server-based software application combinations that support cooperation of designers from different fields (set, lighting, costume, sound, stage, etc.) and other related staff (director, technical workshops, etc.) in mutual development of a design for a performance or event.

**Skill type:** Skill

**Status:** New

**Competence base URL:** <http://competencebase.eu/entity/Q1659>

**Skill reusability level:** Sector specific

**Digital skill:** Yes / proposal to add

**Green skill:** No

**Proposal to ESCO:**

- Add competence

#### 5.2.7.10 Archive performance documentation (NEW)

**Description:** Select, prepare, index, tag and archive information about productions, designs and work processes, according to accepted standards, in order to preserve for research purposes, for future re-use, for sharing with the wider public in the context of immaterial heritage activities

**Skill type:** Skill

**Status:** New

**Competence base URL:** <https://competencebase.eu/wiki/Item:Q1664>

**Skill reusability level:** Sector specific

**Digital skill:** Yes / proposal to add

**Green skill:** No

**Proposal to ESCO:**

- Add competence

#### 5.2.7.11 Use AR, VR, XR, applications for performing arts and events (NEW)

**Description:** Use augmented, virtual or mixed reality software and hardware to reinforce audience experience and stage effects.

**Skill type:** Skill

**Status:** New

**Competence base URL:** <http://competencebase.eu/entity/Q1665>

**Skill reusability level:** Sector specific

**Digital skill:** Yes / proposal to add

**Green skill:** No

**Proposal to ESCO:**

- Add competence

#### **5.2.7.12 Use digital inclusion equipment for audiences (NEW)**

**Description:** Use equipment that supports impaired audience members to improve their experience like sur- and subtitling, audio description, audio captioning, digital sign language views, translation equipment.

**Skill type:** Skill

**Status:** New

**Competence base URL:** <http://competencebase.eu/entity/Q1666>

**Skill reusability level:** Sector specific

**Digital skill:** Yes / proposal to add

**Green skill:** No

**Proposal to ESCO:**

- Add competence

### **5.3 Life skills**

We mention here only life skills that are used as separate skills, the others will be noted later as underlying attitudes.

#### **5.3.1 Develop policy on social responsibility (NEW)**

**Description:** Develop a vision and strategy to create a working environment and organisational context, where people feel safe, comfortable working with intrapreneurial spirit, feel responsible for the joint results and their impact on the world.

**Skill type:** Skill

**Status:** New

**Competence base URL:** <http://competencebase.eu/entity/Q1675>

**Skill reusability level:** Cross-sectoral

**Digital skill:** No

**Green skill:** No

**Proposal to ESCO:**

- Add competence

### 5.3.2 Manage people in a safe way (NEW)

**Description:** Lead people in a respectful way, applying socially just working principles, respecting the individual resilience limits and the diversity of cultural values and norms, and promoting inclusion-diversity-equality, using coaching, conflict and changing management methods to support people in their development and growth.

**Skill type:** Skill

**Status:** New

**Competence base URL:** <http://competencebase.eu/entity/Q1676>

**Skill reusability level:** Cross-sectoral

**Essential skills competences:**

- [Apply socially just working principles](https://competencebase.eu/wiki/Item:Q1486) <https://competencebase.eu/wiki/Item:Q1486>
- [Respect the diversity of cultural values and norms](https://competencebase.eu/wiki/Item:Q1487) <https://competencebase.eu/wiki/Item:Q1487>
- [Follow company standards](https://competencebase.eu/wiki/Item:Q1417) <https://competencebase.eu/wiki/Item:Q1417>
- [Promote inclusion in organisations](https://competencebase.eu/wiki/Item:Q1488) <https://competencebase.eu/wiki/Item:Q1488>
- [Apply conflict management](https://competencebase.eu/wiki/Item:Q1415) <https://competencebase.eu/wiki/Item:Q1415>
- [Apply change management](https://competencebase.eu/wiki/Item:Q1433) <https://competencebase.eu/wiki/Item:Q1433>

**Digital skill:** No

**Green skill:** No

**Proposal to ESCO:**

- Add competence

### 5.3.3 Contribute to a socially responsible organisation (NEW)

**Description:** Contribute to the social responsibility goals set by the organisation by applying socially just working principles, respecting the diversity of cultural values and norms, promoting inclusion, while recognising and respecting your own and others limits of resilience

**Skill type:** Skill

**Status:** New

**Competence base URL:** <http://competencebase.eu/entity/Q1677>

**Skill reusability level:** Cross-sectoral

**Essential skills competences:**

- [Apply socially just working principles](https://competencebase.eu/wiki/Item:Q1486) <https://competencebase.eu/wiki/Item:Q1486>
- [Respect the diversity of cultural values and norms](https://competencebase.eu/wiki/Item:Q1487) <https://competencebase.eu/wiki/Item:Q1487>
- [Promote inclusion in organisations](https://competencebase.eu/wiki/Item:Q1488) <https://competencebase.eu/wiki/Item:Q1488>

**Digital skill:** No

**Green skill:** No

#### Proposal to ESCO:

- Add competence

**Motivation:** To ensure a socially responsible organisation, it is core that every employee takes part within the limits of the responsibilities of the function. This engagement is expressed in this competence.

#### 5.3.4 Manage personal professional development

**Description:** Take responsibility for lifelong learning and continuous professional development. Engage in learning to support and update professional competence. Identify priority areas for professional development based on reflection about own practice and through contact with peers and stakeholders. Pursue a cycle of self-improvement and develop credible career plans.

**Skill type:** Skill

**Status:** Existing

**ESCO URI:** <http://data.europa.eu/esco/skill/a8d24a95-47b3-4f88-92e7-06600bcd3612>

**Competence base URL:** <http://competencebase.eu/entity/Q1648>

**Skill reusability level:** Cross-sectoral

#### Essential skills competences:

- [Exercise self-reflection](https://competencebase.eu/wiki/Item:Q1451) <https://competencebase.eu/wiki/Item:Q1451>
- [Monitor developments in field of expertise](https://competencebase.eu/wiki/Item:Q551) <https://competencebase.eu/wiki/Item:Q551>
- [Demonstrate willingness to learn](https://competencebase.eu/wiki/Item:Q1455) <https://competencebase.eu/wiki/Item:Q1455>

**Digital skill:** No

**Green skill:** No

#### Proposal to ESCO:

- Add essential competences

#### 5.3.5 Soft skills

To avoid the flooding of the profiles, we put the soft skills as attitudes, part of competences.

The attitudes are reworked together with other project owners in order to get a more consistent use. The list (as is) can be found at:

**Competence base URL:** <https://competencebase.eu/wiki/Item:Q5>

## 5.4 Entrepreneurship

Important notes:

- in contrast with traditional businesses, entrepreneurship in the sense of running a small company, a self employed work or a temporary work through intermediate jobs is not the core of an occupation but a vehicle to reach the personal or artistic goals.
- Includes intra-preneurial competences



#### 5.4.1 Develop business strategy in arts and culture (NEW)

**Description:** Develop a business strategy for an artistic company, based on a vision taking in account the artistic niche and strengths, potential audience or users, the needed resources and financial forecast and planning.

**Skill type:** Skill

**Status:** New

**Competence base URL:** <http://competencebase.eu/entity/Q1647>

**Skill reusability level:** Sector specific

**Broader concept:**

- Develop business plans

**Essential skills competences:**

- Identify new business opportunities (<https://competencebase.eu/wiki/Item:Q1445>)
- Identify artistic niche (<https://competencebase.eu/wiki/Item:Q1460>)
- Brainstorm ideas (<https://competencebase.eu/wiki/Item:Q1478>)
- Analyse financial performance of a company (<https://competencebase.eu/wiki/Item:Q1492>)

**Optional skills competences:**

- Identify customer's needs (<https://competencebase.eu/wiki/Item:Q557>)

**Digital skill:** No

**Green skill:** No

**Proposal to ESCO:**

- Add competence

**Motivation:** The development of a business plan in the artistic sector is not only based on financial or commercial parameters, but also on an artistic vision and strengths of individuals.

#### 5.4.2 Develop artistic career plan (NEW)

**Description:** Develop a long term vision on the own career in arts and/or events taking into consideration the artistic niche and strengths, potential cooperations, the needed resources and financial forecast.

**Skill type:** Skill

**Status:** New

**Competence base URL:** <http://competencebase.eu/entity/Q1673>

**Skill reusability level:** Sector specific

**Essential skills competences:**

- Define artistic approach (<https://competencebase.eu/wiki/Item:Q1457>)
- Describe artistic experience (<https://competencebase.eu/wiki/Item:Q1458>)

- [Identify artistic niche](https://competencebase.eu/wiki/Item:Q1460) (<https://competencebase.eu/wiki/Item:Q1460>)
- [Brainstorm ideas](https://competencebase.eu/wiki/Item:Q1478) (<https://competencebase.eu/wiki/Item:Q1478>)

**Optional skills competences:**

- [Identify customer's needs](https://competencebase.eu/wiki/Item:Q557) (<https://competencebase.eu/wiki/Item:Q557>)
- [Identify new business opportunities](https://competencebase.eu/wiki/Item:Q1445) (<https://competencebase.eu/wiki/Item:Q1445>)

**Digital skill:** No

**Green skill:** No

**Proposal to ESCO:**

- Add competence

**Motivation:** The development of a career plan in the artistic sector is essential because the art workers are mainly working on a project basis and job matching is not only based on skills, but also on artistic vision and strengths.

### 5.4.3 Manage an organisation or self-employed business in the arts (NEW)

**Description:** Take charge of running the daily strategic decisions and rollout of the vision to ensure a stable and financially sound arts organisation or self-employed business in the arts sector, manage administrative requirements and fulfil legally required obligations.

**Scope note:** Excludes occupations where managing an organisation is core of the activity.

**Skill type:** Skill

**Status:** New

**Competence base URL:** <http://competencebase.eu/entity/Q1646>

**Skill reusability level:** Sector specific

**Essential skills competences:**

- [Analyse financial performance of a company](https://competencebase.eu/wiki/Item:Q1492) (<https://competencebase.eu/wiki/Item:Q1492>)
- [Risk management](https://competencebase.eu/wiki/Item:Q1446) (<https://competencebase.eu/wiki/Item:Q1446>)
- [Strive for company growth](https://competencebase.eu/wiki/Item:Q1447) (<https://competencebase.eu/wiki/Item:Q1447>)
- [Build business relationships](https://competencebase.eu/wiki/Item:Q1464) (<https://competencebase.eu/wiki/Item:Q1464>)

**Optional skills competences:**

- [Find grants](https://competencebase.eu/wiki/Item:Q1498) (<https://competencebase.eu/wiki/Item:Q1498>)
- [Ensure funding for artistic project](https://competencebase.eu/wiki/Item:Q1497) (<https://competencebase.eu/wiki/Item:Q1497>)

**Digital skill:** No

**Green skill:** No

**Proposal to ESCO:**

- Add competence

#### 5.4.4 Administer a small business or self-employed activity (NEW)

**Description:** Keeps the legally required documentation of a small business or self-employed activity, calculate price of services and products, project and company activities, accounts project and company financial transactions and manages intellectual property rights.

**Scope note:** Includes small non-profit organisations

**Skill type:** Skill

**Status:** New

**Competence base URL:** (<http://competencebase.eu/entity/Q1678>)

**Skill reusability level:** Sector specific

**Essential skills competences:**

- [Manage intellectual property rights](https://competencebase.eu/wiki/Item:Q1500) (<https://competencebase.eu/wiki/Item:Q1500>)
- [Maintain professional administration](https://competencebase.eu/wiki/Item:Q507) (<https://competencebase.eu/wiki/Item:Q507>)

**Digital skill:** No

**Green skill:** No

**Proposal to ESCO:**

- Add competence

#### 5.4.5 Administer professional activity (NEW)(split)

**Description:** Keep your personal administration, including personal employment, certification and intellectual property rights administration, accounting financial transactions, budgeting project activities, and other professional documentation

**Scope note:** Focus on people that have multiple temporary employers and/or work with third payers.

**Skill type:** Skill

**Status:** New

**Competence base URL:** <http://competencebase.eu/entity/Q1679>

**Skill reusability level:** Sector specific

**Broader concept:** Maintain professional administration

**Essential skills competences:**

- [Manage intellectual property rights](https://competencebase.eu/wiki/Item:Q1500) (<https://competencebase.eu/wiki/Item:Q1500>)
- [Maintain professional administration](https://competencebase.eu/wiki/Item:Q507) (<https://competencebase.eu/wiki/Item:Q507>)

**Digital skill:** No

**Green skill:** No

**Proposal to ESCO:**

- Add competence

#### 5.4.6 Contribute to the mission and goals of the organisation (NEW)

**Description:** Contribute to improving the strength and growth of the organisation, supporting the vision, and goals, taking initiative, proposing innovative and creative ideas, establishing and maintaining collaborative relations in and outside the organisation.

**Skill type:** Skill

**Competence base URL:** <http://competencebase.eu/entity/Q1679>

**Status:** New

**Skill reusability level:** Sector specific

**Essential skills competences:**

- [Brainstorm ideas](https://competencebase.eu/wiki/Item:Q1478) (<https://competencebase.eu/wiki/Item:Q1478>)
- [Consult with stakeholders on implementation of a production](https://competencebase.eu/wiki/Item:Q560) (<https://competencebase.eu/wiki/Item:Q560>)

**Digital skill:** No

**Green skill:** No

**Proposal to ESCO:**

- Add competence

#### 5.4.7 Promote and represent artistic activities orally (NEW)

**Description:** Promote your or the organisation's artistic work and ensure you are gathering opportunities to represent the organisation or yourself to make the work visible to potential buyers or colleagues.

**Skill type:** Skill

**Status:** New

**Competence base URL:** (<http://competencebase.eu/entity/Q1674>)

**Skill reusability level:** Sector specific

**Essential skills competences:**

- [Self-promote](https://competencebase.eu/wiki/Item:Q1462) (<https://competencebase.eu/wiki/Item:Q1462>)
- [Present arguments persuasively](https://competencebase.eu/wiki/Item:Q1479) (<https://competencebase.eu/wiki/Item:Q1479>)
- [Deliver a sales pitch](https://competencebase.eu/wiki/Item:Q1480) (<https://competencebase.eu/wiki/Item:Q1480>)
- [Speak in public](http://data.europa.eu/esco/skill/0c50c0cb-00d7-42a6-83e5-242fbbd8b813) (<http://data.europa.eu/esco/skill/0c50c0cb-00d7-42a6-83e5-242fbbd8b813>)

**Digital skill:** No

**Green skill:** No

**Proposal to ESCO:**

- Add competence

## 5.5 Training

### 5.5.1 Train coworkers on the floor (NEW)

**Description:** Train, mentor and coach coworkers, starters, or apprentices on methods, procedures, or equipment in the work environment to support their personal development. Identify training needs and advise on training courses. Give feedback and assess progress.

**Skill type:** Skill

**Status:** New

**Competence base URL:** <http://competencebase.eu/entity/Q1645>

**Skill reusability level:** Sector specific

**Essential skills competences:**

- Introduce new employees (<http://data.europa.eu/esco/skill/9d9ba780-4aa2-43d2-888c-95a41a713fb9>)
- Identify training needs (<https://competencebase.eu/wiki/Item:Q593>)
- Train employees (<http://data.europa.eu/esco/skill/e54ff029-1ce9-447d-a5b2-eb7283a23e6e>)
- Coach employees (<http://data.europa.eu/esco/skill/0cc9c234-f817-4f4c-908a-4d28fe3b0f4a>)
- Mentor individual employees (<http://data.europa.eu/esco/skill/fb9c12af-ec45-498a-8e52-891371191557>)
- Train volunteers (<http://data.europa.eu/esco/skill/2c438b4b-4212-45f5-9625-ee21ac5061a9>)
- Assist clients with personal development (<http://data.europa.eu/esco/skill/98b32477-cccd-47ea-8c85-d4a16b18af08>)
- Advise on training courses (<https://competencebase.eu/wiki/Item:Q594>)
- Monitor developments in field of expertise (<https://competencebase.eu/wiki/Item:Q551>)
- Monitor educational developments (<https://competencebase.eu/wiki/Item:Q552>)
- Establish educational network (<https://competencebase.eu/wiki/Item:Q554>)

**Digital skill:** No

**Green skill:** No

**Proposal to ESCO:**

- Add competence

## 6 Additions to the digital skills list

In the process of analysing the competences for digital skills we categorised them into 4 parts:

- Competences that have no digital content
- Competences that are in the ESCO digital skills list (22)
- Competences that have a strong core digital content and need in our opinion to be added to the ESCO digital skills list (12)
- Competences that have a partial or limited digital aspects, but can be done without digital skills. These aspects will be worked out in the sectoral layer detail. (85)

(The lists excludes the proposed new competences)

### Proposal to add these 12 competences to the list

- translate artistic concepts to technical designs
- make set construction drawings
- draw up artistic production
- maintain system layout for a production
- operate a lighting console
- operate dimmer equipment
- perform soundchecks
- plot lighting states
- safeguard online privacy and identity
- respect data protection principles
- use online conventions of netiquette
- run a projection

### 85 competences with digital aspects (for information)

- assess environmental impact
- analyse energy consumption
- assess the life cycle of resources
- carry out training in environmental matters
- monitor developments in technology used for design
- monitor sociological trends
- conduct costume research
- design props
- sketch set images
- present artistic design proposals
- manage supplies
- manage consumables stock
- manage technical resources stock
- document safety actions
- manage emergency evacuation plans
- perform risk analysis
- plan health and safety procedures
- write risk assessment on performing arts production
- perform resource planning
- plan resource allocation
- organise resources for artistic production
- plan schedule
- assess production needs to plan a production schedule
- provide technical documentation
- write technical riders
- prepare personal work environment
- create set models
- maintain lighting equipment

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- maintain sound equipment
- prevent technical problems with lighting equipment
- rig lights
- set up light board
- set up projection equipment
- update design results during rehearsals
- apply transportation management concepts
- manage air quality
- manage maintenance operations
- plan buildings maintenance work
- plan facilities management policies
- manage cultural facility
- manage facilities services
- manage space utilisation
- advise on training courses
- manage teamwork
- manage staff
- coordinate rehearsals
- research new ideas
- analyse external factors of companies
- analyse internal factors of companies
- identify new business opportunities
- risk management
- Develop business strategy in arts and culture
- monitor developments in field of expertise
- keep up with trends
- monitor educational developments
- document your own practice
- evaluate cultural venue visitor needs
- use different communication channels
- present arguments persuasively
- deliver a sales pitch
- work with playwrights
- respect the diversity of cultural values and norms
- oversee the facilities services budget
- update budget
- analyse financial performance of a company
- calculate design costs
- develop artistic project budgets
- manage budgets
- perform procurement processes
- analyse financial performance of a company
- manage intellectual property rights

- Archive documentation related to work
- Keep personal administration
- Maintain professional administration
- Develop project schedule
- create production schedules
- perform project management
- create project specifications
- handle customer complaints
- evaluate cultural venue programmes
- manage artistic project
- develop promotional tools
- analyse data about clients
- apply information security policies
- identify training needs

## 7 Additions to the green skills list

In the process of analysing the competences for digital skills we categorised them in 4 parts:

- Competences that have no green aspects
- Competences that are in the ESCO green skills list (22)
- Competences that have a strong green impact and need in our opinion to be added to the ESCO green skills list (4)
- Competences that have a partial or limited green aspects. These aspects will be worked out in the sectoral layer detail. (40)

(The lists excludes the proposed new competences)

### Proposal to add these 4 competences to the list

- evaluate environmental impact of personal behaviour
- adopt ways to reduce negative impact of consumption
- carry out training in environmental matters
- promote environmental awareness

### 40 competences with green aspects (for information)

- monitor developments in technology used for design
- gather reference materials for artwork
- design props
- define prop building methods
- define prop materials
- define set building methods
- define set materials
- define set painting methods
- translate artistic concepts to technical designs
- make set construction drawings
- purchase props

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- paint sets
- manage supplies
- manage consumables stock
- manage technical resources stock
- work safely with chemicals
- work safely with pyrotechnical materials in a performance environment
- work safely with stage weapons
- document safety actions
- manage health and safety standards
- plan health and safety procedures
- write risk assessment on performing arts production
- identify technical resources for performances
- perform resource planning
- plan resource allocation
- organise resources for artistic production
- assess power needs
- organise an exhibition
- organise cultural events
- manage logistics
- dispose of hazardous waste
- dispose of non-hazardous waste
- create cultural venue learning strategies
- apply change management
- perform project management
- create project specifications
- Advise client on technical possibilities
- analyse the need for technical resources
- verify feasibility
- identify training needs

## 8 Some other recommendations to ESCO

In the sideline, we discovered some other issues that could be improved in ESCO, we added them for your information.

### 8.1 Contribute to a safe working environment

In the results of a the previous ETTE project, we proposed the competence “contribute to a safe and sustainable working environment”. During the process of the reworking, this was split into two parts, where the safety part was later rephrased in “follow safety precautions in work practices” and also got removed from a large part of the occupations. Seen the importance of the wording “contribute explained higher, and to keep a consequent wording over the different profiles, we would like to introduce the concept “contribute to a safe working environment” in ESCO.

### 8.2 Find a replacement for stage manager

The title of this competence is clearly “lost in translation”. The description “Take over tasks from the stage manager as required. Indicate key standby moments. Indicate when the house is open. Confirm that the performers are in position.

Indicate the start of the performance.” It shows clearly that it is not about finding a replacement, but temporary taking over (some of the) tasks of the stage manager.