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**Lifelong Learning Group**

# Competency Profile: Mid-stage Science Museum Professional

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This project was completed with support from the National Science Foundation (1514884)



# Competency Profile of a Mid-Stage Science Museum Professional

Advance Institutional Mission	<b>A-1</b> Embody Institutional Mission	<b>A-2</b> Align Department/ Program/Project Goals with the Mission	<b>A-3</b> Uphold Institutional Standards	<b>A-4</b> Represent the Institution	<b>A-5</b> Advocate for the Institution				
Nurture Mutually-Beneficial Relationships	<b>B-1</b> Assess Internal & External Stakeholder Needs & Expectations	<b>B-2</b> Negotiate Shared Objectives	<b>B-3</b> Steward Relationship Life Cycle	<b>B-4</b> Invest Resources in Key Relationships	<b>B-5</b> Create Meaningful Experiences				
Fulfill Administrative Requirements	<b>C-1</b> Develop Department/ Project/ Program Plan	<b>C-2</b> Contribute to Institutional Policy	<b>C-3</b> Support Institutional Compliance	<b>C-4</b> Schedule Institutional Resources	<b>C-5</b> Distribute Pertinent Information				
Solve Emergent Problems	<b>D-1</b> Assess Threat Level	<b>D-2</b> Weigh Potential Outcomes	<b>D-3</b> Initiate a Course of Action	<b>D-4</b> Evaluate Course of Action					
Develop Institutional Personnel	<b>E-1</b> Hire Qualified Personnel	<b>E-2</b> Facilitate Orientation of New Hires	<b>E-3</b> Ensure a Safe, Professional Environment	<b>E-4</b> Provide Job-Specific Training	<b>E-5</b> Align Individual and Institutional Expectations	<b>E-6</b> Conduct Formal Job Performance Review	<b>E-7</b> Advocate on Behalf of Staff and Department	<b>E-8</b> Support Career Development	<b>E-9</b> Facilitate Professional Transitions
Ensure Financial Stability	<b>F-1</b> Participate in Institutional Planning	<b>F-2</b> Build a Departmental/ Program/ Project Budget	<b>F-3</b> Monitor Income and Expense Relative to Budget	<b>F-4</b> Mitigate Financial Risk	<b>F-5</b> Optimize Institutional Resources				

**Additional info**

The goal of the competency profile is to understand what job responsibilities science museum professionals need to be able to perform in order to be successful in informal science learning (ISL) institutions across three career stages. The profile was developed using the well-tested DACUM process, then verified and reviewed by science center and museum professionals across the United States. The chart above shows overarching job duties with necessary supporting tasks. On the second page are lists of skills, knowledge, and characteristics required of a professional at each career stage. For more information about this project, visit <http://www.astc.org/professional-development/building-an-evidence-based-isl-professional-framework/>.

# Skills

- Professional writing
- Project management
- Public speaking
- Facilitation
- Leadership
- Active listening
- Critical thinking
- Negotiation
- Time management
- Resource management
- Interpersonal
- Networking
- Decision making

# Knowledge:

- Cultural competence
- Knowledge of institution
  - Historical, policies, procedures, and financial
- Leadership
  - Power dynamics, models of communication
- Teambuilding
- Job-specific knowledge
- Industry trends and practices
  - Technology, audience

# Characteristics:

- Responsible
- Creative
- Resourceful
- Insightful
- Dedicated
- Proactive
- Collaborative
- Inclusive
- Persuasive
- Confident
- Respectful
- Caring
- Flexible
- Decisive
- Thoughtful
- Driven
- Self-sufficient
- Growth-oriented

# DACUM Panelists:

**Cathy Barragan**  
Children's Creativity Museum

**Jennie Brown**  
Chabot Space & Science Center

**Christine Garcia**  
Lindsay Wildlife Museum

**Dave Garrett**  
Children's Creativity Museum

**Hillary Hempstead**  
CuriOdyssey

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Exploratorium

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