

# Competency Profile

*INTERACTIVE MEDIA  
PRODUCER*

*A Competency Analysis*

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# Recommended Skills for

## Interactive / New Media Producer

### COMPETENCY PROFILE

#### Cultural Human Resources Council

17 York Street, Suite 201

Ottawa, Ontario K1N 9J6

Telephone: (613) 562-1535 / 1-866-562-1535

Fax: (613) 562-2982

E-mail: [info@culturalhrc.ca](mailto:info@culturalhrc.ca)

Web site: [www.culturalhrc.ca](http://www.culturalhrc.ca)



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Canada 

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... AND TO ACCOMPLISH THE PREVIOUSLY DESCRIBED  
PROFESSIONAL COMPETENCIES, AN **INTERACTIVE / NEW  
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## INTRODUCTION

This document presents the outcomes of an occupational analysis <sup>1</sup> for **INTERACTIVE / NEW MEDIA PRODUCER**.

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

For the purpose of this Chart of Competencies, the Expert Working Group has chosen the term Interactive Media Producer rather than New Media Producer or Digital Media Producer to describe their occupation. The term 'Interactive' refers to video games, web, social media and kiosques and installations. It therefore encompasses several parts of the industry. The purpose of the interactive media is to inform, entertain, and facilitate connectivity through media. The role of the Interactive Media Producer is to initiate, facilitate and execute digital interactive media projects.

This Chart of Competencies identifies the combined competencies that make up the work of an Interactive Media Producer; it was compiled by a group of expert practicing interactive media producers from across Canada. It is to be used in conjunction with CHRC's *Competency Profile for Interactive Media Producers*. The Competency Chart and Profile can be used by individuals to evaluate their own skills and to determine areas where they should pursue additional training. On a corporate level, this material can be applied in defining job profiles, developing competency-based professional development programs, negotiating and customizing training programs, developing career planning programs, recruitment profiles and individual position descriptions. They can also be used by educators and trainers to develop course curricula, workshops etc.

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

## METHODOLOGY

The Cultural Human Resources Council has chosen the DACUM (Developing A Curriculum) model to conduct this analysis. One of the key features of DACUM is to rely on a group of expert practitioners to review all the competencies required to function effectively in a given occupation

The combined **Chart of Competencies** and **Profile** present four levels of analysis:

1. A series of **General Areas of Competence**, more commonly called **GACs**. A GAC describes a major function or responsibility of a particular profession, trade or position. There are two types of GACs: **General Areas of Professional Competence** (GACs A to L inclusively) and **General Areas of General Competence** (GACs M and N).
2. Each GAC is further defined into **skills** (competencies). The skills, as well as the GACs, are identified in behavioral terms and thus begin with an action verb depicting the applied behavior.
3. Each skill is further analyzed into **subskills**. A subskill is an intermediate step between the whole skill and the detailed actions associated with practicing the skill.
4. A (non-exhaustive) series of **important actions** and **key general competencies** has been identified; these may be used as performance indicators, providing the criteria by which competence can be assessed.

## ACKNOWLEDGMENTS

**The Cultural Human Resources Council (CHRC) wishes to thank the following individuals who gave their time and commitment to this project:**

### CHRC'S EXPERT WORKING GROUP

**Dan Choy** – Man Lab - MB  
**Noah Decter-Jackson** – Complex Games - MB  
**Stuart Duncan** – Bright Games - PEI  
**John Jameson** – Manitoba Interactive Digital Media Association - MB  
**Michael-Andreas Kuttner** – Collideascope - NS  
**Shane Neville** – Longtail Studios - PEI  
**Khal Shariff** – Project Whitecard - MB  
**Perry Shulak** – Critical Fusion - AB  
**Allison Skerl** – Lighthouse Interactive - ON  
**Susannah Skerl** – Hothead Games - BC

### CHRC'S STEERING COMMITTEE

**Greg Gazin** – Digital Alberta – AB  
**Rodrigo Gutiérrez Hermelo** – NB  
**John Jameson** – Manitoba Interactive Digital Media Association – MB  
**Ian Kelso** – New Media Business Alliance – ON  
**Eleanor King** – NS  
**Ed Krahn** – Tourism and Culture Yukon – YK  
**Ryan Lejbak** – Saskatchewan New Media Developers Association – SK  
**Kenton Low** – New Media BC – BC  
**Tony Tobias** – Pangaea New Media Inc. – ON  
**Jon Tupper** – Confederation Centre Art Gallery – PEI  
**Barbara Ulrich** – Conseil québécois des arts médiatiques - QC

### SUPPORT

**Susan Annis** - Executive Director, CHRC  
**Lucie D'Aoust** - Sr. Project Manager, CHRC  
**Pierre Morin** - Consultant and DACUM Facilitator  
**Louise Allaire** - Translator

## SUMMARY – CHART OF COMPETENCIES

## AN INTERACTIVE / NEW MEDIA PRODUCER MUST BE ABLE TO:

## PROFESSIONAL COMPETENCIES

**A. ARTICULATE AND DRIVE A VISION FOR A PROJECT**

1. Draft a vision statement
2. Secure buy-in for a vision statement
3. Disseminate vision
4. Perform on-going assessment of product's adherence to set vision

**B. OVERSEE DEVELOPMENT OF A PRODUCT**

1. Articulate development process
2. Manage the development phases of the product
3. Ensure project completion to specifications
4. Secure legal protection
5. Maintain relationship with stakeholders

**C. FACILITATE CONCEPT GENERATION**

1. Foster creative environment for concept generation
2. Establish relationship with clients
3. Assemble expert work groups
4. Consider intellectual property issues
5. Assess concept feasibility
6. Validate concept

**D. FACILITATE FINANCING**

1. Identify funding sources
2. Develop and maintain a client base
3. Draft project proposals
4. Respond to requests for proposals (RFPs)
5. Apply for public funding
6. Secure interim financing
7. Secure strategic partnership(s)
8. Secure investments

**E. PLAN A PROJECT**

1. Determine success criteria
2. Identify human resources needs
3. Determine technology needs
4. Determine project milestones and timeline
5. Assess risks

**F. MANAGE A PROJECT SCHEDULE**

1. Draft project schedule
2. Reconcile project constraints
3. Track progress
4. Review project resources requirements

**G. MANAGE A BUDGET**

1. Draft a budget
2. Allocate and dispense funds
3. Track costs

**H. BUILD A TEAM**

1. Recruit staff
2. Initiate project kickoff
3. Ensure orientation and training of team members

**I. MANAGE TEAMS**

1. Establish team performance objectives and parameters
2. Ensure an optimal environment
3. Assign work
4. Manage human resources issues

**J. LAUNCH AND PROMOTE A PRODUCT**

1. Collaborate in establishment of marketing plan
2. Assist in creation of marketing and public relations collateral
3. Initiate / enable community participation
4. Participate in conferences, trade shows, etc...
5. Participate in meetings with the media
6. Implement post-launch contingency plan

**K. ENSURE PRODUCT MAINTENANCE AND SUPPORT**

1. Prioritize support and maintenance activities
2. Oversee creation and distribution of updates

**L. COMPLY WITH LAWS, REGULATIONS AND OTHER OBLIGATIONS**

1. Comply with intellectual property obligations
2. Secure legal protection
3. Comply with contractual obligations
4. Comply with industry standards
5. Comply with labour laws and regulations
6. Comply with collective agreements
7. Ensure compliance with contractual agreements
8. Comply with project insurance requirements
9. Comply with record keeping policy

## GENERAL COMPETENCIES

**M. DEMONSTRATE COMMUNICATION AND INTERPERSONAL SKILLS**

1. Practice active listening
2. Adapt language and mode of communication to recipient / audience
3. Negotiate
4. Demonstrate presentation skills
5. Persuade
6. Build consensus
7. Empathize
8. Demonstrate proficiency in business writing
9. Run meetings
10. Exercise leadership
11. Motivate
12. Demonstrate trustworthiness
13. Demonstrate teamwork skills
14. Use communication tools

**N. DEMONSTRATE PERSONAL SKILLS**

1. Solve problems
2. Make decisions
3. Exercise judgment
4. Maintain balanced perspective
5. Demonstrate accountability
6. Demonstrate creativity
7. Demonstrate analytical skills
8. Work under pressure
9. Demonstrate adaptability
10. Demonstrate organizational skills
11. Delegate
12. Multitask

COMPETENCY PROFILE

AN **INTERACTIVE / NEW MEDIA PRODUCER** MUST BE ABLE TO ...

AN INTERACTIVE / NEW MEDIA PRODUCER MUST BE ABLE TO:

**A. ARTICULATE AND DRIVE A VISION FOR A PROJECT**

SKILLS	SUBSKILLS	IMPORTANT ACTIONS	GENERAL COMPETENCIES
<b>1. Draft vision statement</b>	<p><b>1.1</b> Consult with stakeholders</p> <p><b>1.2</b> Brainstorm vision</p> <p><b>1.3</b> Finalize draft</p>	<ul style="list-style-type: none"> <li>• Identify stakeholders</li> <li>• Identify expectations</li> <li>• Take control/lead of concept</li> <li>• Rearticulate the concept</li>   <li>• Identify brainstorm participants</li> <li>• Lead meeting</li> <li>• Harmonize ideas</li> <li>• Gain consensus</li>   <li>• Organize notes</li> <li>• Ensure authorship of draft</li> <li>• Ensure delivery of draft</li> </ul>	<p>Most critical interpersonal and/or personal skills associated with the competency as a whole</p> <ul style="list-style-type: none"> <li>• ADAPT LANGUAGE AND MODE OF COMMUNICATION TO RECIPIENT / AUDIENCE (M2)</li> <li>• EXERCISE LEADERSHIP (M10)</li> <li>• DEMONSTRATE CREATIVITY (N6)</li> </ul>
<b>2. Secure buy-in for vision statement</b>	<p><b>2.1</b> Develop communication strategy</p> <p><b>2.2</b> Communicate vision</p>	<ul style="list-style-type: none"> <li>• Identify audience</li> <li>• Determine mode of communication</li> <li>• Develop argumentation</li> <li>• Assign responsibilities for strategy execution</li>   <li>• Describe vision</li> <li>• Solicit feedback</li> <li>• Respond to concerns</li> <li>• Redraft vision as required</li> </ul>	<ul style="list-style-type: none"> <li>• BUILD CONSENSUS (M6)</li> <li>• MAKE DECISIONS (N2)</li> <li>• DEMONSTRATE TEAMWORK SKILLS (M13)</li> </ul>
<b>3. Disseminate vision</b>	<p><b>3.1</b> «Evangelize» vision</p> <p><b>3.2</b> Review creative and technology decisions</p> <p><b>3.3</b> Motivate production team</p>	<ul style="list-style-type: none"> <li>• Engage with business development</li> <li>• Connect with stakeholders / partners</li> <li>• Engage with marketing</li>   <li>• Create reports</li>   <li>• Hold meetings / parties</li> <li>• Communicate vision to team</li> </ul>	<ul style="list-style-type: none"> <li>• PERSUADE (M5)</li> <li>• BUILD CONSENSUS (M6)</li> <li>• MOTIVATE (M11)</li> </ul>
<b>4. Perform ongoing assessment of product's adherence to set vision</b>	<p><b>4.1</b> Establish guidelines</p> <p><b>4.2</b> Assess product based on guidelines</p>	<ul style="list-style-type: none"> <li>• Refer to vision statement</li> <li>• Extrapolate check list</li>   <li>• Communicate changes</li> <li>• Determine corrective action</li> </ul>	<ul style="list-style-type: none"> <li>• USE COMMUNICATION TOOLS (M14)</li> <li>• EXERCISE LEADERSHIP (M10)</li> <li>• DEMONSTRATE ANALYTICAL SKILLS (N7)</li> </ul>