

# Competency Profile

- *NEW MEDIA  
Content Creator*
- *A Competency Analysis*

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# Recommended Skills for

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## Interactive / New Media Content Creator

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### COMPETENCY PROFILE

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... AND TO ACCOMPLISH THE PREVIOUSLY DESCRIBED  
PROFESSIONAL COMPETENCIES, A **INTERACTIVE / NEW  
MEDIA CONTENT CREATOR** MUST BE ABLE TO...

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## INTRODUCTION

This document presents the outcomes of an occupational analysis (1) for **INTERACTIVE / NEW MEDIA CONTENT CREATOR**.

The Cultural Human Resources Council ([www.culturalhrc.ca](http://www.culturalhrc.ca)) is a national organization dedicated to strengthening Canada's cultural workforce and improving the HR environment within the cultural sector. It strives to be at the center of vision and forward thinking in the area of cultural human resources development. CHRC members include self-employed artists, cultural workers and arts organizations from the many disciplines which comprise the sector.

This Competency Profile is to be used in conjunction with the Chart of Competencies on Content Creation in Interactive / New Media, developed by Interactive / New Media workers in partnership with the Cultural Human Resources Council with the generous support of Human Resources Development Canada.

The Profile presents the combined competencies that make up the work of professionals in a broad range of Interactive / New Media Content Creation occupations. For example: 3D animator, application designer, creative content consultant, games designer, graphic artist, illustrator, music and sound composer, new media artist, program designer, programmer, writer, systems architect, etc

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. On a broader scale, the Chart and Profile can be used to increase understanding of the roles Interactive / New Media Content Creation Professionals play, especially in organizations whose core business is not Interactive / New Media.

To order CHRC publications, including the **The Art of Managing Your Career**, visit <http://www.culturalhrc.ca> or write to: [info@culturalhrc.ca](mailto:info@culturalhrc.ca)

## PREAMBLE

This document presents the outcomes of an **occupational analysis** pertaining to Interactive / New Media Content Creation. This exercise has been initiated and coordinated by the Cultural Human Resources Council (CHRC - [www.culturalhrc.ca](http://www.culturalhrc.ca)), with the financial support of Human Resources Development Canada (HRDC). It is intended to serve as a framework for the revision and creation of training and on-going professional development programs.

*"The production of electronics and science/technology hybrids, as well as the utilization of tools related to electronics, science and technology, although not a primary area of the new media content developer's realm, is still considered by many in the new media industry as important factors to the industry's growth and development. Software and electronic-based and hybrid commercial application companies are creating systems and electronics to support their new media efforts. In other instances, biometrics and genetics have made great inroads into the national new media sector. The combination between content and technological research and development provides the impetus for future development. Content is the key to new media and these companies are defining new methods to create and deliver the content, providing a great contribution to the growth and development of the new media industry in a global economy."*

Rick Mason, Technical Director, Pangaea NewMedia Inc.

The decision to perform an occupational analysis on Interactive / New Media Content Creators was taken as a result of studies conducted on behalf of CHRC from 1997 to 2000:

- "HR Challenges for Interactive Media Skills Requirements in Canada: A Research Needs Assessment", MMSG, December 2000.
- Proceedings from the "New Media Skills Dialogue" Roundtable with Training and Education Community, Lorraine Farkas, Ottawa, 1999.
- "Study of HR needs in the New Media Industry", Ekos Research Associates, July 1998.
- "HR Issues and Challenges for Cultural Workers in the Multimedia/New Media Industry" Nancy C. Abell & L. Beccari, July 1997

## METHODOLOGY

Cultural Human Resources Council has chosen the DACUM (**D**eveloping **A** **C**urricul**U**M) model to conduct this competency analysis. One of the key features of DACUM is to rely on a group of practitioners to review all the competencies required to function effectively in a given occupation.

The **Competency Profile** enumerates the full range of necessary skills as identified by a group of practitioners on the basis of their combined experience and expertise.

A DACUM competency profile presents four levels of analysis :

- A series of **General Areas of Competence**, more commonly called **GACs**. There are two types of GACs: areas describing **Professional Competencies** (sections A to J) and areas describing **General Competencies** (Refer to Appendix 1).
- Each GAC is further defined into **Tasks**. The Tasks, as well as the GACs, are identified in behavioural terms and thus begin with an action verb depicting the applied behaviour.
- Each Task is further analyzed into **Subtasks**. A Subtask is an intermediate step between the whole task and the detailed actions associated with the actual performance of a given task.
- A (non-exhaustive) series of **Important Actions** indicating certain critical steps that should be taken or decisions to be made when performing a given skill or task. These items could eventually be used or rephrased as **Performance Indicators**, providing the criteria by which competence in the skill would be measured.

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## PROFESSIONAL COMPETENCIES

**A. RESEARCH / EXPLORE IDEAS**

1. Play / experiment
2. Stockpile ideas / discoveries
3. Anticipate cultural trends
4. Immerse oneself in a variety of cultural expressions
5. Research potential audience
6. Research subject matter
7. Assess potential of an idea
8. Analyze success / failures

**B. IDENTIFY PROJECT OBJECTIVE(S)**

1. Analyze needs
2. Define target audience
3. Determine success factors
4. Determine financial conditions
5. Assess time lines
6. Assess existing resources (HR + tools)
7. Assess benefits

**C. PROPOSE A PROJECT**

1. Develop a proposal
2. Perform competitive analysis
3. Identify deal breakers
4. Utilize internal/external expertise to prepare / present proposal
5. Prepare a draft budget proposal
6. Identify potential funders / investors / sponsors
7. Tailor proposal content
8. Create partnerships
9. Present the project
10. Close the deal

**D. DESIGN A PROJECT**

1. Determine delivery medium
2. Create story boards
3. Structure content
4. Create project time line(s)
5. Finalize budget
6. Determine production methodology
7. Determine H.R. requirements for production

8. Experiment with concepts
9. Address legal issues (copyright, licensing, clearances)
10. Develop prototype
11. Determine functional specs
12. Develop detailed written script
13. Create treatment (design document)
14. Develop video/film production plan

**E. DEVELOP A PROJECT (PRODUCE)**

1. Utilize development environment
2. Re-use catalogued assets / templates
3. Produce code
4. Create database
5. Create interface
6. Produce text-based content
7. Produce illustrations
8. Produce images
9. Produce video
10. Build digital 3D architecture models/sets
11. Develop digital 3D animation
12. Develop traditional animation
13. Design lighting
14. Produce audio
15. Produce music
16. Produce media installations
17. Integrate technical and artistic components
18. Implement quality assurance (testing)
19. Establish release environment
20. Create support documentation
21. Release product
22. Assess / evaluate project

**F. MANAGE A PROJECT**

1. Define client expectations
2. Negotiate contract
3. Clarify roles and responsibilities for all parties
4. Ensure communications (internally / externally)
5. Monitor project actual vs budgeted
6. Address change
7. Maintain cash flow
8. Maintain enthusiasm, vision (long-term)
9. Conduct post-mortem

**G. INTERACT WITH CLIENT**

1. Educate client
2. Resolve conflict
3. Maintain relationship after project

**H. PROMOTE PROJECT OR SERVICES**

1. Establish professional / corporate identity (branding)
2. Assemble promotional package
3. Ensure press coverage
4. Build anticipation for product
5. Advertise a product
6. Generate / maintain interest in product
7. Secure endorsements / testimonials
8. Identify cross-marketing opportunities
9. Create merchandising opportunities
10. Participate in trade shows
11. Sponsor events / organizations

**I. OPERATE TOOLS AND EQUIPMENT**

1. Operate general office equipment and software
2. Operate static imaging hardware and software
3. Operate video hardware and software
4. Operate audio hardware and software
5. Operate music hardware and software
6. Operate programming editors and compilers
7. Operate / maintain a computer
8. Operate digital 3D hardware software
9. Operate 2D animation hardware and software

**J. SHARE KNOWLEDGE AND INFORMATION**

1. Present new media works in public settings
2. Participate in new media events
3. Contribute to dialogue surrounding new media
4. Share expertise with interested parties
5. Teach
6. Act as mentor

## GENERAL COMPETENCIES

**K. DEMONSTRATE INTERPERSONAL SKILLS**

1. Demonstrate teamwork skills
2. Work with other disciplines
3. Manage egos
4. Demonstrate listening skills
5. Demonstrate flexibility
6. Demonstrate interviewing skills
7. Establish realistic expectations
8. Negotiate
9. Exercise leadership
10. Demonstrate oral communication skills
11. Persuade
12. Demonstrate written communication skills
13. Network with people
14. Give / receive constructive criticism
15. Market yourself

**L. DEMONSTRATE PERSONAL SKILLS**

1. Demonstrate a passion for one's work
2. Demonstrate professional integrity
3. Demonstrate computer literacy
4. Demonstrate conceptual skills
5. Demonstrate artistic ability
6. Demonstrate creativity
7. Demonstrate analytical skills
8. Demonstrate problem solving skills
9. Demonstrate adaptability
10. Innovate
11. Demonstrate planning skills
12. Demonstrate reliability
13. Take risks
14. Manage stress
15. Handle multiple simultaneous tasks
16. Self-motivate
17. Stay current
18. Learn from success and failures
19. Balance personal and professional life
20. Work methodically

## COMPETENCY PROFILE

AN **INTERACTIVE / NEW MEDIA CONTENT CREATOR** MUST BE ABLE TO ...