



# **New Media Content Creators: Training Needs & Gaps Analysis**

**Final Report for Cultural Human Resources Council  
(CHRC)**

June, 2004 (updated)

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# Executive Summary

- ▶ Delvinia was engaged to assist the CHRC with a New Media Content Creators Training Needs and Gaps Analysis, based upon CHRC's chart of new media competencies
- ▶ To identify training needs, Delvinia surveyed New Media Content Creators and Employers of Content and Creators across Canada
- ▶ To identify training offerings, Delvinia interviewed a random national sample of post-secondary Educational Institutions



# Executive Summary

- ▶ Survey findings on training needs include:
  - Content Creators feel they lack or would like to develop competencies related to Proposing, Promoting and Researching
  - Content Creators and Employers felt that the majority competencies are best acquired through either on-the-job or formal training
  - Most Content Creators find their on-the-job training at least somewhat effective in developing competencies
  - Employers indicated the greatest competency shortages among their staff are in Client Interaction, Research and Project Management
  - Employers indicated they are less likely to offer on-the-job training for Promoting Project or Services, Research/Exploring Ideas, Demonstrating Personal and Interpersonal Skills



# Executive Summary

- ▶ Survey findings on training offerings include:
  - Most Educational Institutions rate themselves highly in competencies related to production, lower in those related to business skills
  - Most Educational Institutions believe formal training is the best environment for teaching skills related to most professional competencies, except Interact with Client, Manage a Project and Promote Project or Services
  - Most Educational Institutions believe their graduates are strongest in professional competencies related to production
  - Most Educational Institutions see co-op or internships as the place for their students to gain competencies related to business skills and personal development



# Executive Summary

- ▶ Analysis of training needs and offerings identified various gaps and each competency was classified as follows:
- ▶ **Competencies having the widest gaps include:**
  1. Research / Explore Ideas
  2. Propose a Project
  3. Promote Project or Services
  4. Interact with Client
- ▶ **Competencies having a moderate to wide gaps include:**
  1. Share Knowledge
  2. Identify Project Objective (s)
  3. Manage a Project
- ▶ **Competencies having moderate gaps include:**
  1. Design a Project
  2. Operate Tools and Equipment
- ▶ **Competencies having no significant gaps include:**
  1. Develop a Project (Produce)
  2. Demonstrate Interpersonal Skills
  3. Demonstrate Personal Skills



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# Introduction

- ▶ As a follow up to the professional competency chart developed by the CHRC, Delvinia was engaged to assist the CHRC with a New Media Content Creators Training Needs and Gaps Analysis.
- ▶ In February 2004, Delvinia conducted both a training needs analysis and training offerings analysis.
- ▶ This report outlines this analysis process and provides a training gap analysis as well as recommendations about how to overcome these gaps.
- ▶ The gap analysis and recommendations are based entirely upon CHRC's chart of new media competencies.



## ▶ Scope & Objectives

## Research Objectives

- ▶ Determine how prepared New Media Content Creators are as defined in the New Media Chart of Competencies
- ▶ Identify the training needs of Content Creators and Employers for competencies named in the Chart of Competencies
- ▶ Determine the training gaps in the current training offered by Canadian Educational Institutions in meeting of the needs of Content Creators and Employers



## ► Approach



# Approach

- ▶ A three-phase process was implemented in order to identify training needs, gaps and recommendations to close the gaps
- ▶ **Phase 1: Training Needs Analysis**
  - New Media Content Creators and Employers completed an online questionnaire to identify training needs
- ▶ **Phase 2: Training Offerings Analysis**
  - New Media Educational Institutions were interviewed to identify training offerings and validate curriculum information collected from their web sites
- ▶ **Phase 3: Gap Analysis and Recommendations**
  - The findings from the questionnaire and interviews were evaluated and segmented to identify wide, moderate to wide, moderate and no gaps

## Phase 1: Training Needs Analysis

- ▶ Designed bilingual questionnaire based on chart of competencies
- ▶ Questionnaire had 2 branches as fastest way to obtain input;
  - For New Media Content Creators
  - For Employers of New Media Content Creators
- ▶ Participants self-selected appropriate branch of questionnaire
- ▶ While the project did not require geographic targeting, New Media Content Creators and Employers from all major Canadian provinces

## Phase 1: Training Needs Analysis (cont'd)

- ▶ To reach a broader group of industry professionals, participants were invited to complete the questionnaire online
- ▶ Initial sample made up of:
  - 650 new media professionals who participated in the 2003 Interactive Media Producers' Survey (IMPS) were invited to take the questionnaire ([see appendix 1](#))
  - CHRC offered additional names of industry professionals to receive an invitation to participate in the questionnaire
- ▶ Results of both branches of questionnaires were analyzed to identify effectiveness of formal training vs. on-the-job training

## Phase 2: Training Offerings Analysis

- ▶ Developed a nationally representative sample of Educational Institutions to identify training offerings based upon the chart of competencies:
  - Sourced national post-secondary, government-certified and private institutions including colleges and universities
  - Sourced 'Institute of Technology and Advanced Learning' (ITAL) institutions, the new designation of post-secondary institution type in Ontario, determined by the provincial government, that is positioned somewhere between university and community college level. ITALs are degree-granting institutions but are more 'applied' in their research and training than traditional universities. Several Ontario colleges were re-designated as ITALs, including Sheridan and Humber.

## Phase 2: Training Offerings Analysis (cont'd)

- ▶ Reviewed the initial sample of training institutions with the CHRC Committee and feedback was incorporated for the sample researched
- ▶ Analyzed curriculum information from websites and program descriptions
- ▶ Invited selected representatives of training institutions to complete online questionnaire
- ▶ Conducted confidential telephone interviews with representatives of training institutions to confirm program information and assess training

## Phase 3: Gap Analysis & Recommendations

- ▶ Reviewed data from national sample of training institutions, Content Creators and Employers
- ▶ Analysis consisted of a three-step process in order to:
  - 1) Identify effectiveness of training offerings
  - 2) Identify to what extent a gap existed (if any)
  - 3) Identify recommendations to resolve moderate to wide gaps

## Phase 3: Gap Analysis & Recommendations (cont'd)

### ▶The three-step analysis process consisted of:

#### Step 1 [\(see Appendix 2\)](#)

A score was assigned to various responses from Content Creators, Employers and Educational Institutions relating to each competency to identify which training offerings and needs were very effective, somewhat effective and not at all effective

#### Step 2 [\(see Appendix 3\)](#)

Scores were tabulated and sorted to identify which competencies had a wide gap, a moderate gap, a narrow gap

#### Step 3 [\(see Appendix 4\)](#)

- Needs for each competency by Content Creators and Employers were each compared to Educational Institutions' curriculum offerings and Employers' on-the-job training for the corresponding competency
- The offering and needs for each competency were also compared against where Content Creators, Employers and Educational Institutions suggested each competency is best acquired



# ► Phase 1: Training Needs Analysis Findings



## Phase 1 Findings – Training Needs Analysis

### Findings are based on:

- ▶ 74 self-identified Content Creators
- ▶ 54 self-identified Employers
  
- ▶ Both French and English respondents
- ▶ Anonymous responses
- ▶ National sample, not geographically targeted

### Participant Profile

- ▶ Content Creators
  - 60% of those surveyed have been in new media for 5+ years
  - 47% have received formal training from an educational institution
  - 57% have received on-the-job training
- ▶ Employers
  - 61% of employers surveyed said that the majority of their staff have received formal training in new media
  - 67% of those surveyed offer on-the-job training

# Phase 1 Findings – Training Needs Analysis

- ▶ Content Creators feel they lack or would like to develop competencies related to Proposing, Promoting and Researching

**Competency Shortages Among Content Creators**

|                                  |       |  |
|----------------------------------|-------|--|
| Propose a Project                | 50.0% |  |
| Promote Project or Services      | 48.6% |  |
| Research / Explore Ideas         | 45.9% |  |
| Interact with Client             | 37.8% |  |
| Manage a Project                 | 35.1% |  |
| Operate Tools and Equipment      | 35.1% |  |
| Identify Project Objective(s)    | 32.4% |  |
| Share Knowledge and Information  | 31.1% |  |
| Design a Project                 | 29.7% |  |
| Develop a Project (Produce)      | 27.0% |  |
| Demonstrate Interpersonal Skills | 27.0% |  |
| Demonstrate Personal Skills      | 25.7% |  |
| None of the above                | 8.1%  |  |

# Phase 1 Findings – Training Needs Analysis

- ▶ Both Content Creators and Employers felt that many of competencies are best acquired through either on-the-job training or formal training

|                                  | On-the-job training |    | Formal training |    | Self-education |    |
|----------------------------------|---------------------|----|-----------------|----|----------------|----|
|                                  | CR                  | EM | CR              | EM | CR             | EM |
| Propose a Project                |                     | •  | •               |    |                |    |
| Promote Project or Services      | •                   | •  |                 |    |                |    |
| Research / Explore Ideas         |                     |    |                 |    | •              | •  |
| Interact with Client             | •                   | •  |                 |    |                |    |
| Manage a Project                 |                     | •  | •               |    |                |    |
| Operate Tools and Equipment      |                     |    | •               | •  |                |    |
| Identify Project Objective(s)    |                     | •  | •               |    |                |    |
| Share Knowledge and Information  | •                   | •  |                 |    |                |    |
| Design a Project                 |                     |    | •               | •  |                |    |
| Develop a Project (Produce)      | •                   | •  | •               |    |                |    |
| Demonstrate Interpersonal Skills | •                   | •  |                 |    |                |    |
| Demonstrate Personal Skills      | •                   |    |                 |    |                | •  |

# Phase 1 Findings – Training Needs Analysis

- ▶ Most Content Creators find their on-the-job training at least somewhat effective in developing competencies

**Effectiveness of on-the-job Training**

| <b>Competency</b>            | <b>Very Effective</b> | <b>Somewhat Effective</b> | <b>Not At All Effective</b> | <b>Not Applicable</b> |
|------------------------------|-----------------------|---------------------------|-----------------------------|-----------------------|
| Manage Project               | 45%                   | 33%                       | 10%                         | 12%                   |
| Develop/ Produce Project     | 43%                   | 38%                       | 10%                         | 10%                   |
| Demo Interpersonal Skills    | 43%                   | 33%                       | 12%                         | 12%                   |
| Demo Personal Skills         | 38%                   | 36%                       | 12%                         | 14%                   |
| Design a Project             | 36%                   | 50%                       | 5%                          | 10%                   |
| Share Knowledge & Info       | 24%                   | 50%                       | 12%                         | 14%                   |
| Research/Explore Ideas       | 26%                   | 48%                       | 2%                          | 24%                   |
| Propose a Project            | 17%                   | 48%                       | 17%                         | 19%                   |
| Identify Objective (Project) | 26%                   | 43%                       | 12%                         | 19%                   |
| Promote Proj. /Service       | 14%                   | 43%                       | 24%                         | 19%                   |
| Operate Tools /Equip.        | 31%                   | 40%                       | 17%                         | 12%                   |
| Interact w/ Client           | 36%                   | 38%                       | 10%                         | 17%                   |

- ▶ On-the-job training most effectively develops Project Management, Project Development, Personal and Interpersonal Skills competencies

# Phase 1 Findings – Training Needs Analysis

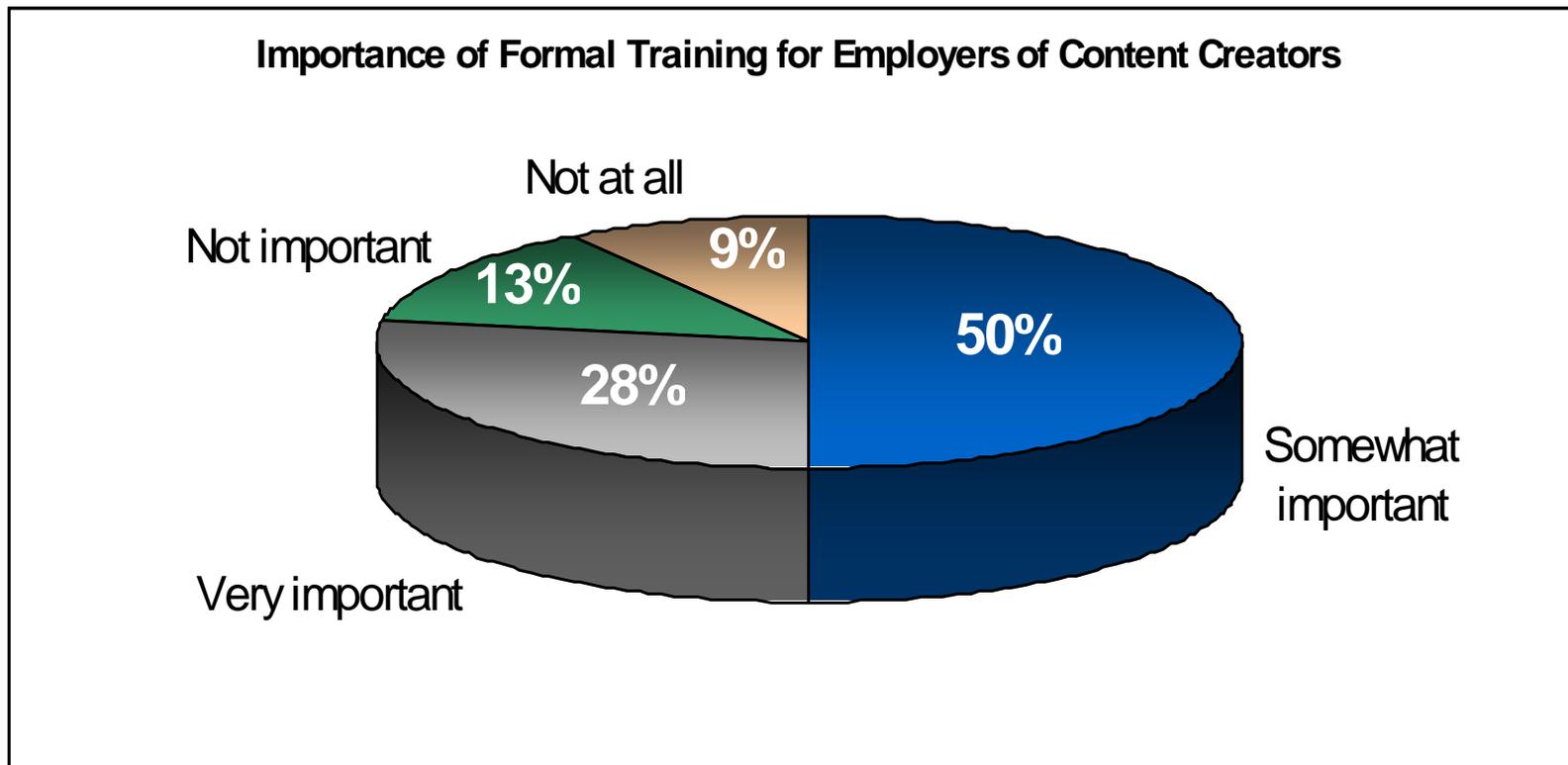
- Employers indicated the greatest competency shortages among their staff are in Client Interaction, Promoting a Project and Managing a Project

**Competency Shortages Experienced by Employers**

|                                  |    |       |  |
|----------------------------------|----|-------|--|
| Manage a Project                 | 23 | 42.6% |  |
| Promote Project or Services      | 21 | 38.9% |  |
| Interact with Client             | 20 | 37.0% |  |
| Research / Explore Ideas         | 18 | 33.3% |  |
| Propose a Project                | 18 | 33.3% |  |
| Share Knowledge and Information  | 16 | 29.6% |  |
| Identify Project Objective(s)    | 15 | 27.8% |  |
| Design a Project                 | 13 | 24.1% |  |
| Develop a Project (Produce)      | 13 | 24.1% |  |
| Demonstrate Interpersonal Skills | 13 | 24.1% |  |
| Operate Tools and Equipment      | 12 | 22.2% |  |
| Demonstrate Personal Skills      | 11 | 20.4% |  |
| None of the above                | 8  | 14.8% |  |

## Phase 1 Findings – Training Needs Analysis

- ▶ 78% of employers indicated that it is important for their staff to have formal training



# Phase 1 Findings – Training Needs Analysis

- Employers felt that formal training was at least average for developing professional competencies

**Employer Impression of Effectiveness of Formal Training**

| Competencies                     | Above Average | Average | Below Average | Not Applicable |
|----------------------------------|---------------|---------|---------------|----------------|
| Operate Tools and Equipment      | 57%           | 28%     | 4%            | 11%            |
| Design a Project                 | 44%           | 37%     | 9%            | 9%             |
| Develop a Project (Produce)      | 44%           | 41%     | 6%            | 9%             |
| Research/Explore Ideas           | 39%           | 35%     | 15%           | 11%            |
| Manage a Project                 | 35%           | 35%     | 20%           | 9%             |
| Demonstrate Interpersonal Skills | 24%           | 56%     | 9%            | 11%            |
| Demonstrate Personal Skills      | 24%           | 54%     | 9%            | 13%            |
| Share Knowledge /Info            | 20%           | 54%     | 13%           | 13%            |
| Promote Project or Services      | 13%           | 50%     | 22%           | 15%            |
| Interact w/ Client               | 20%           | 44%     | 22%           | 13%            |
| Identify Project Objective(s)    | 30%           | 39%     | 19%           | 13%            |
| Propose Project                  | 28%           | 39%     | 24%           | 9%             |

- Formal training was above average in developing competencies in Operating Tools, Project Design, Project Development and Research

# Phase 1 Findings – Training Needs Analysis

- Employers indicated that new hires with formal education did not meet their expectations in Promoting a Project, Proposing a Project, Researching and Identifying Objective

**Employer Expectations of Formally Educated New Hires**

| <b>Competencies</b>       | <b>Met Expectations</b> | <b>Did Not Meet</b> | <b>Not Applicable</b> |
|---------------------------|-------------------------|---------------------|-----------------------|
| Develop Project           | 65%                     | 24%                 | 11%                   |
| Operate Tools/Equip       | 65%                     | 22%                 | 13%                   |
| Design Project            | 63%                     | 24%                 | 13%                   |
| Demo Personal Skills      | 57%                     | 26%                 | 17%                   |
| Share Knowledge           | 56%                     | 31%                 | 13%                   |
| Demo Interpersonal Skills | 54%                     | 28%                 | 19%                   |
| Manage a Project          | 52%                     | 37%                 | 11%                   |
| Interact w/ Client        | 50%                     | 35%                 | 15%                   |
| Promote Project           | 41%                     | 46%                 | 13%                   |
| Propose a Project         | 39%                     | 46%                 | 15%                   |
| Research/Explore Ideas    | 35%                     | 46%                 | 19%                   |
| Identify Objective        | 41%                     | 44%                 | 15%                   |

## Phase 1 Findings – Training Needs Analysis

- Employers indicated they are less likely to offer on-the-job training for Promoting Project or Services, Research/Exploring Ideas, Demonstrating Personal and Interpersonal Skills

**Competencies Developed through On-the-Job Training Offered by Employers**

|                                  |        |   |
|----------------------------------|--------|---|
| Develop a Project (Produce)      | 72.2 % |    |
| Design a Project                 | 66.7 % |    |
| Manage a Project                 | 66.7 % |    |
| Interact with Client             | 66.7 % |    |
| Share Knowledge and Information  | 63.9 % |    |
| Operate Tools and Equipment      | 61.1 % |    |
| Identify Project Objective(s)    | 55.6 % |    |
| Propose a Project                | 50.0 % |    |
| Demonstrate Interpersonal Skills | 47.2 % |   |
| Demonstrate Personal Skills      | 41.7 % |  |
| Research / Explore Ideas         | 36.1 % |  |
| Promote Project or Services      | 36.1 % |  |
| None of the above                | 2.8 %  |  |

### Phase 1: Summary of Findings

- ▶ Only Proposing, Promoting and Research were cited as areas where skills were lacking by content creators, which is consistent with employers views of new hires.
- ▶ However, for existing employees, Employers felt that Managing a Project and Interacting with Clients were competencies lacking greater than Proposing and Research.
- ▶ Content Creators and Employers were for the most part consistent about where on-the-job training was best for acquiring skills and where employers were willing to offer on-the-job training.
- ▶ Promoting a Project was the only area of discrepancy for acquiring competencies.

### Phase 1: Summary of Findings (cont'd)

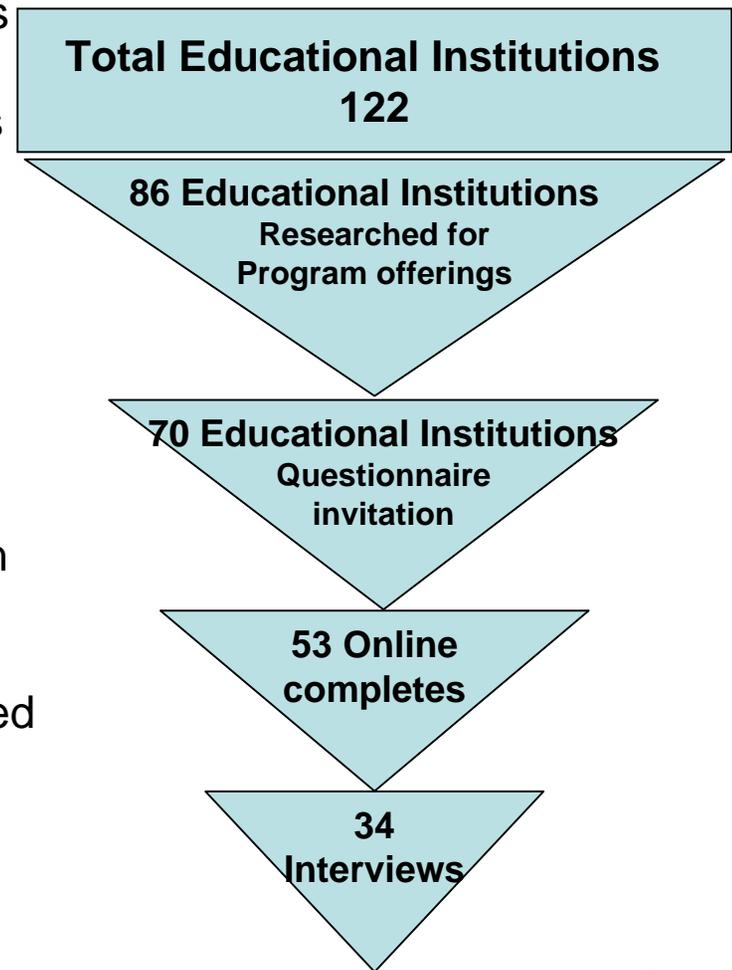
- ▶ Although Research was cited as a competency where skills lacked both Content Creators and Employers, felt that self-education was the best source of training.
- ▶ Employers were very narrow in their thinking about what formal training could develop, where Content Creators felt there were more competencies that could be developed through formal training.
- ▶ Where Employers felt that on-the-job training was the best place to develop project management competencies, this was the top area where they felt their employees lacked.
- ▶ However, Content Creators felt that project management skills were best acquired through formal training.



## ▶ Phase 2: Training Offerings Analysis Findings

## Phase 2 Findings - Training Offerings Analysis

- ▶ Identified 122 Canadian Educational Institutions offering digital media training
- ▶ A national sample of 86 Educational Institutions (70%) were researched to determine program offerings and contact information
- ▶ Research identified questionnaire recipients
- ▶ 70 Educational Institutions (57%) invited to participate in online questionnaire
- ▶ 53 Educational Institutions (43%) completed online questionnaire
- ▶ 34 Educational Institutions (28%) participated in confidential telephone interviews to validate findings and gather qualitative data
- ▶ Nationally representative sample was maintained at all stages ([see Appendix 5](#))



## Phase 2 Findings – Training Offerings Analysis

|   |     |
|---|-----|
| Web Design  | 58% |
| Multimedia production   | 49% |
| Video (production and post)   | 48% |
| Graphic Design  | 47% |
| Audio   | 44% |
| 3D graphics/animation   | 42% |
| Programming (Java, SQL, etc)  | 37% |
| Digital Imaging (illustration, photography, etc)                              | 35% |
| Print (design, pre-press, finishing)  | 30% |
| Fine Art Program  | 28% |
| Film (production and post)  | 24% |
| Project management  | 23% |
| Broadcasting  | 23% |
| Journalism (online)   | 17% |
| Information Technology (integrated into digital media program)                | 15% |
| Business (entrepreneurialism, freelancing, self-employment, client relations) | 15% |
| Career (job searching, resumes, portfolio, etc)                               | 12% |
| Wireless  | 3%  |
| Computer Aided Design (industrial)  | 3%  |

► This table represents percentage of sampled Educational Institutions which have courses or program areas offered in each respective category

## Phase 2 Findings – Training Offerings Analysis

- ▶ Most Educational Institutions rate themselves highly in competencies related to production, lower in those related to business skills

**Competencies Supported by Curriculum of Educational Institutions**

|                                  |       |  |
|----------------------------------|-------|--|
| Operate Tools and Equipment      | 95.0% |  |
| Demonstrate Interpersonal Skills | 95.0% |  |
| Research / Explore Ideas         | 90.0% |  |
| Develop a Project (Produce)      | 87.5% |  |
| Design a Project                 | 82.5% |  |
| Demonstrate Personal Skills      | 82.5% |  |
| Identify Project Objective(s)    | 72.5% |  |
| Share Knowledge and Information  | 70.0% |  |
| Propose a Project                | 60.0% |  |
| Manage a Project                 | 60.0% |  |
| Promote Project or Services      | 50.0% |  |
| Interact with Client             | 37.5% |  |

## Phase 2 Findings – Training Offerings Analysis

- ▶ Most Educational Institutions believe formal training is the best environment for teaching skills related to most professional competencies, except Interact with Client, Manage a Project and Promote Project or Services

**Competencies Best Acquired through Formal Training**

| Competencies                     | Formal Training | On-the-job | Self-education | Don't Know |
|----------------------------------|-----------------|------------|----------------|------------|
| Research / Explore Ideas         | 90.0%           | 5.0%       | 2.5%           | 2.5%       |
| Develop a Project (Produce)      | 87.5%           | 7.5%       | 2.5%           | 2.5%       |
| Operate Tools and Equipment      | 80.0%           | 5.0%       | 15.0%          | 0.0%       |
| Design a Project                 | 75.0%           | 17.5%      | 5.0%           | 2.5%       |
| Share Knowledge                  | 70.0%           | 20.0%      | 5.0%           | 5.0%       |
| Identify Project Objective(s)    | 67.5%           | 25.0%      | 0%             | 7.5%       |
| Propose a Project                | 60.0%           | 30.0%      | 2.5%           | 7.5%       |
| Demonstrate Interpersonal Skills | 55.0%           | 15.0%      | 25.0%          | 5.0%       |
| Demonstrate Personal Skills      | 50.0%           | 7.5%       | 35.0%          | 7.5%       |
| Manage a Project                 | 47.5%           | 42.5%      | 2.5%           | 7.5%       |
| Promote Project or Services      | 45.0%           | 40.0%      | 5.0%           | 10.0%      |
| Interact with Client             | 20.0%           | 67.5%      | 5.0%           | 7.5%       |

## Phase 2 Findings – Training Offerings Analysis

- ▶ Most Educational Institutions believe their graduates are strongest in professional competencies related to production

**Graduates' Competencies as Compared to Peers**

| Competencies                     | Above Average | Average | Below Average |
|----------------------------------|---------------|---------|---------------|
| Develop a Project (Produce)      | 85.0%         | 15.0%   | 0.0%          |
| Operate Tools and Equipment      | 77.5%         | 22.5%   | 0.0%          |
| Demonstrate Interpersonal Skills | 65.0%         | 35.0%   | 0.0%          |
| Research / Explore Ideas         | 55.0%         | 42.5%   | 2.5%          |
| Design a Project                 | 52.5%         | 45.0%   | 2.5%          |
| Demonstrate Personal Skills      | 50.0%         | 47.5%   | 2.5%          |
| Share Knowledge and Information  | 42.5%         | 57.5%   | 0.0%          |
| Propose a Project                | 35.0%         | 57.0%   | 8.0%          |
| Manage a Project                 | 30.0%         | 67.5%   | 2.5%          |
| Promote Project or Services      | 27.5%         | 60.0%   | 12.5%         |
| Interact with Client             | 25.0%         | 65.0%   | 10.0%         |
| Identify Project Objective(s)    | 20.0%         | 80.0%   | 0.0%          |

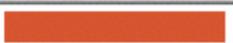
- ▶ Less so in competencies related to business skills such as Identifying Project Objectives or Project Management.

[\(see Appendix 6\)](#)

## Phase 2 Findings – Training Offerings Analysis

- ▶ Most Educational Institutions see co-op or internships as the place for their students to gain competencies related to business skills and personal development

**Competencies Best Acquired Through Co-Op Programs**

|                                  |        |   |
|----------------------------------|--------|---|
| Interact with Client             | 100.0% |    |
| Demonstrate Interpersonal Skills | 88.2%  |    |
| Demonstrate Personal Skills      | 88.2%  |    |
| Propose a Project                | 82.4%  |    |
| Manage a Project                 | 82.4%  |    |
| Design a Project                 | 70.6%  |    |
| Research / Explore Ideas         | 64.7%  |    |
| Identify Project Objective(s)    | 64.7%  |   |
| Develop a Project (Produce)      | 58.8%  |  |
| Operate Tools and Equipment      | 58.8%  |  |
| Promote Project or Services      | 52.9%  |  |
| Share Knowledge and Information  | 47.1%  |  |
| None of the above                | 5.9%   |  |

### Phase 2: Summary of Findings

- ▶ Educational Institutions tend to focus their curriculum on professional competencies related to production.
- ▶ Professional competencies related to business skills tend to be viewed currently as the responsibility of industry.
- ▶ Most Educational Institutions acknowledge their graduates' skills are stronger on production than in business.
- ▶ Most Educational Institutions acknowledge the need for formal training in business skills and note a desire to enhance this training, pending resources; some are developing them now.
- ▶ Nearly half of Educational Institutions do not have formal relationships with companies or organizations in their community as reflected in co-op programs: limited industry input.
- ▶ Educational Institutions felt that co-op programs would be best suited to teach skills including: Propose a Project, Manage a Project, Interact with Client, Demonstrate Interpersonal Skills and Demonstrate Personal Skills.



## ▶ Phase 3: Gap Analysis



## Phase 3 - Gap Analysis

Professional competencies were reviewed from the perspective of the Content Creators, Employers and Educational Institutions

- ▶ Four competencies were identified to have a wide gap;
  - Research/Explore Ideas
  - Propose a Project
  - Interact with Client
  - Promote Project or Services
- ▶ Three competencies had a moderate to wide gap;
  - Share knowledge
  - Identify Project Objective (s)
  - Manage a Project
- ▶ Two competencies had a moderate gap;
  - Design a Project
  - Operate Tools and Equipment

# Phase 3 – Gap Analysis

## Gap Summary:

| Competency                       | Gap           |
|----------------------------------|---------------|
| Research / Explore Ideas         | Wide          |
| Propose a Project                | Wide          |
| Promote Project or Services      | Wide          |
| Interact with Client             | Wide          |
| Share Knowledge                  | Moderate-Wide |
| Identify Project Objective (s)   | Moderate-Wide |
| Manage a Project                 | Moderate-Wide |
| Design a Project                 | Moderate      |
| Operate Tools and Equipment      | Moderate      |
| Develop a Project (Produce)      | None          |
| Demonstrate Interpersonal Skills | None          |
| Demonstrate Personal Skills      | None          |

### Legend:

Wide 

Moderate-Wide 

Moderate 

None 



## Phase 3 - Gap Analysis

- ▶ The details of the gap analysis and recommendations are summarized in [Appendix 7](#):
  - The needs and training offerings are summarized for Content Creators, Employers and Educational Institutions in the first column
  - Observations and comments about gaps are noted in the second column
  - Recommendations are outlined based on the needs indicated by Content Creators in the third column



## ▶ Summary of Recommendations



# Summary of Recommendations

- ▶ Recommendations are summarized on the following slides for each competency where one of the following was identified:
  - wide gap
  - moderate to wide gap
  - moderate gap
- ▶ Where no gap was identified, recommendations are not applicable at this time.



# Summary of Recommendations

- ▶ Recommendations for competencies with a wide gap are as follows;

| <b>Wide Gap Competency</b>  | <b>Recommendations</b>   |
|-----------------------------|--|
| Research/Explore Ideas      | <ul style="list-style-type: none"> <li>▶ Review Educational Institutions' training capacity in this competency.</li> <li>▶ Improve formal curriculum and support for self-education.</li> <li>▶ Encourage more communication between Educational Institutions and industry.</li> </ul>   |
| Propose a Project           | <ul style="list-style-type: none"> <li>▶ Identify this competency as a priority for improvement within formal curriculum.</li> <li>▶ Set-up an industry advisory committee available to any school wishing to include industry input; some Educational Institutions have this already but many do not.</li> <li>▶ The curricular development will be made easier with CHRC providing this service</li> </ul> |
| Promote Project or Services | <ul style="list-style-type: none"> <li>▶ Identify this competency as a priority for improvement within formal curriculum.</li> <li>▶ Best to strive for improvement in conjunction with on-the-job or co-op training.</li> <li>▶ Facilitate Educational Institutions in establishing partnerships with industry.</li> </ul>  |
| Interact with Client        | <ul style="list-style-type: none"> <li>▶ Identify this competency as a priority for improvement within formal curriculum.</li> <li>▶ Best to strive for improvement in conjunction with on-the-job or co-op training.</li> <li>▶ Facilitate Educational Institutions in establishing partnerships with industry.</li> </ul>  |



# Summary of Recommendations

- ▶ Recommendations for competencies with moderate to wide gap are as follows;

| <b>Moderate to Wide Gap Competency</b> | <b>Recommendations</b>   |
|--|--|
| Manage a Project                       | <ul style="list-style-type: none"><li>▶ Identify competency as priority to be included within formal curriculum.</li><li>▶ Understand industry demands and how organizations accomplish their work.</li><li>▶ Enable schools to more easily provide input on the curriculum to ensure continuity rather than overlap between formal and on-the-job training.</li></ul> |
| Share Knowledge                        | <ul style="list-style-type: none"><li>▶ Review Educational Institutions' training capacity in this competency.</li><li>▶ Improve formal curriculum and support for self-education.</li><li>▶ Encourage more communication between Educational Institutions and industry.</li></ul>   |
| Identify Objective (s)                 | <ul style="list-style-type: none"><li>▶ Identify opportunities for improvement within formal curriculum.</li><li>▶ Distribute resources for self-education, such as CHRC's career management guides.</li></ul>   |



# Summary of Recommendations

- ▶ Recommendations for competencies with moderate gap are as follows;

| <b>Moderate Gap Competency</b> | <b>Recommendations</b>  |
|--------------------------------|---|
| Design a Project               | <ul style="list-style-type: none"><li>▶ Content Creators, Employers and Educational Institutions agree that this competency is best developed through formal training, enhancement of formal curriculum in this competency could prove beneficial.</li></ul>  |
| Operate Tools and Equipment    | <ul style="list-style-type: none"><li>▶ It is important that Educational Institutions are keeping up with the pace of technological change and it is reflected in the curriculum.</li><li>▶ Enhancement of formal training offerings could help strengthen skills in this competency.</li><li>▶ CHRC can issue an annual report identifying design or technology trends to enable Educational Institutions ' knowledge of necessary curriculum changes. This could come from the CHRC new media steering committee.</li></ul> |

## ▶ Closing Remarks



## Closing Remarks

- ▶ Several interesting questions were raised when the CHRC Committee reviewed the training needs and gaps identified through this project
- ▶ These questions suggest there may be a need to consider the following questions:
  - 1) Will self-education resolve the gap for Research skills, or are there existing educational resources or mentorships that Educational Institutions can tap into to improve curriculum?
  - 2) Should competencies like traditional writing and communication be attributed to an existing professional competency?
  - 3) Is there a need to categorize Demonstrate Interpersonal Skills as a “soft skill” which may not be easily acquired through training?



## ► Project Team



## Project Team

- ▶ In recognition of the importance of this project, a senior level project team collaborated on this project. The team consisted of the following:
  - Adam Froman, Project Lead
  - Rachel Bandura, Project Manager
  - Craig Tothill, Technical Specialist – Online Surveys
  - Mark Jones, Training Specialist



## ▶ Appendices

## About IMPS

The Interactive Media Producers Survey (IMPS) over the past five years has become the industry standard for providing a perspective on Canadian new media activity from the producer's point of view.

Each year, Delvinia recruits representatives from companies across Canada to participate in telephone interviews and answer a series of questions concerning their company size, revenues, business activities, target markets, export activities, partnerships, participation in industry events and professional associations, access to funding and perceived challenges.

The Interactive Media Producers Survey is produced by Delvinia with the support of the Department of Canadian Heritage, Alliance NumériQC, and the Ministry of Culture for the Province of Ontario.

# Appendix 2

## Phase 3: Gap Analysis & Recommendations

- ▶ Step 1 of Analysis Process:
  - A score was assigned to various responses from Content Creators, Employers and Educational Institutions relating to each competency to identify which training offerings and needs were;
    - very effective,
    - somewhat effective
    - not at all effective
- ▶ This score was determined by researchers' interpretation of questionnaire responses by each stakeholder group.
- ▶ In addition, qualifier analysis was added to give additional context to the possible causes and solutions to potential gaps. This assisted with the design of recommendations.

### 1) Professional Competency: Research / Explore Ideas

|   |  |   |   |               |
|---|--|---|---|---------------|
| Schools believe this competency represents  | <input type="checkbox"/> a strength of their program (score 3) | <input type="checkbox"/> somewhere in between (score 2) | <input type="checkbox"/> a gap in their program (score 1) | Score:        |
| Qualifier:<br>Schools believe this competency is best taught                        | <input type="checkbox"/> in a formal setting                   | <input type="checkbox"/> on-the-job                     | <input type="checkbox"/> self-taught                      | (no score)    |
| Content creators believe this competency represents                                 | <input type="checkbox"/> strength of their skills (score 3)    | <input type="checkbox"/> somewhere in between (score 2) | <input type="checkbox"/> gap in their skills (score 1)    | Score:        |
| Content creators find that on-the-job training for this competency is               | <input type="checkbox"/> very effective (score 3)              | <input type="checkbox"/> somewhat effective (score 2)   | <input type="checkbox"/> not at all effective (score 1)   | Score:        |
| Employer believe in their formally trained recent hires, this competency represents | <input type="checkbox"/> a strength of their staff (score 3)   | <input type="checkbox"/> somewhere in between (score 2) | <input type="checkbox"/> a gap in their staff (score 1)   | Score:        |
| Qualifier:<br>Employers attempt to provide on-the-job training for this competency  | <input type="checkbox"/> very true                             | <input type="checkbox"/> true                           | <input type="checkbox"/> somewhat true                    | (no score)    |
|   |  |   |   | <b>Total:</b> |

# Appendix 3

## Phase 3: Gap Analysis & Recommendations

- ▶ Step 2 of Analysis Process:
  - Scores were tabulated and sorted
- ▶ Score 6-7 = Wide Gap
- ▶ Score 8-9 = Moderate to Wide
- ▶ Score 10-11 = Moderate Gap
- ▶ Score 11-12 = Narrow Gap

Gap Analysis: Competency Score Summary

| Professional Competency                 | Schools believe this competency's representation in their curriculum is... | Content creators believe this competency represents... | Content creators find that on-the-job training for this competency is... | Employers believe in their formally trained recent hires, this competency represents... | Score | Qualifier Questions: no score                  |  |
|---|--|--|--|---|-------|--|--|
|   |  |  |  |   |       | Schools believe this competency is best taught | Employers attempt to provide on-the-job training for this competency |
| <i>Research / Explore Ideas</i>         | 3  | 1  | 2  | 2   | 8     | Formal training                                | Somewhat true  |
| <i>Identify Project Objective(s)</i>    | 2  | 2  | 2  | 2   | 8     | Formal training                                | TRUE   |
| <i>Propose a Project</i>                | 1  | 1  | 2  | 2   | 6     | Formal training                                | TRUE   |
| <i>Design a Project</i>                 | 2  | 3  | 2  | 3   | 10    | Formal training                                | Very True  |
| <i>Develop a Project (Produce)</i>      | 3  | 3  | 3  | 3   | 12    | Formal training                                | Very True  |
| <i>Manage a Project</i>                 | 1  | 2  | 3  | 3   | 9     | Formal training and on the job                 | Very True  |
| <i>Interact with Client</i>             | 1  | 2  | 2  | 3   | 8     | On the job                                     | Very True  |
| <i>Promote Project or Services</i>      | 1  | 1  | 2  | 2   | 6     | Formal training and on the job                 | Somewhat true  |
| <i>Operate Tools and Equipment</i>      | 3  | 2  | 2  | 3   | 10    | Formal training                                | Very True  |
| <i>Share Knowledge and Information</i>  | 2  | 2  | 2  | 3   | 9     | Formal training                                | Very True  |
| <i>Demonstrate Interpersonal Skills</i> | 3  | 3  | 3  | 3   | 12    | Formal training                                | Somewhat true  |
| <i>Demonstrate Personal Skills</i>      | 2  | 3  | 3  | 3   | 11    | Formal training and self-education             | Somewhat true  |

# Appendix 4

## Phase 3: Gap Analysis & Recommendations

- ▶ Step 3 of Analysis Process:
  - Needs for each competency by Content Creators and Employers were each compared to Educational Institutions' curriculum offerings and Employers' on-the-job training for the corresponding competency (using Qualifier)
  - The offering and needs for each competency were also compared against where Content Creators, Employers and Educational Institutions suggested each competency is best acquired (using Qualifier)

| LEGEND:        |                    |                      |
|----------------|--------------------|----------------------|
| Very effective | Somewhat effective | Not at all effective |
| (score 3)      | (score 2)          | (score 1)            |

| Gap Analysis: Competency Needing vs. Getting |  |  |   |  |   |  |  |   |
|--|--|--|---|--|---|--|--|---|
|  | Content Creators feel they need to develop skills in these areas | Employers indicate shortage in these areas | Educational institutions have curriculum to support development | Employers offer on-the-job training to support the need for this skill | Content Creators suggest competencies best acquired by... | Employers suggest competencies best acquired by... | Schools believe the competency is best taught by | NOTE: Schools suggest Co-op programs should train |
| Where competencies acquired:                 |  |  |   |  |   |  |  |   |
| Research / Explore Ideas                     | 49.90%   | 33.30%                                     | 90.00%  | 31.60%   | Self-education  | Self-education                                     | Formal training                                  | 64.70%  |
| Identify Project Objective(s)                | 32.40%   | 27.80%                                     | 72.50%  | 55.60%   | Formal training   | On-the-job   | Formal training                                  | 64.70%  |
| Propose a Project                            | 50.00%   | 33.30%                                     | 60.00%  | 50.00%   | Formal training   | On-the-job   | Formal training                                  | 82.40%  |
| Design a Project                             | 29.70%   | 24.10%                                     | 82.50%  | 66.70%   | Formal training   | Formal training                                    | Formal training                                  | 70.60%  |
| Develop a Project (Produce)                  | 27.00%   | 24.10%                                     | 87.50%  | 72.20%   | On-the-job AND Formal training                            | On-the-job   | Formal training                                  | 58.80%  |
| Manage a Project                             | 35.00%   | 42.60%                                     | 60.00%  | 66.70%   | Formal training   | On-the-job   | On-the-job AND Formal training                   | 82.40%  |
| Interact with Client                         | 37.80%   | 37.00%                                     | 37.50%  | 66.70%   | On-the-job  | On-the-job   | On the job                                       | 100.00%   |
| Promote Project or Services                  | 48.60%   | 38.90%                                     | 50.00%  | 36.10%   | On-the-job  | On-the-job   | On-the-job AND Formal training                   | 52.90%  |
| Operate Tools and Equipment                  | 35.10%   | 22.20%                                     | 95.00%  | 61.10%   | Formal training   | Formal training                                    | Formal training                                  | 58.80%  |
| Share Knowledge and Information              | 31.10%   | 29.60%                                     | 70.00%  | 63.90%   | On-the-job  | On-the-job   | Formal training                                  | 47.10%  |
| Demonstrate Interpersonal Skills             | 27.00%   | 24.10%                                     | 95.00%  | 47.20%   | On-the-job  | On-the-job   | Formal training                                  | 88.20%  |
| Demonstrate Personal Skills                  | 27.70%   | 20.40%                                     | 82.50%  | 41.70%   | On-the-job  | Self-education                                     | Formal training AND Self-education               | 88.20%  |



# Appendix 5

## Phase 2: Training Offerings Analysis, Participating Education Institutions

### ON

Algonquin College, Nepean\*  
Cambrian College, Sudbury\*  
Canadian Film Centre, H@bitat Program,  
Toronto  
Carleton University, Ottawa\*  
Centennial College, Toronto  
Confederation College, Thunder Bay\*  
Fanshawe College, London\*  
George Brown College, Toronto  
Georgian College, Barrie\*  
Humber College, Toronto  
Int'l Academy of Design and Technology,  
Ottawa\*  
La Cité collégiale , Ottawa  
Lambton College, Sarnia  
Loyalist College, Belleville  
Max the Mutt Animation School, Toronto  
McMaster University, Hamilton\*  
Northern College, Timmins  
Ontario College of Art and Design, Toronto\*  
Ontario Institute. of Audio Recording  
Technology, London  
Ryerson Polytechnique University, Toronto\*  
Sault College, Sault Ste. Marie  
Seneca College, Toronto\*  
Sheridan College, Oakville  
St. Clair College, Windsor\*  
Toronto Image Works, Toronto\*  
University of Ottawa, Ottawa\*

### AB

Alberta College of Art and Design, Calgary\*  
DevStudio, Grand Prairie  
GURU Digital Arts College, Edmonton  
Grande Prairie Regional College, Grand Prairie\*  
Red Deer College, Red Deer \*

### PEI

Holland College, Charlottetown\*

### BC

Columbia Academy, Vancouver\*  
Emily Carr Institute of Art+Design, Vancouver\*  
Gulf Islands Film and Television School,  
Langara College, Vancouver\*  
North Island College, North Vancouver Island  
Selkirk College, Trail  
UBC, Vancouver\*  
Vancouver Film School, Vancouver  
Western Academy of Photography, Victoria\*

### NS

McKenzie College, Sydney  
Nova Scotia College of Art and Design,  
Halifax\*

### QC

International Academy of Design, Montreal  
UQAM, Montreal \*  
National Animation and Design Centre  
(NAD), Montreal\*

### SK

McKay Tech, Saskatoon  
Heinz Institute of Applied Computer  
Technology, Saskatoon\*

### MB

Red River College, Winnipeg  
St. Boniface College, Winnipeg\*

\*Participated in confidential telephone interview as well as questionnaire

Note: In some Educational Institutions , more than one department participated in questionnaire/ interview



# Appendix 6

## Phase 2: Common Points Raised in Telephone Interviews with Educational Institutions

### Current challenges:

- ▶ money, college system under-funding
- ▶ pace of tech change
- ▶ finding job placements
- ▶ recognition of value of art research
- ▶ enrollment
- ▶ stretched resources, more opportunities than ability to take advantage of
- ▶ turning a profit
- ▶ breadth of program topics needed for a good new media program is too wide for effective focused curriculum
- ▶ limits of curriculum even in a 4-year program
- ▶ government micromanagement becoming more of an issue
- ▶ curriculum is primarily film based
- ▶ job placements after graduation
- ▶ community college vs. art school dichotomy

### Strengths of Program:

- ▶ uniqueness of program
- ▶ professional development
- ▶ reputation
- ▶ strong teaching staff
- ▶ extra curricular activities
- ▶ focused programs
- ▶ approach to program redesign
- ▶ fine arts focus
- ▶ experience in the field (30 years)
- ▶ enrollment selection
- ▶ program draws strong students
- ▶ great energy
- ▶ healthy learning environment

## Summary of Gaps and Recommendations for each Professional Competency:

Research / Explore Ideas: Wide Gap Exists.

| SUMMARY   | GAP NOTES/OBSERVATIONS  | RECOMMENDATIONS   |
|---|---|---|
| <p><b>Content Creators:</b> feel they lack this competency and prefer to acquire through self-education.</p> <p><b>Educational Institutions:</b> almost all indicated this to be an area of focus within their curriculum and indicated competency is best acquired through formal training.</p> <p><b>Employers:</b> do not have a moderate shortage in this skill and agree this is best acquired through self-education so on-the-job training is not a high priority.</p> | <p>Educational Institutions believe their curriculum in this area is effective, but this is not shared by content creators. Employers are only somewhat satisfied by skill levels in this area.</p> | <ul style="list-style-type: none"> <li>▶ Communicate with Educational Institutions with which Content Creators and Employers are not satisfied with in terms of their training capacity in this competency.</li> <li>▶ Improve formal curriculum and support for self-education.</li> <li>▶ Encourage greater communication between Educational Institutions and industry.</li> </ul> |

## Summary of Gaps and Recommendations for each Professional Competency:

Identify Project Objective (s): Gap Exists and is Moderate to Wide.

| SUMMARY   | GAP NOTES/OBSERVATIONS  | RECOMMENDATIONS   |
|---|---|---|
| <p><b>Content Creators:</b> somewhat satisfied with their competency and prefer to acquire through formal training.</p> <p><b>Educational Institutions:</b> majority indicated this to be within curriculum.</p> <p><b>Employers:</b> do not have a major shortage in this skill. On-the-job training is somewhat prevalent in this competency.</p> | <p>While Educational Institutions include some support for this competency in curriculum, they also acknowledge that it is only somewhat effective. Content creators' formal training and on-the-job training in this competency is proving to be only somewhat effective. Employers are not fully satisfied with skills level for this competency.</p> | <ul style="list-style-type: none"> <li>▶ Recommend improvement within formal curriculum.</li> <li>▶ Provide resources for self-education, such as CHRC's career management guides.</li> </ul> |

## Summary of Gaps and Recommendations for each Professional Competency:

### Propose a Project: Wide Gap Exists.

| SUMMARY   | GAP NOTES/OBSERVATIONS  | RECOMMENDATIONS   |
|---|---|---|
| <p><b>Content Creators:</b> feel they lack this competency and prefer to acquire through formal training.</p> <p><b>Educational Institutions:</b> include this in curriculum and indicate this skill is best achieved through formal training. Yet suggest co-op experience can enhance development of this competency.</p> <p><b>Employers:</b> offer on-the-job training programs and have a moderate shortage in this skill.</p> | <p>Educational Institutions do not currently view this competency as a priority for curriculum. Content creators are not satisfied with their skill in this competency. Additional support for on-the-job training is attempting to improve situation but is not as effective as it could be.</p> | <ul style="list-style-type: none"> <li>▶ Identify this competency as a priority area for improvement within formal curriculum.</li> <li>▶ CHRC should also strike an industry advisory committee available to any school wishing to include industry input; some Educational Institutions have this already but many do not.</li> <li>▶ By CHRC providing this service, the curricular development of this competency will be made easier.</li> </ul> |

## Summary of Gaps and Recommendations for each Professional Competency:

### Design a Project: Moderate Gap Exists.

| SUMMARY   | GAP NOTES/OBSERVATIONS  | RECOMMENDATIONS   |
|---|---|---|
|   |   |   |
| <p><b>Content Creators:</b> are satisfied with this competency.</p> <p><b>Educational Institutions:</b> significant number include this in curriculum and indicate this skill is best achieved through formal training.</p> <p><b>Employers:</b> offer on-the-job training programs and have a moderate shortage in this skill.</p> | <p>Formal and on-the-job training for this competency is generally effective. Content creators are satisfied with their skill in this competency.</p> | <p>► Since Content Creators, Employers and Educational Institutions agree that this competency is best developed through formal training, enhancement of formal curriculum in this competency could prove beneficial.</p> |

## Summary of Gaps and Recommendations for each Professional Competency:

### Develop a Project (Produce): Little or No Gap Exists.

| SUMMARY   | GAP NOTES/OBSERVATIONS   | RECOMMENDATIONS  |
|---|--|--|
|   |  |  |
| <p><b>Content Creators:</b> are satisfied with this competency and prefer to acquire through a combination of on-the-job and formal training.</p> <p><b>Educational Institutions:</b> significant number include this in curriculum and indicate this skill is best achieved through formal training.</p> <p><b>Employers:</b> offer on-the-job training programs and have a moderate shortage in this skill.</p> | <p>Curriculum support is strong. Content creators and employers are satisfied with skill levels in this area. Content Creators find on-the-job training effective.</p> | <p>► Since the gap is narrow, recommendations are not applicable at this time.</p> |

## Summary of Gaps and Recommendations for each Professional Competency:

### Manage a Project: Moderate to Wide Gap Exists.

| SUMMARY  | GAP NOTES/OBSERVATIONS   | RECOMMENDATIONS  |
|--|--|--|
|  |  |  |
| <p><b>Content Creators:</b> are not satisfied with this competency and prefer to acquire through formal training.</p> <p><b>Educational Institutions:</b> significant number does not include this in curriculum and indicate this skill is best acquired through a combination of formal and on-the-job training.</p> <p><b>Employers:</b> offer on-the-job training programs and have a strong shortage in this skill.</p> | <p>Not identified as a strength in formal curriculum, but on-the-job training is effective enough to provide training in this skill. Almost half of the Educational Institutions place as much emphasis in on-the-job training as on formal training. Educational Institutions may be predisposed to believing formal training is the best method for almost all training needs.</p> | <ul style="list-style-type: none"> <li>▶ Identify competency as priority to be included within formal curriculum.</li> <li>▶ Understand industry demands and how organizations accomplish their work.</li> <li>▶ Enable schools to more easily provide input on the curriculum to ensure continuity rather than overlap between formal and on-the-job training.</li> </ul> |

## Summary of Gaps and Recommendations for each Professional Competency:

### Interact with Client: Wide Gap Exists.

| SUMMARY  | GAP NOTES/OBSERVATIONS   | RECOMMENDATIONS  |
|--|--|--|
|  |  |  |
| <p><b>Content Creators:</b> are not satisfied with this competency and prefer to acquire through on-the-job training.</p> <p><b>Educational Institutions:</b> significant number does not include this in curriculum and indicate this skill is best acquired through a combination of formal and on-the-job training.</p> <p><b>Employers:</b> offer on-the-job training programs and have a strong shortage in this skill.</p> | <p>Educational Institutions do not currently view this competency as a priority for curriculum. Content creators' on-the-job training in this competency is proving to be only somewhat effective. Almost half of the Educational Institutions place as much emphasis in on-the-job training as on formal training. Educational Institutions may be predisposed to believing formal training is the best method for almost all training needs.</p> | <ul style="list-style-type: none"> <li>▶ Identify this competency, and business related skills in general, as a priority area for improvement within formal curriculum.</li> <li>▶ Would be best executed if improvement could work in conjunction with on-the-job or co-op training.</li> <li>▶ Develop a mechanism for Educational Institutions to more easily strike partnerships with industry.</li> </ul> |

## Summary of Gaps and Recommendations for each Professional Competency:

### Promote Project or Services: Wide Gap Exists.

| SUMMARY  | GAP NOTES/OBSERVATIONS  | RECOMMENDATIONS   |
|--|---|---|
| <p><b>Content Creators:</b> are not satisfied with this competency and prefer to acquire through on-the-job training.</p> <p><b>Educational Institutions:</b> significant number does not include this in curriculum and indicate this skill is best acquired through a combination of formal and on-the-job training.</p> <p><b>Employers:</b> offer on-the-job training programs and have a strong shortage in this skill.</p> | <p>Educational Institutions do not currently view this competency as a priority for curriculum. Content creators are not satisfied with their skill in this competency. Additional support for on-the-job training is attempting to improve situation but is not as effective as it could be. Almost half of the Educational Institutions place as much emphasis in on-the-job training as on formal training. Educational Institutions may be predisposed to believing formal training is the best method for almost all training needs.</p> | <ul style="list-style-type: none"> <li>▶ Identify this competency and business related skills in general, as a priority area for improvement within formal curriculum.</li> <li>▶ Would be best executed if improvement could work in conjunction with on-the-job or co-op training.</li> <li>▶ Develop a mechanism for Educational Institutions to more easily strike partnerships with industry.</li> </ul> |

## Summary of Gaps and Recommendations for each Professional Competency:

### Operate Tools and Equipment: Moderate Gap Exists.

| SUMMARY   | GAP NOTES/OBSERVATIONS  | RECOMMENDATIONS  |
|---|---|--|
| <p><b>Content Creators:</b> are generally satisfied with their skill in this competency.</p> <p><b>Educational Institutions:</b> significant number does include this in curriculum and indicate this skill is best acquired through formal training.</p> <p><b>Employers:</b> offer on-the-job training programs and do not have a major shortage in this skill.</p> | <p>Formal and on-the-job training for this competency is generally effective.</p> | <ul style="list-style-type: none"> <li>▶ This is generally where most Educational Institutions feel they excel, However it is important that Educational Institutions are keeping up with the pace of technological change and it is reflected in the curriculum.</li> <li>▶ Enhancement of current formal training offerings could further strengthen skills in this competency.</li> <li>▶ CHRC can issue an annual report identifying design or technology trends to enable Educational Institutions' knowledge of necessary curriculum changes. This could come from the CHRC new media steering committee.</li> </ul> |

## Summary of Gaps and Recommendations for each Professional Competency:

### Share Knowledge and Information: Gap Exists and is Moderate to Wide.

| SUMMARY   | GAP NOTES/OBSERVATIONS  | RECOMMENDATIONS   |
|---|---|---|
| <p><b>Content Creators:</b> are somewhat satisfied with this competency and prefer to acquire through on-the-job training.</p> <p><b>Educational Institutions:</b> significant number does include this in curriculum and indicate this skill is best acquired through formal training.</p> <p><b>Employers:</b> offer on-the-job training programs and do not have a major shortage in this skill.</p> | <p>Some support within formal curriculum exists but may not be effective. Additional training is provided on-the-job.</p> | <ul style="list-style-type: none"> <li>▶ Identify this competency and business related skills in general, as a priority area for improvement within formal curriculum.</li> <li>▶ Would be best executed if improvement could work in conjunction with on-the-job or co-op training.</li> <li>▶ Develop a mechanism for Educational Institutions to more easily strike partnerships with industry.</li> </ul> |

## Summary of Gaps and Recommendations for each Professional Competency:

### Demonstrate Interpersonal Skills: No Gap Exists.

| SUMMARY   | GAP NOTES/OBSERVATIONS  | RECOMMENDATIONS  |
|---|---|--|
|   |   |  |
| <p><b>Content Creators:</b> are mostly satisfied with this competency and prefer to acquire through on-the-job training.</p> <p><b>Educational Institutions:</b> a significant number does include this in curriculum and indicate this skill is best acquired through Formal training.</p> <p><b>Employers:</b> offer on-the-job training programs and do not have a major shortage in this skill.</p> | <p>Curriculum support is strong. Content creators and employers are satisfied with skill levels in this area.</p> | <p>► Since the gap is narrow, recommendations are not applicable at this time.</p> |

## Summary of Gaps and Recommendations for each Professional Competency:

### Demonstrate Personal Skills: No Gap Exists.

| SUMMARY   | GAP NOTES/OBSERVATIONS   | RECOMMENDATIONS  |
|---|--|--|
|   |  |  |
| <p><b>Content Creators:</b> are mostly satisfied with this competency and prefer to acquire through on-the-job training.</p> <p><b>Educational Institutions:</b> a significant number does include this in curriculum and indicate this skill is best acquired through Formal training.</p> <p><b>Employers:</b> offer on-the-job training programs and do not have a major shortage in this skill.</p> | <p>Some support within formal curriculum exists. Additional training is provided on-the-job. Content creators are satisfied with their skill level in this competency.</p> | <p>► Since the gap is narrow, recommendations are not applicable at this time.</p> |



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