Training Gaps
Analysis

Book
Publishers

Final Report

Book Publishers: Training Gaps Analysis in Canada 2006

To

The Cultural Human Resources Council

Submitted by

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ACKNOWLEDGEMENTS

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The Cultural Human Resources Council (CHRC) is a Sector Council that has been formed to address key strategic workforce issues and workforce planning initiatives in the cultural sector.

The CHRC is an independent, not-for-profit organization, funded by the Government of Canada's Sector Council Program and directed by stakeholders in the cultural sector in partnership with Human Resources and Skills Development Canada (HRSDC). The CHRC is one of thirty sector councils that were established with federal start-up funding to bring employers, industry, workers, educators, and governments together to address human resource challenges facing the Canadian economy.

The CHRC's mission is to initiate, coordinate, and promote human resources planning, management, development, and training in the cultural sector.

This project is part of the Council's ongoing efforts to equip industry stakeholders with the information and tools essential for human resources development and planning.

The Book Publishers' Expert Working Group of the CHRC has identified the core competencies necessary to undertake the work of a Book Publisher. The CHRC wants to determine the training needs for these core competencies, to survey the current offerings for these competencies, and to analyze the training gaps based on the needs assessment and offerings surveys. This project is an essential tool for the Council to obtain the information and data necessary to provide book publishers with critical information regarding development and training for the positions and their sector.

Objectives

The objectives of this study are to

- Conduct a training needs assessment of book publishers based on the competencies identified by the Book Publishers' Expert Working Group
- Conduct a survey of current training offerings in Canada to determine where training is offered for these competencies
- Analyze the needs assessment and the training offerings to identify and provide a better understanding of the training gaps of book publishers.

Methodology

The training needs analysis was conducted by means of an on-line survey, supplemented with personal interviews. Academic institutions and professional associations were surveyed to identify training offerings, which were analyzed, in order to match content to the core book publisher competencies. In addition, during the personal interviews, in-house training practices were surveyed. A report was also prepared which examined alternative methods to classroom training for book publishers and their firms to assist employees in improving their proficiency in the core competencies.

For each competency, the CHRC will know the size of the gap [if any]. The greater the size of the gap, the higher the priority of improving the performance and capability of the incumbents. From an organization's perspective, **the value of our approach** is that it prioritizes the gaps and informs the client where it will get the most value for its training dollars – the competencies with the largest gaps.

Core Findings

Relatively high level of competence

1. The overall competency rating for all respondents for all competencies is **3.24**. This indicates a relatively high level of proficiency, given the maximum rating is 4.0. This is a very positive finding. It certainly indicates that, in general, book publishers are stating they are more than adequately prepared for their jobs.

2. The highest rated categories are Demonstrate Personal Competencies, Demonstrate Communications Skills and Manage Physical Resources. There are only two categories where the average score is below 3.0, signifying that the overall proficiency of respondents in these categories is "not really adequate". They are Manage Information and Manage Rights and Contracts. All other categories are rated at **above** "pretty adequate".

Gaps in training offerings

3. Not all competencies are covered by training offerings.

4. Quebec is under represented in the delivery of book publishing education programs.

Training and Competencies

5. In terms of applying the competency model, book publishers are not using competencies to a large degree in their people management practices, such as screening, selection and training. They are much more interested in the perceived fit between the candidate and the "culture of publishing".

6. There is a paradox in how training is regarded: on the one hand the book industry is very supportive of specific "technical" training for employees, but on the other hand the passion for training (e.g., personal development) is less there. Importantly, marketing and technology are the two areas in general that they are interested in seeing staff learn more about.

Recommendations

We are making a number of recommendations that will assist with the acceptance of the core competencies model throughout the industry and support a closer alignment between training offerings and the core competencies. The recommendations are grouped in three important themes - training offerings, communication, and updating the competency model.

Training Offerings

1. Work with educational institutions and professional associations to have them shape their current programs to become more congruent with the competency model.

2. Identify at least one post-secondary institution in Quebec to work with and develop a book publishing program based on the competency model.

3. Encourage academic institutions, and Simon Fraser University in particular, to offer their programs by distance education. This extension of the geographical reach of the current programs would be of great assistance, we believe, for firms and their employees who aren't able to attend the sites in person. This concern applies particularly in the Prairies and the Atlantic provinces for English-language publishers.

4. Consider certification for the position of book publisher and other related positions. Certification could occur on the basis of academic achievement from a program that is based on the competency model and related work experience or a practicum.

Certification provides a practical usage of the competency model and, based on the experience in the other occupations, such as human resources and training and development, builds interest in and creates creditability for occupational competency models.

5. Develop an education toolkit of best in-house practices that support improvement in employee proficiency of relevant competencies. The industry is supportive of training/learning so this initiative would be very much in this thrust. This development acknowledges the competencies where development occurs outside of a classroom.

6.Succession is a significant and important issue for the publishing industry in the medium to long term. Management and financial training for upper management is a key to dealing with the succession issue. More content is required.

Stakeholder Communication

1. Publicize the results of this project to the industry. In addition to reporting the results of this project, the longer-term objective of the communications is to convert the key players in the industry to using competencies in general and the book publisher's competencies specifically in making their people management decisions.

2. In designing programs for firms, we recommend that the "messaging" lead with business benefits and, in particular, focus on marketing and new technology. While we noted that the industry at large supports training, we also note, particularly in the personal interviews, that the heads of firms were more interested in "bottom line" issues. If the messaging is structured on marketing and technology and how training and development in these areas is effective in producing business results, this message will be more effective than one structured about the generic value of training. Leadership is, although decidedly less so than marketing and new technology, another area of interest.

Competency Model Updating

1. Consider developing a process to refresh the competency model, as future developments in the business and new technologies require book publishers to be proficient in new competencies.

Strategy for Identification of Training Needs

LSM Consulting proposed the use of an Internet based survey that allows the book publisher participants to evaluate themselves against each of the identified core competencies of the book publisher job. This approach provides significant advantages to the CHRC over traditional phone or in-person interviews. Some of these advantages are:

- All respondents can be informed of project and be given an opportunity to participate personally, at a time of their choosing
- A higher participation rate will be achieved within the cost constraints of the project in comparison to traditional approaches
- Participants typically enjoy the experience, which typically takes 15 minutes, since they are learning useful things about themselves. The survey instrument was designed to allow the participant to print off a copy of their self-assessment for their own records and development.
- Finally and most importantly, this approach provides us with the opportunity to present to the CHRC, a national picture that numerically shows the current level of competency for book publishers for all the core competencies that is statistically valid.

The survey completion occurred in a secure environment and was anonymous. It was available in English and French. For each competency identified by the Expert Working Group, the participant scored their current capability on a numerical scale or indicted it was not part of their responsibilities. The survey was available for respondents to use for approximately two weeks.

The list of respondents was gathered from the active membership of the Association of Canadian Publishers, the Canadian Publishers Council, all provincial/regional publishers associations, and the L'Association nationale des éditeurs de livres. This resulted in a pool of potential respondents that was large, and diverse regionally, in size, ownership, and genre of publishing.

To supplement the quantitative data gathered from the online survey, we proposed to conduct telephone interviews with a sample group of book publishers. The first part of the interview was designed to gather the qualitative feelings about the state of their overall preparedness to perform their job – what challenges do they face, what situations are they feeling inadequately prepared or trained for, as they go about their everyday responsibilities. The second part of the interview was designed to seek their opinions about preferred ways to deliver training, and identify other approaches they value or want to use to become more proficient and competent. Understanding the needs and viewpoints of the participant to be trained is a critical insight that is often overlooked in conducting needs analyses. This information was used in the Current Offerings phase of the project.

As an added value to the CHRC, we also proposed to examine the competencies of a book publisher through the lens of our accumulated knowledge of adult learning and to identify the optimal practice for improving one's proficiency in use of that competency.

Not all competencies are trainable, in terms of taking a course. Often, a variety of techniques are required to improve one's capability.

Strategy for Conducting a Review of Current Offerings

LSM Consulting proposed two surveys in this section of the project. The results of the first survey would be used to build an inventory of all courses in Canada that relate to the identified competencies of a book publisher. We proposed to survey universities, colleges, CGEP's, and private educational institutions. The second survey would use a sample of publishers to identify in-house practices and techniques, which increase proficiency in relation to the competencies.

Copies of the survey and questionnaires are found in Appendix 1

IV TRAINING NEEDS ASSESSMENT

The first important phase of the Training Gaps Analysis project is to conduct a training needs assessment of book publishers based on the competencies identified by the Book Publishers' Expert Working Group. This phase consisted of an Internet survey where respondents self-evaluated themselves against the competencies. In addition, a significant sample of the heads of firms of the book industry were personally interviewed to gain a deeper understanding of their firm's approach to training and industry trends that might affect training and the application of competencies. This section is structured into the following sections:

- Summary of Survey Responses
- Summary of Interview Responses
- Analysis and Discussion

Summary of Survey Responses

Invitations to participate in the survey were sent to more than 275 book publishers. Some e-mail addresses were inaccurate and the final number of eligible responses was 267. The response rate was excellent. A total of 181 usable responses were recorded. This is a **67%** response rate.   A response rate at this level means the outcomes are statistically reliable and represent the entire book publishing population.

Overall Competency

The overall competency rating for all respondents for all competencies is **3.24**, out of a potential maximum of 4.0. This indicates a relatively high level of proficiency, considering both the number of book publisher competencies and the fact that not all of these competencies have the same relative importance to critical components of a publisher's accountabilities.

Core Competency Chart

The core competencies for a book publisher have been categorized into 14 different categories, 12 professional categories and two general categories. Within each of these categories, a number of specific competencies have been identified. The average score for all categories is presented below.

Core Competencies Averages

Demonstrate Personal Competencies	3.46
Demonstrate Communication Skills	3.45
Manage Physical Resources	3.43
Edit Books	3.36
Produce Books	3.32
Develop Books and Lists	3.25
Distribute Books	3.28
Overall Average	**3.24**
Manage Financial Resources	3.24
Manage Human Resources	3.22
Define Mission and Business Strategy	3.21
Sell Books	3.17
Promote Books	3.14
Manage Rights and Contracts	2.94
Manage Information	2.84

The highest rated categories are Demonstrate Personal Competencies, Demonstrate Communications Skills and Manage Physical Resources. There are only two categories where the average score is below 3.0, signifying the overall proficiency of respondents in these categories is "not really adequate". They are Manage Information and Manage Rights and Contracts. All other categories are rated at above "pretty adequate", ranging from **3.14 to 3.46.**

Individual Competencies

The highest rated individual competencies are listed in the chart below:

Highest Individual Averages

Work with authors	3.63
Advocate	3.63
Demonstrate credibility	3.61
Read analytically	3.61
Adapt language to situations	3.61
Work as a team member	3.60
Work under pressure	3.60
Speak effectively	3.59
Deliver on commitments	3.58
Solve problems	3.57
Demonstrate analytical skills	3.57

The lowest rated individual competencies are listed in the chart below:

Lowest Individual Averages

Distribute e-books	1.97
Licence merchandising rights	2.48
Licence electronic rights	2.58
Licence broadcast/dramatization rights	2.60
Produce electronic editions	2.61
Create and maintain websites	2.65
Create and maintain website content	2.70
Distribute and monitor structured bibliographic data	2.71
Aggregate data	2.73
Interface with external information systems	2.73

In examining these numbers, the relevance and value of the highest rated competencies essentially applies to all of the book publisher community. The number of respondents who indicated that these competencies were not part of their job was in the range of 3 to 8% with the exception of the work with authors competency where 25% of the respondents indicated this was not part of their job. In summary for the highest rated competencies, they are routinely performed by over ninety percent of book publishers.

In sharp contrast, for the lowest rated competencies, a majority of respondents indicated they did not perform these tasks. The range of responses indicating they did not perform these duties is 53 to 81%.

For the lowest rate competencies, the description of a respondent proficiency level applies in each instance to less than half of the book publisher community.

Non-Applicability of Competencies

For the professional competencies, we note there was a relatively high response rate for each of the categories indicating that many of the core competencies were not part of the respondents' job. The chart below sets out the low and high percentages of non-applicability for the professional competency categories.

Non-Applicable Competencies

Professional Competency Category	Lowest Percentage of Non-Applicability	Highest Percentage of Non-Applicability
Define Mission and Business Strategy	13%	37%
Develop Books and Lists	28%	43%
Edit Books	24%	53%
Produce Books	41%	77%
Promote Books	31%	54%
Sell Books	33%	57%
Distribute Books	47%	81%
Manage Information	34%	60%
Manage Rights and Contracts	40%	57%
Manage Human Resources	26%	66%
Manage Financial Resources	36%	68%
Manage Physical Resources	40%	71%

These results speak to the comprehensiveness of the competencies and the real life variability of how jobs are structured in book publishing firms. The implication is that for a very significant number of publishing staff, well over 40%, are not performing duties on a regular basis requiring all of the book publisher competencies.

English- and French-Language Comparison

The chart below presents a comparison between English- and French-language publisher competency averages for each of the categories.

Respondents from English-language publishers see themselves as slightly more proficient in each category, except one, than do the respondents from the French-language publishers. However, the differences in most cases are very slight and insignificant for any practical purpose.

English & French Language Respondents Comparison

Competency Category	English-Language Publishers	French-Language Publishers
Define Mission and Business Strategy	3.23	3.15
Develop Books and Lists	3.30	3.15
Edit Books	3.43	3.21
Produce Books	3.42	3.12
Promote Books	3.16	3.09
Sell Books	3.31	2.83
Distribute Books	3.39	3.05
Manage Information	2.95	2.59
Manage Rights and Contracts	2.96	2.88
Manage Human Resources	3.27	3.11
Manage Financial Resources	3.23	3.26
Manage Physical Resources	3.49	3.30
Demonstrate Communication Skills	3.48	3.36
Demonstrate Personal Competencies	3.63	3.54
Overall Average	3.30	3.12

There is a strong relationship in the rank ordering between the two groups about the lowest and highest rated categories.

The competency with the greatest difference between the two groups is Sell Books at 0.47.

Summary of Interview Responses

We conducted 27 interviews of book publishers using the questionnaires in Appendix 1. The purpose of the interviews was to provide a qualitative context to the quantitative results from the Training Needs survey. Five questions were asked. All types of firms were sampled, small, large, and all significant sectors. Sixteen interviews were of English-language firms and the remainder of French-language firms. The summary is presented below; the summaries of the individual employer interviews are in Appendix 5, Interview Notes.

The intent of the first question in the interview was to determine the publishers' priorities for their companies and for their training and development. Certainly each publisher has one or two competencies that are in their mind a priority for their company's continued

success. However, the results indicate there is no "one voice" for the industry in terms of priorities. Publisher's priorities are very company specific – there are no industry-wide trends in terms of their training and development needs. The most frequently mentioned priority competency was marketing and it was mentioned in nine interviews. Given the relatively high degree of competency expressed in the survey results, the lack of a strong interest or need for personal training on the part of the persons interviewed is not surprising.

The next question asked the publishers to identify trends that are or would cause them to move in the direction of priorities identified in question one. Given the lack of consensus found in the first question, it is no surprise to discover that there is no common answer to this question. In summary, firms are either "doing what they have been doing" – presumably because it seems to have been successful for them or their answers are very specific and supportive to their answer of the first question.

The third question was future oriented – what values and professional competencies will you look for in the future when hiring new employees? The intent was to test whether the list of book publisher competencies as it currently stands needs to be modified. The most frequently mentioned values and competencies were:

- Education
- Related work experience
- Intelligence
- Fit with the firm's culture and environment
- "Good" work ethic
- Writing, reading and grammar
- Integrity
- Loyalty

The next question again was future oriented but specifically in the context of asking the respondent to identify new initiatives or developments in their business. In this case, there was a significant development that many of the respondents – well over the majority – agreed on. Technology in general and digitizing specifically is or is perceived likely to have an effect on their organization.

The last question asked the book publisher to reflect on whether their current set of competencies would change if their company's mandate changed. Our research interest was to determine how flexible competencies are and if new ones are required, are they already included in the book publishers' core competencies list. Depending on the current mandate and what the change was, there were two basic answers to the question. Many said no, their current competencies would be fine; others said yes, they would require new competencies. Interestingly, all new competencies that were identified were either technical in nature or in marketing. In addition, respondents in Quebec are concerned with the inequality of European and American books entering the market but relatively few Quebec books entering these two markets.

Not one new general or interpersonal competency was thought to be required if the firm's mandate changed. One other significant trend was that irrespective of the type of changed mandate, new media and digital competencies were frequently mentioned as being required.

We note that in this discussion with the Quebec-based respondents over half of them did identify the need for more formal programs on editing, such as those offered in Ontario and British Columbia.

Analysis and Discussion

The value of an online survey is demonstrated in the sheer number of responses, which could not have been obtained at the same cost through traditional methods of conducting needs assessments. The response rate allows a discussion of the results on the basis that they fairly represent the views of the entire industry, without the need for making any qualifications.

The respondents see themselves as possessing a relatively high of competency. There were only two categories where participants scored themselves on average below "pretty adequate". General competencies were the highest rated in comparison to the professional competencies. Only one competency in the entire comprehensive list was evaluated in the inadequate for now range – distribute e-books.

For the professional competencies, we note there was a relatively high response rate for each of the categories indicating that many of the core competencies were not part of the respondents' job. The non-applicability ranged from a low of 13% to a high of 81% for individual competencies.

Respondents from English language publishers scored themselves slightly higher than their counterparts in French language publishers. The difference is immaterial for planning purposes.

The interview results supplemented the quantitative survey results by providing additional insights. While all publishers were able to identify one or two priority competencies, interesting there was no "one voice" in the response pattern. Marketing was the most frequently mentioned. What was not mentioned was also interesting – personal and interpersonal competencies. Given these competencies received the highest scores, the interrelationship between the survey and interviews is validated.

When hiring new employees, book publishers aren't directly using competencies in their selection decisions. This is not a surprising or atypical practice in industries where the formal notion of competencies has not been introduced and institutionalized. The use of competencies is a people management best practice that requires communication and training before firms and managers adopt for use.

Finally, when thinking about the future, marketing and technology, not training, are the key focal points for book publishers.

The second important phase of the Training Gaps Analysis project is to survey current offerings across the country. In addition to the presentation of the survey results, we have commented on the most efficacious practices for improving competency proficiency. This section is structured into the following sections:

- Summary of Offerings by Institutions
- Summary of Offerings Matched to Competencies
- Summary of Internal Training and Development Practices Offered by Book Publisher Employers
- Report on Optimal Practice for Improving Competency Proficiency
- Analysis and Discussion

Summary of Offerings by Institutions

The intent of this phase was to identify institutions offering programs for the identified core competencies of book publishers. The following post secondary institutions were identified.

Name of Institution	Name of Program
Centennial College The Centre for Creative Communications Toronto Ontario	Book and Magazine Publishing Graduate Certificate Programs
Humber College School of Creative & Performing Art Toronto Ontario	Creative Book Publishing Graduate Certificate
Ryerson Polytechnic University Continuing Education Toronto Ontario	Ryerson Publishing Program Publishing Certificate
Ryerson Polytechnic University Distance Education Toronto Ontario	
Langara College Career Programs Vancouver British Columbia	Publishing: Techniques and Technologies
Simon Fraser University Canadian Centre for Studies in Publishing Burnaby British Columbia	Master of Publishing Program

Name of Institution	Name of Program
Simon Fraser University Writing and Publishing Program Burnaby British Columbia	Certificate in Publishing
Simon Fraser University Continuing Education Burnaby British Columbia	Writing and Publishing Certificate
Simon Fraser University Publishing Workshops Burnaby British Columbia	Book Publishing Immersion Workshop

The following programs are offered by professional organizations.

Name of Institution	Name of Program
Editor's Association of Canada British Columbia Saskatoon Quebec and Atlantic Canada Toronto	Editors' Professional Development Workshops
L'Association nationale des éditeurs de livres (ANEL) Montreal Quebec	Programme des Activités de Perfectionnement
Association for the Export of Canadian Books Ottawa Ontario	Seminars and Workshops

The descriptions of the various programs are presented in Appendix 3, Training Offerings by Institution.

Summary of Offerings Matched to Competencies

In conducting the evaluation of each program, we learned after trial and error that the best approach to take involves looking at each program in its entirety. This overview approach provides a better way of analyzing its elements and for us to appreciate and to understand the knowledge and skills being acquired by the learner. The risk in attempting this analysis by examining the individual courses separately and attempting to match them to individual competencies is inconsistency. The competencies analysis conducted at the individual course level was inconsistent on a national comparison basis since the courses do not correspond on a one-to-one basis with the CHRC competency categories. After analyzing each publishing program as a whole, we were in a better position to conduct the competency evaluation on a consistent and objective basis.

In our examination of each program, we reviewed in detail the course descriptions, examined the work involved, and from that concluded the capabilities students should

have upon completion of their particular program. This collective approach essentially produces more consistent and accurate conclusions.

The summary of the offerings as we have matched them to the offerings is presented in Appendix 4.

Summary of Internal Training and Development Practices Offered by Book Publisher Employers

We conducted 27 interviews of book publishers using the questionnaires in Appendix 1. The purpose of the interviews was to provide a national picture of the in-house training and development practices undertaken by book publishing firms. Four questions were asked. All types of firms were sampled, small, large and all significant sectors. Sixteen interviews were of English language firms and the remainder of French language firms. The summary is presented below; the summaries of the individual employer interviews are in Appendix 5.

Responses for questions 1 and 4 in the interview are combined in this analysis. Respondents in the interview linked their answers so it is very appropriate to combine their responses. Virtually every firm in the sample provides some sort of in-house training for its employees. In deed, the majority reported that in-house training is also formalized. The remainder indicted they provide it on an ad hoc basis.
In terms of the type of in-house training, the following practices were most frequently mentioned as being provided: mentoring, job shadowing, cross training and on the job training and supervision. Some firms have gone to the effort of having a formal in-house curriculum.

The intent of the next question was to determine the usage of professional development seminars offered by industry associations. A very consistent answer across the board from the sample was yes, we send our employees to these seminars. The only qualifiers to the answer "yes" were, in some cases, if appropriate to the employee's needs and if offered locally. A minority of firms do not use this vehicle for training their staff. They indicated they did not find the seminars to be relevant to their needs.

The final question addressed the funding of external courses taken by employees. A very strong majority of firms have a tuition refund plan. Those that do not have a formal plan indicated that, informally, they have and would likely pay for courses if the employee asked them. Most firms paid the full amount of the course if it was job related and a lesser amount if not specifically job related.

The Importance of On the Job Learning and Development

In our proposal responding to Cultural Human Resources Council's Request For a Proposal, we noted we would examine each of the competencies of a book publisher through the lens of our accumulated knowledge of adult learning, to identify the optimal practice for improving one's proficiency in that competency. We have prepared an extensive report, found in Appendix 6, which describes many different approaches to enhancing employees' proficiency of required competencies. These various leaning and development practices are aimed not at the Head or senior management but are meant for the employees who aspire to be in these positions. The role of senior management can be one of leading by example and ensuring that some or all of these practices are used in their workplace.

Work life is an everlasting sequence of learning and growing, whether a person is active in that process or not. It is a good idea for senior management to ensure within their organization that employees focus on the competencies that will result in achieving success (good performance, recognition, responsibility, money, experienced mastery, satisfaction, etc.). Choosing a channel or method to increase competence is not as hard as it looks: almost all people are likely to be right when picking any. The key is agency: seeing and acknowledging the need for a new competency or the expansion of an existing one, and then actively doing something about it.

Analysis and Discussion

The first observation is to note the geography of the academic institutions providing publishing programs. Ontario and British Columbia are well provided for with multiple institutions in each province providing a wide range of programs – Masters, Bachelors, Community College, and Certificates. Programs are available in a multiple of delivery options – in-person, day and evening, and by distance. What is surprising is the lack of any similar programming being offered by a post-secondary institution in Quebec. This is especially surprising given the strength and size of the French-language publishing industry.

In terms of matching the detailed course content of the various programs to the core book publishers' competencies, not surprisingly, no program matched all competency areas. Given that the courses and the competencies were not design or developed with each other in mind, it would have been surprising if the matching were higher than we identified. Some programs matched reasonably well, others not as well. The fact that some don't match should not be taken as a critique of that specific program. Its content can objectively only be judged against its learning objectives. We are merely observing the degree of congruence with the book publisher's competencies, not making qualitative judgments about the value or appropriateness of the various programs.

V REVIEW OF CURRENT OFFERINGS

Four content areas in the competencies were not well covered in general: Distribute Books, Manage Information, Manage Human Resources and Manage Physical Resources.

The following content areas were very well covered by the various programs: Communication Skills, Personal Competencies, Mission and Business Strategy, Develop Books and Lists, Edit Books. Produce Books. Promote Books, Sell Books, and Manage Rights and Contracts

The following specific competencies were consistently not attended to in programs:

CATEGORY	SPECIFIC COMPETENCY
Define Mission and Business Strategy	Develop a human resources plan
Promote Books	Submit authors and titles for awards
Distribute Books	Maintain inventory level
	Receive inventory
	Store inventory
	Deliver orders
	Process returns
	Service customers
Mange Information	Create and maintain sales and marketing data base
	Complete and maintain bibliographic data
	Create and maintain rights and contracts data base
	Create and maintain production data base
	Create and maintain sales and marketing data base
	Create and maintain editorial and content data base
	Distribute and monitor structured bibliographic data
Manage Human Resources	Recruit staff and free lancers
	Orient and train staff and free lancers
	Supervise staff and free lancers
	Plan succession
	Terminate employment
	Administer benefits and payroll
	Develop and maintain HR policies
Manage Financial Resources	Acquire insurance
	Arrange audit
Manage Physical Resources	Lease/ purchase an office
	Lease/purchase a warehouse
	Acquire/maintain furniture and equipment
	Secure utilities and services
	Lease/purchase vehicles
	Purchase office and warehouse supplies

Finally, with regard to association seminars and courses not offered through colleges and universities, it appears that most seminars offered required previous knowledge of publishing skills, industry software, and production capabilities.

In our review of internal training practices, strong and consistent support of training and development by the respondents of the personal interviews was noted. We believe this is an important finding. It provides a supportive culture for new initiatives. In Appendix 6 we discuss the notion that not all of the book publisher competencies lend themselves to academic training in order to gain enhanced proficiency. We present a number of alternative learning practices. Most of these practices are best accomplished in an in-house setting. Given the strong support of training that has been identified, there is every reason to believe that progressive firms would also support the use of these alternative learning practices through in-house programs.

Core Findings

1. Relatively high level of competence – average score is **3.24**. This is a very positive finding. Note that while this finding is an expression of confidence in one's own competencies, more than an actual measure, it certainly indicates that, in general, book publishers are stating they are more than adequately prepared for their jobs.

2. The highest rated categories are Demonstrate Personal Competencies, Demonstrate Communications Skills and Manage Physical Resources. There are only two categories where the average score is below 3.0, signifying that the overall proficiency of respondents in these categories is "not really adequate". They are Manage Information and Manage Rights and Contracts. All other categories are rated at **above** "pretty adequate".

3. In terms of applying the competency model, book publishers are not using competencies to a large degree in their hiring practices. They are much more interested in the perceived fit between the candidate and the "culture of publishing". While this is not an unusual picture, it suggests that the recruitment and selection tradition is still more in the nature of exploring whether a candidate can "be one of us" rather than whether a candidate can do the job.

4. There is a paradox in how training is regarded: on the one hand the book industry is very supportive of specific "technical" training for employees, but on the other hand the passion for training (e.g., personal development) is less there. One reason could be that publishers evaluate themselves as competent overall. Importantly, marketing and technology are the two areas in general that they are interested in seeing staff learn more about.

5. Not all competencies are covered by training offerings – although logically there is no reason for them to be covered since the book publishers competencies weren't developed with the current training curricula in mind. In this respect it is also evident that in a significant number of the book publisher competencies, proficiency can be improved by activities and practices other than taking formal learning.

6. Quebec is under represented in the delivery of book publishing education programs.

Observation

The current competency model is comprehensive in scope. It provides an excellent framework for the design of educational programs and curriculum.

The analysis of the survey results shows that significant numbers of participants don't perform competencies in the model as part of their job. This finding does not in any way negate the accuracy of the model, but it does raise a concern for its usability or adoption by business to any great degree. Further, due to the sheer number of competencies in the model, its use by business likely will be limited. Also, there are no relative weights or

indications of importance for the competencies. Each is held to be of the same value. From an educational basis, this makes sense. From a business perspective, no, they are most interested in competencies that are critical to success on the job. Some competencies are clearly more core to publisher's tasks than others. Finally, measures of proficiency in business don't require an employee to be fully competent in all possible activities. For competencies that are fundamental to success on the job, the employee needs to have more than adequate proficiency. For competencies that are not critical to the job, adequate or less may be quite acceptable.

We raise this observation because we believe in the value of competency-based, people management decisions in the business arena. Best practices in the field of human resource management include competencies. Competencies are extremely useful in improving the quality of human resource decision making, especially in screening, selecting, training, and succession transactions.

Recommendations

We are making a number of recommendations that will assist with the acceptance of the core competencies model throughout the industry and support a closer alignment between training offerings and the core competencies.

Training Offerings

1. Work with educational institutions and professional associations to have them shape their current programs to become more congruent with the competency model.

2. Identify at least one post-secondary institution in Quebec to work with and develop a book publishing program based on the competency model.

3. Encourage academic institutions, and Simon Fraser University in particular, to offer their programs by distance education. We recognize that not all programs lend themselves to distance education but certain ones in the publishing field do. This extension of the geographical reach of the current programs would be of great assistance, we believe, for firms and their employees who aren't able to attend the sites in person. This concern applies particularly in the Prairies and the Atlantic provinces for English-language publishers. We note the various programs offered by Simon Fraser provide good coverage of the core competencies.

4. Consider certification for the position of book publisher and other related positions. Certification could occur on the basis of academic achievement from a program that is based on the competency model and related work experience or a practicum. Certification provides a practical usage of the competency model and based on the experience in the other occupations, such as human resources and training and development, builds interest in and creates creditability for occupational competency models.

5. Develop an education toolkit of best in-house practices that support improvement in employee proficiency of relevant competencies. The industry is supportive of training/learning so this initiative would be very much in this thrust. This development acknowledges the competencies where development occurs outside of a classroom.

6. In spite of succession only being mentioned in two interviews, it is a significant and important issue for the publishing industry in the medium to long term. Management and financial training for upper management is a key to dealing with the succession issue. If companies are to acquire other companies as a response to succession, there will be new challenges in how they manage their now larger companies. If selling to employees is also an answer to company succession, these employees will need to know how to manage the companies, both in dealing with a larger company and more people, and in the financial management of the firm.

Stakeholder Communication

1. Publicize the results of this project to the industry. In addition to reporting the results of this project, the longer-term objective of the communications is to convert the key players in the industry to using competencies in general and the book publisher's competencies specifically in making their people management decisions. The benefits of using competencies in support of book publisher current practices for selection need to be identified and communicated to them.

2. In designing programs for firms, we recommend that the "messaging" lead with business benefits and, in particular, focus on marketing and new technology. While we noted that the industry at large supports training, we also note, particularity in the personal interviews, that the heads of firms were more interested in "bottom line" issues. If the messaging is structured on marketing and technology and how training and development in these areas is effective in producing business results, this message will be more effective than one structured about the generic value of training. Leadership, although decidedly less so than marketing and new technology, is another area of interest.

Competency Model Updating

1. Consider developing a process to refresh the competency model, as future developments in the business and new technologies require book publishers to be proficient in new competencies.

1. **Survey & Questionnaires**
2. **Survey Results**
3. **Training Offerings by Institution**
4. **Courses and Competencies Analysis**
5. **Interview Notes**
6. **Optimal Practices for Improving Competency Proficiency**

CHRC Book Publisher Survey

Welcome to the survey

Thank you for participating in the Book Publishers Training Gaps Analysis. LSM Consulting on behalf of the Cultural Human Resources Council (CHRC) is conducting this important survey.

The intent of this on-line survey is to provide a national picture of the training needs of book publishers. The survey provides the competencies required to be a book publisher. This comprehensive list was determined by the Book Publishers' Expert Working Group, which was established by the CHRC. The results of this survey will be used in conjunction with other parts of the entire project to determine training needs of book publishers and to explore if available education/training systems are able to provide instruction in these competencies.

To complete the survey, please review each competency and indicate the appropriate score on the scale that best reflects your assessment of your current proficiency for that competency. Your personal responses are anonymous. They will be combined in a secure database and tabulated on a national basis for reporting. Your response is important to us since the more that is known accurately about the current training needs of practicing book publishers, the more effective this project will be in achieving its objectives.

The survey takes approximately 20 to 25 minutes to complete. If you are interrupted while completing it, you can come back to it and start where you left off. All completed answers are saved. If you have any questions or experience any difficulty in completing the survey, please e-mail, wlamon@lsmconsulting.com

If you wish, you may print off your copy of your self-assessment. It may be a useful record for you to retain and use in the future to track your personal development.

Thank you for your participation

Professional Competencies - 1. Define the Mission And Business Strategy

Please express your self-rating on the following four point scale:
1. Inadequate for now: I know what's required but my skills fall short
2. Not really adequate yet: I can do the basics but I don't feel proficient
3. Pretty adequate: I usually meet the competency requirements
4. Fully adequate: I possess this competency to the complete professional extent

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job
Articulate a vision and mandate	☐	☐	☐	☐	☐
Identify market opportunities	☐	☐	☐	☐	☐
Identify trends and issues	☐	☐	☐	☐	☐
Determine a decision-making process	☐	☐	☐	☐	☐
Develop financial strategy	☐	☐	☐	☐	☐
Develop a human resources plan	☐	☐	☐	☐	☐
Produce a business plan	☐	☐	☐	☐	☐
Present business plan	☐	☐	☐	☐	☐
Assess performance	☐	☐	☐	☐	☐
Set objectives	☐	☐	☐	☐	☐
Identify weaknesses and threats	☐	☐	☐	☐	☐

Professional Competencies - 2. Develop Books And Lists

Please express your self-rating on the following four point scale:
1. Inadequate for now: I know what's required but my skills fall short
2. Not really adequate yet: I can do the basics but I don't feel proficient
3. Pretty adequate: I usually meet the competency requirements
4. Fully adequate: I possess this competency to the complete professional extent

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job
Assess proposals	☐	☐	☐	☐	☐
Coordinate manuscript submission process	☐	☐	☐	☐	☐
Assess manuscripts	☐	☐	☐	☐	☐
Identify title and series opportunities	☐	☐	☐	☐	☐
Commission manuscripts	☐	☐	☐	☐	☐
Acquire rights to titles from other publishers	☐	☐	☐	☐	☐
Produce a business plan	☐	☐	☐	☐	☐
Develop a per title profit & loss study (P+L)	☐	☐	☐	☐	☐
Develop a manuscript	☐	☐	☐	☐	☐
Develop a title or series	☐	☐	☐	☐	☐
Acquire rights to titles from authors or their agents	☐	☐	☐	☐	☐
Research published materials	☐	☐	☐	☐	☐
Set publishing list & schedule	☐	☐	☐	☐	☐
Validate project requirements	☐	☐	☐	☐	☐
Develop partnerships & sponsorships	☐	☐	☐	☐	☐
Perform post-production assessment (post-mortem)	☐	☐	☐	☐	☐

Professional Competencies - 3. Edit Books

Please express your self-rating on the following four point scale:
1. Inadequate for now: I know what's required but my skills fall short
2. Not really adequate yet: I can do the basics but I don't feel proficient
3. Pretty adequate: I usually meet the competency requirements
4. Fully adequate: I possess this competency to the complete professional extent

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job
Work with authors	☐	☐	☐	☐	☐
Select book title/subtitle	☐	☐	☐	☐	☐
Create bibliographic data	☐	☐	☐	☐	☐
Perform substantive edit	☐	☐	☐	☐	☐
Perform review against standards	☐	☐	☐	☐	☐
Perform copy edit	☐	☐	☐	☐	☐
Determine supplementary materials	☐	☐	☐	☐	☐
Acquire/commission supplementary materials	☐	☐	☐	☐	☐
Secure permissions	☐	☐	☐	☐	☐
Create index, captions, credits, etc.	☐	☐	☐	☐	☐
Proofread page layout	☐	☐	☐	☐	☐
Collect/capture modifications for reprints & new editions	☐	☐	☐	☐	☐

Professional Competencies - 4. Produce Books

Please express your self-rating on the following four point scale:
1. Inadequate for now: I know what's required but my skills fall short
2. Not really adequate yet: I can do the basics but I don't feel proficient
3. Pretty adequate: I usually meet the competency requirements
4. Fully adequate: I possess this competency to the complete professional extent

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job
Determine specifications	☐	☐	☐	☐	☐
Establish & maintain production schedules	☐	☐	☐	☐	☐
Design books	☐	☐	☐	☐	☐
Lay out books	☐	☐	☐	☐	☐
Mark up content	☐	☐	☐	☐	☐
Perform prepress operations	☐	☐	☐	☐	☐
Coordinate proofing	☐	☐	☐	☐	☐
Print and bind books	☐	☐	☐	☐	☐
Archive production files	☐	☐	☐	☐	☐
Arrange shipping logistics	☐	☐	☐	☐	☐
Produce electronic editions	☐	☐	☐	☐	☐
Coordinate preprints	☐	☐	☐	☐	☐

Professional Competencies - 5. Promote Books

Please express your self-rating on the following four point scale:
1. Inadequate for now: I know what's required but my skills fall short
2. Not really adequate yet: I can do the basics but I don't feel proficient
3. Pretty adequate: I usually meet the competency requirements
4. Fully adequate: I possess this competency to the complete professional extent

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job
Create and maintain website content	☐	☐	☐	☐	☐
Create catalogues	☐	☐	☐	☐	☐
Create sales and promotion materials	☐	☐	☐	☐	☐
Place excerpts	☐	☐	☐	☐	☐
Develop partnership promotions	☐	☐	☐	☐	☐
Collaborate with authors	☐	☐	☐	☐	☐
Prepare authors for promotion	☐	☐	☐	☐	☐
Arrange customer promotional events	☐	☐	☐	☐	☐
Arrange author events	☐	☐	☐	☐	☐
Arrange media coverage	☐	☐	☐	☐	☐
Solicit reviews	☐	☐	☐	☐	☐
Advertise books and authors	☐	☐	☐	☐	☐
Submit authors and titles for awards	☐	☐	☐	☐	☐

Professional Competencies - 6. Sell Books

Please express your self-rating on the following four point scale:
1. Inadequate for now: I know what's required but my skills fall short
2. Not really adequate yet: I can do the basics but I don't feel proficient
3. Pretty adequate: I usually meet the competency requirements
4. Fully adequate: I possess this competency to the complete professional extent

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job
Determine target customer list	☐	☐	☐	☐	☐
Design sales & marketing strategy	☐	☐	☐	☐	☐
Implement sales & marketing strategy	☐	☐	☐	☐	☐
Provide samples	☐	☐	☐	☐	☐
Distribute sales/promotional materials	☐	☐	☐	☐	☐
Arrange merchandising	☐	☐	☐	☐	☐
Negotiate terms of sale	☐	☐	☐	☐	☐
Solicit orders	☐	☐	☐	☐	☐
Supervise sales representative	☐	☐	☐	☐	☐
Analyze sales	☐	☐	☐	☐	☐

Professional Competencies - 7. Distribute Books

Please express your self-rating on the following four point scale:
1. Inadequate for now: I know what's required but my skills fall short
2. Not really adequate yet: I can do the basics but I don't feel proficient
3. Pretty adequate: I usually meet the competency requirements
4. Fully adequate: I possess this competency to the complete professional extent

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job
Establish terms of trade	☐	☐	☐	☐	☐
Maintain inventory level	☐	☐	☐	☐	☐
Receive inventory	☐	☐	☐	☐	☐
Store inventory	☐	☐	☐	☐	☐
Process orders	☐	☐	☐	☐	☐
Pick, pack and ship orders	☐	☐	☐	☐	☐
Provide special services and packaging	☐	☐	☐	☐	☐
Deliver orders	☐	☐	☐	☐	☐
Process returns	☐	☐	☐	☐	☐
Service customers	☐	☐	☐	☐	☐
Service distribution clients	☐	☐	☐	☐	☐
Distribute e-books	☐	☐	☐	☐	☐

Professional Competencies - 8. Manage Information

Please express your self-rating on the following four point scale:
1. Inadequate for now: I know what's required but my skills fall short
2. Not really adequate yet: I can do the basics but I don't feel proficient
3. Pretty adequate: I usually meet the competency requirements
4. Fully adequate: I possess this competency to the complete professional extent

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job
Create & maintain a computer infrastructure	☐	☐	☐	☐	☐
Create & maintain administrative & financial data base	☐	☐	☐	☐	☐
Complete & maintain bibliographical data	☐	☐	☐	☐	☐
Create & maintain rights & contracts data base	☐	☐	☐	☐	☐
Create & maintain production data base	☐	☐	☐	☐	☐
Create & maintain sales & marketing data base	☐	☐	☐	☐	☐
Create & maintain editorial & content database	☐	☐	☐	☐	☐
Distribute & monitor structured bibliographical data	☐	☐	☐	☐	☐
Aggregate data	☐	☐	☐	☐	☐
Facilitate access to information	☐	☐	☐	☐	☐
Analyze information	☐	☐	☐	☐	☐
Interface with external information systems	☐	☐	☐	☐	☐
Gather information from outside sources	☐	☐	☐	☐	☐
Create & maintain websites	☐	☐	☐	☐	☐

Professional Competencies - 9. Manage Rights And Contracts

Please express your self-rating on the following four point scale:
1. Inadequate for now: I know what's required but my skills fall short
2. Not really adequate yet: I can do the basics but I don't feel proficient
3. Pretty adequate: I usually meet the competency requirements
4. Fully adequate: I possess this competency to the complete professional extent

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job
Negotiate book contracts	☐	☐	☐	☐	☐
Work with agents & subagents	☐	☐	☐	☐	☐
License territorial rights	☐	☐	☐	☐	☐
License translation rights	☐	☐	☐	☐	☐
License special format editions	☐	☐	☐	☐	☐
License electronic rights	☐	☐	☐	☐	☐
License broadcast/dramatization rights	☐	☐	☐	☐	☐
License merchandising rights	☐	☐	☐	☐	☐
License partial content rights	☐	☐	☐	☐	☐
Negotiate contracts with suppliers & service providers	☐	☐	☐	☐	☐
Acquire rights to titles from authors or their agents	☐	☐	☐	☐	☐
Negotiate contracts with clients	☐	☐	☐	☐	☐
Ensure compliance with licenses, rights & contracts	☐	☐	☐	☐	☐

Professional Competencies - 10. Manage Human Resources

Please express your self-rating on the following four point scale:
1. Inadequate for now: I know what's required but my skills fall short
2. Not really adequate yet: I can do the basics but I don't feel proficient
3. Pretty adequate: I usually meet the competency requirements
4. Fully adequate: I possess this competency to the complete professional extent

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job
Create & maintain job descriptions	☐	☐	☐	☐	☐
Recruit staff & free lancers	☐	☐	☐	☐	☐
Supervise staff & free lancers	☐	☐	☐	☐	☐
Provide professional development	☐	☐	☐	☐	☐
Encourage employee morale	☐	☐	☐	☐	☐
Review performance	☐	☐	☐	☐	☐
Plan succession	☐	☐	☐	☐	☐
Terminate employment	☐	☐	☐	☐	☐
Administer benefits & payroll	☐	☐	☐	☐	☐
Develop & maintain HR policies	☐	☐	☐	☐	☐
Comply with workplace safety laws and regulations	☐	☐	☐	☐	☐
Comply with employment standards regulations	☐	☐	☐	☐	☐

Professional Competencies - 11. Manage Financial Resources

Please express your self-rating on the following four point scale:
1. Inadequate for now: I know what's required but my skills fall short
2. Not really adequate yet: I can do the basics but I don't feel proficient
3. Pretty adequate: I usually meet the competency requirements
4. Fully adequate: I possess this competency to the complete professional extent

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job
Develop a budget	☐	☐	☐	☐	☐
Create and maintain a cash flow projection	☐	☐	☐	☐	☐
Negotiate financing	☐	☐	☐	☐	☐
Apply for grants & funding	☐	☐	☐	☐	☐
Acquire insurance	☐	☐	☐	☐	☐
Negotiate credit with suppliers	☐	☐	☐	☐	☐
Establish & administer customer credit policy	☐	☐	☐	☐	☐
Create & maintain an accounting system	☐	☐	☐	☐	☐
Administer payables & receivables	☐	☐	☐	☐	☐
Pay royalties	☐	☐	☐	☐	☐
Revise budget based on performance	☐	☐	☐	☐	☐
Prepare financial statements	☐	☐	☐	☐	☐
Arrange audit	☐	☐	☐	☐	☐

Professional Competencies - 12. Manage Physical Resources

Please express your self-rating on the following four point scale:
1. Inadequate for now: I know what's required but my skills fall short
2. Not really adequate yet: I can do the basics but I don't feel proficient
3. Pretty adequate: I usually meet the competency requirements
4. Fully adequate: I possess this competency to the complete professional extent

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job
Lease/purchase an office	☐	☐	☐	☐	☐
Lease/purchase a warehouse	☐	☐	☐	☐	☐
Acquire/maintain furniture & equipment	☐	☐	☐	☐	☐
Secure utilities & services	☐	☐	☐	☐	☐
Lease/purchase vehicles	☐	☐	☐	☐	☐
Organize work space	☐	☐	☐	☐	☐
Purchase office & warehouse supplies	☐	☐	☐	☐	☐

General Competencies - 13. Demonstrate Communication Skills

Please express your self-rating on the following four point scale:
1. Inadequate for now: I know what's required but my skills fall short
2. Not really adequate yet: I can do the basics but I don't feel proficient
3. Pretty adequate: I usually meet the competency requirements
4. Fully adequate: I possess this competency to the complete professional extent

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job
Practice active listening	☐	☐	☐	☐	☐
Read analytically	☐	☐	☐	☐	☐
Give & receive feedback	☐	☐	☐	☐	☐
Communicate visually	☐	☐	☐	☐	☐
Make oral presentations	☐	☐	☐	☐	☐
Adapt language to situations & individuals	☐	☐	☐	☐	☐
Write marketing copy	☐	☐	☐	☐	☐
Write business documents	☐	☐	☐	☐	☐
Write editorial correspondence	☐	☐	☐	☐	☐
Write & rewrite book content	☐	☐	☐	☐	☐
Use industry terminology & symbols	☐	☐	☐	☐	☐
Use communication tools & technology	☐	☐	☐	☐	☐
Speak effectively	☐	☐	☐	☐	☐

General Competencies - 14. Demonstrate Personal Competencies

Please express your self-rating on the following four point scale:
1. Inadequate for now: I know what's required but my skills fall short
2. Not really adequate yet: I can do the basics but I don't feel proficient
3. Pretty adequate: I usually meet the competency requirements
4. Fully adequate: I possess this competency to the complete professional extent

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job
Build teams	☐	☐	☐	☐	☐
Work as a team member	☐	☐	☐	☐	☐
Persuade	☐	☐	☐	☐	☐
Negotiate	☐	☐	☐	☐	☐
Demonstrate time management skills	☐	☐	☐	☐	☐
Prioritize	☐	☐	☐	☐	☐
Make decisions	☐	☐	☐	☐	☐
Exercise leadership	☐	☐	☐	☐	☐
Provide training & guidance	☐	☐	☐	☐	☐
Educate	☐	☐	☐	☐	☐
Adapt to changes	☐	☐	☐	☐	☐
Stay current	☐	☐	☐	☐	☐
Deliver on commitments	☐	☐	☐	☐	☐
Maintain relationships	☐	☐	☐	☐	☐
Network	☐	☐	☐	☐	☐
Demonstrate thoroughness & attention to details	☐	☐	☐	☐	☐
Solve problems	☐	☐	☐	☐	☐
Demonstrate analytical skills	☐	☐	☐	☐	☐

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job
Work under pressure	☐	☐	☐	☐	☐
Conceptualize & create new ideas	☐	☐	☐	☐	☐
Exercise resourcefulness	☐	☐	☐	☐	☐
Demonstrate sensitivity to regional/cultural differences	☐	☐	☐	☐	☐
Demonstrate credibility	☐	☐	☐	☐	☐
Advocate	☐	☐	☐	☐	☐
Delegate	☐	☐	☐	☐	☐

Enquête du CRHSC auprès des éditrices et éditeurs Terminé

1. Bienvenue a l'enquête

Merci de votre participation à l'analyse des lacunes dans la formation destinée aux éditrices et éditeurs de livres. La firme LSM Consulting effectue l'enquête au nom du Conseil des resources humaines du secteur culturel (CRHSC).

Cette enquête en ligne vise à obtenir un portrait d'ensemble du niveau de compétence des éditrices et éditeurs canadiens. Elle comprend la liste des compétences dont ont besoin les éditrices et les éditeurs telles que définies par le groupe d'experts établi par le CRHSC. Les résultats de la présente enquête, combinés à d'autres éléments du projet, serviront à déterminer quelles sont les lacunes dans la formation destinée aux éditrices et aux éditeurs et à étudier quels systèmes d'éducation ou de formation pourraient combler les lacunes liées à chacune des compétences.

Pour chacune des compétences, veuillez cocher l'affirmation qui représente le mieux votre maîtrise de ce domaine. Votre évaluation sera sans doute bonne dans certains domaines et moins bonne dans d'autres. Il est toutefois important que vous répondiez honnêtement à chacune des questions.

Nous respecterons l'anonymat. Les réponses seront compilées dans une base de données sécurisée et le rapport portera sur l'ensemble des données. Vos réponses sont importantes. Plus nos connaissances seront précises quant au niveau actuel de compétences des éditrices et éditeurs de livres, mieux nous réussirons à atteindre les objectifs du projet.

Il vous faudra de 20 à 25 minutes pour remplir le questionnaire. Vous pourrez vous interrompre et reprendre le questionnaire là où vous l'aurez laissé puisque les réponses seront sauvegardées à mesure que vous y répondrez.

Si vous avez des questions ou que vous éprouvez de la difficulté pour répondre au questionnaire, veuillez communiquer avec nous par courriel aux adresses suivantes : wlamon@lsmconsulting.com ou margannem@rogers.com.

Si vous le désirez, vous pouvez imprimer votre autoévaluation. Cela pourrait vous être utile pour faire le suivi de votre perfectionnement personnel.

Merci encore de votre collaboration.

Compétences professionnelles - 1. Définir la mission et la stratégie d'affaires

Veuillez évaluer votre niveau de maîtrise de cette compétence selon l'échelle suivante :
1. Inadéquat pour le moment. Je sais de quoi j'ai besoin, mais mes compétences ne sont pas satisfaisantes.
2. Pas tout à fait adéquat. Je peux faire le travail de base, mais je ne me sens pas encore tout à fait à l'aise.
3. Assez adéquat. En général, je réponds aux exigences.
4. Très adéquat. Je maîtrise cette compétence professionnelle.

	Inadéquat pour le moment	Pas tout à fait adéquat	Assez adéquat	Très adéquat	Cela ne fait pas partie de mon travail
Établir une vision et un mandate	☐	☐	☐	☐	☐
Déterminer les possibilités du marché	☐	☐	☐	☐	☐
Définir les tendances et les enjeux	☐	☐	☐	☐	☐
Établir un processus de prise de décision	☐	☐	☐	☐	☐
Établir une stratégie de financement	☐	☐	☐	☐	☐
Élaborer un plan de ressources humaines	☐	☐	☐	☐	☐
Produire un plan d'affaires	☐	☐	☐	☐	☐
Présenter un plan d'affaires	☐	☐	☐	☐	☐
Évaluer le rendement	☐	☐	☐	☐	☐
Établir les objectifs	☐	☐	☐	☐	☐
Préciser les faiblesses et les menaces	☐	☐	☐	☐	☐

Compétences professionnelles - 2. Préparer des livres et des listes

Veuillez évaluer votre niveau de maîtrise de cette compétence selon l'échelle suivante :
1. Inadéquat pour le moment. Je sais de quoi j'ai besoin, mais mes compétences ne sont pas satisfaisantes.
2. Pas tout à fait adéquat. Je peux faire le travail de base, mais je ne me sens pas encore tout à fait à l'aise.
3. Assez adéquat. En général, je réponds aux exigences.
4. Très adéquat. Je maîtrise cette compétence professionnelle.

	Inadéquat pour le moment	Pas tout à fait adéquat	Assez adéquat	Très adéquat	Cela ne fait pas partie de mon travail
Évaluer les propositions	☐	☐	☐	☐	☐
Coordonner le processus de soumission de manuscrits	☐	☐	☐	☐	☐
Évaluer les manuscrits	☐	☐	☐	☐	☐
Explorer les possibilités de titres et de séries	☐	☐	☐	☐	☐
Commander des manuscrits	☐	☐	☐	☐	☐
Acquérir des droits auprès d'autres éditeurs	☐	☐	☐	☐	☐
Établir une étude des profits et pertes par titre	☐	☐	☐	☐	☐
Préparer un manuscrit	☐	☐	☐	☐	☐
Concevoir un titre ou une série	☐	☐	☐	☐	☐
Acquérir des droits auprès des auteurs ou de leurs agents	☐	☐	☐	☐	☐
Faire de la recherche de matériel publié	☐	☐	☐	☐	☐
Établir la liste et les horaires de publication	☐	☐	☐	☐	☐
Valider les exigences d'un projet	☐	☐	☐	☐	☐
Établir des partenariats et des commandites	☐	☐	☐	☐	☐
Faire l'évaluation postproduction (postmortem)	☐	☐	☐	☐	☐

Compétences professionnelles - 3. Éditer des livres

Veuillez évaluer votre niveau de maîtrise de cette compétence selon l'échelle suivante :
1. Inadéquat pour le moment. Je sais de quoi j'ai besoin, mais mes compétences ne sont pas satisfaisantes.
2. Pas tout à fait adéquat. Je peux faire le travail de base, mais je ne me sens pas encore tout à fait à l'aise.
3. Assez adéquat. En général, je réponds aux exigences.
4. Très adéquat. Je maîtrise cette compétence professionnelle.

	Inadéquat pour le moment	Pas tout à fait adéquat	Assez adéquat	Très adéquat	Cela ne fait pas partie de mon travail
Travailler avec les auteurs	☐	☐	☐	☐	☐
Choisir les titres et les sous-titres	☐	☐	☐	☐	☐
Créer les données bibliographiques	☐	☐	☐	☐	☐
Faire une correction complète	☐	☐	☐	☐	☐
Analyser en fonction des normes	☐	☐	☐	☐	☐
Faire de la correction d'épreuves	☐	☐	☐	☐	☐
Déterminer les besoins en matériel supplémentaire	☐	☐	☐	☐	☐
Acquérir ou commander le materiel supplémentaire	☐	☐	☐	☐	☐
Obtenir les permissions	☐	☐	☐	☐	☐
Créer les index, les légendes, les crédits, etc.	☐	☐	☐	☐	☐
Corriger la mise en page	☐	☐	☐	☐	☐
Entrer les modifications pour les réimpressions et les nouvelles éditions	☐	☐	☐	☐	☐

Compétences professionnelles - 5. Faire la promotion des livres

Veuillez évaluer votre niveau de maîtrise de cette compétence selon l'échelle suivante :
1. Inadéquat pour le moment. Je sais de quoi j'ai besoin, mais mes compétences ne sont pas satisfaisantes.
2. Pas tout à fait adéquat. Je peux faire le travail de base, mais je ne me sens pas encore tout à fait à l'aise.
3. Assez adéquat. En général, je réponds aux exigences.
4. Très adéquat. Je maîtrise cette compétence professionnelle.

	Inadéquat pour le moment	Pas tout à fait adéquat	Assez adéquat	Très adéquat	Cela ne fait pas partie de mon travail
Créer le contenu d'un site Web et le mettre à jour	☐	☐	☐	☐	☐
Créer des catalogues	☐	☐	☐	☐	☐
Créer du matériel de vente et de promotion	☐	☐	☐	☐	☐
Choisir des extraits pour la promotion	☐	☐	☐	☐	☐
Établir des partenariats de promotion	☐	☐	☐	☐	☐
Collaborer avec les auteurs	☐	☐	☐	☐	☐
Préparer les auteurs pour la promotion	☐	☐	☐	☐	☐
Organiser des activités de promotion pour la clientèle	☐	☐	☐	☐	☐
Organiser des activités avec les auteurs	☐	☐	☐	☐	☐
Organiser la couverture médiatique	☐	☐	☐	☐	☐
Solliciter des critiques	☐	☐	☐	☐	☐
Faire de la publicité sur les livres et les auteurs	☐	☐	☐	☐	☐
Soumettre des livres et des auteurs pour des prix	☐	☐	☐	☐	☐

Compétences professionnelles - 6. Vendre des livres

Veuillez évaluer votre niveau de maîtrise de cette compétence selon l'échelle suivante :
1. Inadéquat pour le moment. Je sais de quoi j'ai besoin, mais mes compétences ne sont pas satisfaisantes.
2. Pas tout à fait adéquat. Je peux faire le travail de base, mais je ne me sens pas encore tout à fait à l'aise.
3. Assez adéquat. En général, je réponds aux exigences.
4. Très adéquat. Je maîtrise cette compétence professionnelle.

	Inadéquat pour le moment	Pas tout à fait adéquat	Assez adéquat	Très adéquat	Cela ne fait pas partie de mon travail
Établir la liste de la clientèle cible	☐	☐	☐	☐	☐
Concevoir une stratégie de vente et de commercialisation	☐	☐	☐	☐	☐
Appliquer la stratégie de vente et de commercialisation	☐	☐	☐	☐	☐
Distribuer des échantillons	☐	☐	☐	☐	☐
Distribuer le matériel de vente et de promotion	☐	☐	☐	☐	☐
Organiser les produits dérivés	☐	☐	☐	☐	☐
Négocier les conditions de vente	☐	☐	☐	☐	☐
Solliciter des commandes	☐	☐	☐	☐	☐
Superviser les représentants des ventes	☐	☐	☐	☐	☐
Analyser les ventes	☐	☐	☐	☐	☐

Compétences professionnelles - 7. Distribuer des livres

Veuillez évaluer votre niveau de maîtrise de cette compétence selon l'échelle suivante :
1. Inadéquat pour le moment. Je sais de quoi j'ai besoin, mais mes compétences ne sont pas satisfaisantes.
2. Pas tout à fait adéquat. Je peux faire le travail de base, mais je ne me sens pas encore tout à fait à l'aise.
3. Assez adéquat. En général, je réponds aux exigences.
4. Très adéquat. Je maîtrise cette compétence professionnelle.

	Inadéquat pour le moment	Pas tout à fait adéquat	Assez adéquat	Très adéquat	Cela ne fait pas partie de mon travail
Établir les ententes commerciales	☐	☐	☐	☐	☐
Maintenir le niveau d'inventaire	☐	☐	☐	☐	☐
Recevoir l'inventaire	☐	☐	☐	☐	☐
Entreposer l'inventaire	☐	☐	☐	☐	☐
Traiter les commandes	☐	☐	☐	☐	☐
Prendre les commandes, les emballer et les expédier	☐	☐	☐	☐	☐
Offrir les services spéciaux et préparer l'emballage	☐	☐	☐	☐	☐
Livrer les commandes	☐	☐	☐	☐	☐
Traiter les retours	☐	☐	☐	☐	☐
Assurer le service à la clientèle	☐	☐	☐	☐	☐
Assurer les services de distribution à la clientèle	☐	☐	☐	☐	☐
Faire la distribution des livres électroniques	☐	☐	☐	☐	☐

Compétences professionnelles - 8. Gérer l'information

Veuillez évaluer votre niveau de maîtrise de cette compétence selon l'échelle suivante :
1. Inadéquat pour le moment. Je sais de quoi j'ai besoin, mais mes compétences ne sont pas satisfaisantes.
2. Pas tout à fait adéquat. Je peux faire le travail de base, mais je ne me sens pas encore tout à fait à l'aise.
3. Assez adéquat. En général, je réponds aux exigences.
4. Très adéquat. Je maîtrise cette compétence professionnelle.

	Inadéquat pour le moment	Pas tout à fait adéquat	Assez adéquat	Très adéquat	Cela ne fait pas partie de mon travail
Créer une infrastructure informatique et la tenir à jour	☐	☐	☐	☐	☐
Créer une base de données administratives et financières et la tenir à jour	☐	☐	☐	☐	☐
Recueillir des données bibliographiques et les tenir à jour	☐	☐	☐	☐	☐
Créer une base de données sur les droits et les contrats et la tenir à jour	☐	☐	☐	☐	☐
Créer une base de données sur la production et la tenir à jour	☐	☐	☐	☐	☐
Créer une base de données sur les ventes et la commercialisation et la tenir à jour	☐	☐	☐	☐	☐
Créer une base de données éditoriales et de contenu et la tenir à jour	☐	☐	☐	☐	☐
Distribuer et gérer des données bibliographiques structurées	☐	☐	☐	☐	☐
Regrouper des données	☐	☐	☐	☐	☐
Faciliter l'accès à l'information	☐	☐	☐	☐	☐
Analyser l'information	☐	☐	☐	☐	☐

	Inadéquat pour le moment	Pas tout à fait adéquat	Assez adéquat	Très adéquat	Cela ne fait pas partie de mon travail
Assurer l'interface avec les systèmes d'information externes	☐	☐	☐	☐	☐
Recueillir de l'information à partir de sources extérieures	☐	☐	☐	☐	☐
Créer des sites Web et les tenir à jour	☐	☐	☐	☐	☐

Compétences professionnelles - 9. Gérer les droits et les contrats

Veuillez évaluer votre niveau de maîtrise de cette compétence selon l'échelle suivante :
1. Inadéquat pour le moment. Je sais de quoi j'ai besoin, mais mes compétences ne sont pas satisfaisantes.
2. Pas tout à fait adéquat. Je peux faire le travail de base, mais je ne me sens pas encore tout à fait à l'aise.
3. Assez adéquat. En général, je réponds aux exigences.
4. Très adéquat. Je maîtrise cette compétence professionnelle.

	Inadéquat pour le moment	Pas tout à fait adéquat	Assez adéquat	Très adéquat	Cela ne fait pas partie de mon travail
Négocier les contrats de livres	☐	☐	☐	☐	☐
Travailler avec les agents et les sous-agents	☐	☐	☐	☐	☐
Accorder une licence pour les droits territoriaux	☐	☐	☐	☐	☐
Accorder une licence pour les droits de traduction	☐	☐	☐	☐	☐
Accorder une licence pour les éditions en format spécial	☐	☐	☐	☐	☐
Accorder une licence pour les droits électroniques	☐	☐	☐	☐	☐
Accorder une licence pour les droits de diffusion ou de dramatisation	☐	☐	☐	☐	☐
Accorder une licence pour les droits sur les produits dérivés	☐	☐	☐	☐	☐
Accorder une licence pour des droits partiels sur le contenu	☐	☐	☐	☐	☐
Négocier des contrats avec les fournisseurs (produits et services)	☐	☐	☐	☐	☐
Négocier des contrats avec la clientèle	☐	☐	☐	☐	☐
Assurer le respect des licences, des droits et des contrats	☐	☐	☐	☐	☐

Compétences professionnelles - 10. Gérer les ressources humaines

Veuillez évaluer votre niveau de maîtrise de cette compétence selon l'échelle suivante :
1. Inadéquat pour le moment. Je sais de quoi j'ai besoin, mais mes compétences ne sont pas satisfaisantes.
2. Pas tout à fait adéquat. Je peux faire le travail de base, mais je ne me sens pas encore tout à fait à l'aise.
3. Assez adéquat. En général, je réponds aux exigences.
4. Très adéquat. Je maîtrise cette compétence professionnelle.

	Inadéquat pour le moment	Pas tout à fait adéquat	Assez adéquat	Très adéquat	Cela ne fait pas partie de mon travail
Créer les descriptions d'emploi et les tenir à jour	☐	☐	☐	☐	☐
Recruter le personnel et les contractuels	☐	☐	☐	☐	☐
Orienter et former le personnel et les contractuels	☐	☐	☐	☐	☐
Superviser le personnel et les contractuels	☐	☐	☐	☐	☐
Assurer le perfectionnement professionnel	☐	☐	☐	☐	☐
Soutenir le moral des employés	☐	☐	☐	☐	☐
Évaluer le rendement	☐	☐	☐	☐	☐
Prévoir la relève	☐	☐	☐	☐	☐
Mettre fin à un emploi	☐	☐	☐	☐	☐
Administrer les avantages sociaux et les salaires	☐	☐	☐	☐	☐
Élaborer des politiques de resources humaines et les tenir à jour	☐	☐	☐	☐	☐
Se conformer aux lois et règlements sur la sécurité au travail	☐	☐	☐	☐	☐
Se conformer aux normes et aux règlements du travail	☐	☐	☐	☐	☐

Compétences professionnelles - 11. Gérer les ressources financières

Veuillez évaluer votre niveau de maîtrise de cette compétence selon l'échelle suivante :
1. Inadéquat pour le moment. Je sais de quoi j'ai besoin, mais mes compétences ne sont pas satisfaisantes.
2. Pas tout à fait adéquat. Je peux faire le travail de base, mais je ne me sens pas encore tout à fait à l'aise.
3. Assez adéquat. En général, je réponds aux exigences.
4. Très adéquat. Je maîtrise cette compétence professionnelle.

	Inadéquat pour le moment	Pas tout à fait adéquat	Assez adéquat	Très adéquat	Cela ne fait pas partie de mon travail
Établir un budget	☐	☐	☐	☐	☐
Créer et tenir à jour les projections de liquidités	☐	☐	☐	☐	☐
Négocier le financement	☐	☐	☐	☐	☐
Faire des demandes de subvention et de financement	☐	☐	☐	☐	☐
Prendre des assurances	☐	☐	☐	☐	☐
Négocier des conditions de crédit avec les fournisseurs	☐	☐	☐	☐	☐
Établir et gérer des politiques de crédit pour la clientèle	☐	☐	☐	☐	☐
Créer et un système de comptabilité et le tenir à jour	☐	☐	☐	☐	☐
Administrer les sommes à payer et à recevoir	☐	☐	☐	☐	☐
Payer les redevances	☐	☐	☐	☐	☐
Revoir le budget en fonction du rendement	☐	☐	☐	☐	☐
Préparer les états financiers	☐	☐	☐	☐	☐
Préparer la vérification	☐	☐	☐	☐	☐

Compétences professionnelles - 12. Gérer les ressources physiques

Veuillez évaluer votre niveau de maîtrise de cette compétence selon l'échelle suivante :
1. Inadéquat pour le moment. Je sais de quoi j'ai besoin, mais mes compétences ne sont pas satisfaisantes.
2. Pas tout à fait adéquat. Je peux faire le travail de base, mais je ne me sens pas encore tout à fait à l'aise.
3. Assez adéquat. En général, je réponds aux exigences.
4. Très adéquat. Je maîtrise cette compétence professionnelle.

	Inadéquat pour le moment	Pas tout à fait adéquat	Assez adéquat	Très adéquat	Cela ne fait pas partie de mon travail
Louer ou acheter des espaces de bureaux	☐	☐	☐	☐	☐
Louer ou acheter un entrepôt	☐	☐	☐	☐	☐
Acheter et entretenir des meubles et de l'équipement	☐	☐	☐	☐	☐
Garantir les services publics et autres services	☐	☐	☐	☐	☐
Louer ou acheter des véhicules	☐	☐	☐	☐	☐
Organiser le milieu de travail	☐	☐	☐	☐	☐
Acheter les fournitures pour le bureau et l'entrepôt	☐	☐	☐	☐	☐

Compétences générales - 13. Démontrer des habiletés de communication

Veuillez évaluer votre niveau de maîtrise de cette compétence selon l'échelle suivante :
1. Inadéquat pour le moment. Je sais de quoi j'ai besoin, mais mes compétences ne sont pas satisfaisantes.
2. Pas tout à fait adéquat. Je peux faire le travail de base, mais je ne me sens pas encore tout à fait à l'aise.
3. Assez adéquat. En général, je réponds aux exigences.
4. Très adéquat. Je maîtrise cette compétence professionnelle.

	Inadéquat pour le moment	Pas tout à fait adéquat	Assez adéquat	Très adéquat	Cela ne fait pas partie de mon travail
Faire de l'écoute active	☐	☐	☐	☐	☐
Lire de façon analytique	☐	☐	☐	☐	☐
Donner et recevoir de la rétroaction	☐	☐	☐	☐	☐
Communiquer de façon visuelle	☐	☐	☐	☐	☐
Faire des présentations orales	☐	☐	☐	☐	☐
Adapter son langage aux situations et aux individus	☐	☐	☐	☐	☐
Rédiger des documents de commercialisation	☐	☐	☐	☐	☐
Rédiger des documents d'affaires	☐	☐	☐	☐	☐
Rédiger la correspondance éditoriale	☐	☐	☐	☐	☐
Rédiger et réécrire le contenu d'un livre	☐	☐	☐	☐	☐
Utiliser la terminologie et les symboles de l'industrie	☐	☐	☐	☐	☐
Utiliser les outils de communication et la technologie	☐	☐	☐	☐	☐
S'exprimer de façon efficace	☐	☐	☐	☐	☐

Compétences générales - 14. Démontrer des habiletés personnelles

Veuillez évaluer votre niveau de maîtrise de cette compétence selon l'échelle suivante :
1. Inadéquat pour le moment. Je sais de quoi j'ai besoin, mais mes compétences ne sont pas satisfaisantes.
2. Pas tout à fait adéquat. Je peux faire le travail de base, mais je ne me sens pas encore tout à fait à l'aise.
3. Assez adéquat. En général, je réponds aux exigences.
4. Très adéquat. Je maîtrise cette compétence professionnelle.

	Inadéquat pour le moment	Pas tout à fait adéquat	Assez adéquat	Très adéquat	Cela ne fait pas partie de mon travail
Bâtir des équipes	☐	☐	☐	☐	☐
Travailler en équipe	☐	☐	☐	☐	☐
Persuader	☐	☐	☐	☐	☐
Négocier	☐	☐	☐	☐	☐
Démontrer des habiletés de gestion de temps	☐	☐	☐	☐	☐
Établir les priorités	☐	☐	☐	☐	☐
Prendre des décisions	☐	☐	☐	☐	☐
Exercer du leadership	☐	☐	☐	☐	☐
Assurer la formation et l'orientation	☐	☐	☐	☐	☐
Faire de l'éducation	☐	☐	☐	☐	☐
S'adapter aux changements	☐	☐	☐	☐	☐
Se tenir à jour	☐	☐	☐	☐	☐
Respecter les engagements	☐	☐	☐	☐	☐
Maintenir des relations	☐	☐	☐	☐	☐
Faire du réseautage	☐	☐	☐	☐	☐
Démontrer de la rigueur et de la minutie	☐	☐	☐	☐	☐

	Inadéquat pour le moment	Pas tout à fait adéquat	Assez adéquat	Très adéquat	Cela ne fait pas partie de mon travail
Résoudre des problèmes	☐	☐	☐	☐	☐
Démontrer des capacités d'analyse	☐	☐	☐	☐	☐
Être capable de travailler sous pression	☐	☐	☐	☐	☐
Faire de la conceptualisation et trouver de nouvelles idées	☐	☐	☐	☐	☐
Démontrer de l'inventivité	☐	☐	☐	☐	☐
Tenir compte des différences régionales et culturelles	☐	☐	☐	☐	☐
Avoir de la crédibilité	☐	☐	☐	☐	☐
Défendre les intérêts de la maison d'édition	☐	☐	☐	☐	☐
Déléguer	☐	☐	☐	☐	☐

Questionnaire # 1, Qualitative Analysis

1. In an increasingly globalized world, and an increasingly consolidated book publishing environment, what are the priorities of your company, in the medium-term and in the long-term, for your own training and development, and for your employees' training and development? What are your priorities in terms of the competencies of book publishers, as outlined in the survey?
2. Are there any trends or indicators that are causing you to move in this direction?
3. What values and professional capabilities will you look for in the future when hiring new employees?
4. What new developments and initiatives in the content of your books and in the conduct of your business are you planning or would like to plan over the medium-to-long term?
5. Would your preferred set of competencies that you now have in your company, change at all if you modified your company's mandate and market? If yes, which ones would change?
6. Is there anything else you would like to comment on or say before we finish?

Questionnaire # 2, Training

1. Does your firm provide in-house training for its employees? If so, what kind, how and how often, when? (Details)

2. When professional development seminars and opportunities are offered by industry associations and organizations, do you make these available to your employees? (e.g.: ACP, prov'l publishing orgs, etc.)

2. Does your firm have a tuition refund policy/plan for its employees? I.e., Does it pay for all or part of any relevant courses taken by your staff? If so, what is the policy?
4. Does your firm provide other kinds of in-house training, such as shadowing, mentoring, on-the-job training/supervision, or training/learning with periodic check-ins for progress assessment?

Questionnaire #1, Analyse Qualitative

1. Dans un monde qui devient de plus en plus globalisée et dans un environnement de publication de livres qui devient de plus en plus consolidé, quelles sont les priorités de votre entreprise à moyen terme et à long terme, pour votre propre formation et développement et pour la formation et développement de vos employés? Quelles sont vos priorités en matière de compétences des éditeurs comme elles sont définies dans l'enquête?

2. Y-a-t-il des tendances ou des indicateurs qui vous font avancer dans cette direction?

3. Quelles valeurs et compétences professionnelles allez-vous chercher dans le future quand vous embaucherez des nouveaux employés?

4. Quels nouveaux développements ou initiatives dans le contenu de vos livres et dans la façon dont vous gérez votre entreprise prévoyez-vous ou voulez-vous planifier à moyen terme à long terme?

5. En pensant au mandat éditorial de votre entreprise et de votre secteur de marché, sentez-vous que ces deux aspects ont un impact différent sur les compétences désirées que sur les éditeurs avec des mandats et des marchés différents?

6. Y-a-t-il autre chose sur lequel vous aimeriez commenter avant de terminer?

Questionnaire #2, Formation

1. Est-ce que votre entreprise pourvoit des formations internes pour ses employés? Si oui, de quelle sorte, comment, combien de fois et quand? (Détails)

2. Lorsque des séminaires de formation professionnelle sont offerts par des organisations ou associations externes (ex. Association nationale de éditeurs de livres), offrez-vous à vos employés la possibilité d'y participer?

3. Est-ce que votre entreprise a une politique de remboursement des frais d'inscription pour les employés? Est-ce que vous payez pour tout ou une partie des cours pris par votre personnel? Si oui, quelle est la politique?

4. Est-ce que votre entreprise pourvoit d'autres formations internes, telles que suivre une personne et travailler avec elle, formation/supervision, ou formation/apprentissage avec des contrôles réguliers pour évaluer le progrès?

National Survey Results

Define The Mission And Business Strategy

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job	Total Responses	Avg. Score (Without #5)
Articulate a vision and mandate	5	10	46	84	36	181	3.44
Identify market opportunities	7	24	72	45	32	180	3.05
Identify trends and issues	5	15	80	52	27	179	3.18
Determine a decision-making process	4	7	52	81	34	178	3.46
Develop financial strategy	7	20	60	36	55	178	3.02
Develop a human resources plan	5	27	48	33	65	178	2.96
Produce a business plan	10	19	50	42	57	178	3.02
Present business plan	11	20	45	46	56	178	3.03
Assess performance	4	12	57	59	45	177	3.30
Set objectives	2	9	53	90	23	177	3.50
Identify weaknesses and threats	1	13	71	65	27	177	3.33

Develop Books And Lists

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job	Total Responses	Avg. Score (Without #5)
Assess proposals	5	3	40	73	48	169	3.50
Coordinate manuscript submission process	5	8	39	66	52	170	3.41
Assess manuscripts	5	7	37	72	48	169	3.45
Identify title and series opportunities	5	14	46	53	51	169	3.25
Commission manuscripts	9	14	27	46	71	167	3.15
Acquire rights to titles from other publishers	12	21	29	43	65	170	2.98
Develop a per title profit and loss study (P+L)	13	21	33	44	59	170	2.97
Develop a manuscript	7	11	22	66	64	170	3.39
Develop a title or a series	7	9	33	60	61	170	3.34
Acquire rights to titles from authors or their agents	8	18	31	43	70	170	3.09
Research published materials	7	6	48	55	54	170	3.30
Set publishing list and schedule	4	8	34	68	56	170	3.46
Validate project requirements	5	6	47	57	55	170	3.36
Develop partnerships and sponsorships	7	19	45	34	65	170	3.01
Perform post-production assessment (post-mortem)	10	13	44	54	49	170	3.17

Edit Books

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job	Total Responses	Avg. Score(Without #5)
Work with authors	4	3	28	91	41	167	3.63
Select book title / subtitle	4	10	38	62	53	167	3.39
Create bibliographic data	7	13	26	52	69	167	3.26
Perform substantive edit	3	11	29	49	75	167	3.35
Perform review against standards	8	4	36	38	79	165	3.21
Perform copy edit	4	8	29	52	74	167	3.39
Determine supplementary materials	6	8	41	44	68	167	3.24
Acquire / commission supplementary materials	5	8	38	46	70	167	3.29
Secure permissions	5	4	33	45	79	166	3.36
Create index captions credits etc.	4	7	30	38	88	167	3.29
Proofread page layout	5	2	30	64	66	167	3.51
Collect / capture modifications for reprints and new editions	3	5	32	51	75	166	3.44

Produce Books

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job	Total Responses	Avg. Score(Without #5)
Determine specifications	4	7	29	56	68	164	3.43
Establish and maintain production schedules	3	11	26	54	71	165	3.39
Design books	6	5	19	42	93	165	3.35
Lay out books	5	5	18	43	94	165	3.39
Mark up content	4	4	23	58	76	165	3.52
Perform prepress operations	4	5	22	36	98	165	3.34
Coordinate proofing	4	4	21	61	75	165	3.54
Print and bind books	4	2	9	23	127	165	3.34
Archive production files	4	12	21	32	95	164	3.17
Arrange shipping logistics	3	5	20	44	93	165	3.46
Produce electronic editions	13	14	12	18	108	165	2.61
Coordinate preprints	5	6	18	37	99	165	3.32

Promote Books

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job	Total Responses	Avg. Score (Without #5)
Create and maintain website content	14	17	27	21	84	163	2.70
Create catalogues	4	6	31	49	73	163	3.39
Create sales and promotion materials	6	8	45	47	57	163	3.25
Place excerpts	6	15	38	29	74	162	3.02
Develop partnership promotions	12	17	42	22	70	163	2.80
Collaborate with authors	4	4	34	70	51	163	3.52
Prepare authors for promotion	6	9	36	41	71	163	3.22
Arrange customer promotional events	7	14	37	31	74	163	3.03
Arrange author events	6	13	31	38	75	163	3.15
Arrange media coverage	5	15	32	23	88	163	2.97
Solicit reviews	6	10	35	32	80	163	3.12
Advertise books and authors	3	8	41	39	72	163	3.27
Submit authors and titles for awards	6	3	34	48	72	163	3.36

Sell Books

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job	Total Responses	Avg. Score(Without #5)
Determine target customer list	4	10	48	45	54	161	3.25
Design sales and marketing strategy	5	17	47	38	54	161	3.10
Implement sales and marketing strategy	5	15	43	37	61	161	3.12
Provide samples	2	6	40	56	57	161	3.44
Distribute sales / promotional materials	3	6	40	49	63	161	3.38
Arrange merchandising	8	13	28	24	88	161	2.93
Negotiate terms of sale	6	8	32	41	74	161	3.24
Solicit orders	6	10	32	39	74	161	3.20
Supervise sales representatives	10	9	26	25	91	161	2.94
Analyze sales	7	20	36	45	53	161	3.10

Distribute Books

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job	Total Responses	Avg. Score (Without #5)
Establish terms of trade	7	10	25	35	84	161	3.14
Maintain inventory level	4	6	34	42	75	161	3.33
Receive inventory	5	3	21	37	95	161	3.36
Store inventory	4	4	20	35	98	161	3.37
Process orders	3	2	19	40	96	160	3.50
Pick pack and ship orders	2	2	18	40	99	161	3.55
Provide special services and packaging	4	2	17	30	108	161	3.38
Deliver orders	2	2	18	32	107	161	3.48
Process returns	5	3	18	31	104	161	3.32
Service customers	3	3	25	48	82	161	3.49
Service distribution clients	3	2	21	37	98	161	3.46
Distribute e-books	13	8	6	3	131	161	1.97

Manage Information

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job	Total Responses	Avg. Score (Without #5)
Create and maintain a computer infrastructure	11	12	42	20	74	159	2.84
Create and maintain administrative and financial data base	13	11	31	21	83	159	2.79
Complete and maintain bibliographic data	10	15	26	31	77	159	2.95
Create and maintain rights and contracts data base	14	13	26	22	84	159	2.75
Create and maintain production data base	12	10	25	23	89	159	2.84
Create and maintain sales and marketing data base	13	12	31	23	80	159	2.81
Create and maintain editorial and content data base	17	13	23	32	74	159	2.82
Distribute and monitor structured bibliographic data	11	12	24	16	96	159	2.71
Aggregate data	11	18	20	21	89	159	2.73
Facilitate access to information	9	14	35	26	75	159	2.93
Analyze information	8	12	43	42	54	159	3.13
Interface with external information systems	12	14	25	19	89	159	2.73
Gather information from outside sources	9	11	46	36	57	159	3.07
Create and maintain websites	11	13	26	13	96	159	2.65

Manage Rights And Contracts

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job	Total Responses	Avg. Score (Without #5)
Negotiate book contracts	4	9	28	54	62	157	3.39
Work with agents and subagents	7	14	30	30	76	157	3.02
License territorial rights	11	13	20	33	80	157	2.97
License translation rights	10	16	17	34	80	157	2.97
License special format editions	11	14	19	29	84	157	2.90
License electronic rights	15	20	20	19	83	157	2.58
License broadcast / dramatization rights	16	18	18	21	84	157	2.60
License merchandising rights	15	21	15	16	89	156	2.48
License partial content rights	9	16	24	25	83	157	2.88
Negotiate contracts with suppliers and service providers	8	8	32	41	68	157	3.19
Negotiate contracts with clients	10	5	28	37	76	156	3.15
Ensure compliance with licenses rights and contracts	7	16	28	37	69	157	3.08

Manage Human Resources

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job	Total Responses	Avg. Score (Without #5)
Create and maintain job descriptions	6	10	43	35	63	157	3.14
Recruit staff and free lancers	3	9	46	45	54	157	3.29
Orient and train staff and free lancers	4	10	43	50	50	157	3.30
Supervise staff and free lancers	3	7	43	57	47	157	3.40
Provide professional development	5	14	36	37	65	157	3.14
Encourage employee morale	4	4	42	65	41	156	3.46
Review performance	7	7	37	50	55	156	3.29
Plan succession	10	16	28	33	69	156	2.97
Terminate employment	9	11	31	26	80	157	2.96
Administer benefits and payroll	4	5	23	21	102	155	3.15
Develop and maintain HR policies	6	12	21	22	96	157	2.97

Manage Human Resources (continued)

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job	Total Responses	Avg. Score (Without #5)
Comply with workplace safety laws and regulations	4	5	28	47	73	157	3.40
Comply with employment standards regulations	5	1	29	47	75	157	3.44

Manage Financial Resources

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job	Total Responses	Avg. Score(Without #5)
Develop a budget	7	10	41	43	56	157	3.19
Create and maintain a cash flow projection	5	16	33	27	76	157	3.01
Negotiate financing	10	8	28	27	84	157	2.99
Apply for grants and funding	4	6	27	58	62	157	3.46
Acquire insurance	5	4	28	29	91	157	3.23
Negotiate credit with suppliers	3	4	25	32	93	157	3.34
Establish and administer customer credit policy	5	3	19	32	98	157	3.32
Create and maintain an accounting system	5	5	24	28	95	157	3.21
Administer payables and receivables	7	6	24	32	88	157	3.17
Pay royalties	4	5	15	45	88	157	3.46
Revise budget based on performance	5	10	25	44	73	157	3.29
Prepare financial statements	4	7	18	21	107	157	3.12
Arrange audit	5	4	16	29	103	157	3.28

Manage Physical Resources

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job	Total Responses	Avg. Score (Without #5)
Lease / purchase an office	3	2	24	34	94	157	3.41
Lease / purchase a warehouse	3	6	16	28	104	157	3.30
Acquire / maintain furniture and equipment	3	1	27	41	85	157	3.47
Secure utilities and services	3	3	18	30	103	157	3.39
Lease / purchase vehicles	4	1	13	28	111	157	3.41
Organize work space	4	5	33	53	62	157	3.42
Purchase office and warehouse supplies	2	2	22	52	79	157	3.59

Demonstrate Communication Skills

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job	Total Responses	Avg. Score (Without #5)
Practice active listening	3	1	61	87	6	158	3.53
Read analytically	2	3	48	100	5	158	3.61
Give and receive feedback	3	5	54	89	7	158	3.52
Communicate visually	3	6	63	75	11	158	3.43
Make oral presentations	6	7	48	86	11	158	3.46
Adapt language to situations and individuals	4	3	41	102	8	158	3.61
Write marketing copy	8	10	43	63	34	158	3.30
Write business documents	3	14	50	73	18	158	3.38
Write editorial correspondence	4	8	31	75	40	158	3.50
Write and rewrite book content	3	15	26	49	65	158	3.30
Use industry terminology and symbols	10	11	50	69	18	158	3.27
Use communication tools and technology	4	6	61	78	9	158	3.43
Speak effectively	4	1	49	99	5	158	3.59

Demonstrate Personal Competencies

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job	Total Responses	Avg. Score (Without #5)
Build teams	3	9	54	55	34	155	3.33
Work as a team member	3	3	45	99	5	155	3.60
Persuade	3	9	64	72	7	155	3.39
Negotiate	3	12	66	66	8	155	3.33
Demonstrate time management skills	4	12	61	74	4	155	3.36
Prioritize	2	8	46	96	3	155	3.55
Make decisions	3	6	49	93	4	155	3.54
Exercise leadership	6	6	54	72	17	155	3.39
Provide training and guidance	6	7	61	51	30	155	3.26
Educate	4	7	66	54	24	155	3.30
Adapt to changes	3	6	64	78	4	155	3.44
Stay current	3	11	67	71	3	155	3.36
Deliver on commitments	3	4	46	98	4	155	3.58
Maintain relationships	4	7	45	96	3	155	3.53
Network	7	14	70	59	5	155	3.21
Demonstrate thoroughness and attention to details	2	11	43	96	3	155	3.53
Solve problems	4	2	50	96	3	155	3.57
Demonstrate analytical skills	2	7	46	97	3	155	3.57
Work under pressure	3	2	48	99	3	155	3.60
Conceptualize and create new ideas	3	9	53	84	6	155	3.46
Exercise resourcefulness	3	2	48	97	5	155	3.59
Demonstrate sensitivity to regional / cultural differences	4	4	46	96	5	155	3.56
Demonstrate credibility	4	5	36	105	5	155	3.61
Advocate	2	4	38	98	13	155	3.63
Delegate	4	14	57	62	18	155	3.29

Survey Results – English Language Publishers

Define The Mission And Business Strategy

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job	Response Average
Articulate a vision and mandate	3	8	37	60	31	3.43
Identify market opportunities	4	16	55	34	29	3.09
Identify trends and issues	4	7	63	40	24	3.22
Determine a decision-making process	3	5	41	57	31	3.43
Develop financial strategy	6	11	44	26	50	3.03
Develop a human resources plan	4	17	34	24	58	2.99
Produce a business plan	6	15	33	31	52	3.05
Present business plan	7	15	31	33	51	3.05
Assess performance	3	5	44	45	40	3.35
Set objectives	2	5	39	71	20	3.53
Identify weaknesses and threats	1	9	52	51	24	3.35

Develop Books And Lists

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job	Response Average
Assess proposals	3	2	31	52	43	3.5
Coordinate manuscript submission process	3	2	31	47	48	3.47
Assess manuscripts	3	5	27	55	41	3.49
Identify title and series opportunities	3	10	35	37	46	3.25
Commission manuscripts	5	7	21	36	62	3.28
Acquire rights to titles from other publishers	7	12	24	29	59	3.04
Develop a per title profit and loss study (P+L)	7	15	23	30	56	3.01
Develop a manuscript	4	7	16	49	55	3.45
Develop a title or a series	4	7	20	45	55	3.39
Acquire rights to titles from authors or their agents	6	10	18	32	65	3.15
Research published materials	6	1	32	45	47	3.38
Set publishing list and schedule	3	5	25	47	51	3.45
Validate project requirements	4	4	32	42	49	3.37
Develop partnerships and sponsorships	4	15	28	29	55	3.08
Perform post-production assessment (post-mortem)	8	8	35	36	44	3.14

Edit Books

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job	Response Average
Work with authors	2	2	17	72	35	3.71
Select book title / subtitle	3	7	24	48	46	3.43
Create bibliographic data	6	10	15	38	59	3.23
Perform substantive edit	2	7	17	41	61	3.45
Perform review against standards	3	3	25	30	67	3.34
Perform copy edit	3	5	16	43	61	3.48
Determine supplementary materials	3	7	28	31	59	3.26
Acquire / commission supplementary materials	3	6	26	32	61	3.3
Secure permissions	2	2	21	33	70	3.47
Create index captions credits etc.	2	3	20	28	75	3.4
Proofread page layout	3	1	20	49	55	3.58
Collect / capture modifications for reprints and new editions	2	4	19	40	63	3.49

Produce Books

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job	Response Average
Determine specifications	2	3	22	40	59	3.49
Establish and maintain production schedules	3	6	19	36	62	3.38
Design books	4	1	12	24	85	3.37
Lay out books	4	1	11	26	84	3.4
Mark up content	2	1	16	41	66	3.6
Perform prepress operations	3	1	14	26	82	3.43
Coordinate proofing	2	2	14	45	63	3.62
Print and bind books	2	0	6	19	99	3.56
Archive production files	2	4	15	24	81	3.36
Arrange shipping logistics	2	1	13	32	78	3.56
Produce electronic editions	5	8	9	16	88	2.95
Coordinate preprints	3	3	12	23	85	3.34

Promote Books

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job	Response Average
Create and maintain website content	6	11	20	13	74	2.8
Create catalogues	3	4	19	34	64	3.4
Create sales and promotion materials	5	5	30	33	51	3.25
Place excerpts	6	10	23	17	68	2.91
Develop partnership promotions	9	12	26	16	61	2.78
Collaborate with authors	4	2	23	51	44	3.51
Prepare authors for promotion	4	6	25	28	61	3.22
Arrange customer promotional events	5	7	27	20	65	3.05
Arrange author events	4	5	24	26	65	3.22
Arrange media coverage	5	6	23	15	75	2.98
Solicit reviews	3	4	23	27	67	3.3
Advertise books and authors	3	3	27	25	66	3.28
Submit authors and titles for awards	4	2	20	35	63	3.41

Sell Books

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job	Response Average
Determine target customer list	2	3	34	36	47	3.39
Design sales and marketing strategy	3	8	33	32	46	3.24
Implement sales and marketing strategy	2	7	31	31	51	3.28
Provide samples	2	1	27	47	45	3.55
Distribute sales / promotional materials	2	2	26	41	51	3.49
Arrange merchandising	3	9	24	18	68	3.06
Negotiate terms of sale	3	5	20	32	62	3.35
Solicit orders	2	7	19	35	59	3.38
Supervise sales representatives	5	4	19	21	73	3.14
Analyze sales	5	11	27	35	44	3.18

Distribute Books

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job	Response Average
Establish terms of trade	3	4	14	30	71	3.39
Maintain inventory level	2	1	24	29	66	3.43
Receive inventory	2	0	13	26	81	3.54
Store inventory	2	0	12	26	82	3.55
Process orders	2	1	9	31	79	3.6
Pick pack and ship orders	2	0	10	29	81	3.61
Provide special services and packaging	2	2	8	21	89	3.45
Deliver orders	2	0	10	23	87	3.54
Process returns	2	3	9	24	84	3.45
Service customers	2	0	17	37	66	3.59
Service distribution clients	2	0	13	30	77	3.58
Distribute e-books	8	5	4	2	103	2

Manage Information

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job	Response Average
Create and maintain a computer infrastructure	4	6	35	14	63	3
Create and maintain administrative and financial data base	8	2	27	14	71	2.92
Complete and maintain bibliographic data	4	11	20	24	63	3.08
Create and maintain rights and contracts data base	7	7	19	16	73	2.9
Create and maintain production data base	7	4	18	14	79	2.91
Create and maintain sales and marketing data base	9	5	26	18	64	2.91
Create and maintain editorial and content data base	9	8	18	25	62	2.98
Distribute and monitor structured bibliographic data	6	7	17	11	81	2.8
Aggregate data	7	10	16	13	76	2.76
Facilitate access to information	5	8	25	19	65	3.02
Analyze information	4	10	31	33	44	3.19
Interface with external information systems	7	7	19	16	73	2.9
Gather information from outside sources	5	6	38	25	48	3.12
Create and maintain websites	5	8	20	10	79	2.81

Manage Rights And Contracts

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job	Response Average
Negotiate book contracts	3	4	18	39	57	3.45
Work with agents and subagents	5	7	21	20	68	3.06
License territorial rights	7	6	14	21	73	3.02
License translation rights	8	7	10	22	74	2.98
License special format editions	7	7	12	17	78	2.91
License electronic rights	10	8	16	11	76	2.62
License broadcast / dramatization rights	8	10	12	14	77	2.73
License merchandising rights	10	10	12	7	82	2.41
License partial content rights	7	6	17	14	77	2.86
Negotiate contracts with suppliers and service providers	6	2	23	29	61	3.25
Negotiate contracts with clients	7	0	19	28	67	3.26
Ensure compliance with licenses rights and contracts	7	7	19	22	66	3.02

Manage Human Resources

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job	Response Average
Create and maintain job descriptions	3	9	27	26	56	3.17
Recruit staff and free lancers	2	5	30	36	48	3.37
Orient and train staff and free lancers	2	8	27	41	43	3.37
Supervise staff and free lancers	2	6	27	45	41	3.44
Provide professional development	2	11	24	27	57	3.19
Encourage employee morale	2	2	29	51	37	3.54
Review performance	4	4	25	37	51	3.36
Plan succession	8	9	18	24	62	2.98
Terminate employment	6	7	20	20	68	3.02
Administer benefits and payroll	3	3	15	15	85	3.17
Develop and maintain HR policies	3	8	13	16	81	3.05
Comply with workplace safety laws and regulations	3	4	20	37	57	3.42
Comply with employment standards regulations	3	1	21	36	60	3.48

Manage Financial Resources

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job	Response Average
Develop a budget	6	7	31	29	48	3.14
Create and maintain a cash flow projection	4	12	23	16	66	2.93
Negotiate financing	7	4	19	17	74	2.98
Apply for grants and funding	3	4	14	42	58	3.51
Acquire insurance	2	2	16	21	80	3.37
Negotiate credit with suppliers	3	1	15	22	80	3.37
Establish and administer customer credit policy	2	2	14	21	82	3.38
Create and maintain an accounting system	4	3	16	17	81	3.15
Administer payables and receivables	4	4	16	19	78	3.16
Pay royalties	3	3	10	27	78	3.42
Revise budget based on performance	4	8	16	28	65	3.21
Prepare financial statements	3	5	14	13	86	3.06
Arrange audit	3	2	11	19	86	3.31

Manage Physical Resources

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job	Response Average
Lease / purchase an office	2	1	13	24	81	3.48
Lease / purchase a warehouse	3	2	8	20	88	3.36
Acquire / maintain furniture and equipment	2	0	16	25	78	3.49
Secure utilities and services	2	1	12	23	83	3.47
Lease / purchase vehicles	2	0	10	18	91	3.47
Organize work space	3	1	21	42	54	3.52
Purchase office and warehouse supplies	2	0	12	37	70	3.65

Demonstrate Communication Skills

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job	Response Average
Practice active listening	2	1	44	71	3	3.56
Read analytically	2	1	37	79	2	3.62
Give and receive feedback	2	1	43	72	3	3.57
Communicate visually	2	5	46	61	7	3.46
Make oral presentations	4	7	37	66	7	3.45
Adapt language to situations and individuals	3	2	32	79	5	3.61
Write marketing copy	6	7	31	46	31	3.3
Write business documents	3	8	37	58	15	3.42
Write editorial correspondence	2	8	18	58	35	3.53
Write and rewrite book content	2	10	17	41	51	3.39
Use industry terminology and symbols	5	10	37	57	12	3.34
Use communication tools and technology	3	3	46	64	5	3.47
Speak effectively	3	1	40	75	2	3.57

Demonstrate Personal Competencies

	Inadequate for now	Not really adequate yet	Pretty adequate	Fully adequate	I don't do that as part of my job	Avg. Score (Without #5)
Build teams	2	7	41	42	26	3.34
Work as a team member	3	1	31	79	4	3.63
Persuade	2	5	51	55	5	3.41
Negotiate	3	7	47	54	7	3.37
Demonstrate time management skills	3	6	45	61	3	3.43
Prioritize	2	5	35	74	2	3.56
Make decisions	2	5	38	70	3	3.53
Exercise leadership	4	4	44	52	14	3.38
Provide training and guidance	4	4	43	42	25	3.32
Educate	2	6	45	46	19	3.36
Adapt to changes	2	4	49	60	3	3.45
Stay current	3	4	58	51	2	3.35

Demonstrate Personal Competencies (continued)

Deliver on commitments	2	3	34	76	3	3.6
Maintain relationships	4	3	28	81	2	3.6
Network	4	11	51	49	3	3.26
Demonstrate thoroughness and attention to details	2	5	33	76	2	3.58
Solve problems	3	1	38	74	2	3.58
Demonstrate analytical skills	2	5	36	73	2	3.55
Work under pressure	2	1	37	76	2	3.61
Conceptualize and create new ideas	3	5	44	62	4	3.45
Exercise resourcefulness	2	1	36	76	3	3.62
Demonstrate sensitivity to regional / cultural differences	4	0	37	74	3	3.57
Demonstrate credibility	3	1	29	82	3	3.65
Advocate	2	1	34	69	12	3.6
Delegate	3	12	40	48	15	3.29

Survey Results – French Language Publishers

Définir la mission et la stratégie d'affaires

	Inadéquat pour le moment	Pas tout à fait adéquat	Assez adéquat	Très adéquat	Cela ne fait pas partie de mon travail	Response Average
Établir une vision et un mandat	2	2	9	24	5	3.49
Déterminer les possibilités du marché	3	8	17	11	3	2.92
Définir les tendances et les enjeux	1	8	17	12	3	3.05
Établir un processus de prise de décision	1	2	11	24	3	3.53
Établir une stratégie de financement	1	9	16	10	5	2.97
Élaborer un plan de ressources humaines	1	10	14	9	7	2.91
Produire un plan d'affaires	4	4	17	11	5	2.97
Présenter un plan d'affaires	4	5	14	13	5	3.00
Évaluer le rendement	1	7	13	14	5	3.14
Établir les objectifs	0	4	14	19	3	3.41
Préciser les faiblesses et les menaces	0	4	19	14	3	3.27

Préparer des livres et des listes

	Inadéquat pour le moment	Pas tout à fait adéquat	Assez adéquat	Très adéquat	Cela ne fait pas partie de mon travail	Response Average
Évaluer les propositions	2	1	9	21	5	3.48
Coordonner le processus de soumission de manuscrits	2	6	8	19	4	3.26
Évaluer les manuscrits	2	2	10	17	7	3.35
Explorer les possibilités de titres et de séries	2	4	11	16	5	3.24
Commander des manuscrits	4	7	6	10	9	2.81
Acquérir des droits auprès d'autres éditeurs	5	9	5	14	6	2.85
Établir une étude des profits et pertes par titre	6	6	10	14	3	2.89
Préparer un manuscrit	3	4	6	17	9	3.23
Concevoir un titre ou une série	3	2	13	15	6	3.21
Acquérir des droits auprès des auteurs ou de leurs agents	2	8	13	11	5	2.97
Faire de la recherche de matériel publié	1	5	16	10	7	3.09
Établir la liste et les horaires de publication	1	3	9	21	5	3.47

Préparer des livres et des listes

	Inadéquat pour le moment	Pas tout à fait adéquat	Assez adéquat	Très adéquat	Cela ne fait pas partie de mon travail	Response Average
Valider les exigences d'un projet	1	2	15	15	6	3.33
Établir des partenariats et des commandites	3	4	17	5	10	2.83
Faire l'évaluation postproduction (post-mortem)	2	5	9	18	5	3.26

Éditer des livres

	Inadéquat pour le moment	Pas tout à fait adéquat	Assez adéquat	Très adéquat	Cela ne fait pas partie de mon travail	Response Average
Travailler avec les auteurs	2	1	11	19	6	3.42
Choisir les titres et les sous-titres	1	3	14	14	7	3.28
Créer les données bibliographiques	1	3	11	14	10	3.31
Faire une correction complète	1	4	12	8	14	3.08
Analyser en fonction des normes	5	1	11	8	12	2.88
Faire de la correction d'épreuves	1	3	13	9	13	3.15
Déterminer les besoins en matériel supplémentaire	3	1	13	13	9	3.20
Acquérir ou commander le matériel supplémentaire	2	2	12	14	9	3.27
Obtenir les permissions	3	2	12	12	9	3.14
Créer les index les légendes les crédits etc.	2	4	10	10	13	3.08
Corriger la mise en page	2	1	10	15	11	3.36
Entrer les modifications pour les réimpressions et les nouvelles éditions	1	1	13	11	12	3.31

Produire des livres

	Inadéquat pour le moment	Pas tout à fait adéquat	Assez adéquat	Très adéquat	Cela ne fait pas partie de mon travail	Response Average
Établir les spécifications	2	4	7	16	9	3.28
Établir les échéanciers de production et les respecter	0	5	7	18	9	3.43
Concevoir des livres	2	4	7	18	8	3.32
Organiser un livre	1	4	7	17	10	3.38
Faire la mise au point du contenu	2	3	7	17	10	3.34
Faire le travail de prépresse	1	4	8	10	16	3.17
Coordonner la production d'épreuves	2	2	7	16	12	3.37
Imprimer et relier les livres	2	2	3	4	28	2.82
Archiver les dossiers de production	2	8	6	8	14	2.83
Organiser la logistique de l'expédition	1	4	7	12	15	3.25
Produire des éditions électroniques	8	6	3	2	20	1.95
Coordonner le tirage préliminaire	2	3	6	14	14	3.28

Faire la promotion des livres

	Inadéquat pour le moment	Pas tout à fait adéquat	Assez adéquat	Très adéquat	Cela ne fait pas partie de mon travail	Response Average
Créer le contenu d'un site Web et le mettre à jour	8	6	7	8	10	2.52
Créer des catalogues	1	2	12	15	9	3.37
Créer du matériel de vente et de promotion	1	3	15	14	6	3.27
Choisir des extraits pour la promotion	0	5	15	12	6	3.22
Établir des partenariats de promotion	3	5	16	6	9	2.83
Collaborer avec les auteurs	0	2	11	19	7	3.53
Préparer les auteurs pour la promotion	2	3	11	13	10	3.21
Organiser des activités de promotion pour la clientèle	2	7	10	11	9	3.00
Organiser des activités avec les auteurs	2	8	7	12	10	3.00
Organiser la couverture médiatique	0	9	9	8	13	2.96
Solliciter des critiques	3	6	12	5	13	2.73
Faire de la publicité sur les livres et les auteurs	0	5	14	14	6	3.27
Soumettre des livres et des auteurs pour des prix	2	1	14	13	9	3.27

Vendre des livres

	Inadéquat pour le moment	Pas tout à fait adéquat	Assez adéquat	Très adéquat	Cela ne fait pas partie de mon travail	Response Average
Établir la liste de la clientèle cible	2	7	14	9	7	2.94
Concevoir une stratégie de vente et de commercialisation	2	9	14	6	8	2.77
Appliquer la stratégie de vente et de commercialisation	3	8	12	6	10	2.72
Distribuer des échantillons	0	5	13	9	12	3.15
Distribuer le matériel de vente et de promotion	1	4	14	8	12	3.07
Organiser les produits dérivés	5	4	4	6	20	2.58
Négocier les conditions de vente	3	3	12	9	12	3.00
Solliciter des commandes	4	3	13	4	15	2.71
Superviser les représentants des ventes	5	5	7	4	18	2.48
Analyser les ventes	2	9	9	10	9	2.90

Distribuer des livres

	Inadéquat pour le moment	Pas tout à fait adéquat	Assez adéquat	Très adéquat	Cela ne fait pas partie de mon travail	Response Average
Établir les ententes commerciales	4	6	11	5	13	2.65
Maintenir le niveau d'inventaire	2	5	10	13	9	3.13
Recevoir l'inventaire	3	3	8	11	14	3.08
Entreposer l'inventaire	2	4	8	9	16	3.04
Traiter les commandes	1	1	10	9	17	3.29
Prendre les commandes les emballer et les expédier	0	2	8	11	18	3.43
Offrir les services spéciaux et préparer l'emballage	2	0	9	9	19	3.25
Livrer les commandes	0	2	8	9	20	3.37
Traiter les retours	3	0	9	7	20	3.05
Assurer le service à la clientèle	1	3	8	11	16	3.26
Assurer les services de distribution à la clientèle	1	2	8	7	21	3.17
Faire la distribution des livres électroniques	5	3	2	1	28	1.91

Gérer l'information

	Inadéquat pour le moment	Pas tout à fait adéquat	Assez adéquat	Très adéquat	Cela ne fait pas partie de mon travail	Response Average
Créer une infrastructure informatique et la tenir à jour	7	6	7	6	11	2.46
Créer une base de données administratives et financières et la tenir à jour	5	9	4	7	12	2.52
Recueillir des données bibliographiques et les tenir à jour	6	4	6	7	14	2.61
Créer une base de données sur les droits et les contrats et la tenir à jour	7	6	7	6	11	2.46
Créer une base de données sur la production et la tenir à jour	5	6	7	9	10	2.74
Créer une base de données sur les ventes et la commercialisation et la tenir à jour	4	7	5	5	16	2.52
Créer une base de données éditoriales et de contenu et la tenir à jour	8	5	5	7	12	2.44
Distribuer et gérer des données bibliographiques structurées	5	5	7	5	15	2.55
Regrouper des données	4	8	4	8	13	2.67
Faciliter l'accès à l'information	4	6	10	7	10	2.74
Analyser l'information	4	2	12	9	10	2.96
Assurer l'interface avec les systèmes d'information externes	5	7	6	3	16	2.33
Recueillir de l'information à partir de sources extérieures	4	5	8	11	9	2.93
Créer des sites Web et les tenir à jour	6	5	6	3	17	2.30

Gérer les droits et les contrats

	Inadéquat pour le moment	Pas tout à fait adéquat	Assez adéquat	Très adéquat	Cela ne fait pas partie de mon travail	Response Average
Négocier les contrats de livres	1	5	10	15	5	3.26
Travailler avec les agents et les sous-agents	2	7	9	10	8	2.96
Accorder une licence pour les droits territoriaux	4	7	6	12	7	2.90
Accorder une licence pour les droits de traduction	2	9	7	12	6	2.97
Accorder une licence pour les éditions en format spécial	4	7	7	12	6	2.90
Accorder une licence pour les droits électroniques	5	12	4	8	7	2.52
Accorder une licence pour les droits de diffusion ou de dramatisation	8	8	6	7	7	2.41
Accorder une licence pour les droits sur les produits dérivés	5	11	3	9	7	2.57
Accorder une licence pour des droits partiels sur le contenu	2	10	7	11	6	2.90
Négocier des contrats avec les fournisseurs (produits et services)	2	6	9	12	7	3.07
Négocier des contrats avec la clientèle	3	5	9	9	9	2.92
Assurer le respect des licences des droits et des contrats	0	9	9	15	3	3.18

Gérer les ressources humaines

	Inadéquat pour le moment	Pas tout à fait adéquat	Assez adéquat	Très adéquat	Cela ne fait pas partie de mon travail	Response Average
Créer les descriptions d'emploi et les tenir à jour	3	1	16	9	7	3.07
Recruter le personnel et les contractuels	1	4	16	9	6	3.10
Orienter et former le personnel et les contractuels	2	2	16	9	7	3.10
Superviser le personnel et les contractuels	1	1	16	12	6	3.30
Assurer le perfectionnement professionnel	3	3	12	10	8	3.04
Soutenir le moral des employés	2	2	13	14	4	3.26
Évaluer le rendement	3	3	12	13	4	3.13
Prévoir la relève	2	7	10	9	7	2.93
Mettre fin à un emploi	3	4	11	6	12	2.83
Administrer les avantages sociaux et les salaires	1	2	8	6	17	3.12

Gérer les ressources humaines

	Inadéquat pour le moment	Pas tout à fait adéquat	Assez adéquat	Très adéquat	Cela ne fait pas partie de mon travail	Response Average
Élaborer des politiques de ressources humaines et les tenir à jour	3	4	8	6	15	2.81
Se conformer aux lois et règlements sur la sécurité au travail	1	1	8	10	16	3.35
Se conformer aux normes et aux règlements du travail	2	0	8	11	15	3.33

Gérer les ressources financières

	Inadéquat pour le moment	Pas tout à fait adéquat	Assez adéquat	Très adéquat	Cela ne fait pas partie de mon travail	Response Average
Établir un budget	1	3	10	14	8	3.32
Créer et tenir à jour les projections de liquidités	1	4	10	11	10	3.19
Négocier le financement	3	4	9	10	10	3.00
Faire des demandes de subvention et de financement	1	2	13	16	4	3.38
Prendre des assurances	3	2	12	8	11	3.00
Négocier des conditions de crédit avec les fournisseurs	0	3	10	10	13	3.30
Établir et gérer des politiques de crédit pour la clientèle	3	1	5	11	16	3.20
Créer et un système de comptabilité et le tenir à jour	1	2	8	11	14	3.32
Administrer les sommes à payer et à recevoir	3	2	8	13	10	3.19
Payer les redevances	1	2	5	18	10	3.54
Revoir le budget en fonction du rendement	1	2	9	16	8	3.43
Préparer les états financiers	1	2	4	8	21	3.27
Préparer la vérification	2	2	5	10	17	3.21

Gérer les ressources physiques

	Inadéquat pour le moment	Pas tout à fait adéquat	Assez adéquat	Très adéquat	Cela ne fait pas partie de mon travail	Response Average
Louer ou acheter des espaces de bureaux	1	1	11	10	13	3.30
Louer ou acheter un entrepôt	0	4	8	8	16	3.20
Acheter et entretenir des meubles et de l'équipement	1	1	11	16	7	3.45
Garantir les services publics et autres services	1	2	6	7	20	3.19
Louer ou acheter des véhicules	2	1	3	10	20	3.31
Organiser le milieu de travail	1	4	12	11	8	3.18
Acheter les fournitures pour le bureau et l'entrepôt	0	2	10	15	9	3.48

Démontrer des habiletés de communication

	Inadéquat pour le moment	Pas tout à fait adéquat	Assez adéquat	Très adéquat	Cela ne fait pas partie de mon travail	Response Average
Faire de l'écoute active	1	0	17	16	3	3.41
Lire de façon analytique	0	2	11	21	3	3.56
Donner et recevoir de la rétroaction	1	4	11	17	4	3.33
Communiquer de façon visuelle	1	1	17	14	4	3.33
Faire des présentations orales	2	0	11	20	4	3.48
Adapter son langage aux situations et aux individus	1	1	9	23	3	3.59
Rédiger des documents de commercialisation	2	3	12	17	3	3.29
Rédiger des documents d'affaires	0	6	13	15	3	3.26
Rédiger la correspondance éditoriale	2	0	13	17	5	3.41
Rédiger et réécrire le contenu d'un livre	1	5	9	8	14	3.04
Utiliser la terminologie et les symboles de l'industrie	5	1	13	12	6	3.03
Utiliser les outils de communication et la technologie	1	3	15	14	4	3.27
S'exprimer de façon efficace	1	0	9	24	3	3.65

Démontrer des habiletés personnelles

	Inadéquat pour le moment	Pas tout à fait adéquat	Assez adéquat	Très adéquat	Cela ne fait pas partie de mon travail	Response Average
Bâtir des équipes	1	2	13	13	8	3.31
Travailler en équipe	0	2	14	20	1	3.50
Persuader	1	4	13	17	2	3.31
Négocier	0	5	19	12	1	3.19
Démontrer des habiletés de gestion de temps	1	6	16	13	1	3.14
Établir les priorités	0	3	11	22	1	3.53
Prendre des décisions	1	1	11	23	1	3.56
Exercer du leadership	2	2	10	20	3	3.41
Assurer la formation et l'orientation	2	3	18	9	5	3.06
Faire de l'éducation	2	1	21	8	5	3.09
S'adapter aux changements	1	2	15	18	1	3.39
Se tenir à jour	0	7	9	20	1	3.36
Respecter les engagements	1	1	12	22	1	3.53
Maintenir des relations	0	4	17	15	1	3.31
Faire du réseautage	3	3	19	10	2	3.03
Démontrer de la rigueur et de la minutie	0	6	10	20	1	3.39
Résoudre des problèmes	1	1	12	22	1	3.53
Démontrer des capacités d'analyse	0	2	10	24	1	3.61
Être capable de travailler sous pression	1	1	11	23	1	3.56
Faire de la conceptualisation et trouver de nouvelles idées	0	4	9	22	2	3.51
Démontrer de l'inventivité	1	1	12	21	2	3.51
Tenir compte des différences régionales et culturelles	0	4	9	22	2	3.51
Avoir de la crédibilité	1	4	7	23	2	3.49
Défendre les intérêts de la maison d'édition	0	3	4	29	1	3.72
Déléguer	1	2	17	14	3	3.29

Centennial College
The Centre for Creative Communications
Book and Magazine Publishing
Graduate Certificate Programs

Courses

Computer Systems & Applications — CO-102

Students will be introduced to basic computer technology, particularly as it applies to The Centre for Creative Communications. Work will be done on Macintosh, using Photoshop and PowerPoint. The course is a primer for students who will use word and image based computer software in greater depth for later courses. The course emphasis is on projects, based in a lab setting.

Introduction to Publishing — PB-200

Our introductory course will offer a broad overview of book and magazine publishing to acquaint students with these two cultural industries. The material will be covered in a variety of classroom settings, including: lectures, class discussions, group work, guest speakers, and individual assignments. One or more field trips may be included, time permitting.

Writing for Publication — PB-201

Although we do not expect our students to be professional writers, they must be good "wordsmiths" and understand the fundamentals of good writing. Otherwise they will not appreciate what is worth publishing, nor understand how it is created. In addition, publishing staff must communicate in a professional manner to their colleagues and authors. On a practical level, this course will encourage students to examine a variety of forms of writing and to practise them.

Editing — PB-202

This is an introductory course that teaches the rudiments of copyediting. It explains what copyediting is, where it fits in the publishing process, the qualities of a good copy editor, and the application of fundamental copyediting skills. These include: copyediting marks, essentials of grammar and punctuation, consistency of style, proper diction and usage, factual verification, and related editorial skills.

Students will learn these basic copyediting skills through practical editing exercises and through short quizzes on individual topics.

Book Production — PB-204

The course will begin by looking at how the printing of books has evolved during the past 500 years. Then we will work our way through the entire book production process from design into type and then through the manufacturing processes – as well as the business practices - of making books. Towards the end of the course we may also have time to discuss new methods of distributing e-books and print-on-demand. Students will be responsible for the material covered by guests during the semester.

Elements of Publishing Design — PB-205

This course introduces graphic design in the context of the book and magazine publishing industry and will enable the student to learn to apply the fundamental principles of graphic design to a variety of press-printed products including those of the print-publishing industry.

The student will learn of the creative, prepress, and printing production processes normally used in the graphic arts industry that are applied to print- projects from initial concept to final printed product. By developing and practicing the requisite skills in graphic design and in software applications, the student will be able to utilize techniques to execute their design ideas in a variety of exercises and projects.

Copyright, Contracts and Permissions — PB-206

The legal aspects of publishing are the essential foundation of the industry. Copyright assures that material cannot be "borrowed" or re-used without permission (and usually a payment) being secured. These provisions are, in turn, one of the basic tenets of all publishing contracts.

Permission must be obtained in order to: use the work of other writers in a book or magazine; reprint previously published work; publish a photo of someone in other than a "generic" context; or alter the form of a writer's work after initial publication. All of these issues will be covered during the course.

<u>Semester 2</u>

Book Promotion and Advertising — PB-203

Students will learn the book promotion and advertising business including: marketing & editorial; marketing & sales; creating marketing plans; excerpt & serial rights; prepublication planning & plotting; press kits; advertising; and publicity & media.

Book Editing — PB-250

Building on the knowledge acquired in PB 202, students will have an opportunity to examine the role of an editor beyond the basics of copyediting and proofreading. Book editors have many responsibilities in a publishing company, including acquisitions, list building, substantive editing, scheduling, and production. They must also understand the mechanics of preparing indices, choosing illustrations, writing captions, preparing editor's notes, and acting as an inter-departmental liaison.

Magazine Editing — PB-251

This course gives an in-depth analysis of the magazine industry and the role an editor plays in shaping each issue. During the twelve weeks students will examine the variety of editorial functions performed by staff and freelancers, and follow the process of assembling the content of a magazine. Special emphasis will be placed on the interplay of text, art, and advertising in the creation of an overall "style" for a particular publication. Throughout the course students will examine the craft of polishing and shaping articles, writing titles and headlines, and marrying all of this content with the help of the art department.

Magazine Marketing — PB-252

Through lectures (by the instructor and guest who work in the magazine business), readings, class discussion and hands-on work, students will be given an overview of all aspects of magazine marketing, and will explore strategies and develop materials to meet various marketing challenges.

Book Marketing and Sales — PB-253

This course follows the "narrative" of a book's development in order to examine the twin roles of sales and marketing. The course emphasis will be on two critical skills: communicating and selling. Students will explore the course material through a variety of role-playing exercises, case studies, class presentations, and individual and group projects. Core information will also be offered by guest speakers.

Applications of Publishing Design — PB-254

This course continues the learning and the experience gained in PB 205, Elements of Publishing Design. This second term course will enable the student to learn to apply the fundamental principles of graphic design for books and magazines. As well, the student will learn more of the creative prepress, and printing production processes normally applied to books and to magazines from initial concept to final printed product. The student will continue to use QuarkXpress 4.0 and Photoshop CS, learning intermediate to advanced techniques to implement and execute their design ideas in a variety of projects.

Field Placement — PB-290

A six-week, full-time unpaid internship at a book or magazine publishing house. This field placement is arranged by the Book + Magazine Publishing co-coordinator in consultation with the student, and takes place at the end of March until early May. It is the final course in the program.

Humber College
School of Creative & Performing Art
Creative Book Publishing
Graduate Certificate

Courses

Acquisitions - CBPP 100

Contracts, Legal Issues & Ethics - CBPP 110

Sales: The Real World - CBPP 115

Psychology of Creativity and Writing - CBPP 120

Editorial Overview - CBPP 125

Form and Content - CBPP 130

Publishing Finance - CBPP 135

History of the Book & the Book in Canada - CBPP 140

Marketing Overview - CBPP 145

International Publishing - CBPP 150

Publishing Models - CBPP 160

Book Production and Manufacturing - CBPP 170

Publishing and the Media - CBPP 180

Book Design - CBPP 190

Professional Studies 1 - CBPP 195

Editorial - CBPP 200

Marketing - CBPP 210

Literary Agenting - CBPP 220

Publishing Project - CBPP 230

Professional Studies 2 - CBPP 295

Ryerson Polytechnic University
Ryerson Publishing Program - Continuing Education
Publishing Certificate

Courses

CDPB 100   Publishing: Publishing Overview: Trade

This course provides an overview of all aspects of general or trade publishing. Specific topics include the structure and economics of the publishing industry in Canada; publisher-author relations; subsidiary rights and co-publishing; administration, editorial, design, production, and marketing. Over the 14 sessions, students will take a book from conceptualization to marketing.

CDPB 200   Publishing: Publishing Overview: Education

This course presents an overview of publishing in the following areas: elementary and high schools; colleges and universities; and scholarly, legal, professional, business, and reference publishing. Students are expected to gain an understanding of the structure of these areas of the industry, who the publishers are, what they produce (from books to CD-ROMs to material delivered via the Internet), how they produce their products, who constitutes the market in the various areas, and how the publishers reach those markets.

CDPB 101   Publishing: The Business of Book Publishing

This course is designed for non-financial people who are interested in the financial and management aspects of publishing. Specific topics include strategic planning and business management; understanding financial statements, budgeting, and forecasting; the decision to publish; sales, promotion, and distribution; contracts, copyright, subsidiary rights, and legal concerns; program planning, co-publishing, and packaging; and human resources considerations.

CDPB 102   Publishing: Copy Editing for Books, Journals, and Reports

This course outlines the basics of editing and the editorial process. It will be useful for people in all areas of publishing and for those involved in writing reports and newsletters. The emphasis will be on ways to communicate the author's message clearly and effectively to the reader. Specific topics include the conventions of different kinds of publishing; relations with authors; editing for style; editing to length; plain language; bias-free usage; consistency and house style; common problems in spelling, grammar, punctuation, and use of words; titles and headings; illustration captions, figures, tables, and maps; preliminary pages and end matter, including notes, bibliographies, appendices, and indexes; design considerations; proofreading and handling of proof; editing on-screen; useful reference works; and the job market.

CDPB 103   Publishing: Production for Books, Journals, and Reports

This course is for individuals who are interested in the integral part production plays in the publishing process. Topics include print production management; the relationship between production, editorial, and marketing; the publishing team's structure and roles; project management and quality assurance of photography, illustration, and design; typography; prepress, proofing, paper, and printing processes (including digital printing); bindery processes; Internet applications related to print production; dealing with freelancers and suppliers; budgeting and scheduling; and emerging technologies.

On successful completion of this course, the student will be familiar with an overview of the entire production process, concepts, products, and procedures for each aspect of print production, relationships within the publishing company and outside with the graphics community at large, and resources for further self-directed learning. The student will also be better prepared to manage print-related initiatives in all aspects of the publishing enterprise

CDPB 104   Publishing: Introduction to Book Design

This course outlines the basics of good book design in the context of evolving computer technology. The focus of the course is to equip the student with the knowledge, skills, and procedures necessary to make appropriate choices in designing books. Specific topics include designing appropriately for different audiences, selecting appropriate typefaces and sizes, making page layouts with photos and illustrations, matching visual structure to editorial structure, selecting appropriate materials, designing jackets and covers, and cost implications of design decisions. Although no specific computer application will be taught, students may be expected to complete assignments using either word-processing or page-layout applications.

CDPB 105   Publishing: Sales and Marketing for Book Publishers

This course analyzes current methods used in targeting and reaching an audience. Specific topics include marketing techniques; market research; managing the promotion budget; liaison with authors and editors; decision to reprint; writing of blurbs and promotional copy; preparation of catalogues and flyers; direct mail; advertising; author interviews and tours; targeting reviews; selling excerpts to magazines and newspapers; arranging displays at conferences and exhibits; special promotions; marketing and selling on the Internet; distribution and dealing with sales representatives, book clubs, and booksellers; and working as a sales representative.

CDPB 202   Publishing: Substantive and Line Editing

This course is for people interested in substantive editing, or the restructuring and improvement of book-length manuscripts for publication. Emphasis will be on gaining experience in the techniques of editing non-fiction and novels, but a full range of editorial topics will be covered, including how to assess manuscripts and acquire books; techniques for stylistic or line editing; editor-author relationships; scheduling; agents; research and permissions; and the editor's role in most aspects of the publishing process.

CDPB 802   Publishing: Publishing in the Electronic Age

This course is for individuals who are interested in familiarizing themselves with the many ways the Internet has revolutionized both the process and the business of publishing. Topics include an overview of Internet publishing applications; knowledge management theory, processes, and technologies; e-commerce, business-to-business procurement, and distributed workgroups; project management for Web publishing; editing for Web publishing; authoring tools; Internet design; Internet production; Internet marketing; integrating Web and print; electronic rights; document conversion; and electronic books. Upon successful completion of this course, the student will be familiar with basic Web-enabled business models for the publishing industry; how the Web has changed traditional publishing processes, from acquisition and editing to distribution and fulfillment; how books are created for and marketed via the Web; Web production; the relationship between print and Web production; rights aspects of Internet publishing; how companies are using the net to streamline their operations; and resources for further self-directed learning. The student will also be better prepared to manage Internet-related initiatives in all aspects of the publishing enterprise. Formerly "Publishing and the Internet."

CDPB 301   Publishing: Publishing for Children

This course is designed for those who are interested in the particular considerations of publishing books for children. Through a combination of lectures, class discussion, and assignments, the following aspects are covered: different kinds of children's books; from board books to novels; working with authors and illustrators; the special design and production requirements of children's books; marketing books for young people; and issues such as censorship and sexism.

CDPB 302   Publishing: Government Reports

This course examines the particular problems involved in the preparation and publishing of government and other reports. The approach taken is one of project management and the skills taught are applicable to many settings. The specific topics covered include working with inexperienced writers; committees as authors and editors; explaining the production process and timetable; establishing editorial, design, and production timetables within strict deadlines; simultaneous publication in English and French; and specific requirements, including documentation and confidentiality.

CDPB 304   Publishing: Scholarly and Reference Publishing

This course provides a detailed examination of the publishing process for scholarly and reference books. Discussion focuses on the stages of publishing, including acquisition (proposal evaluation and developmental editing), editing (substantive and copy editing), production, and marketing of scholarly books. The central concerns of the editorial and marketing departments are explored at each stage, with attention to the ways in which the scholarly publishing industry differs from the trade and educational publishing industries. Other topics covered include the peer review process; budgeting for and funding of scholarly books; scholarly journals; CD-ROMs and reference books; and electronic publishing. Homework and assignments involve specific editorial skills related to scholarly and reference publishing (treatment of illustrations, tables and figures, notes, bibliographies, indexes).

CDPB 306   Publishing: Trade Books: Fiction

This course examines the publishing of fiction. Specific topics examined are working with creative writers; particular problems of novels, short stories, and collections; genre editing; and formula fiction. The course provides hands-on experience in how to evaluate problems in fiction manuscripts and the various types of editing (structural, stylistic, copy) they require. It focuses on problems that are specific to fiction, such as dialogue, setting, and character development.

Distance Education at Ryerson

The following courses are available in a distance education format.

CDPB 100   Publishing: Publishing Overview: Trade
CDPB 200   Publishing: Publishing Overview: Education
CDPB 301   Publishing: Publishing for Children
CDPB 302   Publishing: Government Reports
CDPB 101   Publishing: The Business of Book Publishing
CDPB 102   Publishing: Copy Editing for Books, Journals, and Reports
CDPB 103   Publishing: Production for Books, Journals, and Reports
CDPB 105   Publishing: Sales and Marketing for Book Publishers
CDPB 202   Publishing: Substantive and Line Editing
CDPB 802   Publishing: Publishing in the Electronic Age

BRITISH COLUMBIA

Langara College
Publishing: Techniques and Technologies
Division: Creative Arts, Social Service, and Education

Courses

PUBL 1115 Writing for Publication

Requires writing in three categories - magazine writing, corporate and business writing, and on-screen writing - using Microsoft Word, with publication as the goal. A practical, hands-on approach will link up with the design and computer applications courses. Students will learn research and interviewing techniques, and how to write magazine articles, with special reference to Pacific Rim Magazine, corporate-style communications (brochures, reports, newsletters, and rate cards etc.) and Internet pages.

PUBL 1118 Designing for Print I

Covers the basic principles of print publication design: typography, the design process, layout principles, cost estimating, and how to get the publication to print. Provides an overview of various publishing formats, including ads, press releases, brochures, newsletters, and magazines. Studies the effective use of graphic, computer graphic, and photographic illustrations. The major assignment will be a comprehensive magazine-design project as preparation for the production of Pacific Rim Magazine. Evaluations will be project-based with emphasis on portfolio development.

PUBL 1124 Computer Software Applications: Adobe Photoshop

Students will learn Adobe Photoshop, the most used photo-retouching, pixel-based image editing software in print-based, online and CD-ROM publishing, working on Macintosh computers with colour monitors using a variety of tool functions. They will learn monitor calibration, colour correction, and colour verification techniques. By the end of this condensed, project-based course, students will be able to put together a number of imagesetter-ready photo collages on the computer, using multiple techniques and filters as well as combining graphics and image files from other sources.

PUBL 1126 Page Layout Software

Students will learn QuarkXpress, an advanced page layout and typesetting software. The course will focus on project building, combining text, graphics and photos, creating templates and multiple master pages for magazines, locking text to baseline grid, linking documents, runaround text wrap, colour and blend applications, using precision palettes and dialog boxes, applying a style sheet, building a library, typography, fine-tuning page

elements, analyzing trappings, and spot and process colour separations. Students will create two-page spreads with text, graphics and photos in place, suitable to be published in a full-colour glossy magazine, and ready to be outputted to colour proofs.

PUBL 1131 Digital Illustration Tools and Softwares

In this condensed, hands-on, project-based course students will learn illustration software currently used in the publishing and publishing-related fields. Software applications feature precise drawing and transformation tools, multiple layering, colour palettes, automatic graphing, and precise typographic control over text, compound paths, masking, blending and gradations. Working on Macintosh computers, student will use graphics tablets, allowing them to combine illustration and photo-manipulation software to produce colour logos, 2D (or 3D) graphics, drawings, illustrations, and icons geared for high-quality offset printing, as well as for online and multimedia publishing.

PUBL 1155 Editing Theory and Techniques

Through work on Pacific Rim Magazine and other projects, students will engage in substantive editing, learning how publications are created and developed. Students will be responsible for content development, research, structure and organization of articles, corporate communications, and books, fact checking, choice of illustrations, writing of titles and subtitles, copyright, plagiarism, libel, and tone and level of language. They will also learn copy editing and proofreading, again through work on Pacific Rim Magazine and other projects. They will prepare copy on the computer using house style and attending to matters of style, usage, grammar, and mechanics.

PUBL 1158 Magazine Design

Students will take a hands-on, project-based approach to magazine design with Pacific Rim Magazine as the main project. Topics include publication planning; developing appropriate magazine formats; design considerations; medium selection and page layout; typography; graphics; the make-up of a magazine; stock and digital photography; production (prepress) planning; basics of the offset press; printing terminology; costing; magazine rate cards; and creative services in advertising. The main softwares used are Adobe Illustrator, Adobe Photoshop, and QuarkXpress. The course instructor will art direct Pacific Rim Magazine.

PUBL 1159 Designing for Print II

Building on skills gained in Designing for Print I, students will explore and practice print publication design theories in greater depth. Additional publishing formats, such as books, are explored. Participants will learn about logo design and then implement a communications package or media kit. Other major assignments will include a resume, newsletter, and design for special events and advertising design. Evaluations remain project-based, with an emphasis on portfolio development.

PUBL 1161 Magazine and Offset Print Production I

Students will focus on building portfolio-driven spot-colour and full-colour publishing projects. They will participate in research, shoot photos, scan prints and film negatives or positives, provide illustrations, etc., to create magazine media kits and mock-ups, advertising materials, and related projects. They will learn the entire process of producing a magazine including prepress techniques such as trapping, colour separation verification, and colour-proofing methods. All assignments will be outputted in-house to a colour printer or Xerox colour copies, ready to be dry mounted for display. Industry tours to commercial printers, publishing houses, advertising firms, and prepress service bureaus will be arranged throughout the semester.

PUBL 1164 Magazine and Offset Print Production II

Students will finalize the print-based 64-page, glossy, colour version of Pacific Rim Magazine - the key project of the Langara Publishing Program - on the computer, and output the entire digital magazine to colour-proofs, ready for the commercial printer. This full-colour prepress process, one of the most sophisticated and widely used forms of publishing, is a major focus of the Langara Publishing Program. The techniques and technologies used here will be adapted for book and corporate publication projects running parallel to the magazine project. Once the newsstand quality magazine is printed, it will be distributed throughout the Vancouver area.

PUBL 1226 Electronic Communications

Students will learn the use of electronic communication tools and methods to send, receive, search, acquire, and offer information through the computer medium as it relates to the publishing industry and commercial applications.. The curriculum focuses on the Internet as a medium for electronic communication through publishing and the forms of media (text, photographs, illustration, animation, video, interactivity) presented over the Internet. Students start by learning basic HTML using a text editor and then move to an industry-standard graphical HTML editor. Students learn how to conceptualize and design publications for the Internet as well as prepare images for the Internet, with a strong emphasis on keeping Internet publications accessible to all levels of technology and data-transfer rates. Additionally, students gain an understanding of what the Internet is and how it functions through a brief look at its history and evolution.

PUBL 1230 Introduction to New Media Publishing

This is a hands-on course designed to teach skills for the production of electronic multimedia publications that may be delivered via the Internet, CD-ROM, or DVD. Students will get hands-on experience producing a variety of media (text, graphics, pictures, animation, sound and video) for these modes of publishing through structured exercises and assignments. They will also learn multimedia scripting languages for implementation of basic user interactivity. Software applications students will learn are industry standards for Web page production, animation, illustration, and image

creation/editing, interactivity, video production and post-production.

PUBL 1231 Intermediate New Media Publishing

This is a project-based course that will allow students who have successfully completed Electronic Publishing and Introduction to New Media Publishing to use and build on multimedia production skills to design and produce of their choice. Students will prepare and submit proposals for term projects that are interactive electronic publication for distribution via the Internet, CD-ROM and/or DVD. Students will be required to prepare and submit pre-production (copy content, content map, design) and production schedule as well as give brief weekly written progress reports. The nature and content of these projects is up to individual students.

PUBL 1240 Publishing Issues and Practices

This course looks at publishing management practices and issues in magazine, book, corporate and Internet publishing. Topics will vary according to current publishing issues and may include circulation management, subscription fulfilment, book and magazine promotion, electronic rights, advertorials, e-books, print-on-demand, marketing to advertisers, the vanity press, split-run magazines, choice of publishing formats, stakeholder groups in corporate publishing, and government support for publications. A few classes will shift to a seminar format involving discussion of management practices pertinent to the publication of Pacific Rim Magazine.

PUBL 1241 Self-Promotion in the Publishing Industry

Students learn self-promotion techniques to increase their employability and to market their work as freelancers. They develop a portfolio that highlights their specialty in design, production or editing. Other topics include market research, client negotiations and presentation skills.

Simon Fraser University
Canadian Centre for Studies in Publishing
Master of Publishing Program (MPub)

Courses

SEMESTER ONE

PUB 601 - Editorial Theory and Practice

An exploration of the various levels, practices and principles in editing, including analysis of the role of editors in the publishing process.

PUB 602 - Design and Production Control in Publishing

An examination of book, magazine, and newsletter design with emphasis on the principles of design, typography and production.

PUB 605 - Book Publishing Project

Working from an assigned scenario, project groups develop a list of titles for the new imprint of an existing Canadian publishing company. Faculty and industry members share teaching and evaluation duties. Final presentations are made to an industry panel.

PUB 800 - Publishing Industry Structure, Functioning and Policy

An evaluation of the structure and functioning of the publishing industry and related government policies and programs. Current challenges and opportunities are discussed.

SEMESTER TWO

PUB 600 - Topics in Publishing Management

An exploration of the management issues essential to the operation of publishing enterprises with an emphasis on management, finance and marketing and a focus throughout on the publishing process.

PUB 606 - Magazine Publishing Project

In consultation with faculty and industry guests, student teams develop a viable magazine concept, create a comprehensive business plan and design prototypes for presentation to an industry panel.

PUB 607 - Publishing Technology Project

Student teams explore particular publishing technologies that have yet to achieve widespread industry use. The teams design and develop a working implementation and produce documentation and written specifications on that implementation for industry review.

PUB 801 - History of Publishing

From the Gutenberg press to the World Wide Web, publishing has been both a mirror and an instrument of social, economic and technological change. This seminar explores a range of topics throughout publishing history—before and after the invention of moveable type—and the role of publishing in the making of our modern world.

PUB 802 - Technology and the Evolving Forms of Publishing

This course provides an opportunity to examine and critique the state-of-the-art technological tools available for book and magazine publishers and also to explore and assess new and evolving forms of publishing, especially online.

SEMESTER THREE

PUB 899 - Publishing Internship

After the coursework is complete, students intern (either paid or unpaid) for one semester in a publishing venue pertinent to their special interests. During the internship, each student commences a research project that serves as the basis for his or her project report.

SEMESTER FOUR

PUB 898 - Internship Project Report

Students complete their internship project report and work with their supervisory committee to bring it to a final acceptable form. Project reports are meant to contribute to publishing knowledge and be of value to the host firm.

Simon Fraser - Writing and Publishing Program
Certificate in Publishing

Courses (76.5 HOURS)

Advanced Study in Writing for Business and the Professions

Do you want to be faster and more effective at writing memos, reports, letters, proposals and other business documents that must convey information effectively and accurately? Participants are introduced to each stage of the experienced writer's process: inventing, drafting and revising. They study, in detail, the techniques and strategies a good writer uses to overcome procrastination, generate ideas, draft quickly, revise effectively and communicate clearly.

Basic Proofreading 6 hours

Typographical errors are funny only when they appear in someone else's report. Everyone responsible for written material needs to know how to proofread. Topics include the proofreading process, how to mark copy for correction, the difference between copy editing and proofreading, computers and proofreading, and when you should hire professionals

Ethics and Legal Issues in Writing and Publishing 12 hours

Writers, editors and publishers regularly confront a minefield of controversial ethical and legal issues. When is criticism of public figures libel and when is it fair comment? What obligation does a writer have to protect the privacy of sources? What use can you make of information downloaded from the Internet and when are you infringing on copyright? A lively debate will give you the information you need to successfully deal with these and other important issues. Invited guest speakers provide specialized expertise.

Fundamentals of Editorial Design 4 hours

Editors and editorial designers share a common goal: to present a piece of writing in the best possible light. To achieve this goal, editors and designers need a shared understanding of each other's techniques, processes and aims. With a strong emphasis on typography, this course is intended to help provide that understanding through an introduction to the fundamentals of designing with the printed word. It will be of interest and practical value to editors and designers, as well as to writers who are seriously concerned with the final form of their work.

Publishing in the 21st Century: Principles, Process and Politics

A few generations ago, publishing was a private, almost invisible activity involving print on paper. Now it is one of the most public pursuits in the world, and thanks to desktop and web technology it takes myriad forms and is engaged in daily by millions of people. This foundation course surveys the purpose, process and politics of publishing and its role in business, government, education, culture and the civil sector. The course gives an overview of three publishing specialty areas: print, corporate and web. It describes the range, markets, operations, business principles and political context of each area, and considers how the roles of the three types of publishing and the very definition of publishing have changed, especially with the advent of the "new media." The course also offers a few predictions about the future of publishing and a discussion of the responsibilities and implications of publishing in the 21st century.

What Editors Do: An Introduction

This course has been designed to help participants chart a satisfying and successful career path in editing. Each week we will examine a different aspect of editing—substantive editing, stylistic editing, copyediting and proofreading—and explore some of

the sectors in which editors might find themselves working. Through group discussion, in-class exercises and take-home assignments, participants will gain hands-on experience and a better understanding of the editor's roles and responsibilities. Editors, writers and lovers of language at all levels of experience are welcome.

Editors and Editing: An Introduction

This course is designed to help you understand what it takes to be a good editor, one who helps the author realize his or her vision in words. This overview course examines the nature of editing, the skills successful editors need and the various jobs available in the editorial world. Through activities and exercises, it helps you determine if editing is the career for you. By itself, this course will not equip you with the skills you need to be an editor, but it will serve as an overview of topics examined in more detail in other certificate program courses, including Basic Proofreading, Basic Copy Editing and Substantive Editing.

Elective courses (43.5 hours)

Corporate Publishing Specialization
Adobe Acrobat for Print and Online Publishing 12 hours

Writers use Adobe Acrobat to perform online document reviews and to distribute documents to clients and commercial printers in a portable document format (PDF). This course is designed for marketing communicators, technical writers and other publishing professionals who are responsible for reviewing and distributing documents. It introduces the basic concepts and techniques of PDF creation and provides practical skills for generating PostScript files, adding usability features to PDFs that will be viewed online and conducting online document reviews. Topics include optimizing your Adobe Distiller settings, using Adobe Acrobat for collaboration and document reviews, and adding features such as bookmarks, hyperlinks and multimedia to PDFs. The last three classes will be conducted in a lab, where students can apply their knowledge to sample files or to projects from other classes.

Newsletters and Brochures: From Outline to Blueline 15 hours

A newsletter or brochure—for a business, special-interest group or government, for internal or external readership—represents a major investment in human and financial resources. If you rely on newsletters or brochures to get your message across, you'll want to take this course. Taught by two of British Columbia's top publishing professionals, the course reviews the elements of editorial planning, writing and design for newsletters and brochures with a keen eye to today's print and publishing trends. It is suggested that participants bring a sample of a newsletter or brochure that they have worked on.

Plain Language Principles 9 hours

Plain language means effective communication. It means getting the information to the right people in the best way in the clearest manner. It means listening and responding appropriately to the needs of the public. And it means being sensitive to the issues of literacy and its relationship to empowering people who may have been discriminated against or sidelined by a tangle of "bureaucratese." Plain Language Principles introduces participants to the basics of preparing materials in a clear and understandable fashion. Whether you work on public documents, books, articles, forms or web documents, the process is the same. And it doesn't have to be difficult—most considerations of delivering information in plain language are just common sense. In three half-days, participants will examine various documents and practise using plain language techniques to improve them. Topics covered will include understanding your purpose and audience, doing the research, writing and editing for plain language and plain language design.

Publication Design and Print Production 16 hours

An increasing number of jobs require some design and print production knowledge and most editors are expected to provide design input for the projects they work on. This lecture/demonstration course covers the basic principles of publication design, typography, print production and publishing technology. Participants will study the process and information needed to produce professional quality work. Topics include the principles of design and typography, client relationships, the process of design, choosing a format, obtaining quotes from printers, building and using grids, producing mockups, making design presentations, the effective use of illustrations and photographs, the offset process, preparing files for film output, working with a printer and costing a design project.

The (R)evolution of Graphic Design and Media NEW 3 hours

Graphic design is the melding of art and science in a message. This illustrated three-hour lecture and visual tour will review the changing technology of publishing in the 19th, 20th and 21st centuries and the resulting transformations to the form and style of graphic design as represented by today's design trends. The presentation will discuss multiple publishing platforms including magazines, books, websites and emerging digital media.

Writing and Editing for the Web: An Introduction 12 hours

Writing for websites is not the same as writing for print media. This new media needs writers and editors who understand its possibilities, its limitations and how people read online, and who can visualize its interactivity. This course is an overview for those interested in new media and introduces the participants to a range of skills needed by interactive writers and editors, including content research and development, information

architecture, scriptwriting, onscreen writing, editing existing text and hyperlinks. Through lectures, examples and take-home assignments, writers and editors study how to adapt skills used in other media and how to write and edit material for interactive media. Knowledge of HTML is not required for this course.

Web Publishing Specialization
Adobe Acrobat for Print and Online Publishing 12 hours

Writers use Adobe Acrobat to perform online document reviews and to distribute documents to clients and commercial printers in a portable document format (PDF). This course is designed for marketing communicators, technical writers and other publishing professionals who are responsible for reviewing and distributing documents. It introduces the basic concepts and techniques of PDF creation and provides practical skills for generating PostScript files, adding usability features to PDFs that will be viewed online and conducting online document reviews. Topics include optimizing your Adobe Distiller settings, using Adobe Acrobat for collaboration and document reviews, and adding features such as bookmarks, hyperlinks and multimedia to PDFs. The last three classes will be conducted in a lab, where students can apply their knowledge to sample files or to projects from other classes.

The Art of E-Commerce NEW 7.5 hours

This course will address the three main sources of e-commerce: advertising, subscription and retail, and examine the trends, tools, techniques and strategies associated with each. We'll cover: planning process, industry stats and trends, audience targeting and targeting technologies, research and measurement tools, site evaluation process, Rich Media, Ad Creative, sponsorships, online ad effectiveness, online branding, online fulfillment, search marketing, viral marketing and B2B vs. B2C. This course will interest sales managers and reps, publishers, marketers, business development and editorial personnel interested in getting a working overview of today's e-commerce environment.

Introduction to Dreamweaver and HTML 12 hours

Dreamweaver is Macromedia's state-of-the-art web page editing software used by an increasing number of web design professionals to create complex and eye-catching sites. In this introductory course, students will obtain a solid understanding of Dreamweaver's user interface and its suite of web page editing tools and gain practical, hands-on experience building web pages. As well as working in Dreamweaver's WYSIWYG environment, students will learn about the underlying HTML tags, which are the building blocks of all web pages. Enrollment is limited to 17. The required text is provided.

Print Publishing Specialization
Adobe Acrobat for Print and Online Publishing 12 hours

See above

The Business of Publishing 13 hours equivalent

This course will survey a range of business practices in publishing, with a particular emphasis on book publishing. Throughout the course, students will be asked to apply the concepts discussed in assignments and term projects immediately. Successful completion of the course should give students a good overview of how publishers mediate the contact between writers and readers through skillful management of capital, and physical and intellectual properties.

Getting Published: From Manuscript to Book 12 hours

This course is for writers who are ready to embark on the adventure of getting published, and is designed to give authors the information they need to work confidently with professional publishers in getting fiction, non-fiction and poetry manuscripts into print. Writers will learn to prepare book proposals, position their work to good advantage, research the publishing market, approach agents and companies, read publishing contracts and collaborate with publishers in editing, production and marketing once the contract is signed.

Grammar: A Quick Review of Common Puzzles in Today's English

One of the best ways to increase confidence as a writer is to gain a good command of grammar. This allows you to express ideas clearly and also to experiment with style. Topics include a short review of parts of speech, sentence structure and punctuation, analysis of common errors, and techniques for editing sentences. The required text is provided. Please note: This is not an ESL course. Please refer to the ESL requirements listed below.

InDesign 11 hours

InDesign is Adobe's new advanced publishing software for the creation of graphics-intensive documents. InDesign is tightly integrated with Adobe Photoshop and Illustrator and provides unparalleled precision and control as a production tool, including sophisticated typographic features not found in competing products. The course begins with an overview of the InDesign workspace. Participants will use instructor-led projects to learn how to set up publications, import graphics and text, edit graphics in InDesign, make complex tables and apply precise typographic control using the multi-line composer. At the conclusion of this two-day workshop, participants will know the benefits of master pages, type-fitting techniques and the use of layers, hanging indents, styles and many timesaving shortcuts.

The Literary History of British Columbia 13 hours

British author Julian Barnes provided A History of the World in 10 1/2 Chapters; British Columbia author Alan Twigg will provide a literary history of British Columbia in 13 lectures. This unprecedented course at Simon Fraser University Vancouver will provide a comprehensive panorama of books and authors pertaining to British Columbia from 1774 to 2005. Instructor Alan Twigg will introduce hundreds of BC authors and discuss their major works. Topics will include more than 50 aboriginal authors, the main contemporary publishing houses, the first explorers, the 19th century ("Bibles, Booze, Guns & Government"), poets, novelists, books by and about women, classic BC titles, anthropology, politics and art.

Photoshop: An Introduction 12 hours

Photoshop has many uses, from photo retouching to creating dramatic special effects graphics, to enhancing the look and feel of web pages. This course takes you through the first steps of learning the program, showing you the basic tools you will need and giving you some projects to work through. Participants will work at individual high-end Macintosh computers and have access to the computers for practice between sessions. Enrollment is limited to 17. The required text is provided.

Publication Design and Print Production 16 hours

An increasing number of jobs require some design and print production knowledge and most editors are expected to provide design input for the projects they work on. This lecture/demonstration course covers the basic principles of publication design, typography, print production and publishing technology. Participants will study the process and information needed to produce professional quality work. Topics include the principles of design and typography, client relationships, the process of design, choosing a format, obtaining quotes from printers, building and using grids, producing mockups, making design presentations, the effective use of illustrations and photographs, the offset process, preparing files for film output, working with a printer and costing a design project.

QuarkXPress: An Introduction 12 hours

People rave about QuarkXPress because it is a great typesetting and layout tool and offers so many features; however, having so many options can be daunting. This course will provide you with a good basic understanding of the program and its features, as well as give you special tips to help you avoid getting stuck. Through a combination of structured lessons and short projects, you will study and practise how to plan and set up a document, create items and content on the pages, import text and graphics, and optimize your layout and print production. Enrollment is limited to 17. The required text is provided.

Self-Publishing: From Idea to Published Book 6 hours

If you want to follow your book through the complete process of production, join others with the same plan and learn to successfully and competitively produce and market a self-published book. This course will help you assess the marketability of your project, check the competition, produce the manuscript, find an editor and the team you need to help you with production, choose a printer and distributor, and assist you in creating a publicity program.

The Structure of the Book Industry in Canada 13 hours equivalent

This course presents the state of the book publishing industry in Canada, primarily focusing on the past 35 years. It will examine the multitude of factors that makes Canada a unique publishing environment and analyse the major challenges faced by the Canadian publishing industry in recent decades. The course is based on lectures, readings, and in-class discussion. Major course themes are as follows: the Canadian publishing context; the book trade in Canada today; "cultural industries" and "cultural policy"; support for the publishing industry; and how does new technology affect book publishing in Canada?

Simon Fraser University Continuing Education
Writing and Publishing Program

The following course summaries are identical to the ones outlined above. There are 2 courses offered in CE that are not offered in the other writing and publishing program, the course summaries are outlined as follows.

Introductory courses

Basic Proofreading

Comics for Grown-ups: Writing and Drawing the Graphic Novel

The graphic novel—a book-length story that is told through artwork or a combination of writing and artwork—has come of age. A generation ago, anything that looked like a comic book was considered kid stuff (at best) or junk (at worst), but today's graphic novels and non-fiction narratives combine the best of "high" and "low" art in a vibrant, edgy new medium. Intelligent, beautiful and challenging, they feature superior writing and production values, yet they are accessible to all readers in both content and price. They come in all genres—from humour to adventure to science fiction to horror to history and politics—and after Art Spiegelman's *Maus* won the Pulitzer Prize and Chris Ware's *Jimmy Corrigan: The Smartest Kid on Earth* won the Guardian Book Award, they are downright respectable. In this one-day immersion in the world of graphic novels and non-fiction narratives, panelists and participants will take a headlong rush through the modern history of the graphic novel, talk about technique and process, and take a look

at the marketplace—who is publishing these books and who is buying and reading them—all with copious examples from work by everyone from Crumb to Clowes, Hergé to Hernandez, Miller to Miyazaki, Bagge to Barry, Seth to Satrapi. In the process, we'll make some new discoveries—and some new connections.

Finding Work

You've got the tools and your résumé in hand. You're ready to take on the world as a technical writer, a corporate communicator or a public relations specialist. You know your skills are needed, but you're not sure how to market them or yourself. This one-day course will help you with that final step. Among the topics to be covered are identifying your niche, researching your markets, the fine art of networking, and some very specific job-hunting strategies. Having the writing skills without the self-marketing ability is a bit like winking in the dark. You know what you can do, but no one else will. This workshop will show you how to shine a light on your capabilities and develop a plan that will transform you from student to writing professional.

Fundamentals of Editorial Design
Getting Published: From Manuscript to Book
Leveraging Your Talents Into Employment Opportunities
Publication Design and Print Production
Publishing in the 21st Century: Principles, Process and Politics
The (R)evolution of Graphic Design and Media
Self-Publishing: From Idea to Published Book
What Editors Do: An Introduction

Intermediate courses

The Art of E-Commerce
Ethics and Legal Issues in Writing and Publishing
Magazine Editing Fundamentals
Magazine Editorial Design
Plain Language Principles
Publishing Project Design Workshop
Starting a Small Magazine
Writing and Editing for the Web: An Introduction

Advanced course

Advanced Study in Writing for Business and the Professions

Software Courses: Introductory

Adobe Acrobat for Print and Online Publishing
Introduction to Dreamweaver and HTML

Photoshop: An Introduction
QuarkXPress: An Introduction

Software Courses: Intermediate

Advanced Dreamweaver and HTML
InDesign

Simon Fraser University
Publishing Workshops
Book Publishing Immersion Workshop

Seminar #1
Symposium on the Novel

The Symposium on the Novel brings together authors, media personalities, and members of the public to engage in dialogue about writing and literature.

The fifth annual Symposium on the Novel will look at the increasing number of Canadian writers who draw on immigrant experiences, or who have strong connections to other cultures, and the effect this has on the Canadian narrative. Canadian novels are now just as likely to be set in another country as they are in Canada, and in the last round of Giller Prize finalists, three of the five novels were set outside of Canada. There are many explanations for this fact, including ongoing migration of people to Canada, the growing number of Canadian writers who are second or third generation children of immigrants, and the increasing globalization of cultures.

The discussion will focus on the increasingly international flavour of Canadian literature. Is the Canadian narrative changing? What makes a novel Canadian? How does an author decide on the language and voice of a character? Are we leaving the traditional Canadian audience behind? Do today's novels reflect the Canada we live in?

Seminar #2
Book Design Intensive

At first glance the book seems like such a simple object: an image and a title on the front, some words on the back, and a lot more words (maybe even some pictures) on the inside. But creating a well made, well-designed book is much more complex than it appears. It is an art and a craft with a long history, and it forms the cornerstone of the world of graphic design.

This four-part workshop uses a combination of lectures and in-class critiques to teach the fundamental practices and processes that underlie successful book design. Each participant is expected to complete an assigned book design project, composed of both a cover and a series of interior sample pages. Participants will do the design work on

their own time, outside of the classroom, and will bring proofs of their work to each class as assigned. Participant work will be reviewed and critiqued by the instructor.

Topics covered include:

   * How to design a successful book cover
   * Designing for readers: The fundamentals of fine book typography
   * The differences between designing for fiction and non-fiction
   * Combining images and text
   * Theme and variation: How to use rhythm, repetition, and contrast to create a multi-page design
   * A fine balance: Using proportion and balance to create a sense of harmony
   * The editorial process: How to work with authors, editors, and publishers

This 16-hour workshop is not for beginners. Participants must have completed, or be enrolled in, a degree or certificate program in design, or have the equivalent amount of professional and/or educational experience. Participants must have access to a personal computer (Macintosh platform recommended) and both a black and white and a colour printer. They must have a good working knowledge of InDesign (preferred) or QuarkXPress.

Seminar #3
Getting Published
A Candid Discussion with an Agent and a Publisher

If you are working on a manuscript and looking to land a publishing contract, this workshop will help prepare you for the negotiations that lie ahead.

Completing your manuscript and getting it ready to present to a publisher is big accomplishment, and the road that follows is filled with bumps and blind curves. If you are a writer who is planning to pitch your manuscript to publishers then you need to know how the business side of publishing works including what you can expect to get for your work, and where the pitfalls are and how to avoid them.

This one-day, interactive workshop will cover the following topics:

   * Preparing your manuscript for submission
   * The role of the agent
   * Deciding on which publisher to approach
   * The acquisitions process
   * The role of the editor
   * The role of the publisher
   * Negotiating a book contract
   * Learning how rights sales work
   * The author's involvement in marketing, publicity, and promotion

These topics will be explored through lectures and discussion. Participants will leave this workshop with a realistic understanding of the process required to get a manuscript accepted by a publisher and what they can expect to get in a publishing contract.

Seminar #4
Ending the Two Solitudes

A Québécois Publisher's Ideas for Cross-Cultural Publishing in Canada

Pascal Assathiany, founder and president of Diffusion Dimedia and director general of Éditions du Boréal, has been building, distributing, and promoting Québécois literature within Canada and around the world for more than 40 years.

He has also been successfully translating Canadian English language publications into French for the Québec marketplace. Boréal has published many outstanding authors including Marie-Claire Blais, Gaétan Soucy, Guillaume Vigneault, Daniel Poliquin, Lisa Moore, David Suzuki, Michael Ondaatje, Charles Taylor, and Margaret Atwood.

Come and hear him share his insights on French-language publishing in Canada and opportunities for French and English publishers to work together. His lecture will touch on the following topics:

* What makes a book suitable to go from French to English (and vice-versa)
* The importance of establishing editorial bridges
* Differences in translating fiction and non-fiction
* Problems with agents
* The different roles translators play
* How to develop a partnership with a French-language publisher

This is a rare opportunity for English-language publishers and writers to find out what they should know to approach the French-language market, and how they can they work with their French counterparts. This event will include questions and discussion from the audience.

Seminar #5
Print on Demand Comes of Age

Convergence of cutting-edge technology, new markets, global distribution, and mass publicity have opened the door for real change in book publishing.

The term print on demand (POD) is no longer new to anyone working with print. But it has only been in the past year that the convergence of publishing formats, global markets, increased numbers of production-distribution facilities, and mass publicity (think Google) have set the stage for pod to reach its potential in the areas of information production and dissemination. Combined with significant advances in pod technology, including the arrival of the latest generation of toner-based machines, this

convergence means there are big changes on the horizon that may have significant implications for you, your business, and your future.

This seminar will start with a discussion of print on demand's latest technological advances and move quickly to the implications of global infrastructure changes. Particular focus will be given to the use of print on demand for book publishing applications—everything from the works of first-time authors to corporate and regional publishing.

EAC British Columbia - Editors' Professional Development Workshops

Substantive Editing - Completed

with Yvonne Van Ruskenveld

Substantive editing brings order to chaos and breathes life into moribund manuscripts. By reorganizing and revising, you can help authors reach their readers effectively. But facing a disorganized, incomplete (or overstuffed!) manuscript can be daunting.

This workshop will discuss techniques for assessing manuscripts, identifying problem areas, creating solutions, and working with the author. Whether you edit newsletter articles or full-length books, the strategies and techniques in this workshop can enhance your substantive editing skills.

Academic Editing - Completed

with Darcy Cullen

In this workshop, we will begin with an overview of the in-house process to establish a context for academic freelance editing and to determine what university presses expect from their freelancers.

We will consider the different systems outlined in major style guides, with an emphasis on the Chicago Manual of Style, the guide most used for books in the humanities. We will then examine in greater detail the elements particular to academic editing -- from the use of jargon in specialized fields through to the apparatus of appendices, notes, bibliographies, tables, and illustrations. There will be a hands-on component to the day, and handouts will include checklists, samples, and exercises.

Saskatoon EAC
The Workplace Editor

A workshop presented by the Saskatoon Branch of the Editors' Association of Canada

About the workshop

In the information economy, editors are everywhere, often disguised as something else—the communications director who publishes the employee newsletter or the executive assistant who polishes the CEO's letters. Workplace editing may be secondary to your "real" job, but it is just as important to your success at work.

This two-day workshop will equip workplace editors to refine documents and provide feedback to writers in ways that will strengthen workplace relationships.
Based on current, practical topics that apply to business and government, this workshop will provide

   * hands-on, interactive training, and
   * techniques for transferring acquired skills to the workplace.

Quebec and Atlantic Canada
Taking the Plunge as a Freelance Editor

Whether you are thinking about becoming a freelance editor in the future or have already "taken the plunge," this seminar will provide you with a wealth of practical information. The approach is practical and realistic; the facts and tips are all based on the real-life experiences of the seminar leader and others. Topics covered include evaluating and improving your editing skills; acquiring the tools you need; getting work, including tips on finding those all-important first jobs and advice on how to translate them into a regular client base; networking both graciously and effectively; creating a freelancer's résumé that works; being your own manager; and getting paid. Handouts include sample résumés and an extensive bibliography.

Formatting in Word

Note: This seminar is taught at an advanced level. Besides being fully comfortable with the various conventions of graphic interfaces on computers, participants must be able to independently navigate the Windows folder hierarchy and to use most Microsoft Word functions at a better than beginner level.

More and more, clients expect editors to maintain (or even to set up) draft documents that resemble the anticipated final product. That "desktopped" look and feel often seems difficult to maintain in Microsoft Word, which lacks a true "Reveal Codes" feature.

This hands-on seminar teaches participants to tame Word's formatting features by understanding the logic behind them. Topics include how to approach the definition of page and text elements, how to use styles correctly, and how to bundle format elements into templates. Participants will also learn how to use document automation (for example, variable fields and auto-generated contents listings) to reduce the need for manual intervention, how to define customized spelling dictionaries by job, and how to harness the hidden power of the search-and-replace function.

Introduction to Copyediting

Introduction to Copyediting is meant for both novice editors and people who want to improve their writing. The instructors will describe basic techniques for improving text and review the types of errors and difficulties typically found in everyday writing.

This seminar will introduce participants to some of the perennial problem topics copyeditors face, for example

- spelling: capitalization, hyphenation, and forming compounds; American, British or Canadian? Is it Montreal or Montréal, Quebec or Québec?
- grammar: subject–verb agreement, pronoun–antecedent agreement, dangling or misplaced modifiers, parallel structures
- punctuation: using punctuation to clarify meaning, hyphen and dash difficulties, when does punctuation go inside quotation marks?
- word usage: commonly misused words, avoiding noun strings, eliminating redundancies
- the mechanics of style: using or creating a style sheet to maintain consistency; abbreviations, acronyms and initialisms; choosing between day–month–year or month–day–year; when to italicize

EAC TORONTO

February 2006

Taking the Plunge as a Freelance Editor - Elizabeth d'Anjou
On-Screen Editing - Anne Stilman –
Copy Editing I - **First Offering** - Elizabeth d'Anjou
Eight-Step Editing - **First Offering** - Jim Taylor –
Editing Books for Children - Debbie Rogosin
Networking with Integrity: Selling Your Services Without Selling Out - Riça Night

March 2006

Book Proposals - Ian Coutts
Grammar Rules and Myths - Frances Peck
Grammar Rules and Myths - **Second Offering** - Frances Peck –
Conquering Corporate Markets - Paul Lima –
Proofreading - Stephanie Fysh
Developing a House Style - Elizabeth d'Anjou

April 2006

Copy Editing I - **Second Offering** - Kathryn Dean –
Writing and Editing Marketing Materials - Paul Lima –
Three Steps to Effective Business Writing - Rosemary Shipton
Copyright: What an Editor Really Needs to Know - Marian Dingman
Eight-Step Editing - **Second Offering** - Jim Taylor –
Copy Editing II - Elizabeth d'Anjou –

May 2006

Substantive Editing - Rosemary Shipton
Punctuation and Mechanics - Frances Peck

ANEL (L'Association nationale des éditeurs de livres)
PROGRAMME DES ACTIVITÉS DE PERFECTIONNEMENT

Courses

Vendre plus en Europe
Objectifs

Dans cet atelier, la formatrice abordera les meilleures pratiques de diffusion, de coédition et de promotion des ouvrages québécois en Europe telles que :

- Quand commencer une diffusion en Europe ?
- Quels titres diffuser en Europe : quantité ou qualité ?
- Comment choisir un diffuseur ?
- Le contrat de diffusion : qu'y mettre ?
- Comment mener un partenariat réussi avec son diffuseur ?
- Comment soutenir les actions du diffuseur depuis le Québec ?
- Peut-on diffuser et coéditer en même temps sur un même territoire ?
- Quelle présence « minimale » peut-on prévoir ?

Le coaching des auteurs : Édition scolaire et technique

Au-delà des liens contractuels qui unissent un auteur et un éditeur, il existe une relation professionnelle basée sur la confiance et le partage des connaissances. Le rôle de l'éditeur dans une telle relation est multiple et s'apparente souvent à celui d'un entraîneur, d'un « coach ». Pour mieux comprendre ce rôle et en maîtriser toutes les facettes, l'ANEL offre cet atelier qui tient aussi compte des particularités de différents secteurs de l'édition.

- Entraîner les auteurs à comprendre leur propre style cognitif et celui de leurs lecteurs
- Comprendre le fonctionnement neurolinguistique des lecteurs en situation d'apprentissage
- Assurer la conformité des contenus avec les programmes d'études
- Assurer la conformité des approches pédagogiques avec les impératifs disciplinaires et de curriculum.

Le contrat d'édition

Objectifs

- Connaître davantage les lois en matière de contrat d'édition.
- Gérer les droits que les divers collaborateurs d'une œuvre cèdent à l'éditeur.
- Connaître toute la portée des clauses et des dispositions des contrats.

Clinique de droit en édition

Au terme de cet atelier, l'ANEL offre aux participants de l'atelier la possibilité de bénéficier des conseils juridiques d'experts en matière de contrat d'édition (cabinet à préciser). Il vous sera en effet possible d'obtenir des réponses précises à toutes vos questions. Pour s'inscrire à la clinique, il suffit de le mentionner lors de l'inscription à l'atelier sur le contrat d'édition. Un horaire de consultation sera développé selon l'ordre de réception des demandes. Attention ! Les places sont limitées.

La gestion de projets en édition

Objectifs

La gestion méthodique et structurée est essentielle à la réussite des projets d'édition, petits et grands. Cet atelier vous offrira des réponses aux questions suivantes :

- Quels sont les avantages de la gestion de projets en édition ?
- Comment la mettre en place ?
- Quelles sont les ressources nécessaires ?
- Comment maximiser sa portée avec les ressources actuelles ?
- Comment gérer le changement et les risques afférents ?

La formation est sujette à changement et s'adaptera aux questions préalablement envoyées aux formateurs.

Faire d'un livre un événement

Objectifs

Comment réussir le lancement d'un livre.

- Maximiser la portée d'un lancement, attirer un maximum d'attention sur vos dernières parutions.
- Choisir le meilleur placement média adapté à vos ressources humaines et financières.
- Faire connaître votre maison et son oeuvre par les médias.
- Connaître les outils qui s'offrent à vous pour faire la promotion de votre production éditoriale.

Comment maximiser l'exploitation de votre site Web

Objectifs

Cet atelier aura pour objectif de hausser la qualité et la pertinence des renseignements qui composent le site Web de votre entreprise.

- Les différents types de site Web selon les objectifs visés.
- La gestion informatisée des données.
- La vente en ligne : une opportunité de commercialisation.
- La mise en place d'un support aux utilisateurs.
- La structure de l'information.
- La conception, la réalisation, la mise en ligne et les mises à jour

Pour plus d'information, consulter www.webmaestro.qc.ca/anel

Préparation aux foires de droits : ventes et achats

Objectifs

La vente et l'achat de droits à l'étranger occupent aujourd'hui une place prépondérante au sein des activités des maisons d'édition. Une préparation adéquate à ces événements est essentielle pour réussir des transactions. L'atelier traitera de toutes les étapes importantes d'une présence à une foire.

- Optimiser la présence des éditeurs aux foires du livre internationales.
- Gérer une formation sur la vente et l'achat de droits dans le contexte particulier des foires.

Comment utiliser les bases de données en édition - NOUVEAU !

Objectifs

Cet atelier aura pour objectif de familiariser les éditeurs avec les bases de données et de leur fournir les connaissances nécessaires pour les amener à intégrer ce précieux outil à leur méthode de travail. La formation traitera également des normes à suivre pour répondre aux exigences de la BTLF. De plus amples renseignements sur cette formation seront bientôt disponibles sur le site Web de l'ANEL.

Coédition et licences

Objectifs

Ce nouvel atelier vise à familiariser les éditeurs avec les différentes pratiques en coédition et à fournir toutes les informations pertinentes par rapport aux licences qui s'y rattachent.

- Les multiples formes de coédition.
- La détention des droits d'auteur.
- L'évaluation des propositions.

Comment aborder le marché américain

Offert en collaboration avec l'AELC, cette formation vous permettra d'en savoir plus sur les stratégies à envisager pour mener avec succès des affaires aux Etats-Unis. Seront abordés des thèmes touchant la coédition, la diffusion et la promotion chez nos voisins du sud.

- Connaître davantage les différents intervenants et lieux de maillage de l'industrie, les associations, les événements, etc.
- Achat de droits

- Droits de traduction et de coédition.
- ABA : quel profit peut-on tirer de cette foire ?

Association for the Export of Canadian Books

Over the past twenty months, the Association has offered the following programs:

Mentoring BEA 2006
La vente de livres par Internet en France
La diffusion du livre canadien en France
Publishers Consultation Meeting
Online Marketing Seminar
Le marché du livre de langue francaise aux Etats-Unis
Marketing du livre sur Internet en France
Trends in the Children's/YA Market in the United States

For most of the institutions, their programs covered significant numbers of the book publisher competencies. Given the amount of detailed information to be presented, only the competencies that **are not** covered by the institution's program are identified.

BRITISH COLUMBIA

Langara College
Publishing : Techniques and Technologies

Define the Mission and Business Strategy
Competency # 6 (develop a financial strategy)
Competency # 7 (develop a human resources plan)
Competency # 8 (identify weaknesses and threats)
Competency # 9 (produce a business plan)
Competency #10 (present business plan)

Develop Books and Lists
Competency #2 (coordinate manuscript submission process)
Competency #3 (assess manuscripts)
Competency #7 (develop a per title profit and loss study)
Competency #8 (develop a manuscript)
Competency #10 (acquire rights to titles from authors or their agents)
Competency #14 (validate projects requirements)
Competency #15 (develop partnerships and sponsorships)
Competency #16 (perform post-production assessment)

Edit Books
Competency #3 (create bibliographic data)
Competency #5 (perform review against standards)
Competency #12 (collects/capture modifications for reprints)

Produce Books
Competency #4 (lay out books)
Competency #8 (print and bind books)
Competency #9 (archive productions files)
Competency #10 (arrange shipping logistics)
Competency #12 (coordinate preprints)

Promote Books
Competency #2 (create catalogues)
Competency #4 (place excerpts)
Competency #6 (collaborate with authors)
Competency #7 (prepare authors for promotions)
Competency #8 (arrange customer promotional events)
Competency #9 (arrange author events)
Competency #10 (arrange media coverage)

Competency #11 (solicit reviews)
Competency #13 (submit authors and titles for awards)

Sell Books
Competency #1 (determine target customer list)
Competency #4 (provide samples)
Competency #5 (distribute sales promotional materials)
Competency #6 (arrange merchandising)
Competency #7 (negotiate terms of sale)
Competency #8 (solicit orders)
Competency #9 (supervise sales representatives)
Competency #10 (analyze sales)

Distribute Books
Competency #1 (establish terms of trade)
Competency #2 (maintain inventory level)
Competency #3 (receive inventory)
Competency #4 (store inventory)
Competency #5 (process orders)
Competency #6 (pick, pack, and ship orders)
Competency #7 (provide special services and packaging)
Competency #8 (deliver orders)
Competency #9 (process returns)
Competency #11 (service distribution clients)

Manage Information
Competency #2 (create and maintain administrative financial database)
Competency #3 (complete and maintain bibliographic data)
Competency #4 (create and maintain rights and contracts database)
Competency #5 (create and maintain production database)
Competency #6 (create and maintain sales and marketing database)
Competency #7 (create and maintain editorial and content database)
Competency #8 (distribute and monitor structured bibliographic data)
Competency #13 (gather information from outside sources)

Manage Rights and Contracts
Competency #2 (work with agents and subagents)
Competency #3 (license territorial rights)
Competency #4 (license translation rights)
Competency #5 (license special format editions)
Competency #6 (license electronic rights)
Competency #7 (license broadcast rights)
Competency #8 (license merchandising rights)
Competency #9 (license partial content rights)
Competency #10 (negotiate contracts with suppliers and service providers)
Competency #11 (negotiate contracts with clients)

Competency #12 (ensure compliance with licenses, rights and contracts)

Manage Human Resources
Competency #2 (recruit staff and freelancers)
Competency #3 (orient and train staff and freelancers)
Competency #4 (supervise staff and freelancers)
Competency #6 (encourage employee morale)
Competency #8 (plan succession)
Competency #9 (terminate employment)
Competency #10 (administer benefits and payroll)
Competency #11 (develop and maintain HR policies)

Manage Financial Resources
Competency #1 (develop a budget)
Competency #2 (create and maintain a cash flow projection)
Competency #3 (negotiate financing)
Competency #4 (apply for grants and funding)
Competency #5 (acquire insurance)
Competency #6 (negotiate credit with suppliers)
Competency #7 (establish and administer customer credit policy)
Competency #8 (create and maintain an accounting system)
Competency #9 (administer payables and receivables)
Competency #10 (pay royalties)
Competency #11 (revise budget based on performance)
Competency #12 (prepare financial statements)
Competency #13 (arrange audit)

Manage Physical Resources
Competency #1 (lease/purchase an office)
Competency #2 (lease/ purchase a warehouse)
Competency #3 (acquire furniture and equipment)
Competency #4 (secure utilities and services)
Competency #5 (lease/purchase vehicles)
Competency #7 (purchase office warehouse supplies)

Demonstrate Communication Skills
All are covered

Demonstrate Personal Competencies
All are covered

Simon Fraser University
Master of Publishing Program (MPub)

Define the Mission and Business Strategy
Competency #7(develop a human resources plan)

Develop Books and Lists
Competency #16 (perform post-production assessment)

Edit Books
Competency #8 (acquire/commission supplementary materials)
Competency #12 (collect/capture modifications for reprints)

Produce Books
Competency #9 (archive production files)

Promote Books
All are covered

Sell Books
Competency #6 (arrange merchandising)
Competency #9 (supervise sales representatives)

Distribute Books
Competency #2 (maintain inventory level)
Competency #3 (receive inventory)
Competency #4 (store inventory)
Competency #5 (process orders)
Competency #6 (pick, pack, and ship orders)
Competency #7 (provide special services and packaging)
Competency #8 (deliver orders)
Competency #9 (process returns)

Manage Information
Competency #2 (create and maintain administrative and financial database)
Competency #3 (complete and maintain bibliographic data)
Competency #4 (create and maintain rights and contracts database)
Competency #5 (create and maintain production database)
Competency #6 (create and maintain sales and marketing database)
Competency #7 (create and maintain editorial and content database)
Competency #8 (distribute and monitor structured bibliographic data)

Manage Rights and Contracts
Competency #10 (negotiate contracts with suppliers and service providers)

Manage Human Resources
Competency #2 (recruit staff and freelancers)
Competency #3 (orient and train staff and freelancers)
Competency #4 (supervise staff and freelancers)
Competency #7 (review performance)
Competency #8 (plan succession)
Competency #9 (terminate employment)
Competency #10 (administer benefits and payroll)
Competency #11 (develop and maintain HR policies)

Manage Financial Resources
Competency #5 (acquire insurance)
Competency #13 (arrange audit)

Manage Physical Resources
Competency #1 (lease/purchase an office)
Competency #2 (lease/purchase a warehouse)
Competency #3 (acquire/maintain furniture and equipment)
Competency #4 (secure utilities and services)
Competency #5 (lease/purchase vehicles)
Competency #7 (purchase office and warehouse supplies)

Demonstrate Communication Skills
All are covered

Demonstrate Personal Competencies
All are covered

Simon Fraser
Writing and Publishing Program

Define the Mission and Business Strategy
Competency #7 (develop a human resources plan)

Develop Books and Lists
All are covered

Edit Books
All are covered

Produce Books
All are covered

Promote Books
Competency #7 (prepare authors for promotion)
Competency #13 (submit authors and titles for awards)

Sell Books
Competency #5 (distribute sales promotional materials)
Competency #6 (arrange merchandising)

Distribute Books
Competency #3 (receive inventory)
Competency #4 (store inventory)
Competency #8 (deliver orders)
Competency #10 (service customers)

Manage Information
Competency #2 (create and maintain administrative and financial database)
Competency #3 (complete and maintain bibliographic data)
Competency #4 (create and maintain rights and contracts database)
Competency #5 (create and maintain production database)
Competency #6 (create and maintain sales and marketing database)
Competency #7 (create and maintain editorial and content database)
Competency #8 (distribute and monitor structured bibliographic data.

Manage Rights and Contracts
Competency #12 (ensure compliance with licenses, rights and contracts)

Manage Human Resources
Competency #2 (recruit staff and freelancers)
Competency #3 (orient and train staff and freelancers)
Competency #4 (supervise staff and freelancers)
Competency #8 (plan succession)
Competency #9 (terminate employment)
Competency #11 (develop and maintain HR policies)

Manage Financial Resources
All are covered

Manage Physical Resources
Competency #1 (lease/purchase an office)
Competency #2 (lease/purchase a warehouse)
Competency #3 (acquire/maintain furniture and equipment)
Competency #4 (secure utilities and services)
Competency #5 (lease/purchase vehicles)
Competency #7 (purchase office and warehouse supplies)

Demonstrate Communication Skills
All are covered

Demonstrate Personal Competencies
All are covered

Simon Fraser University Continuing Education
Writing and Publishing Program

Define the Mission and Business Strategy
Competency #7 (develop a human resources plan)

Develop Books and Lists
All are covered

Edit Books
All are covered

Produce Books
All are covered

Promote Books
Competency #7 (prepare authors for promotion)
Competency #13 (submit authors and titles for awards)

Sell Books
Competency #5 (distribute sales promotional materials)
Competency #6 (arrange merchandising)

Distribute Books
Competency #3 (receive inventory)
Competency #4 (store inventory)
Competency #8 (deliver orders)
Competency #10 (service customers)

Manage Information
Competency #2 (create and maintain administrative and financial database)
Competency #3 (complete and maintain bibliographic data)
Competency #4 (create and maintain rights and contracts database)
Competency #5 (create and maintain production database)
Competency #6 (create and maintain sales and marketing database)
Competency #7 (create and maintain editorial and content database)
Competency #8 (distribute and monitor structured bibliographic data.

Manage Rights and Contracts
Competency #12 (ensure compliance with licenses, rights and contracts)

Manage Human Resources
Competency #2 (recruit staff and freelancers)
Competency #3 (orient and train staff and freelancers)
Competency #4 (supervise staff and freelancers)
Competency #8 (plan succession)

Competency #9 (terminate employment)
Competency #11 (develop and maintain HR policies)

Manage Financial Resources
All are covered

Manage Physical Resources
Competency #1 (lease/purchase an office)
Competency #2 (lease/purchase a warehouse)
Competency #3 (acquire/maintain furniture and equipment)
Competency #4 (secure utilities and services)
Competency #5 (lease/purchase vehicles)
Competency #7 (purchase office and warehouse supplies)

Demonstrate Communication Skills
All are covered

Demonstrate Personal Competencies
All are covered

ONTARIO

Humber College
Creative Book Publishing

Define the Mission and Business Strategy
All are covered

Develop Books and Lists
All are covered

Edit Books
Competency #3 (create bibliographic data)

Produce Books
Competency #9 (archive production files)
Competency #11 (produce electronic editions)

Promote Books
Competency #1 (create and maintain website content)

Sell Books
All are covered

Distribute Books
Competency #2 (maintain inventory level)

Competency #4 (store inventory)
Competency #12 (distribute e-books)

Manage Information
Competency #1 (create and maintain a computer infrastructure)
Competency #3 (complete and maintain bibliographic database)
Competency #4 (create and maintain rights and contracts database)
Competency #5 (create and maintain production database)
Competency #6 (create and maintain sales and marketing database)
Competency #7 (create and maintain editorial and content database)
Competency #8 (distribute and monitor structured bibliographic data)
Competency #14 (create and maintain websites)

Manage Rights and Contracts
All are covered

Manage Human Resources
Competency #2 (recruit staff and freelancers)
Competency #3 (orient and train staff and freelancers)
Competency #4 (supervise staff and freelancers)
Competency #5 (provide professional development)
Competency #8 (plan succession)
Competency #9 (terminate employment)
Competency #10 (administer benefits and payroll)
Competency #11 (develop and maintain HR policies)

Manage Financial Resources
Competency #5 (acquire insurance)
Competency #13 (arrange audit)

Manage Physical Resources
Competency #1 (lease/purchase an office)
Competency #2 (lease/purchase a warehouse)
Competency #3 (acquire/maintain furniture)
Competency #4 (secure utilities and services)
Competency #5 (lease/purchase vehicles)

Demonstrate Communication Skills
All are covered

Demonstrate Personal Competencies
All are covered

Centennial College
Book and Magazine Publishing Program

Define the Mission and Business Strategy
Competency #7 (develop a human resources plan)

Develop Books and Lists
All are covered

Edit Books
All are covered

Produce Books
All are covered

Promote Books
Competency #1 (create and maintain website content)

Sell Books
Competency #9 (supervise sales representatives)

Distribute Books
Competency #12 (distribute e-books)

Manage Information
Competency #1 (create and maintain a computer infrastructure)
Competency #2 (create and maintain administrative and financial data base)
Competency #3 (create and maintain bibliographic data)
Competency #6 (create and maintain sales and marketing data base)
Competency #7 (create and maintain editorial and content data base)
Competency #8 (distribute and monitor structured bibliographic data)
Competency # 12 (interface with external information systems)
Competency #14 (create and maintain websites)

Manage Rights and Contracts
All are covered

Manage Human Resources
Competency #1 (create and maintain job descriptions)
Competency #3 (orient and train staff and free lancers
Competency #4 (supervise staff and free lancers)
Competency #5 (provide professional development)
Competency #8 (plan succession)
Competency #9 (terminate employment)
Competency #10 (administer benefits and payroll)
Competency #11 (develop and maintain HR policies)

Manage Financial Resources
Competency #3 (negotiate financing)
Competency #5 (acquire insurance)
Competency #8 (create and maintain an accounting system)
Competency #13 (arrange audit)

Manage Physical Resources
Competency #1 (lease/purchase an office)
Competency #2 (lease/ purchase a warehouse)
Competency #3 (maintain furniture and equipment)
Competency #5 (lease/purchase vehicles)

Demonstrate Communications Skills
All are covered

Demonstrate Personal Competencies
All are covered

Ryerson Polytechnic University – Continuing Education Publishing Program

Define the Mission and Business Strategy
Competency #7 (develop a human resources plan)
Competency #8 (identify weaknesses and threats)

Develop Books and Lists
All are covered

Edit Books
Competency # 12 (collect/capture modifications for reprints)

Produce Books
All are covered

Promote Books
Competency #13 (submit authors and titles for awards)

Sell Books
All are covered

Distribute Books
Competency # 2 (maintain inventory level)
Competency # 3 (receive inventory)
Competency # 9 (process returns)
Competency # 10 (service customers)
Competency # 11 (service distribution clients)

Manage Information
Competency #2 (create and maintain production database)
Competency #4 (create and maintain rights and contracts database)
Competency #5 (create and maintain production database)

Manage Rights and Contracts
All are covered

Manage Human Resources
Competency #1 (create and maintain job descriptions)
Competency #2 (recruit staff and freelancers)
Competency #3 (orient and train staff and freelancers)
Competency #4 (supervise staff and freelancers)
Competency #6 (encourage employee morale)
Competency #9 (terminate employment)
Competency #10(administer benefits and payroll)
Competency #11(develop and maintain HR policies)

Manage Financial Resources
Competency #13 (arrange audit)

Manage Physical Resources
Competency #1 (lease/purchase an office)
Competency #2 (lease/ purchase a warehouse)
Competency #3 (maintain furniture and equipment)
Competency #5 (lease/purchase vehicles)

Demonstrate Communication Skills
All are covered

Demonstrate Personal Competencies
All are covered

Distance Education at Ryerson

Define the Mission and Business Strategy
Competency #7 (develop a human resources plan)
Competency #8 (identify weaknesses and threats)

Develop Books and Lists
All are covered

Edit Books
Competency # 12 (collect/capture modifications for reprints)

Produce Books
All are covered

Promote Books
Competency #13 (submit authors and titles for awards)

Sell Books
All are covered

Distribute Books
Competency # 2 (maintain inventory level)
Competency # 3 (receive inventory)
Competency # 9 (process returns)
Competency # 10 (service customers)
Competency # 11 (service distribution clients)

Manage Information
Competency #2 (create and maintain production database)
Competency #4 (create and maintain rights and contracts database)
Competency #5 (create and maintain production database)

Manage Rights and Contracts
All are covered

Manage Human Resources
Competency #1 (create and maintain job descriptions)
Competency #2 (recruit staff and freelancers)
Competency #3 (orient and train staff and freelancers)
Competency #4 (supervise staff and freelancers)
Competency #6 (encourage employee morale)
Competency #9 (terminate employment)
Competency #10(administer benefits and payroll)
Competency #11(develop and maintain HR policies)

Manage Financial Resources
Competency #13 (arrange audit)

Manage Physical Resources
Competency #1 (lease/purchase an office)
Competency #2 (lease/ purchase a warehouse)
Competency #3 (maintain furniture and equipment)
Competency #5 (lease/purchase vehicles)

Demonstrate Communication Skills
All are covered

Demonstrate Personal Competencies
All are covered

For the remaining identified programs, these programs do not provide broad coverage in significant numbers of the book publisher competencies. Given the amount of detailed information to be presented, only the competencies that **are** covered by the institutions' or the associations' program are identified.

EAC Toronto
Publishing Seminars

Define the Mission and Business Strategy
Competency #1 Articulate a vision and mandate
Competency #3 Identify trends and issues
Competency #4 Set Objectives
Competency #5 Determine a decision-making process
Competency #6 Develop financial strategy
Competency #7 Develop a human resources plan
Competency #8 Identify weaknesses and threats
Competency #11 Assess performance

Develop Books and Lists
Competency #1 Assess proposals
Competency #2 Coordinate manuscript submission process
Competency #3 Assess manuscripts
Competency #4 Identify title and series opportunities
Competency #5 Commission manuscripts
Competency #8 Develop a manuscript
Competency #9 Develop a title or a series
Competency #11 Research published materials
Competency #13 Supervise publishing projects
Competency #14 Validate project requirements
Competency #15 Develop partnerships and sponsorships

Edit Books
Competency #1 Work with authors
Competency #2 Select book title/subtitle
Competency #3 Create bibliographic data
Competency #4 Perform substantive edit
Competency #5 Perform review against standards
Competency #6 Perform copy edit
Competency #7 Determine supplementary materials
Competency #8 Acquire/commission supplementary materials
Competency #9 Secure permissions
Competency #10 Create index, captions, credits
Competency #11 Proofread page layout

Produce Books
Competency #5 Mark up content

Promote Books
Competency #6 Collaborate with authors

Sell Books
None

Distribute Books
None

Manage Information
Competency #3 Complete and maintain bibliographic data
Competency #4 Create and maintain rights and contracts data base
Competency #5 Create and maintain production data base
Competency #9 Aggregate data
Competency #10 Facilitate access to information
Competency #11 Analyze information
Competency #12 Interface with external information systems
Competency #13 Gather information from outside sources

Manage Rights and Contracts
Competency #1 Negotiate book contracts

Manage Human Resources
Competency #1 Create and maintain job descriptions
Competency #2 Recruit staff and free lancers
Competency #3 Orient and train staff and free lancers
Competency #4 Supervise staff and free lancers
Competency #5 Provide professional development
Competency #6 Encourage employee morale
Competency #7 Review performance
Competency #8 Plan succession
Competency #12 Comply with workplace safety laws and regulations
Competency #13 Comply with employment standards regulations

Manage Financial Resources
None

Manage Physical Resources
Competency #4 Secure utilities and services
Competency #6 Organize work space
Compet4ency #7 Purchase office and warehouse supplies

Demonstrate Communication Skills
All are covered

Demonstrate Personal Competencies
All are covered

Simon Fraser University
Publishing Workshops / Seminars

Symposium on the Novel
Book Design Intensive
Getting Published a Candid Discussion with an Agent and a Publisher
Ending the Two Solitudes – Cross-cultural Publishing in Canada
Print on Demand Comes of Age

Define the Mission and Business Strategy
Competency # 11 (assess performance)

Develop Books and Lists
Competency #2 (coordinate manuscript submission process)
Competency #3 (assess manuscripts)
Competency #8 (develop a manuscript)

Edit Books
Competency #2 (select book title/subtitle)
Competency #3 (create bibliographic data)

Produce Books
Competency #1 (determine specifications)
Competency #2 (establish and maintain production schedules)
Competency #3 (design books)
Competency #4 (layout books)
Competency #5 (mark up content)
Competency #6 perform prepress operations)
Competency #7 (coordinate proofing)
Competency #8 (print and bind books)
Competency #9 (archive production files)
Competency #12 (coordinate preprints)

Promote Books
Competency #7 (prepare authors for promotion)

Sell Books
None are covered

Distribute Books
None are covered

Manage Information
Competency #9 (aggregate data)
Competency #10 (facilitate access to information)
Competency #11 (analyze information)
Competency #12 (interface with external information systems)
Competency #13 (gather information from outside sources)

Manage Rights and Contracts
Competency #1 (negotiate book contracts)
Competency #2 (work with agents and subagents)

Manage Human Resources
Competency #5 (provide professional development)
Competency #7 (review performance)
Competency #12 (comply with workplace safety laws)
Competency #13 (comply with employment standards regulations)

Manage Financial Resources
None are covered

Manage Physical Resources
Competency #6 (organize work space)

Demonstrate Communication Skills
Competency #1 (practice active listening)
Competency #2 (read analytically)
Competency #3 (give and receive feedback)
Competency #4 (communicate visually)
Competency #5 (make oral presentations)
Competency #11 (use industry terminology and symbols)
Competency #12(use communication tools and technology)
Competency #13 (speak effectively)

Demonstrate Personal Competencies
Competency #6 (prioritize)
Competency #7 (make decisions)
Competency #8 (exercise leadership)
Competency #12 (stay current)
Competency #13 (deliver on commitments)
Competency #14 (maintain relationships)
Competency #16 (demonstrate thoroughness and attention to details)
Competency #17 (solve problems)
Competency #19 (work under pressure)

Competency #20 (conceptualize and create new ideas)
Competency #21 (exercise resourcefulness)
Competency #22 (demonstrate sensitivity to regional/cultural differences)
Competency #23 (demonstrate credibility)

EAC British Columbia - Editors' Professional Development Workshops

Workshop #1 SUBSTANTIVE EDITING

Define The Mission and Business Strategy
Competency #8 (identify weaknesses and threats)

Develop Books and Lists
Competency #1 (assess proposals)
Competency #3 (assess manuscripts)
Competency #8 (develop manuscript)

Edit Books
Competency #1 (work with authors)
Competency #4 (perform substantive edit)
Competency #5 (perform review against standards)
Competency #6 (perform copy edit)
Competency #7 (determine supplementary materials)
Competency #10 (create index, captions, credits, etc.)
Competency #11 (proofread page layout)
Competency #12 (collect/capture modifications for reprints and new editions)

Produce Books
None are covered

Promote Books
None are covered

Sell Books
None are covered

Distribute Books
None are covered

Manage Information
Competency #11(analyze information)
Competency #13(gather information from outside sources)

Manage Rights and Contracts
None are covered

Manage Human Resources
None are covered

Manage Financial Resources
None are covered

Manage Physical Resources
Competency #6 (organize workspace)

Demonstrate Communication Skills
Competency #2(read analytically)
Competency #3 (give and receive feedback)
Competency #6 (adapt language to situations and individuals)
Competency #9 (write editorial correspondence)
Competency # 10 (write and rewrite book content)
Competency #11 (use industry terminology and symbols)
Competency #1 (use communication tools and technology)
Competency #13 (speak effectively)

Demonstrate Personal Competencies
Competency #3 (persuade)
Competency #5 (demonstrate time management skills)
Competency #6 (prioritize)
Competency #7 (make decisions)
Competency #11 (adapt to changes)
Competency #12 (stay current)
Competency #13 (deliver on commitments)
Competency #16 (demonstrate analytical skills)
Competency #19 (work under pressure)
Competency #20 (conceptualize and create new ideas)
Competency #21 (exercise resourcefulness)
Competency #22 (demonstrate sensitivity to cultural differences)
Competency #23 (demonstrate credibility)
Competency #24 (advocate)
Competency #25 (delegate)

Workshop #2 Academic Editing

Define The Mission and Business Strategy
Competency #8 (identify weaknesses and threats)

Develop Books and Lists
Competency #3 (assess manuscripts)
Competency #8 (develop manuscript)

Edit Books
Competency #1 (work with authors)
Competency #3 (create bibliographic data)
Competency #4 (perform substantive edit)
Competency #5 (perform review against standards)
Competency #6 (perform copy edit)
Competency #7 (determine supplementary materials)
Competency #10 (create index, captions, credits, etc.)
Competency #11 (proofread page layout)
Competency #12 (collect/capture modifications for reprints and new editions)

Produce Books
None are covered

Promote Books
None are covered

Sell Books
None are covered

Distribute Books
None are covered

Manage Information
Competency #11(analyze information)
Competency #13(gather information from outside sources)

Manage Rights and Contracts
None are covered

Manage Human Resources
None are covered

Manage Financial Resources
None are covered

Manage Physical Resources
Competency #6 (organize workspace)

Demonstrate Communication Skills
Competency #2(read analytically)
Competency #3 (give and receive feedback)
Competency #6 (adapt language to situations and individuals)
Competency #9 (write editorial correspondence)
Competency # 10 (write and rewrite book content)
Competency #11 (use industry terminology and symbols)

Competency #1 (use communication tools and technology)
Competency #13 (speak effectively)

Demonstrate Personal Competencies
Competency #3 (persuade)
Competency #5 (demonstrate time management skills)
Competency #6 (prioritize)
Competency #7 (make decisions)
Competency #11 (adapt to changes)
Competency #12 (stay current)
Competency #13 (deliver on commitments)
Competency #16 (demonstrate analytical skills)
Competency #19 (work under pressure)
Competency #20 (conceptualize and create new ideas)
Competency #21 (exercise resourcefulness)
Competency #22 (demonstrate sensitivity to cultural differences)
Competency #23 (demonstrate credibility)
Competency #24 (advocate)
Competency #25 (delegate)

Saskatoon EAC
The Workplace Editor

Define The Mission and Business Strategy
None are covered

Develop Books and Lists
Competency # 1 (assess proposals)
Competency #2 (coordinate manuscript submission process)
Competency #3 (assess manuscripts)
Competency #5 (commission manuscripts)
Competency #13 (supervise publishing projects)
Competency #14 (validate projects requirements)

Edit Books
Competency #1 (work with authors)
Competency #3 (create bibliographic data)
Competency #4 (perform substantive edit)
Competency #5 (perform review against standards)
Competency #6 (perform copy edit)
Competency #7 (determine supplementary materials)
Competency #10 (create index, captions, credits, etc.)
Competency #11 (proofread page layout)
Competency #12 (collect/capture modifications for reprints and new editions)

Produce Books
None are covered

Promote Books
None are covered

Sell Books
None are covered

Distribute Books
None are covered

Manage Information
Competency #11(analyze information)
Competency #13(gather information from outside sources)

Manage Rights and Contracts
None are covered

Manage Human Resources
Competency #3 (orient and train staff and freelancers)
Competency #4 (supervise staff and freelancers)
Competency #5 (provide professional development)
Competency #6 (encourage employee morale)
Competency #7 (review performances)

Manage Financial Resources
None are covered

Manage Physical Resources
Competency #6 (organize workspace)

Demonstrate Communication Skills
Competency #2(read analytically)
Competency #3 (give and receive feedback)
Competency #6 (adapt language to situations and individuals)
Competency #9 (write editorial correspondence)
Competency # 10 (write and rewrite book content)
Competency #11 (use industry terminology and symbols)
Competency #1 (use communication tools and technology)
Competency #13 (speak effectively)

Demonstrate Personal Competencies
Competency #3 (persuade)
Competency #5 (demonstrate time management skills)
Competency #6 (prioritize)
Competency #7 (make decisions)
Competency #11 (adapt to changes)
Competency #12 (stay current)
Competency #13 (deliver on commitments)
Competency #16 (demonstrate analytical skills)
Competency #19 (work under pressure)
Competency #20 (conceptualize and create new ideas)
Competency #21 (exercise resourcefulness)
Competency #22 (demonstrate sensitivity to cultural differences)
Competency #23 (demonstrate credibility)
Competency #24 (advocate)
Competency #25 (delegate)

Quebec and Atlantic Canada
Taking the Plunge as a Freelance Editor

Define The Mission and Business Strategy
None are covered

Develop Books and Lists
Competency # 1 (assess proposals)
Competency #13 (supervise publishing projects)
Competency #14 (validate projects requirements)

Edit Books
Competency #1 (work with authors)
Competency #4 (perform substantive edit)
Competency #6 (perform copy edit)

Produce Books
None are covered

Promote Books
None are covered

Sell Books
None are covered

Distribute Books
None are covered

Manage Information
Competency #11(analyze information)
Competency #13(gather information from outside sources)

Manage Rights and Contracts
None are covered

Manage Human Resources
None are covered

Manage Financial Resources
Competency #3 (negotiate financing)

Manage Physical Resources
Competency #6 (organize workspace)

Demonstrate Communication Skills
Competency #2(read analytically)
Competency #3 (give and receive feedback)
Competency #6 (adapt language to situations and individuals)
Competency #9 (write editorial correspondence)
Competency # 10 (write and rewrite book content)
Competency #11 (use industry terminology and symbols)
Competency #1 (use communication tools and technology)
Competency #13 (speak effectively)

Demonstrate Personal Competencies
Competency #3 (persuade)
Competency #5 (demonstrate time management skills)
Competency #6 (prioritize)
Competency #7 (make decisions)
Competency #11 (adapt to changes)
Competency #12 (stay current)
Competency #13 (deliver on commitments)
Competency #15 (network)
Competency #16 (demonstrate analytical skills)
Competency #17 (solve problems)
Competency #18 (demonstrate analytical skills)
Competency #19 (work under pressure)
Competency #20 (conceptualize and create new ideas)
Competency #21 (exercise resourcefulness)
Competency #22 (demonstrate sensitivity to cultural differences)
Competency #23 (demonstrate credibility)
Competency #24 (advocate)
Competency #25 (delegate)

Quebec and Atlantic Canada
Formatting in Word

Define the Mission and Business Strategy
None are covered

Develop Books and Lists
None are covered

Edit Books
None are covered

Produce Books
Competency #1 (determine specifications)

Promote Books
None are covered

Sell Books
None are covered

Distribute Books
None are covered

Manage Information
Competency #9 (aggregate data)
Competency #12 (interface with external information systems)

Manage Rights and Contracts
None are covered

Manage Human Resources
None are covered

Manage Financial Resources
None are covered

Manage Physical Resources
Competency #6 (organize work space)

Demonstrate Communications Skills
Competency #11 (use industry terminology and symbols)
Competency #12 (uses communication tools and technology)

Demonstrate Personal Competencies
Competency #7 (make decisions)

Competency #16 (demonstrate thoroughness and attention to details)

Quebec and Atlantic Canada
Introduction to Copyediting

Define the Mission and Business Strategy
None are covered

Develop Books and Lists
None are covered

Edit Books
Competency # 6 (perform copy edit)
Competency # 11 (proofread page layout)

Produce Books
None are covered

Promote Books
None are covered

Sell Books
None are covered

Distribute Books
None are covered

Manage Information
Competency #10 (facilitate access to information)

Manage Rights and Contracts
None are covered

Manage Human Resources
None are covered

Manage Financial Resources
None are covered

Manage Physical Resources
Competency #6 (organize work space)

Demonstrate Communications Skills
Competency #2 (read analytically)
Competency 3 (give and receive feedback)
Competency #11 (use industry terminology and symbols)

Competency #12 (uses communication tools and technology)

Demonstrate Personal Competencies
Competency #7 (make decisions)
Competency #16 (demonstrate thoroughness and attention to details)
Competency #18 (demonstrate analytical skills)
Competency #19 (work under pressure)
Competency #24 (advocate)

ANEL
Courses offered in French

Vendre plus en Europe (Selling more in Europe)

Develop Books and Lists
Competency #15 (develop partnerships and sponsorships)

Promote Books
Competency #5 (develop partnership promotions)

Sell Books   (general)

Manage Rights and Contracts
Competency #10 (negotiate contracts with suppliers and service providers)

Note : Within the context of European market

Le coaching des auteurs : Édition scolaire et technique (Coaching authors : academic and technical books)

Edit Books
Competency #1 (work with authors)

Manage Human Resources
Competency #3 (orient and train staff and free lancers)

Demonstrate Personal Competencies
Competency #9 (provide training and guidance)
Competency #10 (educate)
Competency #14 (maintain relationships)

Le contrat d'édition (Book publishing contracts)

Manage Rights and Contracts
Competency #12 (ensure compliance with licenses, rights and contracts)

La gestion de projets en édition (The project management approach in book publishing)

Manage Human Resources (general)
Manage Financial Resource (general)
Manage Physical Resources (general)

Note: Project management

Faire du livre un événement (Making the publishing of a book an event)

 Promote Books
Competency #8 (arrange customer promotional events)
Competency #9 (arrange author events)
Competency #10 (arrange media coverage)

Comment maximiser l'exploitation de votre site Web (How to maximize the use of your web site)

Promote Books
Competency #1 (create and maintain website content)

Distribute Books
Competency #12 (distribute e-books)

Manage Information
Competency #14 (create and maintain websites)

Préparation aux foires de droits : ventes et achats (Promotion at rights' fairs : selling and buying)

Develop Books and Lists
Competency #6 (acquire rights to titles from other publishers)

Manage Rights and Contracts
Competency #3 (license territorial rights)

Note : Acquiring and selling rights within context of a Rights' Fair

Comment utiliser les bases de données en édition (How to use data bases in book publishing companies)

Manage Information (general)

Note : how to use databases

Condition et licences (Conditions and licenses)

Develop Books and Lists
Competency #1 (assess proposals)
Competency #6 (acquire rights to titles from other publishers)
Competency #15 (develop partnerships and sponsorships)

Note: within the context of co-editing

Comment aborder le marché américain (How to approach the US market)

Develop Books and Lists
Competency #6 (acquire rights to titles from other publishers)

Note: Also: co-editing; translation rights; knowledge of US market and editing infrastructure; maximizing presence at ABA fair

Summary of Internal Training and Development Practices Offered by Book Publisher Employers

1. Medium-sized, trade

PARTIE 1
Question # 1

- Cette maison d'édition est une entreprise familiale. Le père de Mme St-Jean est décédé très récemment. Elle n'a pas d'enfant à qui elle pourrait remettre l'entreprise entre les mains. Sa priorité personnelle se situe sur le plan de la recherche de succession dans le contexte de sa situation actuelle.
- La priorité pour la formation des employés est le développement des compétences dans la recherche de nouveaux marchés.
- La vente des livres est la priorité parmi les priorités définies dans l'enquête.

Question # 2

- L'indicateur est le besoin diversifier des réseaux, c'est-à-dire de trouver d'autres sources de financement.

Question # 3

- Les valeurs et les compétences sont l'adaptabilité, la polyvalence, la capacité de travailler en équipe, le sens de l'autonomie et de l'initiative.

Question # 4

- Au plan du contenu des livres : développer une collection de romans à gros caractères
- La problématique de la relève nous force à entrevoir des changements dans la manière de gérer l'entreprise.

Question # 5

- Nous regardons le marché de l'audio-visuel et de l'exportation dans certains marchés. Nos compétences dans ces domaines sont limitées.

Question # 6

- Les gens n'ont pas de formations uniformes. Il devrait exister des programmes de formation collégiale ou universitaire pour le métier d'éditeur. (ex. correction d'épreuve)

PARTIE 2
Question # 1
- Nous n'avons pas de programme formel de formation à l'interne.

Question # 2
- Nos employés participent à des formations de courte durée offertes par l'ANEL, l'Université Laval, l'École supérieure de technologie...

Question # 3
- Nous payons toutes les dépenses reliées à leur participation à la formation (frais d'inscription, déplacement, repas etc.)

Question # 4
- Nous faisons de la formation informelle au besoin.

2. Medium-large, trade

PARTIE 1
Question # 1
- N'a pas de priorités particulières pour lui-même. Affirme qu'il a plus de 30 ans de métier et qu'il a enseigné dans le domaine. Il est au point où il donne la formation, il ne la reçoit pas.
- Il n'a que 5 employés qu'il forme lui-même selon les besoins.

Question # 2
- Non en vertu de la réponse 1.

Question # 3
- Il ne croit pas aux valeurs! (avec emphase)
- Compétence technique pour le poste recherché.

Question # 4
- Selon lui, cette question est personnelle et ne concerne aucun bailleur de fonds ou autre. (avec emphase)

Question # 5
- Il ne prévoit rien changer sur la plan du mandat éditorial et des marchés.

Question # 6
- Le Québec devrait avoir accès à un programme de formation universitaire en «editing» comme celui de la UBC.
- L'Université de Sherbrooke a un programme mais qui est davantage axé sur le contenu des livres. On devrait y ajouter tout l'aspect commercialisation des

livres, marketing etc. Cette université possède déjà toute la structure etc. et pourrait étendre son programme aux autres dimensions.

PARTIE 2
Question # 1
- Il fait la formation au besoin, lui-même.

Question # 2
- Oui, ils participent dans la mesure où cela les concerne.

Question # 3
- Tout est payé y compris les frais d'inscription, les déplacements etc.

Question # 4
- Oui. Mais la formation est sur mesure et est faite de manière non formelle. Cependant, il s'assure qu'une supervision est faite pour que le travail soit bien fait, suite à une aide ou une formation.

3. Small, trade

PARTIE 1
Question # 1
- Elle n'est pas certaine que le questionnaire s'adresse à elle; elle fait l'édition d'un ou deux livres par année et surtout d'une revue médicale
- Pour elle : c'est la gestion du personnel qui est sa priorité; comment motiver les gens; les habiletés de communication et les habiletés personnelles font partie de ces priorités
- Une autre priorité pour elle serait de savoir comment gérer dans un contexte de réduction : comment offrir un excellent service aux clients avec moins de moyens
- Pour les employés : c'est de se tenir à jour sur les nouvelles technologies; comment diversifier la clientèle; comment développer de nouveaux créneaux

Question # 2

- L'indicateur est que les conditions font en sont que le marché s'éparpille et se rétrécit. (ex. le fait que les gens peuvent maintenant avoir beaucoup d'information et de produits sur Internet)

Question # 3
- Recherche l'intégrité et l'honnêteté ainsi que la constance (fidélité) Pas quelqu'un qui change d'emploi constamment
- Qualités professionnelles : Compétences et expérience dans le domaine pertinent- quelqu'un qui a fait ses preuves

- Pour les journalistes etc. l'excellence du français est une qualité universelle à exiger

Question # 4
- Le contenu des nos publications (revue) est réévalué régulièrement par le biais d'un sondage biannuelle. On pense à convertir nos livres en format électronique pour Internet (ex. «Les maladies de la prostate» (pour les médecins) et «La diabète» (pour les patients). Rogers s'associerait à quelqu'un possédant une telle expertise ou vendrait les droits... leurs compétences étant limitées dans ce domaine
- Gestion : continuer à être proactif et à être à l'affût du marché

Question # 5
- S'il y avait redirection, des changements auraient lieu dans la direction de la rédaction; au niveau de l'écriture (exigerait nouveau domaine d'expertise) et des représentants (dont l'expertise actuelle se situe dans le domaine médical)

Question # 6
- Les échanges entre les personnes faisant le même métier sont une voie de perfectionnement à encourager et à poursuivre

PARTIE 2
Question # 1
- Oui, ils ont occasionnellement des formations internes. Récemment, rencontres de représentants des revues médicales et pharmaceutiques : panel, discussions en sous-groupes, présentations etc.

Question # 2
- Oui. Lorsque pertinent.

Question # 3
- Pour les formations de courte durée, tout est remboursé (frais d'inscription, déplacements etc._
- Pour les cours et programmes (ex. MBA) les frais de scolarité sont remboursés à 100 % si la formation est directement reliée au travail; à 75 % si moins directement reliée au travail

Question # 4
- La formation est informelle et a lieu surtout lors de l'arrivée en poste d'une nouvelle personne. Dans cette situation il y a un certain accompagnement.

4. Large, educational

PARTIE 1
Question # 1
- M. Paquette est directeur des ressources humaines. M. La Chenelière, PDG de l'entreprise lui a demandé de répondre à sa place
- M. Paquette ne peut répondre à ce que sont les priorités de son patron en matière de formation
- Employés : Gestion de projet; c'est la principale priorité. Les gens doivent apprendre à gérer toutes les étapes de l'édition. A ceci s'ajoute l'identification des besoins qui sont toujours en évolution dans le marché (manuel scolaire).

Question # 2
- Cette entreprise est dans le domaine du manuel scolaire. Les besoins sont en partie commandés par la réforme scolaire (ex. réforme du secondaire présentement au Québec)
- Il y a beaucoup à faire et rapidement. On ne peut attendre pour produire sans quoi on manque la chance.

Question # 3
- On cherchera des personnes sensibilisées au monde de l'éducation; des personnes polyvalentes, capables de fonctionner dans un environnement multitâches; des personnes dont le français est de haute qualité

Question # 4
- C'est un milieu très concurrentiel et préfère ne pas répondre à cette question.

Question # 5
- L'entreprise restera dans le manuel scolaire. L'aspect business, la commercialisation et la rentabilité sont des domaines où les compétences sont à développer. Des compétences dans l'écriture ne supposent pas nécessairement des compétences dans l'aspect commercial de l'édition.

Question # 6
- Il existe un programme à l'Université Sherbrooke mais qui ne répond pas entièrement aux besoins.

PARTIE 2
Question # 1
- Présentement, ils utilisent un nouveau programme dans le domaine des finances et de l'informatique. Ils donnent de la formation à leurs employés sur l'utilisation de ce logiciel.

Question # 2
- Oui. Ils n'hésitent pas à le faire lorsque c'est pertinent.

Question # 3
- Pour les séminaires et formation de courte durée, ils remboursent tout- frais d'inscription et autres
- Pour les cours et programmes d'études ils ne le font pas présentement et n'ont pas de politique.

Question # 4
- Un peu de mentorat. Rien de formel.

5. Large, trade, children's

PARTIE 1
Question # 1
- Mme D'aoust est la «contrôleur» de l'entreprise. M. Albert Soussan a qui j'ai parlé brièvement et qui m'a référé à Mme D'aoust...
- Phidal publie des livres pour enfants (0 à 8 ans). Les livres sont automatiquement publiés dans les deux langues (anglais et français)
- Priorités de formation pour le chef d'entreprise : ne peut répondre mais soupçonne qu'il n'y en a aucune
- Priorités pour les employés : Domaine de la production (conception et illustration de livres)- Images en 3D

Question # 2
- Les besoins de la clientèle qui sont de plus en plus exigeants avec toute la qualité et la complexité qui existent ailleurs (ex. jeux vidéo, films animés etc.)

Question # 3
- Le bilinguisme puisque leurs livres et leurs marchés sont internationales
- Besoin de gens dynamiques avec l'esprit vif et imaginatif

Question # 4
- Sur le plan du contenu : l'image en 3D; sur le plan de la gestion ???

Question # 5
- Leur boîte est unique dans le sens que tout est fait à l'interne (40 employés) du début à la fin (conception, illustration, traduction etc.). Ne prévoit pas de changement. Mais ne connaît pas tout de l'entreprise...

Question # 6

- Difficulté à trouver la main d'œuvre pour la production. Doivent souvent employer des étudiantes et étudiants sans expérience et compétences spécifiques

PARTIE 2
Question # 1

- L'entreprise offre formation de base en production pour les nouveaux employés

Question # 2

- Oui, lorsqu'une formation plus spécialisée est nécessaire.

Question # 3

- L'entreprise rembourse à 100 % les formations de courte durée selon les besoins. Pour les cours et programmes, les employés font part de leurs besoins et si c'est accepté, le remboursement est à 100 %
- Fait référence à la politique du 1 % qui force les entreprises au Québec à dépenser 1 % de leur chiffre d'affaire pour la formation

(Voir ci-dessous : information provenant du gouvernement du Québec)

Loi du 1 % en formation

La formation : une loi, un fonds

Vous êtes un employeur dont la masse salariale annuelle est de **plus d'un million de dollars**? En vertu de la *Loi favorisant le développement de la formation de la main-d'œuvre*, communément appelée « Loi du 1 % », vous devez :

- **investir**, au cours d'une même année civile, l'équivalent d'au moins **1 % de cette masse salariale** dans la formation de votre personnel,

- **déclarer** le montant investi au ministère du Revenu du Québec.

Sinon, vous devez verser au Fonds national de formation de la main-d'œuvre le montant que vous n'avez pas investi. Le fonds sert à financer certaines activités liées à la formation.

Les objectifs de la Loi? **Améliorer la qualification de la main-d'œuvre** afin de favoriser l'emploi, l'adaptation et l'insertion en emploi, de même que la mobilité des travailleurs et des travailleuses. Comment? Par l'accroissement de **l'investissement en formation** et par une action concertée des partenaires du marché du travail.

Question # 4

- Rien de formel.

6. Large, general--trade, children, academic

PARTIE 1
Question # 1
- M. Del Busso est le directeur général de deux entités, Fides (fondé par un prêtre en 1937 pour l'évangélisation chrétienne et catholique) et l'avancement de la culture et Les Presses de l'Université de Montréal.
- Il croit énormément dans la formation professionnelle et est de l'opinion que c'est LA lacune actuelle la plus grave dans l'industrie de l'édition au Québec. IL ne prétend pas connaître pleinement la situation au Canada anglais
- Cette lacune plus grave que le manque de capitaux...

Question # 2
- Dans d'autres pays comme l'Allemagne les éditeurs détiennent des doctorats en littérature comparée et parlent 3 langues ou plus ...
- La formation chez nous ne s'y compare pas. Nous nous devons de faire mieux.

Question # 3
- Il cherche des gens avec une formation technique ET professionnelle. Des gens qui possède une bonne formation académique mais qui aime le livre au sens large, dans toutes ses facettes et non seulement la lecture des livres.
- Des gens qui comprennent que le travail d'édition de livres se situe «dans la durée». Que ce n'est pas un feu de paille, conscients que les choses doivent être bien faites pour durer dans le temps.
- Aussi des gens qui peuvent répondre aux impératifs financiers- le budget doit balancer...

Question # 4
- Le principal changement à entrevoir est dans la partie de la mission de Fides qui touche à la religion. Le contexte n'est plus le même; la religion n'a plus la même importance et nos livres doivent répondre à des nouveaux besoins. Donc moins d'accent sur les livres religieux traditionnels...
- Même chose du côté des Presses de l'Université. Les livres de médecine ne sont plus comme autrefois des livres de 1000 pages en petits caractères et sans attraits. L'Internet etc. nous force à changer notre approche.

Question # 5
- Une préoccupation : service de comptabilité doit faire le pont entre la comptabilité et le livre. L'expertise doit être contextualisée. On ne vend pas des fruits et légumes....La vision de son travail doit être intégrée à la mission de l'entreprise.

Question # 6

- Il n'existe pas de formation en édition au Québec. L'Université de Sherbrooke possède un Centre d'études sur l'édition québécoise mais qui étudie davantage comment s'y prennent les éditeurs pour publier des livres mais non sur le métier comme tel.

PARTIE 2
Question # 1

- Non, rien de formel.

Question # 2

- Oui. Il est très ouvert. Il encourage, à chaque réunion du personnel, ses employés à suivre des formations. Sont assujettis à la loi du 1 %

Question # 3

- Rembourse à 100% tout ce qui est suivi.

Question # 4

- Rien de formel.

7. Medium-large, trade

PARTIE 1
Question # 1

- Possède plus de 30 ans de métier et ne perçoit pas beaucoup de besoins de formation mais...
- Il aimerait bien connaître les stratégies utilisées par le marché européen (français) pour percer le marché canadien québécois, pour pouvoir les appliquer chez eux.
- Postes Canada est un grand empêchement au marché du livre dû aux coûts pour l'envoi des livres par la poste
- Pour les employés : la gestion de la mise en marché des livres, la gestion d'une maison d'édition

Question # 2

- La globalisation des marchés nous force à l'exportation. Notre marché est envahi par le livre d'ailleurs...

Question # 3

- Les futurs employés doivent avant tout aimer le livre au sens large. Il doivent posséder un «savoir-être en milieu culturel»/ pouvoir s'adapter aux différences culturelles

Question # 4

- La grande question est de se battre pour garder le contrôle sur les droits d'auteur. Le projet de Loi C-60- droits d'auteurs- nuit grandement à l'industrie du livre.
- On doit sensibiliser les éditeurs aux droits d'auteurs.
- Le gouvernement et les écoles pensent que les livre appartiennent à tous et qu'on peut en faire ce qu'on veut sans payer de redevances...

Question # 5

- La numérisation des livres est une problématique nouvelle à laquelle on devra s'adapter- il y aura un gros colloque à Montréal bientôt auquel participeront Google etc. et nous y serons... pour nous défendre
- Les gens pense que parce qu'ils paient pour Internet, ils ont droit à tout ce qui s'y trouve gratuitement!
- La question de la photocomposition est aussi une autre problématique : on doit trouver des moyens de réduire le temps de numérisation

Question # 6

- Il existe un excellent programme de formation en édition à Simon Fraser (B.C.) Le Collège d'Ahuntsic offre un programme en technique d'impression/graphisme Peut-être l'UQAM ???
- On engage parfois des gens parmi ceux qui viennent à notre Festival de la poésie et qui se disent intéresser à travailler chez nous...

PARTIE 2
Question # 1

- Non. Rien de formel. Se fait lors des réunions régulières de personnel.

Question # 2

- Oui. Nous leur offrons toutes les occasions possibles.

Question # 3

- Oui. Tout est payé à 100% pour les formations à court terme.

Question # 4

- Lorsqu'un nouvel employé arrive il est accompagné afin qu'il se familiarise avec chacun des aspects du travail d'édition.

8. Small, academic, scholarly

PARTIE 1
Question # 1

- Elle offre de la formation (ex. Université de Sherbrooke : Rédaction d'ouvrages scientifiques. C'est une personne très engagée qui donne beaucoup à l'industrie (C.A. cours etc. travail bénévole etc.)
- Les gens sont en général compétents dans la production. Ce qu'il faut c'est développer l'expertise dans la commercialisation et l'exportation

Question # 2

- Cette situation est due au genre de personnes qui se lance en édition, des gens qui savent bien produire des livres mais savent moins bien les vendre.

Question # 3

- La minutie est la principale valeur/compétence. Dans tous les domaines : montage, manière de traiter avec les auteurs etc. Travail de détail qui doit être bien fait à toutes les étapes- Quelqu'un qui coupe les coins est mis à la porte!
- Finesse et subtilité, élégance. Être versatile. Être «allumé»

Question # 4

- On nous demande toujours plus de rapports (ex. subvention)
- Tant que la situation financière restera la même, ça ne changera pas.

Question # 5

- Les distributeurs cherchent à se faire payer pour tout. Ils prennent une part toujours plus grande des profits.
- D'avoir un service de distribution à l'interne serait une modalité à explorer
- Se «cloner» - avec un autre soi-même (avec mêmes compétences) qui pourrait s'occuper de faire marcher la boîte quand elle est ailleurs...

Question # 6

- AELC/AECB (www.aecb.org) offre des programmes de formation et surtout de mentorat (ex. Comment faire un salon du livre à l'étranger) Elle siège, entre autres, au C.A. de l'AELC
- ANEL offre des bonnes formations
- Mme Côté gère une très petite entreprise où elle intervient dans tous les aspects de l'édition
- Pour elle c'est une vocation; elle se sent toujours à bout de souffle.
- Les employés aussi travaillent de longues heures pour de petits salaires- Elle ne peut payer plus! Lorsqu'ils ont acquis de l'expérience ils vont dans les plus grosses boîtes où ils gagnent davantage...

- La problématique des contraintes financières d'une petite entreprise est ressortie comme l'élément le plus fort de la conversation

PARTIE 2
Question # 1

- Oui. Elle offre des demi-journées de formation suivie de supervision et d'accompagnement.

Question # 2

- Les employés participent à des formations externes, mais avec elle. Il y a un tel roulement dans les employés qu'elle doit s'assurer (par sa présence aux formations) que l'expertise demeurera dans la boîte.
- Ex. Société de gestion de la BTLF (www.btlf.qc.ca) : Elle a prise la formation et fait la formation à l'interne avec coaching téléphonique

Question # 3

- L'entreprise paie directement les frais d'inscription

Question # 4

- Oui. Voir un.

9. Large, religious

PARTIE 1
Question # 1

- Pour lui : Moins avec tant de métier, mais ...: Gestion du personnel : Communications et relations personnelles
- Pour les employés : formation informatique, systèmes de traitement de texte, ainsi que techniques de marketing
- Utilisation de l'Internet, comment l'exploiter

Question # 2

- Importance des technologies nous force dans cette direction
- De plus en plus de gens sont branchés; de plus en plus de ventes sont faites par Internet; de plus en plus achètent des livres par Internet

Question # 3

- Valeurs pour les directions : bonne connaissance du domaine et des besoins changeants de la clientèle
- Valeurs autres employés : une loyauté envers l'entreprise, un attachement., la motivation. L'entreprise s'efforce d'une part à offrir un milieu de travail où il fait bon travailler, en retour, on s'attend à un engagement envers l'entreprise

Question # 4
- Changements dans le contenu des livres : Par tradition Novalis est une maison axée sur la production de livres religieux catholiques et de sciences humaines.
- La société québécoise est en grande évolution. Mais une recherche de spiritualité est très présente. Il faut pourtant inciter chez les gens à ne pas renier le passé religieux de la société québécoise...
- Changement dans notre approche au marketing : un livre pour un jeune de 15 ans (Le Devoir ou Internet?)

Question # 5
- On devra apprendre à faire preuve d'une plus grande ouverture.

Question # 6
- Il existe une vraie lacune au niveau des programmes de formation en édition. Un programme de formation en communications avec spécialisation en édition (concentration livre, revue etc.) serait souhaitable. Il y existe de tels programmes en cinéma etc.
- De tels programmes existent au Canada anglais, Ryerson (technique) B.C. (Simon Fraser- editing)

PARTIE 2
Question # 1
- Novalis est bilingue (70 employés à Montréal et 30 à Toronto) Nous embauchons des profs pour donner des cours de langue à l'interne.
- Autres formations ponctuelles. Ex. Word- 2 jours

Question # 2
- Oui. Les frais d'inscription etc. sont payés.

Question # 3
- Cours universitaires si reliés au travail : à 50 % une fois le cours réussi

Question # 4
- Lorsqu'un nouvel employé arrive dans le domaine des finances et de l'informatique nous le familiarisons avec procédures etc.
- Service à la clientèle : nous le familiarisons la manière de traiter avec la clientèle et l'accompagnons pendant les (?) premières semaines

10. Small, trade

PARTIE 1
Question # 1

- Mme Mongeau a pris la tête de cette maison il y a deux ans, alors qu'il y avait alors des problèmes importants sur le plan de la gestion de l'entreprise. Elle n'a qu'une autre employée. C'est une maison d'édition avec une mission militante
- Elle apprécie beaucoup les formations par les pairs, fondées sur les échanges.
- Elle apprécie moins le type de formation où un des grands éditeurs (ex. Alain Stanké) vient dispenser son savoir
- Il y aurait lieu de faire des formations fondées sur la taille des maisons d'édition- un facteur important parce que la manière de gérer des petites maisons est différente de celle des grosses. Ex. Le chef de l'entreprise dans les petites maisons fait presque tout...
- Elle est toujours intéressée à des formations sur la gestion d'une maison d'édition
- Pour les employés : rien pour le moment mais peut-être comment faire la promotion des livres

Question # 2

- ???

Question # 3

- Elle cherche quelqu'un qui est en accord avec la mission de l'entreprise – Ecosociété est une maison militante...
- Quelqu'un qui a de l'expérience dans l'édition... – difficiles à trouver. Les gens ne bougent pas beaucoup et un grand nombre d'entre eux sont pigistes..

Question # 4

- L'internet pose des questions. Il ne faut pas s'y lancer à yeux fermés. Il y a des dangers pour les maisons d'édition qu'il faudrait évaluer.

Question # 5

- Rien de particulier

Question # 6

- Il serait souhaitable d'avoir un programme universitaire qui forme les gens en édition... Il y en a en Europe...puisque des stagiaires nous demandent de venir chez nous pour leur stage.
- Présentement, les gens qui soumettent des c.v. ont des compétences en journalisme, archivage, littérature etc. Rien de spécifique à l'édition, puisqu'il n'existe rien

PARTIE 2
Question # 1
- Non. Aucune formation formelle interne

Question # 2
- Oui. Ex. l'ANEL.

Question # 3
- Elle paie les frais d'inscription des formations de courte durée qui ont lieu à Montréal. Rien de prévu pour les programmes d'études de plus longue durée

Question # 4
- Non. Au besoin, de manière informelle

11. Large, children's

PARTIE 1
Question # 1
- Pour elle : Rôle et responsabilité d'un C.A. vs chef d'entreprise
- Pour les employés : Gestion de projet

Question # 2
- Elle a une formation en finance et comprend l'importance de l'intégration des différents éléments (ex. contrôle des coûts, livraison de la marchandise à temps) dans un tout cohérent

Question # 3
- Elle recherche des gens avec une ouverture d'esprit- l'édition évolue dans un contexte de relations humaines
- Capacité d'adaptation aux événements et opportunités
- Personnes organisées et structurées- condition essentielle à la liberté d'expression

Question # 4
- Le grand défi est de trouver l'équilibre entre les besoins corporatifs et ce que les auteurs ont à offrir

Question # 5
- Il s'agit d'apprendre à trouver des nouvelles niches où développer des marchés
- De développer l'expertise en marketing

Question # 6
- En plus de Sherbrooke, ANEL, AELC, il y a un cours à l'UQAM (Annie Lanlgois)
- Il y aurait lieu de mettre sur pied une banque de personnes ressources capables de répondre à des besoins ponctuels (ex. aide à remplir une demande à Patrimoine)

PARTIE 2
Question # 1
- Par le passé, l'entreprise a offert des formations sur l'utilisation de logiciels, mais sont en période de planification stratégique et certains besoins émergent qui pourront être comblés à l'interne. Ex. gestion du temps, gestion de projets

Question # 2
- Oui, selon les besoins

Question # 3
- Oui pour les formations de courte durée, pour les frais d'inscription etc. Non, pas de politique pour les programmes d'étude à plus long terme

Question # 4
- Présentement les nouveaux employés ne bénéficient d'aucune aide. Grâce à leur exercice de planification stratégique, ils planifient mettre en place des modalités formelles d'intégration- responsabilité, cadre etc.

English publisher interviews

Medium-sized, Canadian-owned, Atlantic trade and educational, 9 employees

Questionnaire #1
1. Regardless of the global situation, we keep up in editorial and marketing, these are the priority competencies and the priorities of the company. There aren't many educational opportunities in Nfld.
2. There aren't any trends causing this. Editing is a challenge and always will be. Marketing is the same. Marketing and selling opportunities are in Asia now and people need to be trained to sell into those markets.
3. We value good literary backgrounds, in education and degrees. Also technical competencies are very important.
4. Our content won't change but we are doing more educational textbooks with websites that expand on the content of the books. There are things for the kids and teachers can see how the students are doing. We see technology as an advantage and have modernized the textbook by using the web.
5. The company mandate is to deliver the best for trade and educational markets. Technology requires us to keep up but we will not abandon the traditional editorial and marketing skills.

Questionnaire #2
1. Yes, we use the experienced staff to teach the new staff, guided under an apprenticeship until they are more independent. Also, younger staff with better technological skills give back to the older staff through their technical knowledge, so it works both ways.
2. Yes, if they are offered locally. Not if they are farther afield, it's too expensive. We are sending a staff person to SFU this summer.
3. We pretty much pay for all the expenses.
4. Yes, as in answer #1.

Medium-sized, Canadian-owned, trade, Ontario, 8 employees

Questionnaire #1
1. The top priority is financial training, for myself and for my staff.
2. The reason for this is the succession issue.
3. We value strong written and spoken English, people who have taken the publishing courses, and who have work-related background, such as in a bookstore.
4. We need the ability to react to changes in the electronic environment, for production, for distribution, and for sales.
5. If we changed, the individuals we hired would have to have different competencies and experience, to suit the content of what we were publishing.

Questionnaire #2
1. We don't specifically do this.
2. Yes, we do make the seminars available to staff.
3. We have a free tuition plan, including for interns.
4. All of this kind of in-house training goes on all the time.

Medium-sized, Canadian-owned, scholarly and academic, Ontario

Questionnaire #1
1. We need greater strength in marketing. Is that acquired through training or through recruitment, I don't know. Training editors is the hardest to do. It is hard to find good editors, they are the work horses. We are happy to work with courses like Ryerson, etc. to get good people. It would also be good for all the staff to get financial training. More management training for the staff and myself would also be helpful, but there doesn't appear to be any.
2. The biggest trend is toward financial ruin and destruction. This is more of a concern for trade publishers, because of the high Indigo returns. The academic publishers have good library sales. There are also too many books being published. The more titles published the less number of copies you will sell of each one.

3. We are looking for smart people with good degrees, and with a favourable attitude towards academics and scholars. Most important, I want someone who will show up, who has a good work ethic, and a good attitude. This is even more important than their skills.
4. We want to move the list out of trade books altogether and into scholarly and academic. We want to develop textbooks for university courses and are proactive in that area.
5. Yes, the competencies would change depending on the change in the mandate. The editorial and marketing skills would change, for example, if we switched to publishing kids' books, and so would design skills.

Questionnaire #2
1. Not really. It is ad hoc. We recently had a little "finance for the non-financial" seminar.
2. If they ask, they can go.
3. Yes, on successful completion of the course we will pay full tuition if it is directly related to their job; if it is indirectly related, or outside their job, we will pay 50 per cent.
4. This goes on in an ad hoc way. We show them over a period of time "how it works". There is some shadowing on the editorial side, with assistant editors, until they are ready to be full editors.

Small, Canadian-owned, academic, Maritime-based, 5 employees

Questionnaire #1
1. Our priority is information management. We are working toward a standard with Booknet. We need to improve our bibliographic information, we need to develop databases for in-house use.
2. We are swamped with data and information. Much of it is useless and unavoidable, coming from the outside, but we have to deal with it anyway.
3. We need employees whose values are consistent with our values. For professional capabilities, I would rather hire someone with a good work ethic, who is willing and capable, than a professional who is narrowly defined.
4. We are planning to do more Introductory texts, not just for the sake of being Intro texts, but that have a critical perspective on the subject, such as criminology. Series are popular and we are also trying to develop those.
5. If we were to move away from the university market to an unrelated field, all the competencies could change, depending on what we changed to. We do a good job in the college market and in the subject areas we focus on, but outside of that we would need to hire different people.

Questionnaire #2

1. We do informal training. People know what they need to do and if they don't know how, we deal with that. We recently had an employee who was leaving train the new person for a month.
2. Yes, if they are offered. There is a book design seminar coming up soon and our designer is going to that.
3. We have no stated policy on this, but if something came up and I thought it was a good thing, we would support it.
4. See #1

Large, academic, Canadian-owned, national,18 employees

Questionnaire #1

1. We use a lot of freelancers, for example, for copyediting and for web design. But as the web becomes more important we wonder if we shouldn't have this in-house. On the management side, we know our mission pretty well, but the details of it are harder to work out. There are a number of things a person learns on the job, that the publishing courses don't teach. This is invaluable. We do hands on training with individuals, trying, failing, and trying again. The publishing courses are too trade oriented. We send our staff just the same, but they are trade oriented.
2. No, we just want to stay competitive.
3. We look for bright people, committed to books in higher education. We want them to think, be curious. We never look for specific experience in a field of publishing, we train the best ourselves. We have two groups of staff: support staff in distribution, customer service, accounting, and they could use some special training in those areas; then we have the creative staff, those who bring in new business, in editorial acquisitions and in sales. Our bottom-line of education for these staff is a Masters degree, in social sciences and humanities, for example. We have hired PhDs but they are often overly focused.
4. We want to publish more seriously developed textbooks--we need to stay competitive with other educational publishers.
5. We are pretty settled in the business right now, pretty focused on higher education. Although we need to work on the competencies around digital delivery. We have dabbled in trade books, and we could do some reinforcement of the competencies for that kind of publishing.

Questionnaire #2

1. We do a lot of shadowing and mentoring and supervision on the job. We like to do that in terms of training.
2. We sometimes send them to the PD seminars, especially around things like Booknet and computer-related information. For myself, I could use some digital training.

3. We have paid for some or all of some educational opportunities, in a modest way. It depends on the kind of course it is.
4. See #1.

Small to medium-sized, Canadian-owned, trade, 6 employees

Questionnaire #1
1. Our priority is meeting payroll. We are the have nots, of the haves and have nots. We have brought design and sales conferences in-house to save money. We've taken the seminars offered about selling books into the US.
2. Mainly it is economics that is driving this move.
3. We want enthusiasm, to be able to learn quickly, be self-directed, have versatility, and not necessarily be specialists. We want them to be able to do a number of different tasks, with enthusiasm.
An issue I'm concerned about is that there is so much bibliographic data needed, for Indigo, for Booknet. It is frustrating because of a lack of sufficient staff to deal with it. We could use help in the training and execution of data types and input. The government asks us to be mentors, and we do it, but we could use an internship program where the interns get paid.
4. We plan no changes in the content of the books. We brought the catalogue design in-house, and sales conferences, to save money, so long as it doesn't affect our relationship with our customers. But there's too much data with different formats.
5. Not really. We may change and publish fewer Canadian titles, since we can't sell enough of those.

Questionnaire #2
1. Yes, we do in house training, we do mentoring, on the job training, and supervision.
2. Yes, we do send them to seminars to learn when offered.
3. We pay all course fees if they take them.
4. See #1.

Large, Canadian-owned, trade, 60 employees

Questionnaire #1
1. With so many publishing programs, we don't have to do formal training. It is fairly specific and department based. They will take computer upgrades and other technology learning and the publicity people have gone to seminars. Generally seminars deal with ancillary skills. In-house apprenticeships develop the skills further. We do in-house mentoring, in editorial, for example, they'll start with proofing, then copyediting, then ghost a senior editor before becoming an editor. There is no replacement for that kind of training.
2. N/A

3. We look for people who take initiatives, who are a good fit, who have very good social skills; we want the core basics, good grammar, good communication skills, and a good work ethic. We don't want people who have too big a sense of entitlement.
4. We are not changing anything in editorial, we are consolidating our core strengths in that area. But we are altering how we do publicity. It is not cost-effective to send authors on tours. And with all the media consolidation, you can publicize cross-country without traveling. So we are using the electronic media in a more sophisticated way, and migrating toward the non-traditional media.
5. No, they would stay the same. We have a very sophisticated rights department, we've sold into the US for 10 years. So the skills wouldn't change. There could be some hands on learning necessary.

Questionnaire #2
1. We do a combination of mentoring, ghosting/shadowing, and on the job training.
2. Sadly, much of the PD offered is not relevant. There should be more staged PD, to address the needs of a more sophisticated industry. There is very little for the experienced publisher.
3. We have in the past, but economic difficulties have put a stop to that. We do consider it and handle it on a case by case basis.
4. See #1.

Comment: I'm insulted by the assumption that we don't know how to do our jobs. The impossibility of the market is the impossibility of our business.

Large, Canadian-owned, trade, 30 employees

Questionnaire #1
1. We have a crackerjack team here, with high levels of competencies. We are always learning more.
2. N/A
3. We want people with passion, energy, and who are bright. Attitude is very important, as is work ethic. They need to be able to work with little supervision. Experience in publishing or related field is invaluable. They need to be completely comfortable with the computer. A second language is also good.
4. We are refreshing our strategic plan, looking at export more, and preparing for the digital world.
5. We are an up-market publisher now, but if we were to develop, say, commercial books for Barnes & Noble or Borders, our publishing instinct would have to change, as our competencies are geared to high-end, high-quality trade books.

Questionnaire #2
1. We have an open, more organic process of training. We try to mentor if they need it and want it.
2. Yes, we do make these available to employees when appropriate.

3. We have a 50/50 tuition policy and we are very generous about giving people time off to upgrade their skills.
4. See #1.

Large, multinational, educational, 700+ employees

Questionnaire #1
1. Our sales people go through very in-depth training, we use the Xerox training system. We train at the junior, intermediate, and senior levels. There is also a great deal of computer-technology training for all our reps.
   We have an elaborate curriculum in-house for training, and we do in-depth management-level training. For example, we use outside coaches for executive level training. We have specific training for senior management, in performance, presentation, listening skills. We are a large company so we are in a position to do this. We call on our parent company's programs.
2. Just doing what we always do.
3. These depend on the department. We have over 700 employees. In editorial, for example, there are 3 divisions. Acquisitions people usually have a sales background. For development, they need experience in the curriculum area—we hire school teachers with specialties related to subject and they work with trained editors. On the trade side, they work with agents, and they are trained in that. We use people from the co-op programs, like Waterloo, and Ryerson and Centennial, and we train them too.
   For upper level management, we don't hire outside publishing anymore. All 3 of the current presidents were recruited from publishing companies. They have proven themselves in the industry. We also promote from within a lot.
4. The industry and the business change constantly. We are most concerned with delivery and with value-added. Our reason for being is to ensure the students are successful, so everything we bring to the books, and the electronic books and materials, is for that purpose.
5. We couldn't change our mandate, but we are using advanced technology, new media, so we need competencies in the new media.

Questionnaire #2
1. Yes, we do much training, as above.
2. Yes, if appropriate, they go.
3. Yes, we pay 100% if it is appropriate to their current job, and 50% if it is for a later opportunity.
4. We do full mentoring for our two largest divisions, we have a mentoring chair and we do mentoring training, for the mentors. Our sales reps get a lot of training.

Large, multinational, trade, 30 employees
Questionnaire #1
1. We have a program that encourages skills development. We have several different types of employees: technical, artistic, financial, editorial, sales. We recently held a "finance for the non-financial" seminar for the editors, so they will understand P&Ls, cashflows, etc.
   For example, for our sales people, we do training at our sales conferences, which happen three times a year. For the warehouse people, we teach enterprise skills. We encourage learning in all the departments. It is good business.
2. We are just doing what we always do.
3. This depends on the area the hiring is being done in. We want people with good grammar, spelling, and writing skills. This is more of a challenge than it used to be, the schools don't really teach that anymore. We want good computer skills, sometimes people with business degrees. For editorial, we want people who have a degree in their field/area.
   We have a code of conduct, which we give to employees. There are standards of business, and integrity is at the top. We have no tolerance for unethical behaviour. We would not hire someone without moral character and integrity.
4. We are getting ready for electronic publishing. We need to approach the challenge of e-books. We've been building a data warehouse, digitizing all of our content. We want to be content-ready when the reader is finally ready. We won't be giving away our digital content.
5. You have to adjust when you change your mandate. For example, with digital publishing it may mean learning new skills in production and in the warehouse. You need to be ready to change constantly.

Questionnaire #2
1. Yes, for example, the sales conference training our reps get three times a year.
2. Yes, we make these available.
3. Yes. We pay half their tuition on enrolment, if they have been here at least one year, and the rest on completion of the course.
4. Yes. Letting employees learn is a great investment. If people want to learn something, if their interests are met with training, then they feel more valued, and they will do better. If they want to improve we encourage that.

Large, multinational, trade, 17 employees
Questionnaire #1
1. We need training in online marketing. We are moving more into marketing online. We are changing and redesigning websites, for example, our book clubs. There is definite growth in this area.

2. People are doing more looking online, and more research. There is more integration of the online component into their lives. This doesn't mean bricks and mortar stores are going away. The feel of the book in your hand is still very important.
3. It depends on what we are hiring for. For the editorial area, we want them to come from one of the publishing programs; we want people to have experience in the book business. For values, we want them to be honest, upstanding, self-starters with inquiring minds. We also look for volunteer work, and we look for a good fit.
4. Everything associated with technology is increasing, audio books are more popular, e-books, buying online. We think of ourselves as "content providers", we provide information and entertainment. We benchmark ourselves against other entertainment providers. For the e-book readers, there isn't a critical mass of people yet with the technology to use them, and habits aren't formed. We aren't at the tipping point yet.
5. Some new training and competencies may be required, depending what we changed to. If we changed, there would be some adaptation. We would give our employees the tools to handle this.

Questionnaire #2
1. Yes, our parent company does training for the higher levels, the director level. At some levels we do here, particularly in leadership training. We also have people training and taking courses in Quark, for example.
2. Yes, if they are appropriate to the learning needed.
3. Yes, we have a tuition program, $3,500 to undergraduates, and $5000 for graduates. They have to successfully complete the courses.
4. Not formally for these things, but it happens without a plan.

Medium-sized, Canadian-owned, trade, Atlantic, 12 employees

Questionnaire #1
1. Our priorities are editorial and production. We have improved entry level staff at the moment. For editorial, the journalism schools out here teach writing but not editing. For production, the art colleges produce designers, but they don't necessarily know how to design books. Some people go to Ontario for courses or do them online if possible, but there are no real courses in Atlantic Canada. For me personally, I go to PD seminars when they are offered by the APMA, or we consult experts when necessary. At the moment, Print-on-Demand (POD) is a big concern. We are not sure about this and are trying to get some PD on it.
2. Not really, just a lack of programs in the east.

3. If we are hiring entry level people, we look for well-rounded experience and experience in different facets of business. If they've shown interest in the book business, that is good too. If we are hiring marketing people, we look for book retail experience, they sell a lot into the trade so they need to be able to visualize that. For editorial and production people, we look for related experience, and some schooling in those areas. We want them to have the general competencies.

4. We are slowly digitizing our list. This is a ticking issue. And we are grappling with POD. Another issue we are facing is that there has been a downturn in tourism in recent years and we have published books for that market for years. We will need to rejig the program if tourism doesn't come back.

5. This would really depend on what we changed to. If we were to publish in the educational field we would need new or different competencies. We would like to publish educational books, but we don't have the resources to do that. But if we reduce tourism books, we wouldn't need different competencies. We publish local histories too and that is still trade.

Questionnaire #2
1. Not formal training.
2. We do encourage people to go to PD days and other collective courses.
3. We have paid for people to take courses in the past. We've also done that for online courses.
4. We have done mentoring and on-the-job training a bit. A continuing issue though is finding well trained people.

Small, Canadian-owned, trade, 3 employees

Questionnaire #1
1. Marketing training and technical training are our greatest priorities. Book publishing is difficult, because every book is a brand new product with a new audience. The marketplace is changing, with only one chain, so it is necessary to diversify the places you market and sell to, and there are different techniques for selling into the different markets. Technical training such as for design is tricky. It is hard to find that kind of training here.
2. Having only one chain really makes it necessary to diversify the marketing.
3. When hiring we look for a basic technical skill set, we operate in a Microsoft environment. We want them to have some familiarity with the arts and with books. This is a small office with no walls so a good fit is really important. They need to be able to do research on the different markets for the books.
4. We don't plan any changes to our content: we do literary fiction, poetry, mysteries, and some travel non-fiction. We may do some social issues books. We don't really plan any changes in the conduct of the business. Marketing is always important and always an issue. We are constantly analyzing our sales.
5. Our competencies wouldn't change necessarily, no. It would depend on what we moved into.

Questionnaire #2

1. In –house training, on the job supervision, this goes on all the time. Right now, we are paying our royalties and I'm training my assistant to do that. I make sure she knows how to do it, and why she is doing it. For marketing, we lay it on them, what they are supposed to do and why.
2. Yes, we always make the PD available.
3. This is done on a case-by-case basis. I have to be careful because sometimes they'll take the course and then go to another company.
4. See #1.

Medium-large, Canadian-owned, trade, 20 employees

Questionnaire #1

1. Specifically right now, we have new business software, ACUMEN, and we are focused on getting everyone trained on that. It involves a lot of data entry and management. We've never had anything like this before. We are also concerned with POD. Our production manager knows about it, and we have been trying to use it, but we are finding the prices very, very high.
2. No.
3. We look for honesty. We also look for experience specific to the job at hand. They don't have to have a literary background. We like flexibility and some history with small presses. Awareness of the commercial realities of the marketplace is very key. We've hired quite a bit at the entry level, we've hired interns either from here or from other houses. For more senior people, for example, we hired a financial person with no publishing experience and that failed. We then hired someone with publishing experience. It is a necessity.
4. We are definitely open to things. We did a thorough strategic review a few years ago and it resulted in the purchase of Groundwood. We are planning to do another review soon, so that could result in something. We don't plan any changes to the business model.
5. We may need to change the competencies we have if we were to change the editorial and marketing. We would need people who were aware of the sales and marketing intricacies and differences.

Questionnaire #2

1. More and more we are doing in-house training, in part because of ACUMEN.
2. We occasionally send people to PD seminars if it makes sense. Last year we used the ACP mentoring program a couple of times too.
3. We don't have a firm policy on this, but we would consider it informally.
4. If people asked for mentoring, we might provide it. For example, if someone in marketing wanted to learn about editorial, we could mentor that.

Large, Canadian-owned, trade, 45 employees

Questionnaire #1
1. Management training for the senior levels is really lacking. Financial acumen feeds into this too. There simply is no training like this available to publishers.
2. As business gets more complicated, management training is necessary in larger, more sophisticated companies. It has to be active training, this can't be done passively.
3. Professional capabilities are particular to a job, so you assume they have those. But how do you do performance management? When looking at competencies you need to think about emotional intelligence, initiative, teamwork, accountability, and knowledge. It is a learning process. We have access to a huge organization in our parent company.
4. We are trying to repurpose our content, and that involves rights management. We've digitized the whole list from the past 7 years of titles. There is indexing and sorting. But how do you use a digitized book? What will the business model look like? It's important to be part of the discourse on this issue, at a high level. But it will be harder for smaller companies to participate in this discourse. We are conducting training at a high level for ACUMEN, which we are implementing.
5. Fundamentally, no, we would not need different competencies. If we changed to adult books, for example, the editors wouldn't be as competent about competing titles, etc., but their skills and curiosity would be the same.

Questionnaire #2
1. Yes, we do a lot of in-house training. Our parent company has an in-house university, and they spend at least $2 million a year on this. The former dean of the Rotman School runs it. There is leadership training for the upper level executives. I've done succession planning with our parent company, they have "finance for the non-financial" management, leadership for recruits. These are all taught by professionals. We've also sent people to train at courses outside that, such as Stanford.
2. The PD seminars usually offered are less than engaging, and not all that useful.
3. Yes, we do have a policy but it requires initiative on the part of the staff to ask. We haven't sent someone to a course in a long time.
4. We are very organized in terms of training, we have an open and active policy for training in house. Learning is ongoing and constant. You value the employees and that shows if you educate and train them.

Large, Canadian-owned, trade
Questionnaire #1
1. Everyone here has to be crosstrained, meaning someone else has to know how to do your job. We do that. There is no other training that we are planning or need.
2. N/A

3. I don't necessarily look for education, unless it's an entry level position. The interview tells me what I need to know. We have a good culture here, people mix well together.
4. We are slimming the program down, we aren't doing any more fiction, and we just can't sell enough to make it work. We want to do strong books and promote them better. We do kids books but we probably aren't going to do picture books.
5. If we moved into educational publishing they would, but not if we were still doing trade books.

Questionnaire #2
1. Yes, the cross-training. All departments cross-train.
2. Yes, but that is mostly for publishing courses. There isn't much in the way of business PD. Most publishers are self-taught in this area. The editors prefer the professional training. Our sales reps are outside reps.
3. Yes, we do. I can't remember exactly what it is. There is a policy book that everyone gets when they are hired. We've hired grads from the SFU programs, and the editors take some of their courses.
4. See #1.

Optimal Practices for Improving Competency Proficiency

In our proposal responding to Cultural Human Resources Council's Request For a Proposal we noted that we would examine each of the competencies of a book publisher through the lens of our accumulated knowledge of adult learning, to identify the optimal practice for improving one's proficiency in that competency.

Many competencies are in fact generic skills. For example, a lot of people are by nature patient and reflective, while others are less so. If a given occupation or job requires this competency, it may not be easy to assist a person in developing this competency of s/he does not already have a natural inclination towards it. So, not all competencies are trainable in traditional terms, i.e., by taking a course.

In the context of book publishing, a shortfall in a competency such as (C9) 'Secure permissions' can probably be learned from a manual since it is a well-circumscribed operational activity. But a competency such as (N11) 'Adapt to changes' is a more abstract set of skills and personal characteristics that lends itself less well to learning in a formal setting and requires some alternative approach to mastery.

Principles of Learning and Changing Behaviour

All learning consists of an accrual of behavioural capabilities, and this process can be formal or informal. Formal learning is what one thinks of immediately when the term 'training' or 'development' is used: courses, books, lectures, and manuals. But most learning throughout life is experiential: seeing and doing. Workshops contain a good amount of that kind of learning, and certainly learning on the job is mostly that. For some competencies formal learning is the best channel, for example (K8), "Create and maintain an accounting system". For others, multiple approaches may be feasible, for example, (K4) "Apply for grants and funding". And for many competencies hands-on, experiential learning is the only way to expand them, for example, (N23) "Demonstrate credibility".

Often, a variety of techniques are required to improve one's capability, especially when the competency in question is of a general or relational nature. It is important to keep in mind, however, that all learning (adult and otherwise) has a number of specific principles in common that play a role no matter what competency is involved. These include:

- Learning is visible only in its outcomes, i.e., changed behaviour, or in the outputs of new but less-visible behaviour. The "active ingredients" in all learning, formal or experiential, are the same: Something has to energize such change (e.g., the business need for a competency), something has to steer learning in the desired direction, something has to maintain that direction, and something has to strengthen (reinforce) the new behaviour or else the new behaviour will weaken or disappear altogether.

- The person has to be <u>able</u> to learn the required competency. This condition is not always met: for example, a person who has weak numerical skills will have a hard time learning effective accounting.
- New learning is always accrued to what already is "there". Competencies are not learned in isolation. This is why, if you have grown up speaking French, when you learn English as an adult, you are likely to have an accent. Sometimes residual old learning is helpful (if I know French and Latin, learning Spanish is easier than if I only know Norwegian and Dutch) and sometimes it can interfere (if I have played a lot of cricket, it will make learning a decent golf swing harder).

Learning Channels Alternative to Formal Courses

Here are some suggestions that may help to complement the kinds of "formal" learning that can be gained from courses or manuals. It will usually be intuitively clear what mode of learning is the best channel for what kind of competency.

Read a book

If a person wants to be completely independent in how s/he pursues learning new things or expanding competencies reading a book is one way to go. Employers and senior managers in the work place often have favourites they will share or specific recommendations. Having read a book that others value helps a great deal to engage in conversations about work and professional issues that not only expand one's knowledge but also make people come across as in charge of their knowledge, which will in turn enhance their career.

Read Trade Publications

To stay abreast of issues in the professional field, the general business of publishing and the surrounding economy, it pays off to read what relevant trade publications offer. Examples of competencies that lend themselves to expansion in this manner would be: (A8) Identify Weaknesses and Threats, (B4) Identify Title and Series Opportunities, (B15) Develop Partnerships and Sponsorships, (E12) Advertise Books and Authors, (H13) Gather Information from Outside Sources, etc.

Cruising the Internet

The Internet has quickly become the richest source of information about anything. Use discretion: much of the available information is less than valuable (broadcast news, blogs, advertising) while other information is more useful (e.g., Wikipedia, sector council sites, etc.). Note that the Internet is no substitute for active knowledge exploration in refereed publications.

Using a Coach

We now get to the many ways of learning by seeing – imitating – doing – getting feedback – acquiring competence. The Use-a-Coach approach is particularly effective when it is necessary to acquire specific professional skills that in turn are based on generic competencies. An example might be (B3) "Assess manuscripts". This is not easy to learn in a course or from a book – there might not be any courses. The competency requires being able to read analytically and critically (does the manuscript stick with its alleged theme? Do the subject headings follow an intelligible line?) and also think commercially (will this line of argument instill interest? Is this topic saleable given the present political climate in the country? etc.).

Clearly, this is a complex competency and it is one that is often most easily learned by discussing the task with one's superior, trying a relatively simple task, getting specific feedback and then applying that to a more complex task. A coach, or the supervisor in her coaching role, can be the most effective channel of learning in this kind of competency.

Mentoring

Mentoring is a professional and intense relationship between senior and junior members of an organization, based on trust and confidence, which enables learning and development. This kind of informal (and sometimes formal) relationship is especially helpful in learning high-level, relatively subtle competencies that require experience, insight into "politics" and specific niche savvy (for example, the present "culture" in a publishing arm in a large communications conglomerate). This kind of learning can be more effective than any other kind in acquiring competencies such as (N14) "Maintain relationships", (N23) "Demonstrate credibility", (N21) "Exercise resourcefulness" and others in the realm of personal competencies. One option is to actively seek a mentor in general, to become an effective and high-potential employee. Another option is to seek out a mentor to develop a specific competency, e.g., (N15) "Network"'.

Starting a Peer Study Group: Show and Tell

This approach is particularly useful when skills and competencies are needed that already reside in people around such as peers and colleagues. It comes down to learning experientially and profiting from the experience of others, while at the same time networking within the organization. This approach helps people to be more multi-skilled. Some specific occupational skills lend themselves well to this type of learning. Examples are (D4) "Lay out books", (D8) "Print and bind books", (D12) "Coordinate reprints", (D11) "Produce electronic editions", and skills in the area of promoting and selling, such as (E1) "Create and maintain website content", (E9) "Arrange author events", and (F6) "Arrange merchandising".

Serving as role models

Observing enables imitation and emulation, another informal experiential learning approach. Role models can be internal to the employing organization, such as a sales director, but they can be external as well. An example is learning to speak more effectively in public. One choice is to join Toast Masters to observe peers practice public speaking and getting some practice directly. This is perhaps the most natural form of learning and usually happens without spending any effort on it. But the most effective and lasting learning takes place in the activity of spending conscious effort and actively observing and imitating role models. Imitating role models is not flattery, but respect for others' style and capability.

Lunch and learn

Many employers like to offer their staff opportunities to profit from the expertise and competence of outsiders. To that end they use speakers' bureaus or their own networks to invite speakers to come in and share their experience. One good format is the lunch hour, when the staff usually like some diversion from their work tasks. In that brief hour they can easily meet the need to be exposed to some new knowledge. Employees bring their lunch and spend a half hour absorbing new information. This may not be very active learning but it can contribute a good deal and leads to follow up. This approach to learning works very well for many and diverse competencies such as (A3) "Identify trends and issues", (F2) "Design sales and marketing strategy", (H12) "Interface with external information systems", and (J6) "Encourage employee morale".

Volunteering in the work place

A final effective mode of learning is to deliberately search out situations in which it is natural and relatively easy to learn new competencies experientially. One good way to do this is to volunteer for activities that are either up for grabs (for example, who will thank the lunch-and-learn speaker?). Employees themselves can also identify such opportunities as potentially helpful to enhance their career and learn new competencies (for example, asking the supervisor for the special task of managing the company's involvement in the United Way). This approach can be very useful in that it creates a relatively 'safe' environment: if a person volunteers, s/he has exercised some control over what s/he does and thus has gained some 'credit' that warrants some right to ask for support and guidance. Output of that special task is not strictly part of the job and so provides an excellent opportunity to acquire or expand a competency.