

*Training Gaps*  
**Analysis**



Magazine Publishing

## **Cultural Human Resources Council (CHRC)**

### **Magazine Publishing in Canada**

- **Training Offerings Survey**
- **Training Needs Assessment**
- **Training Gaps Analysis**
- **Recommendations**

## Acknowledgements

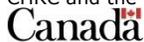
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## Introduction

In early 2011, the Cultural Human Resources Council (CHRC) commissioned Johanne Provençal<sup>1</sup> to conduct a training offerings survey, a training needs assessment, and a training gaps analysis for the magazine publishing industry in Canada, and to provide recommendations for further training offerings. These activities were taken after the development of a Magazine Publishing Competency Chart by the CHRC Magazine Publishing Steering Committee and Magazine Publishing Expert Working Group.

The Magazine Publishing Competency Chart<sup>2</sup> identified 12 professional competency areas: (1) provide content and design for print and digital; (2) produce magazine issues and digital content; (3) manage audience development; (4) manage distribution; (5) sell services to advertisers; (6) manage business development; (7) generate alternative revenues; (8) promote the brand; (9) manage human resource functions; (10) manage finances; (11) manage business operations; and (12) comply with laws and regulations. In addition, two general competency areas were identified: (1) demonstrate personal skills; and (2) demonstrate interpersonal and communication skills. The Magazine Publishing Competency Chart also contained a subset of skills in each of these professional and general competency areas.<sup>3</sup>

## Objectives

There were three objectives for the work being undertaken, as follows:

1. To gather details on training offerings across Canada in universities, colleges, professional associations, and other organizations, in the competency areas outlined in the Magazine Publishing Competency Chart, and to document course descriptions and contact information for these offerings;
2. To gather information on current training needs and training taken by professionals in the magazine publishing industry in Canada, based on the skills outlined in the Magazine Publishing Competency Chart, in order to identify training gaps; and
3. To identify possibilities for future course offerings that would address the training gaps.

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<sup>1</sup> Johanne Provençal has more than 10 years of experience in the publishing industry in Canada. She is the former Executive Director of the BC Association of Magazine Publishers (1999-2003) and of the Canadian Association of Learned Journals (2006-2010). She has engaged in strategic planning for both the magazine publishing industry and for the journal publishing community in Canada. She is a graduate of the Master of Publishing Program at Simon Fraser University (2002) and has a doctorate in curriculum theory and implementation (2009).

<sup>2</sup> CHRC used the DACUM (DevelopingACurriculUM) methodology to develop the Competency Chart and Profile.

<sup>3</sup> There was a total of 115 skills in the 12 professional and two general competency areas. This did pose some challenges to survey design and to obtaining a higher response rate.

## Methodology - Training Offerings Data

A preliminary list of university and college programs reviewed for this report was derived from a search for "Communication, Journalism, and Related Programs" in the Association of Universities and Colleges of Canada (AUCC) online Programs of Study Database. The database search provided a list of 38 institutions. This preliminary list of universities and colleges was supplemented by an online search for additional programs, particularly at the college level (as these may not have been captured through the AUCC database search). This search yielded an additional 38 institutions. Course descriptions in each of these programs were reviewed in order to identify those that appeared to provide training in the competency areas that were outlined in the Magazine Publishing Competency Chart. In order to identify professional associations and other organizations in Canada that provide training offerings for the magazine publishing industry, the Canada Periodical Fund (CPF) website was consulted and lists of recipients of funds for the Collective Initiatives program of CPF in the past three years were reviewed. The websites of organizations receiving CPF funds were also reviewed for links to other magazine training offerings in Canada. This yielded another nine organizations that appeared to provide training in the areas outlined in the Magazine Publishing Competency Chart. Courses and training offerings at a total of 85 institutions and organizations were reviewed.<sup>4</sup> Institutions and organizations with course or training offerings in the areas outlined in the Magazine Publishing Competency Chart were contacted by email and invited to complete an online survey.<sup>5</sup> The survey was adapted from the Magazine Publishing Competency Chart. Respondents were asked to indicate whether or not their program or organization provided courses or training offerings in each of the competency areas and subsets of skills. A total of 25 individuals were contacted, representing 22 institutions or organizations (17 primarily English-language, one bilingual, and four French-language organizations/institutions).

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<sup>4</sup> See Appendix A for details on course offerings and training in the areas outlined in the Magazine Publishing Competency Chart.

<sup>5</sup> See Appendix B for the email invitation sent to the contacts at institutions or organizations providing training.

## Methodology - Industry Professionals Data

The Magazine Publishing Competency Chart was used to develop a survey instrument for magazine industry professionals. The survey was administered in two phases. In the first phase, an invitation to complete the survey was sent via Magazines Canada to executive contacts for their 268 member magazines.<sup>6</sup> The executive survey asked three questions about the skills in each of the 12 professional competency areas and the two general competency areas: (1) the importance of the competency for the magazine industry; (2) the importance of the competency for the respondent's magazine(s); and (3) the respondent's own level of competency in each of the areas. Recipients of the executive survey were asked to provide the name and email of the person at the magazine responsible for each competency area. The executive survey respondents were also asked to report if they had taken training from any of the listed 22 institutions and organizations in any of the areas outlined in the Magazine Publishing Competency Chart. Of the 268 executive contacts (252 from English-language magazines and 16 from French-language magazines) that were sent invitations to complete the survey, a total of 55 respondents submitted data to the survey (53 from English-language magazines and two from French-language magazines, for a response rate of 20.5 per cent.)

In the second phase of the survey, the departmental contacts identified by the executive contacts in the first phase of the survey were sent invitations to complete a survey customized to include questions for only the general competency areas and the professional competency areas identified (by the executive contacts) as relevant to their role at the magazine.<sup>7</sup> The respondents to the departmental survey were also asked to report if they had taken training from any of the listed 22 institutions and organizations in the relevant areas outlined in the Magazine Publishing Competency Chart. There were 154 departmental contacts (148 from English-language magazines and six from French-language magazines) identified by industry executive contacts that were sent invitations to complete the survey. There was quite a low response rate from the departmental contacts: only 13 respondents submitted data to the survey (12 from English-language magazines and one from French-language magazines). This translates to a response rate of 8.4 per cent for the departmental contacts.

## Magazine industry respondent profile and treatment of data sets

Respondents to the executive survey were asked to identify their role at their magazine or publishing company. The responses were categorized and are presented in Table A.

TABLE A: ROLE/TITLES OF INDUSTRY EXECUTIVE SURVEY RESPONDENTS

Role/title at the magazine (n=55)	Count	Percent
Publisher, Associate Publisher, Group Publisher	18	32.7%
Editor, Editor in chief	10	18.2%
Managing Editor	8	14.5%
Editor and Publisher	6	10.9%
President or Other Executive	4	7.3%
Human Resources Director/Manager	4	7.3%
Other Publishing Team Member	3	5.5%
Other Management Role	2	3.6%

<sup>6</sup> See Appendix C for the email invitation sent to the industry executive contacts.

<sup>7</sup> See Appendix D for a copy of the email invitation sent to the industry departmental contacts.

Although much of the survey design was determined by the parameters of the Magazine Publishing Competency Chart developed by the CHRC Magazine Publishing Steering Committee and Magazine Publishing Expert Working Group, two questions were added to the industry executive survey. The first question was on the circulation of the respondent's magazine(s). The results are presented in Table B.

TABLE B: CIRCULATION OF INDUSTRY EXECUTIVE RESPONDENT MAGAZINES

Magazine circulation (n=55)	Count	Percent
less than 500	1	1.8%
between 500 and 999	9	16.4%
between 1000 and 4999	18	32.7%
between 5000 and 9999	8	14.5%
between 10,000 and 19,999	4	7.3%
between 20,000 and 29,999	4	7.3%
between 30,000 and 39,999	1	1.8%
between 50,000 and 99,999	1	1.8%
I am responding on behalf of a large publisher that has magazines with circulations in various categories	9	16.4%

The second question added to the survey was on the subject category of the magazine. Respondents were presented with a list of categories and were permitted to select one from the list. The results are presented in Table C.

TABLE C: SUBJECT CATEGORY OF INDUSTRY EXECUTIVE RESPONDENT MAGAZINES

Magazine category (n=55)	Count	Percent
Art, literature, and culture	23	41.8%
I am responding on behalf of a large publisher that has titles in various categories	6	10.9%
Special interest	6	10.9%
Business	4	7.3%
City, regional, travel	4	7.3%
News, science & nature	4	7.3%
Social issues	3	5.5%
Food & drink, home & garden	2	3.6%
Health, wellness, family	2	3.6%
Fashion, style, entertainment	1	1.8%

The information presented in the tables above can inform interpretation of the data on training needs, skills and competency level provided by the respondents, as presented in this report, or for any subsequent reports that might be of interest to the industry using the same data set.<sup>8</sup>

<sup>8</sup> For example, the same data set could be used to generate reports according to the circulation or subject area of the magazines.

## Presentation of survey results for the purpose of analysis

The results of the three surveys undertaken are reported in such a way as to move from the question of how the various competencies and skills from the Magazine Publishing Competency Chart developed by the CHRC Magazine Publishing Steering Committee and Magazine Publishing Expert Working Group rank in order of priority for the industry and for individual magazines, to the question of the respondents' competency levels in each competency area (and subsets of skills). The report then presents the results on the training taken by respondents and the training offerings currently available. A training gaps table is presented, setting the importance of each of the competency areas (and subsets of skills) for individual magazines, alongside reported levels of competency, and percentage of surveyed institutions and organizations providing training in those competency areas (and subsets of skills). The results of the surveys are therefore presented as follows:

1. *Relevance of the competency areas and subsets of skills for the industry and for individual magazines:* The results draw only on the industry executive survey in order to avoid multiple responses from a single magazine title.
2. *Respondent competency level in each competency area and subsets of skills:* The results present responses from industry executive and departmental contacts, both separately and combined.
3. *Training taken by industry executive and departmental contacts (combined):* The results present responses on competency areas only (without the subsets of skills)<sup>9</sup> sorted according to number of training offerings taken in each competency area and at each institution or organization.
4. *Training offerings provided:* The results present the aggregated responses on the university and college courses and industry organization training offerings, sorted according to competency area and subsets of skills.
5. *Training gaps tables:* The tables presents the following: (a) industry executive contact ranking of the importance of each competency area (and subset of skills) for their magazine; (b) combined industry executive and departmental competency level in each competency area and subset of skills; and (c) percentage of institutions and organizations responding that they provide training in each of competency area and subset of skills.
6. *Curriculum and training:* Recommendations for the development of training offerings are made based on the findings from the surveys conducted.
7. *Appendix list of training offerings:* Appendix A provides the course descriptions from the colleges and universities identified as offering courses relevant to the competency and information in training offerings from industry organizations.

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<sup>9</sup> A decision was made to limit the question about training to the 14 competency areas only because it seemed unreasonable to ask respondents about training in the 115 skills across the 14 competency areas.

## Chart of Competencies

The Magazine Publishing Competency Chart developed by the Magazine Publishing Steering Committee and Magazine Publishing Expert Working Group includes 12 professional competency areas and two general competencies areas, as presented below.

### Professional Competencies

- 1 – Provide content and design for print and digital magazine publishing
  - (a) Develop editorial mandate
  - (b) Establish editorial guidelines
  - (c) Create editorial calendar for the year
  - (d) Generate story ideas
  - (e) Generate design ideas
  - (f) Obtain content
  - (g) Curate content
  - (h) Conduct reader / survey research
  
- 2 – Produce magazine issues and digital content
  - (a) Establish annual production schedule
  - (b) Establish production technology
  - (c) Establish digital edition process
  - (d) Establish web content process
  - (e) Create a dummy magazine
  - (f) Lay out advertising content
  - (g) Lay out editorial content
  - (h) Establish press instructions
  - (i) Maintain quality standards
  - (j) Perform issue debriefing
  - (k) Execute production archiving procedure
  
- 3 – Manage audience development
  - (a) Define targeted audience
  - (b) Establish audience development strategy
  - (c) Execute retail marketing strategy
  - (d) Execute subscription marketing strategy
  - (e) Execute marketing strategy for uncontrolled distribution
  - (f) Execute renewal marketing strategy
  - (g) Execute online audience marketing strategy
  - (h) Maintain audience database
  - (i) Adhere to circulation / audience audit requirements
  - (j) Build reader relationships
  - (k) Provide customer service

- 4 – Manage distribution
  - (a) Establish print and digital distribution methods
  - (b) Execute mail distribution methods
  - (c) Execute retail distribution methods
  - (d) Execute controlled distribution methods
  - (e) Execute uncontrolled distribution methods
  - (f) Execute digital edition distribution
  
- 5 – Sell services to advertisers
  - (a) Develop media kit and reader profile
  - (b) Develop rate card
  - (c) Establish advertising guidelines
  - (d) Assess market and competitors
  - (e) Develop marketing tools
  - (f) Set sales targets
  - (g) Build relationships with clients
  - (h) Secure advertising
  - (i) Secure sponsorships
  - (j) Develop new service offerings
  
- 6 – Manage business development
  - (a) Create / revise business plan
  - (b) Research trends in information consumption
  - (c) Develop print strategy
  - (d) Develop digital strategy
  - (e) Grow consumer revenues
  - (f) Pursue acquisition opportunities
  - (g) Evaluate launch opportunities
  - (h) Secure custom publishing contracts
  
- 7 – Generate alternative revenues
  - (a) Apply for grants
  - (b) Conduct fund raising activities
  - (c) Secure investment sources
  - (d) Develop joint ventures
  
- 8 – Promote the brand
  - (a) Define brand promise
  - (b) Establish brand strategy
  - (c) Execute marketing / advertising strategy
  - (d) Execute industry relations branding strategy
  - (e) Execute public relations branding strategy
  - (f) Execute social media branding strategy
  - (g) Execute merchandising strategy
  - (h) Represent the company or the magazine

- 9 – Manage human resource functions
  - (a) Develop job descriptions
  - (b) Establish compensation levels
  - (c) Recruit staff
  - (d) Orient and supervise staff / volunteers / interns
  - (e) Execute performance review process
  - (f) Administer professional development policy
  - (g) Implement employee recognition program
  - (h) Terminate employment
  
- 10 – Manage finances
  - (a) Perform accounting functions
  - (b) Establish budgets
  - (c) Adhere to budgets
  - (d) Respond to budget variances
  - (e) Maintain relationships with financial institutions
  - (f) Maintain relationships with financial advisors
  - (g) Comply with financial best practices
  
- 11 – Manage business operations
  - (a) Allocate resources
  - (b) Maximize efficiencies
  - (c) Optimize business management practices
  - (d) Procure services and products
  - (e) Secure facilities and equipment
  - (f) Manage information technology
  - (g) Ensure compliance with timelines
  - (h) Develop financial management policies and procedures
  - (i) Develop human resource policies and procedures
  - (j) Develop information technology policies and procedures
  - (k) Develop production archiving policies and procedures
  - (l) Assess merit of circulation / audience audit
  
- 12 – Comply with laws and regulations
  - (a) Comply with copyright laws
  - (b) Comply with labor laws
  - (c) Comply with tax laws
  - (d) Comply with health and safety laws and regulations

## General Competencies

### 1 – Demonstrate personal skills

- (a) Display organizational skills
- (b) Demonstrate autonomy
- (c) Demonstrate analytical skills
- (d) Demonstrate flexibility
- (e) Exercise judgement
- (f) Adapt to change
- (g) Work under pressure
- (h) Demonstrate work ethics
- (i) Demonstrate resourcefulness
- (j) Demonstrate passion for one's work
- (k) Demonstrate thoroughness and attention to details
- (l) Make decisions
- (m) Exercise creativity

### 2 – Demonstrate interpersonal and communication skills

- (a) Demonstrate writing skills
- (b) Demonstrate oral skills
- (c) Practice active listening
- (d) Demonstrate teamwork skills
- (e) Negotiate

## Relevance of Competency areas

The respondents to the industry executive survey were asked to rank the relevance of the skills in the competency areas, both for the industry as a whole and for their magazine(s). Ranking was on a scale of one (least important) to five (most important). Not all respondents provided answers to all questions (hence, the variance in the number of respondents in the tables below). Results in the tables below are presented in descending order of importance of each skill for the industry, then by descending order of importance for the respondent's magazine(s).

### Professional Competencies

TABLE 1.1 – PROVIDE CONTENT AND DESIGN FOR PRINT AND DIGITAL MAGAZINE PUBLISHING (n=46)

Competency	Importance for the industry (/5)	Importance for my magazine (/5)
Obtain content	4.5	4.7
Develop editorial mandate	4.5	4.6
Establish editorial guidelines	4.5	4.5
Conduct reader / survey research	4.3	3.8
Curate content	4.2	4.4
Generate design ideas	4.2	4.2
Generate story ideas	4.2	4.0
Create editorial calendar for the year	4.2	3.9
<b>Average ranking for this category</b>	<b>4.3</b>	<b>4.3</b>

TABLE 1.2 – PRODUCE MAGAZINE ISSUES AND DIGITAL CONTENT (n=43)

Competency	Importance for the industry (/5)	Importance for my magazine (/5)
Maintain quality standards	4.5	4.6
Lay out editorial content	4.3	4.7
Establish annual production schedule	4.3	4.4
Establish production technology	4.2	3.9
Establish web content process	4.1	3.9
Establish digital edition process	4.1	3.7
Establish press instructions	4.0	4.0
Lay out advertising content	4.0	3.8
Execute production archiving procedure	3.7	3.8
Perform issue debriefing	3.7	3.6
Create a dummy magazine	3.1	2.7
<b>Average ranking for this category</b>	<b>4.0</b>	<b>3.9</b>

TABLE 1.3 – MANAGE AUDIENCE DEVELOPMENT (n=46)

Competency	Importance for the industry (/5)	Importance for my magazine (/5)
Define targeted audience	4.6	4.4
Establish audience development strategy	4.6	4.3
Build reader relationships	4.5	4.6
Provide customer service	4.5	4.4
Maintain audience database	4.5	4.3
Execute subscription marketing strategy	4.5	4.0
Execute renewal marketing strategy	4.4	4.0
Execute online audience marketing strategy	4.4	3.9
Adhere to circulation / audience audit requirements	4.4	3.8
Execute retail marketing strategy	4.3	3.5
Execute marketing strategy for uncontrolled distribution	4.0	3.4
<b>Average ranking for this category</b>	<b>4.4</b>	<b>4.1</b>

TABLE 1.4 – MANAGE DISTRIBUTION (n=41)

Competency	Importance for the industry (/5)	Importance for my magazine (/5)
Establish print and digital distribution methods	4.3	4.3
Execute mail distribution methods	4.3	4.2
Execute retail distribution methods	4.1	3.7
Execute digital edition distribution	4.0	3.6
Execute controlled distribution methods	3.9	3.5
Execute uncontrolled distribution methods	3.5	3.1
<b>Average ranking for this category</b>	<b>4.0</b>	<b>3.7</b>

TABLE 1.5 – SELL SERVICES TO ADVERTISERS (n=43)

<b>Competency</b>	<b>Importance for the industry (/5)</b>	<b>Importance for my magazine (/5)</b>
Build relationships with clients	4.6	4.4
Secure advertising	4.6	4.2
Develop rate card	4.5	4.3
Develop media kit and reader profile	4.5	4.1
Develop marketing tools	4.5	3.9
Establish advertising guidelines	4.4	3.9
Assess market and competitors	4.4	3.7
Set sales targets	4.2	3.7
Secure sponsorships	4.0	3.4
Develop new service offerings	4.0	2.9
<b>Average ranking for this category</b>	<b>4.4</b>	<b>3.9</b>

TABLE 1.6 – MANAGE BUSINESS DEVELOPMENT (n=49)

Competency	Importance for the industry (/5)	Importance for my magazine (/5)
Grow consumer revenues	4.4	4.0
Research trends in information consumption	4.3	3.6
Develop digital strategy	4.3	4.0
Create / revise business plan	4.2	4.0
Develop print strategy	4.2	4.2
Evaluate launch opportunities	3.4	2.6
Secure custom publishing contracts	3.2	2.3
Pursue acquisition opportunities	3.0	2.1
<b>Average ranking for this category</b>	<b>3.9</b>	<b>3.4</b>

TABLE 1.7 – GENERATE ALTERNATIVE REVENUES (n=49)

Competency	Importance for the industry (/5)	Importance for my magazine (/5)
Apply for grants	4.0	4.2
Develop joint ventures	3.5	3.0
Secure investment sources	3.5	2.2
Conduct fund raising activities	3.2	3.3
<b>Average ranking for this category</b>	<b>3.6</b>	<b>3.2</b>

TABLE 1.8 – PROMOTE THE BRAND (n=43)

Competency	Importance for the industry (/5)	Importance for my magazine (/5)
Execute marketing / advertising strategy	4.5	4.0
Define brand promise	4.4	4.0
Represent the company or the magazine	4.3	4.2
Establish brand strategy	4.3	3.8
Execute social media branding strategy	4.0	3.8
Execute public relations branding strategy	4.0	3.4
Execute industry relations branding strategy	3.9	3.2
Execute merchandising strategy	3.5	2.4
<b>Average ranking for this category</b>	<b>4.1</b>	<b>3.6</b>

TABLE 1.9 – MANAGE HUMAN RESOURCE FUNCTIONS (n=51)

Competency	Importance for the industry (/5)	Importance for my magazine (/5)
Orient and supervise staff / volunteers / interns	4.1	4.0
Recruit staff	4.1	3.7
Establish compensation levels	4.1	3.4
Develop job descriptions	4.0	3.6
Execute performance review process	3.9	3.3
Administer professional development policy	3.7	3.0
Implement employee recognition program	3.5	2.7
Terminate employment	3.4	2.6
<b>Average ranking for this category</b>	<b>3.9</b>	<b>3.3</b>

TABLE 1.10 – MANAGE FINANCES (n=48)

Competency	Importance for the industry (/5)	Importance for my magazine (/5)
Establish budgets	4.4	4.3
Respond to budget variances	4.4	4.3
Adhere to budgets	4.3	4.4
Perform accounting functions	4.2	4.1
Comply with financial best practices	4.1	3.8
Maintain relationships with financial institutions	3.8	3.2
Maintain relationships with financial advisors	3.5	2.7
<b>Average ranking for this category</b>	<b>4.1</b>	<b>3.8</b>

TABLE 1.11 – MANAGE BUSINESS OPERATIONS (n=51)

Competency	Importance for the industry (/5)	Importance for my magazine (/5)
Manage information technology	4.5	4.3
Ensure compliance with timelines	4.4	4.3
Maximize efficiencies	4.3	4.3
Assess merit of circulation / audience audit	4.3	3.6
Allocate resources	4.2	4.3
Optimize business management practices	4.1	3.8
Develop financial management policies and procedures	4.0	3.9
Develop information technology policies and procedures	3.9	3.6
Develop human resource policies and procedures	3.9	3.5
Develop production archiving policies and procedures	3.7	3.7
Procure services and products	3.7	3.6
Secure facilities and equipment	3.4	3.1
<b>Average ranking for this category</b>	<b>4.0</b>	<b>3.8</b>

TABLE 1.12 – COMPLY WITH LAWS AND REGULATIONS (n=48)

Competency	Importance for the industry (/5)	Importance for my magazine (/5)
Comply with copyright laws	4.7	4.5
Comply with tax laws	4.5	4.1
Comply with labour laws	4.4	4.0
Comply with health and safety laws and regulations	4.1	3.6
<b>Average ranking for this category</b>	<b>4.4</b>	<b>4.1</b>

## General Competencies

TABLE 1.13 – DEMONSTRATE PERSONAL SKILLS (n=44)

Competency	Importance for the industry (/5)	Importance for my magazine (/5)
Demonstrate thoroughness and attention to details	4.7	4.7
Make decisions	4.6	4.6
Exercise creativity	4.6	4.6
Display organizational skills	4.6	4.5
Work under pressure	4.6	4.5
Adapt to change	4.6	4.4
Demonstrate passion for one's work	4.5	4.6
Demonstrate work ethics	4.5	4.5
Demonstrate resourcefulness	4.5	4.5
Exercise judgement	4.4	4.4
Demonstrate flexibility	4.4	4.2
Demonstrate autonomy	4.3	4.4
Demonstrate analytical skills	4.3	4.3
<b>Average ranking for this category</b>	<b>4.5</b>	<b>4.5</b>

TABLE 1.14 – DEMONSTRATE INTERPERSONAL AND COMMUNICATION SKILLS (n=44)

Competency	Importance for the industry (/5)	Importance for my magazine (/5)
Demonstrate writing skills	4.5	4.6
Demonstrate teamwork skills	4.5	4.5
Practice active listening	4.3	4.2
Negotiate	4.3	4.2
Demonstrate oral skills	4.1	4.0
<b>Average ranking for this category</b>	<b>4.3</b>	<b>4.3</b>

Respondents were also asked if any competency areas were missed. The following is a list of the responses provided:

- Ability to adopt readers' perspective
- Ability to communicate story ideas to get the story you want/anticipate
- Ability to direct and manage writers
- Ability to work with freelance writers
- Broader range of intense Digital applications

- Demonstrate empathy (each department has its own goals and sometimes agendas). Recognize that we are all part of the bigger picture.
- Establish growth trajectories and strategies
- Grammar and spelling
- Logo and slogans
- Marketing to and for volunteers
- Overcoming despair
- Psychic projection into future trends
- Trade names vs. trademark
- Work with few/limited resources

## **Relevance of Competencies -- Summary of key findings**

Presented below are key findings on the highest and lowest rankings given by the industry executive respondents for the competency areas and the subsets of skills within those competency areas.

### **Competencies -- Importance to the industry**

The *competency areas* with the highest average ranking for the industry were as follows:

- demonstrate personal skills (4.5)
- manage audience development (4.4)
- sell services to advertisers (4.4)
- comply with laws and regulations (4.4)
- provide content and design for print and digital magazine publishing (4.3)
- demonstrate interpersonal and communication skills (4.3)

The *competency areas* with the lowest average ranking for the industry were as follows:

- generate alternative revenues (3.6)
- manage human resources (3.9)
- manage business development (3.9)

Within the *subsets of skills*, those given the highest ranking for the industry were as follows:

- demonstrate thoroughness and attention to detail (4.7)
- comply with copyright laws (4.7)
- define target audience (4.6)
- build relationships with clients (4.6)

Within the *subsets of skills*, those given the lowest ranking for the industry were as follows:

- pursue acquisition opportunities (3.0)
- create a dummy magazine (3.1)
- conduct fundraising activities (3.2)

### **Competencies -- Importance to the respondents' own magazines**

The *competency areas* with the highest average ranking for the respondents' own magazines were as follows:

- demonstrate thoroughness and attention to detail (4.5)
- provide content and design for print and digital magazine publishing (4.3)
- demonstrate interpersonal and communication skills (4.3)
- manage audience development (4.1)
- comply with laws and regulations (4.1)

The *competency areas* with the lowest average ranking for the respondents' own magazines were as follows:

- generate alternative revenues (3.2)
- manage human resource functions (3.3)
- manage business development (3.4)
- promote the brand (3.6)

Within the *subsets of skills*, those given the highest ranking for the respondents' own magazines were as follows:

- demonstrate thoroughness and attention to detail (4.7)
- obtain content (4.7)
- layout editorial content (4.7)
- maintain quality standards (4.6)
- demonstrate writing skills (4.6)

Within the *subsets of skills*, those given the lowest ranking for the respondents' own magazines were as follows:

- pursue acquisition opportunities (2.1)
- execute merchandising strategy (2.4)
- terminate employment (2.6)

## Respondent competency levels

The industry respondents were asked to rank their own level of competency for the subset of skills in the Magazine Publishing Competency Chart. The industry executive contacts were asked to rank their level of competency in all areas. The departmental contacts were asked to rank their level of competency only in the general competency areas and in those areas the executive contact at their magazine had identified as relevant to role of the departmental contact. Ranking was on a scale of one (lowest competency) to five (highest competency). Not all respondents provided answers to all questions (hence, the variance in the number of respondents in the tables below). Results in the tables below are presented in descending order of competency level for executive contact.<sup>10</sup>

### Professional Competencies

**TABLE 2.1 – PROVIDE CONTENT AND DESIGN FOR PRINT AND DIGITAL MAGAZINE PUBLISHING**

Competency	Competency level Executive (n=46)	Competency level Departmental (n=4)	Exec & Dept Combined (n=48)
Develop editorial mandate	4.0	4.5	4.2
Establish editorial guidelines	4.0	4.0	4.2
Obtain content	3.9	4.9	4.1
Generate story ideas	3.8	4.6	4.0
Curate content	3.6	4.8	3.8
Generate design ideas	3.5	2.9	3.6
Create editorial calendar for the year	3.4	4.3	3.6
Conduct reader / survey research	2.9	2.4	3.0
<b>Average level of competency in this area</b>	<b>3.6</b>	<b>4.0</b>	<b>3.8</b>

**TABLE 2.2 – PRODUCE MAGAZINE ISSUES AND DIGITAL CONTENT**

Competency	Competency level Executive (n=43)	Competency level Departmental (n=2)	Exec & Dept Combined (n=45)
Establish annual production schedule	3.8	3.5	3.8
Maintain quality standards	3.8	3.0	3.8
Lay out editorial content	3.7	3.0	3.7
Establish press instructions	3.3	3.0	3.3
Lay out advertising content	3.2	3.0	3.2
Establish production technology	3.1	3.0	3.1
Perform issue debriefing	3.1	3.0	3.1
Execute production archiving procedure	2.9	3.0	2.9

<sup>10</sup> The competency level of executive contacts is used as the primary sorting order for the data because the number of executive respondents is the most consistent across competency categories.

TABLE 2.2 (Cont'd) – PRODUCE MAGAZINE ISSUES AND DIGITAL CONTENT

Establish web content process	2.9	2.5	2.9
Establish digital edition process	2.8	2.5	2.8
Create a dummy magazine	2.5	3.0	2.5
<b>Average level of competency in this area</b>	<b>3.2</b>	<b>3.0</b>	<b>3.2</b>

TABLE 2.3 – MANAGE AUDIENCE DEVELOPMENT

Competency	Competency level Executive (n=46)	Competency level Departmental (n=4)	Exec & Dept Combined (n=50)
Provide customer service	3.8	4.8	3.9
Define targeted audience	3.6	4.3	3.7
Build reader relationships	3.5	4.3	3.6
Maintain audience database	3.4	5.0	3.5
Execute renewal marketing strategy	3.1	4.5	3.2
Establish audience development strategy	3.1	4.0	3.2
Adhere to circulation / audience audit requirements	3.1	2.8	3.1
Execute subscription marketing strategy	2.9	4.5	3.0
Execute marketing strategy for uncontrolled distribution	2.8	3.5	2.9
Execute online audience marketing strategy	2.6	4.3	2.7
Execute retail marketing strategy	2.6	4.0	2.7
<b>Average level of competency in this area</b>	<b>3.1</b>	<b>4.2</b>	<b>3.2</b>

TABLE 2.4 – MANAGE DISTRIBUTION

Competency	Competency level Executive (n=41)	Competency level Departmental (n=5)	Exec & Dept Combined (n=46)
Establish print and digital distribution methods	3.4	4.4	3.5
Execute mail distribution methods	3.1	4.6	3.3
Execute controlled distribution methods	2.8	4.4	3.0
Execute retail distribution methods	2.7	4.2	2.9
Execute digital edition distribution	2.6	4.0	2.8
Execute uncontrolled distribution methods	2.5	4.2	2.7
<b>Average level of competency in this area</b>	<b>2.9</b>	<b>4.3</b>	<b>3.0</b>

TABLE 2.5 – SELL SERVICES TO ADVERTISERS

Competency	Competency level Executive (n=43)	Competency level Departmental (n=4)	Exec & Dept Combined (n=47)
Build relationships with clients	3.4	4.5	3.5
Develop rate card	3.4	4.0	3.5
Develop media kit and reader profile	3.2	4.3	3.3
Establish advertising guidelines	3.0	4.0	3.1
Assess market and competitors	2.8	4.0	2.9
Develop marketing tools	2.8	3.8	2.9
Secure advertising	2.8	3.8	2.9
Set sales targets	2.7	3.8	2.8
Secure sponsorships	2.3	3.8	2.4
Develop new service offerings	2.1	4.0	2.3
<b>Average level of competency in this area</b>	<b>2.9</b>	<b>4.0</b>	<b>2.9</b>

TABLE 2.6 – MANAGE BUSINESS DEVELOPMENT

Competency	Competency level Executive (n=49)	Competency level Departmental (n=2)	Exec & Dept Combined (n=51)
Develop print strategy	3.5	3.0	3.4
Create / revise business plan	3.3	4.5	3.2
Develop digital strategy	2.9	4.0	2.8
Research trends in information consumption	2.9	3.5	2.8
Grow consumer revenues	2.8	4.5	2.7
Evaluate launch opportunities	2.8	3.0	2.7
Secure custom publishing contracts	2.2	3.0	2.1
Pursue acquisition opportunities	1.9	1.0	1.8
<b>Average level of competency in this area</b>	<b>2.8</b>	<b>3.3</b>	<b>2.7</b>

TABLE 2.7 – GENERATE ALTERNATIVE REVENUES

Competency	Competency level Executive (n=49)	Competency level Departmental (n=3)	Exec & Dept Combined (n=52)
Apply for grants	3.4	4.7	3.2
Conduct fund raising activities	2.6	3.0	2.5
Develop joint ventures	2.4	3.3	2.3
Secure investment sources	1.6	2.3	1.5
<b>Average level of competency in this area</b>	<b>2.5</b>	<b>3.3</b>	<b>2.4</b>

TABLE 2.8 – PROMOTE THE BRAND

Competency	Competency level Executive (n=43)	Competency level Departmental (n=1)	Exec & Dept Combined (n=44)
Represent the company or the magazine	3.7	4.0	3.7
Define brand promise	3.1	5.0	3.1
Execute marketing / advertising strategy	2.8	4.0	2.8
Establish brand strategy	2.8	3.0	2.8
Execute public relations branding strategy	2.6	4.0	2.6
Execute social media branding strategy	2.6	4.0	2.6
Execute industry relations branding strategy	2.5	3.0	2.5
Execute merchandising strategy	2.0	3.0	2.0
<b>Average level of competency in this area</b>	<b>2.8</b>	<b>3.8</b>	<b>2.8</b>

TABLE 2.9 – MANAGE HUMAN RESOURCE FUNCTIONS

Competency	Competency level Executive (n=51)	Competency level Departmental (n=1)	Exec & Dept Combined (n=52)
Recruit staff	3.4	4.0	3.4
Orient and supervise staff / volunteers / interns	3.4	3.0	3.4
Develop job descriptions	3.2	4.0	3.2
Establish compensation levels	3.1	4.0	3.1
Execute performance review process	2.9	3.0	2.9
Terminate employment	2.8	3.0	2.8
Administer professional development policy	2.8	3.0	2.8
Implement employee recognition program	2.8	1.0	2.8
<b>Average level of competency in this area</b>	<b>3.1</b>	<b>3.1</b>	<b>3.1</b>

TABLE 2.10 – MANAGE FINANCES

Competency	Competency level Executive (n=48)	Competency level Departmental (n=2)	Exec & Dept Combined (n=50)
Adhere to budgets	3.7	4.5	3.6
Respond to budget variances	3.7	4.5	3.6
Establish budgets	3.5	5.0	3.4
Comply with financial best practices	3.2	5.0	3.1
Maintain relationships with financial institutions	3.0	4.5	2.9
Perform accounting functions	2.9	5.0	2.8
Maintain relationships with financial advisors	2.7	4.5	2.6
<b>Average level of competency in this area</b>	<b>3.2</b>	<b>4.7</b>	<b>3.1</b>

TABLE 2.11 – MANAGE BUSINESS OPERATIONS

<b>Competency</b>	<b>Competency level Executive (n=51)</b>	<b>Competency level Departmental (n=1)</b>	<b>Exec &amp; Dept Combined (n=52)</b>
Ensure compliance with timelines	4.1	5.0	4.1
Allocate resources	3.6	4.0	3.6
Maximize efficiencies	3.6	3.0	3.6
Procure services and products	3.5	2.0	3.5
Secure facilities and equipment	3.4	2.0	3.4
Optimize business management practices	3.3	4.0	3.3
Manage information technology	3.3	3.0	3.3
Develop financial management policies and procedures	3.2	4.0	3.2
Develop information technology policies and procedures	3.1	3.0	3.1
Develop production archiving policies and procedures	3.1	2.0	3.1
Develop human resource policies and procedures	3.0	4.0	3.0
Assess merit of circulation / audience audit	3.0	4.0	3.0
<b>Average level of competency in this area</b>	<b>3.4</b>	<b>3.3</b>	<b>3.3</b>

TABLE 2.12 – COMPLY WITH LAWS AND REGULATIONS

<b>Competency</b>	<b>Competency level Executive (n=48)</b>	<b>Competency level Departmental (n=1)</b>	<b>Exec &amp; Dept Combined (n=49)</b>
Comply with copyright laws	4.0	1.0	3.9
Comply with labour laws	3.6	4.0	3.6
Comply with tax laws	3.5	5.0	3.5
Comply with health and safety laws and regulations	3.2	2.0	3.2
<b>Average level of competency in this area</b>	<b>3.6</b>	<b>3.0</b>	<b>3.6</b>

## General Competencies

TABLE 2.13 – DEMONSTRATE PERSONAL SKILLS

Competency	Competency level Executive (n=44)	Competency level Departmental (n=13)	Exec & Dept Combined (n=57)
Demonstrate work ethics	4.6	4.8	4.6
Demonstrate passion for one's work	4.5	4.8	4.6
Demonstrate resourcefulness	4.4	4.8	4.5
Exercise creativity	4.4	4.8	4.5
Make decisions	4.3	4.9	4.4
Demonstrate thoroughness and attention to details	4.3	4.9	4.4
Exercise judgement	4.3	4.8	4.4
Demonstrate autonomy	4.3	4.6	4.4
Demonstrate analytical skills	4.2	4.9	4.4
Work under pressure	4.2	4.9	4.3
Demonstrate flexibility	4.1	4.8	4.3
Display organizational skills	4.0	4.8	4.2
Adapt to change	4.0	4.7	4.1
<b>Average level of competency in this area</b>	<b>4.3</b>	<b>4.8</b>	<b>4.4</b>

TABLE 2.14 – DEMONSTRATE INTERPERSONAL AND COMMUNICATION SKILLS

Competency	Competency level Executive (n=44)	Competency level Departmental (n=13)	Exec & Dept Combined (n=57)
Demonstrate writing skills	4.4	4.8	4.5
Demonstrate teamwork skills	4.0	4.5	4.1
Practice active listening	3.9	4.7	4.1
Demonstrate oral skills	3.9	4.6	4.1
Negotiate	3.6	4.5	3.8
<b>Average level of competency in this area</b>	<b>4.0</b>	<b>4.6</b>	<b>4.1</b>

## Competency levels -- Summary of key findings

Presented below are key findings on the highest and lowest competency levels for the combined responses of industry executive and departmental contacts in each of the competency areas and competency skill sets.

### Competency levels - High

The *competency areas* with the highest average competency level, for combined industry executive and departmental contacts, were as follows:

- demonstrate personal skills (4.4)
- demonstrate interpersonal communication skills (4.1)
- provide content and design for print and digital magazines (3.8)
- comply with laws and regulations (3.6)

Within the subsets of skills, those given the highest competency level, for combined industry executive and departmental contacts, were as follows:

- most of the personal, interpersonal, and communication skills (in the general competencies category)
- demonstrate work ethics (4.6)
- demonstrate passion for one's work (4.6)
- demonstrate resourcefulness (4.5)
- exercise creativity (4.5)
- demonstrate writing skills (4.5)
- make decisions (4.4)
- demonstrate thoroughness and attention to detail (4.4)
- exercise judgement (4.4)
- demonstrate autonomy (4.4)
- demonstrate analytical skills (4.4)
- work under pressure (4.3), demonstrate flexibility (4.3), and display organizational skills (4.2)
- develop editorial mandate (4.2)

- establish editorial guidelines (4.2)
- obtain content (4.1)
- ensure compliance with timelines (4.1)

### **Competency levels - Low**

The *competency areas* with the lowest average competency level, for combined industry executive and departmental contacts, were as follows:

- generate alternative revenues (2.4)
- manage business development (2.7)
- promote the brand (2.8)
- sell services to advertisers (2.9)

Within the *subsets of skills*, those given the lowest competency level, for combined industry executive and departmental contacts, were as follows:

- secure investment sources (1.5)
- pursue acquisition opportunities (1.8)
- execute merchandising strategy (2.0)
- secure custom publishing contracts (2.1)
- develop joint ventures (2.3)
- develop new service offerings (2.3)

## Training taken

The industry respondents -- executive and departmental -- were asked to report training they had taken across all competency areas in the Magazine Publishing Competency Chart. The results are presented in two tables. The first table reports on training taken in descending order according to competency area. The second table reports on training taken in descending order according institution or organization providing the training or course offerings. The full matrix of responses is presented in Appendix E.

TABLE 3.1 – TRAINING TAKEN BY COMPETENCY AREA (n=46)<sup>11</sup>

Competency area	Number of training opportunities taken (n=484)	Percentage of all training taken
Magazine audience development	64	13.2%
Produce magazine issues and digital content	56	11.6%
Provide content and design for print and digital magazines	55	11.4%
Sell services to advertisers	43	8.9%
Promote the brand	42	8.7%
Manage business development	41	8.5%
Manage distribution	39	8.1%
Generate alternative revenues	35	7.2%
Manage business operations	33	6.8%
Comply with laws and regulations	28	5.8%
Manage human resources	25	5.2%
Manage finances	23	4.8%

<sup>11</sup> Of the 46 industry respondents completing the training questions, 33 were industry executive contacts and 13 were industry departmental contacts.

**TABLE 3.2 – TRAINING TAKEN BY INSTITUTION OR ORGANIZATION PROVIDING  
 TRAINING/COURSES (n=46)<sup>12</sup>**

<b>Institution or Organization</b>	<b>Number of training opportunities taken (n=484)</b>	<b>Percentage of all training taken</b>
Magazines Canada (MagNet)	147	30.4%
Magazines Canada (Workshops and Intensives)	85	17.6%
Magazines Canada (Travelling Consultants)	65	13.4%
Magazine Association of BC	49	10.1%
Alberta Magazine Publishers Association	47	9.7%
Simon Fraser University (Summer Publishing Workshops)	17	3.5%
Manitoba Magazine Publishers' Association	14	2.9%
Magazines Canada (Webinars)	12	2.5%
Simon Fraser University (Master of Publishing)	12	2.5%
Atlantic Magazine Association	11	2.3%
Centennial College of Applied Arts and Technology (Post-Graduate Program in Book and Magazine Publishing)	9	1.9%
Langara College (Publishing Diploma)	6	1.2%
Canadian Business Press	5	1.0%
Ryerson University (Certificate in Magazine and Web Publishing)	4	0.8%
Ryerson University (Master of Professional Communication)	1	0.2%

Respondents were also asked if any competencies were missed. The following is a list of the responses provided:

- Autodidactic
- Canada Council Flying Squad
- Douglas College (Diploma in Professional Writing)
- Editors' Association of Canada (seminars & conference)
- Human Resources Management - how to mentor employees, how to manage difficult employees

<sup>12</sup> Note that the following institutions or organizations were included in the list provided to respondents, but they are not included in the above table because the total number of respondents report training or courses taken at those institutions/organizations was zero: Algonquin College (E-Publishing Certificate), Association québécoise des éditeurs de magazines, Capilano University (Bachelor of Communication), Capilano University (Magazine Publishing Certificate), Kwantlen Polytechnic University (Bachelor of Design - Marketing), Lethbridge College (Diploma in Communication Arts), Mount Royal University (Bachelor of Communication - Information Design), Simon Fraser University (Undergraduate Minor in Publishing), Université Laval (BA in communication, editing and multimedia), and Université Laval (MA in communication, editing and multimedia).

- Magazines Canada School For Circulation
- Ontario College of Art and Design
- Publishing Executive (USA)

## **Training -- Summary of key findings**

The organization through which most training in magazine publishing is taken, not surprisingly, is Magazines Canada. MagNet, Magazines Canada workshops and intensives, and Magazines Canada travelling consultants account for 61 per cent of all reported training taken by industry executive and departmental contacts.

In regard to the competency areas in which training is taken, managing audience development ranks first (13.2 per cent of training), producing magazine issues and digital content ranks second (11.6 per cent), and providing content and design for print and digital magazines ranks third (11.4 per cent). Training is least taken in the following competency areas: managing finances (4.8 per cent), managing human resources (5.2 per cent), and complying with laws and regulations (5.8 per cent).

The 46 industry executive and departmental industry respondents reported having taken a total of 484 training offerings, which translates to an average of 10.5 training offerings taken by each of the respondents.

## Training offerings provided

The respondents to the training offerings survey were asked whether or not their organization -- or, in the case of post-secondary institutions), their program -- provided training in the professional competency areas<sup>13</sup> included on the Magazine Publishing Competency Chart. The tables below present the aggregated responses of the 19 training offering respondents,<sup>14</sup> sorted in descending order of offerings provided in each competency area, with total count of offerings and percentage (of responses) this represents.

### Professional Competencies

TABLE 4.1 – PROVIDE CONTENT AND DESIGN FOR PRINT AND DIGITAL MAGAZINE PUBLISHING (n=19)

Competency	Count	Percent
Obtain content	14	73.7%
Develop editorial mandate	14	73.7%
Generate design ideas	13	68.4%
Generate story ideas	12	63.2%
Establish editorial guidelines	12	63.2%
Curate content	11	57.9%
Conduct reader / survey research	10	52.6%
Create editorial calendar for the year	8	42.1%

TABLE 4.2 – PRODUCE MAGAZINE ISSUES AND DIGITAL CONTENT (n=19)

Competency	Count	Percent
Lay out editorial content	13	68.4%
Lay out advertising content	13	68.4%
Create a dummy magazine	13	68.4%
Establish production technology	10	52.6%
Maintain quality standards	9	47.4%
Establish web content process	9	47.4%

<sup>13</sup> The survey for the training offerings respondents did not include the list of general competencies, because the focus of the survey was on professional competencies for magazine publishing, and the general competencies (as personal and interpersonal competencies) did not seem suitable for the training offerings survey.

<sup>14</sup> Respondents were from: The Alberta Magazine Publishers Association, Capilano University (Magazine Publishing Program), Centennial College (Book and Magazine Publishing Program), Grant MacEwan University (Bachelor of Communication Studies), Kwantlen Polytechnic University (Graphic Design for Marketing Program), Heritage College, Langara College, Lethbridge College Magazine Association of BC, Magazines Canada (MagNet), Magazines Canada (Travelling Consultants), Manitoba Magazine Publishers' Association, Mount Royal University, Red River College (Creative Communications Program), Ryerson University (Certificate Program in Web and Magazine Publishing), Société de développement des périodiques culturels québécois (SODEP), Simon Fraser University, (Publishing Program, Canadian Centre for Studies in Publishing), Simon Fraser University (Summer Publishing Workshops), and University of King's College (Journalism Program).

TABLE 4.2 (cont'd) – PRODUCE MAGAZINE ISSUES AND DIGITAL CONTENT (n=19)

Establish annual production schedule	9	47.4%
Perform issue debriefing	8	42.1%
Establish press instructions	8	42.1%
Establish digital edition process	8	42.1%
Execute production archiving procedure	7	36.8%

TABLE 4.3 – MANAGE AUDIENCE DEVELOPMENT (n=19)

Competency	Count	Percent
Define targeted audience	14	73.7%
Establish audience development strategy	13	68.4%
Build reader relationships	12	63.2%
Execute online audience marketing strategy	9	47.4%
Maintain audience database	8	42.1%
Execute subscription marketing strategy	8	42.1%
Execute retail marketing strategy	8	42.1%
Execute renewal marketing strategy	7	36.8%
Execute marketing strategy for uncontrolled distribution	7	36.8%
Provide customer service	5	26.3%
Adhere to circulation / audience audit requirements	4	21.1%

TABLE 4.4 – MANAGE DISTRIBUTION (n=19)

Competency	Count	Percent
Establish print and digital distribution methods	11	57.9%
Execute digital edition distribution	9	47.4%
Execute controlled distribution methods	9	47.4%
Execute retail distribution methods	8	42.1%
Execute mail distribution methods	8	42.1%
Execute uncontrolled distribution methods	6	31.6%

TABLE 4.5 – SELL SERVICES TO ADVERTISERS (n=19)

Competency	Count	Percent
Develop rate card	13	68.4%
Establish advertising guidelines	11	57.9%
Build relationships with clients	11	57.9%
Secure advertising	10	52.6%
Develop media kit and reader profile	10	52.6%
Set sales targets	9	47.4%
Assess market and competitors	9	47.4%
Develop marketing tools	8	42.1%
Develop new service offerings	6	31.6%
Secure sponsorships	3	15.8%

TABLE 4.6 – MANAGE BUSINESS DEVELOPMENT (n=19)

Competency	Count	Percent
Develop digital strategy	11	57.9%
Develop print strategy	10	52.6%
Create / revise business plan	9	47.4%
Grow consumer revenues	7	36.8%
Evaluate launch opportunities	7	36.8%
Research trends in information consumption	6	31.6%
Secure custom publishing contracts	4	21.1%
Pursue acquisition opportunities	1	5.3%

TABLE 4.7 – GENERATE ALTERNATIVE REVENUES (n=19)

Competency	Count	Percent
Develop joint ventures	5	26.3%
Conduct fund raising activities	4	21.1%
Secure investment sources	3	15.8%
Apply for grants	2	10.5%

TABLE 4.8 – PROMOTE THE BRAND (n=19)

Competency	Count	Percent
Execute social media branding strategy	11	57.9%
Establish brand strategy	10	52.6%
Define brand promise	10	52.6%
Execute marketing / advertising strategy	9	47.4%
Execute public relations branding strategy	5	26.3%
Represent the company or the magazine	4	21.1%
Execute merchandising strategy	4	21.1%
Execute industry relations branding strategy	3	15.8%

TABLE 4.9 – MANAGE HUMAN RESOURCE FUNCTIONS (n=19)

Competency	Count	Percent
Develop job descriptions	4	21.1%
Orient and supervise staff / volunteers / interns	3	15.8%
Execute performance review process	3	15.8%
Establish compensation levels	3	15.8%
Recruit staff	2	10.5%
Terminate employment	1	5.3%
Implement employee recognition program	1	5.3%
Administer professional development policy	1	5.3%

TABLE 4.10 – MANAGE FINANCES (n=19)

Competency	Count	Percent
Establish budgets	10	52.6%
Adhere to budgets	8	42.1%
Comply with financial best practices	5	26.3%
Respond to budget variances	4	21.1%
Perform accounting functions	3	15.8%
Maintain relationships with financial institutions	1	5.3%
Maintain relationships with financial advisors	0	0.0%

TABLE 4.11 – MANAGE BUSINESS OPERATIONS (n=19)

Competency	Count	Percent
Ensure compliance with timelines	10	52.6%
Maximize efficiencies	9	47.4%
Optimize business management practices	8	42.1%
Manage information technology	8	42.1%
Assess merit of circulation / audience audit	8	42.1%
Develop financial management policies and procedures	7	36.8%
Procure services and products	6	31.6%
Allocate resources	6	31.6%
Develop production archiving policies and procedures	4	21.1%
Develop information technology policies and procedures	4	21.1%
Secure facilities and equipment	3	15.8%
Develop human resource policies and procedures	1	5.3%

TABLE 4.12 – COMPLY WITH LAWS AND REGULATIONS (n=19)

Competency	Count	Percent
Comply with copyright laws	14	73.7%
Comply with tax laws	3	15.8%
Comply with labour laws	3	15.8%
Comply with health and safety laws and regulations	3	15.8%

## Training offerings -- Summary of key findings

Presented below are key findings on the training most often and least widely provided in each of the competency areas and subsets of skills.

### Training most widely provided

The *competency areas* in which training was reported as most widely provided were as follows:

- provide content and design for print and digital magazine publishing (17 of 19 training offering respondents)
- managing audience development (17 of 19 training offering respondents)
- produce magazine issues and digital content (16 of 19 training offering respondents)

Within the *subsets of skills*, training was reported as most widely provided, as follows:

- comply with copyright laws (14 of 19 training offering respondents)
- define targeted audience (14 of 19 training offering respondents)
- develop editorial mandate (14 of 19 training offering respondents)
- obtain content (14 of 19 training offering respondents)

### Training least widely provided

The *competency areas* in which training was reported as least widely provided were as follows:

- managing human resource functions (5 of 19 training offering respondents)
- generating alternative revenues (8 of 19 training offering respondents)
- manage finances (11 of 19 training offering respondents)

Within the *subsets of skills*, training was reported as least widely provided, as follows:

- maintain relationships with financial advisors (0 of 19 training offering respondents)
- several areas involving human resources: develop human resource policies and procedures, administer professional development policy, implement employee recognition programs, and terminate employment (each with only 1 of 19 training offering respondents)
- maintain relationships with financial institutions (1 of 19 training offering respondents)
- pursue acquisition opportunities (1 of 19 training offering respondents)

## Training gaps tables

The table below presents some of the results discussed thus far, set alongside each other in tabular form, in order to assist in identifying where there are training gaps in the magazine publishing industry in Canada. The tables below present the following: (a) industry executive contact ranking of the importance of each competency area (and subset of skills) for their magazine; (b) combined industry executive and departmental competency level in each competency area and subset of skills; and (c) percentage of institutions and organizations responding that they provide training in each of competency area and subset of skills.

**TABLE 5.1 – PROVIDE CONTENT AND DESIGN FOR PRINT AND DIGITAL MAGAZINE PUBLISHING**

Competency	Importance for my magazine (/5)	Exec & Dept competency levels (/5)	Institutions/organizations providing training
Obtain content	4.7	4.1	73.7%
Develop editorial mandate	4.6	4.2	73.7%
Establish editorial guidelines	4.5	4.2	63.2%
Curate content	4.4	3.8	57.9%
Generate design ideas	4.2	3.6	68.4%
Generate story ideas	4.0	4.0	63.2%
Create editorial calendar for the year	3.9	3.6	42.1%
Conduct reader / survey research	3.8	3.0	52.6%

**TABLE 5.2 – PRODUCE MAGAZINE ISSUES AND DIGITAL CONTENT**

Competency	Importance for my magazine (/5)	Exec & Dept competency levels (/5)	Institutions/organizations providing training
Lay out editorial content	4.7	3.7	68.4%
Maintain quality standards	4.6	3.8	47.4%
Establish annual production schedule	4.4	3.8	47.4%
Establish press instructions	4.0	3.3	42.1%
Establish production technology	3.9	3.1	52.6%
Establish web content process	3.9	2.9	47.4%
Lay out advertising content	3.8	3.2	68.4%
Execute production archiving procedure	3.8	2.9	36.8%
Establish digital edition process	3.7	2.8	42.1%
Perform issue debriefing	3.6	3.1	42.1%
Create a dummy magazine	2.7	2.5	68.4%

**TABLE 5.3 – MANAGE AUDIENCE DEVELOPMENT**

Competency	Importance for my magazine (/5)	Exec & Dept competency levels (/5)	Institutions/organizations providing training
Build reader relationships	4.6	3.6	63.2%
Provide customer service	4.4	3.9	26.3%
Define targeted audience	4.4	3.7	73.7%
Maintain audience database	4.3	3.5	42.1%
Establish audience development strategy	4.3	3.2	68.4%
Execute renewal marketing strategy	4.0	3.2	36.8%
Execute subscription marketing strategy	4.0	3.0	42.1%
Execute online audience marketing strategy	3.9	2.7	47.4%
Adhere to circulation / audience audit requirements	3.8	3.1	21.1%
Execute retail marketing strategy	3.5	2.7	42.1%
Execute marketing strategy for uncontrolled distribution	3.4	2.9	36.8%

**TABLE 5.4 – MANAGE DISTRIBUTION**

Competency	Importance for my magazine (/5)	Exec & Dept competency levels (/5)	Institutions/organizations providing training
Establish print and digital distribution methods	4.3	3.5	57.9%
Execute mail distribution methods	4.2	3.3	42.1%
Execute retail distribution methods	3.7	2.9	42.1%
Execute digital edition distribution	3.6	2.8	47.4%
Execute controlled distribution methods	3.5	3.0	47.4%
Execute uncontrolled distribution methods	3.1	2.7	31.6%

**TABLE 5.5 – SELL SERVICES TO ADVERTISERS**

Competency	Importance for my magazine (/5)	Exec & Dept competency levels (/5)	Institutions/organizations providing training
Build relationships with clients	4.4	3.5	57.9%
Develop rate card	4.3	3.5	68.4%
Secure advertising	4.2	2.9	52.6%
Develop media kit and reader profile	4.1	3.3	52.6%
Establish advertising guidelines	3.9	3.1	57.9%
Develop marketing tools	3.9	2.9	42.1%
Assess market and competitors	3.7	2.9	47.4%
Set sales targets	3.7	2.8	47.4%
Secure sponsorships	3.4	2.4	15.8%
Develop new service offerings	2.9	2.3	31.6%

**TABLE 5.6 – MANAGE BUSINESS DEVELOPMENT**

Competency	Importance for my magazine (/5)	Exec & Dept Competency level (/5)	Institutions/organizations providing training
Develop print strategy	4.2	3.4	52.6%
Create / revise business plan	4.0	3.2	47.4%
Develop digital strategy	4.0	2.8	57.9%
Grow consumer revenues	4.0	2.7	36.8%
Research trends in information consumption	3.6	2.8	31.6%
Evaluate launch opportunities	2.6	2.7	36.8%
Secure custom publishing contracts	2.3	2.1	21.1%
Pursue acquisition opportunities	2.1	1.8	5.3%

**TABLE 5.7 – GENERATE ALTERNATIVE REVENUES**

Competency	Importance for my magazine (/5)	Exec & Dept competency levels (/5)	Institutions/organizations providing training
Apply for grants	4.2	3.2	10.5%
Conduct fund raising activities	3.3	2.5	21.1%
Develop joint ventures	3.0	2.3	26.3%
Secure investment sources	2.2	1.5	15.8%

**TABLE 5.8 – PROMOTE THE BRAND**

Competency	Importance for my magazine (/5)	Exec & Dept competency levels (/5)	Institutions/organizations providing training
Represent the company or the magazine	4.2	3.7	21.1%
Define brand promise	4.0	3.1	52.6%
Execute marketing / advertising strategy	4.0	2.8	47.4%
Establish brand strategy	3.8	2.8	52.6%
Execute social media branding strategy	3.8	2.6	57.9%
Execute public relations branding strategy	3.4	2.6	26.3%
Execute industry relations branding strategy	3.2	2.5	15.8%
Execute merchandising strategy	2.4	2.0	21.1%

**TABLE 5.9 – MANAGE HUMAN RESOURCE FUNCTIONS**

Competency	Importance for my magazine (/5)	Exec & Dept competency levels (/5)	Institutions/organizations providing training
Orient and supervise staff / volunteers / interns	4.0	3.4	15.8%
Recruit staff	3.7	3.4	10.5%
Develop job descriptions	3.6	3.2	21.1%
Establish compensation levels	3.4	3.1	15.8%
Execute performance review process	3.3	2.9	15.8%
Administer professional development policy	3.0	2.8	5.3%
Implement employee recognition program	2.7	2.8	5.3%
Terminate employment	2.6	2.8	5.3%

**TABLE 5.10 – MANAGE FINANCES**

Competency	Importance for my magazine (/5)	Exec & Dept competency levels (/5)	Institutions/organizations providing training
Adhere to budgets	4.4	3.6	42.1%
Respond to budget variances	4.3	3.6	21.1%
Establish budgets	4.3	3.4	52.6%
Perform accounting functions	4.1	2.8	15.8%
Comply with financial best practices	3.8	3.1	26.3%
Maintain relationships with financial institutions	3.2	2.9	5.3%
Maintain relationships with financial advisors	2.7	2.6	0.0%

**TABLE 5.11 – MANAGE BUSINESS OPERATIONS**

Competency	Importance for my magazine (/5)	Exec & Dept competency levels (/5)	Institutions/Organizations providing training
Ensure compliance with timelines	4.3	4.1	52.6%
Allocate resources	4.3	3.6	31.6%
Maximize efficiencies	4.3	3.6	47.4%
Manage information technology	4.3	3.3	42.1%
Develop financial management policies and procedures	3.9	3.2	36.8%
Optimize business management practices	3.8	3.3	42.1%
Develop production archiving policies and procedures	3.7	3.1	21.1%
Procure services and products	3.6	3.5	31.6%
Develop information technology policies and procedures	3.6	3.1	21.1%
Assess merit of circulation / audience audit	3.6	3.0	42.1%
Develop human resource policies and procedures	3.5	3.0	5.3%
Secure facilities and equipment	3.1	3.4	15.8%

**TABLE 5.12 – COMPLY WITH LAWS AND REGULATIONS**

Competency	Importance for my magazine (/5)	Exec & Dept competency levels (/5)	Institutions/organizations providing training
Comply with copyright laws	4.5	3.9	73.7%
Comply with tax laws	4.1	3.5	15.8%
Comply with labour laws	4.0	3.6	15.8%
Comply with health and safety laws and regulations	3.6	3.2	15.8%

## Training gaps tables -- Summary of key findings

The data in the training gaps tables (as with the other tables presented in this report) are, of course, open to interpretation. In presenting the ranking of importance of competencies for the industry executive respondent's own magazines, alongside industry respondent (executive and departmental) competency levels, the tables can be used to identify gaps where training is needed. In presenting with this data the percentage of training offering respondents that indicated that their organizations or institutions provided training in the competency areas, the tables can also be used to identify where there is a need for training offerings, and whether or not the competency level in those areas is ranked as high or low among industry respondents.

For the purposes of comparison, the following scale is being used to evaluate the importance of the competencies and the respondents' levels of competency:

very high = 4.5 or higher

high = 4.0 to 4.4

moderate to high = 3.5 to 3.9

moderate = 3.0 to 3.4

moderate to low = 2.5 to 2.9

low = 2.0 to 2.4

very low = less than 2.0

The following scale is being used to evaluate the availability of training based on the responses of the training offering respondents:

very high = 85 percent or higher

high = 75 to 84 per cent

moderate to high = 65 to 74 per cent

moderate = 55 to 64 per cent

moderate to low = 45 to 54 per cent

low = 35 to 44 per cent

very low = less than 35 per cent

Based on the above rubrics, some of the key findings from the training gaps tables are presented below.

1. *Providing content and design for print and digital magazine publishing*
  - Very high level of importance, high level of competency, and moderate to high level of training offerings.
  - Most notable training gap: creating an editorial calendar for the year.
2. *Produce magazine issues and digital content*
  - Very high level of importance, moderate to high level of competency, moderate level of training offerings.
  - Most notable training gaps: executing production archiving procedure, establishing digital edition process, establishing web content, process, and performing issue debriefing.
3. *Manage audience development*
  - Very high level of importance, moderate competency level, moderate level of training offerings.
  - Most notable training gaps: providing customer service, executing renewal marketing strategy, and adhering to circulation/audience audit requirements.
4. *Manage distribution*
  - High level of importance, moderate competency level, moderate to low training offerings.
  - Most notable training gaps: executing uncontrolled distribution methods, executing mail distribution methods, executing retail distribution methods.
5. *Sell services to advertisers*
  - High level of importance, moderate to low level of competence, moderate to low level of training offerings.
  - Most notable training gap: securing sponsorship, developing new service offerings, and developing marketing tools.
6. *Manage business development*
  - Moderate to high level of importance, moderate level of competence, moderate to low level of training offerings.
  - Most notable training gaps: pursuing acquisition opportunities, securing custom publishing contracts, and researching trends in information consumption.

7. *Generate alternative revenues*

- Moderate to low level of importance, moderate to low level of competence, very low level of training offerings.
- Most notable training gaps: there are training gaps in all skills in this competency area.

8. *Promote the brand*

- Moderate to high level of importance, moderate to low level of competence, moderate to low level of training offerings.
- Most notable training gaps: executing industry relations branding strategy, executing public relations branding strategy, and representing the company or the magazine.

9. *Manage human resource functions*

- Moderate level of importance, moderate to low level of competence, very low level of training offerings.
- Most notable training gaps: there are training gaps in all skills in this competency area.

10. *Manage finances*

- Moderate to high level of importance, moderate to low level of competence, very low level of training offerings.
- Most notable training gaps: there are training gaps in all skills in this competency area other than establishing budgets.

11. *Manage business operations*

- Moderate to high level of importance, moderate to high level of competence, moderate level of training offerings.
- Most notable training gaps: skills involving the development of policies and procedures.

12. *Comply with laws and regulations*

- Moderate to high level of importance, moderate to high level of competence, moderate to low level of training offerings.
- Most notable training gaps: there are training gaps in all skills in this competency area other than complying with copyright laws.

A few points should be noted when interpreting the data in the training gaps tables.

- The first relates to the respondent profiles. Note that because of the limited number of responses from industry departmental contacts, the data presented in this report for the most part provide a profile of industry executive respondents, with a tendency toward higher competency levels in areas of executive responsibility, and lower competency levels in areas of departmental responsibility. That said, given the high number of small to mid-sized magazines represented by the industry respondents, the need for competency levels across a wider range of activities might indeed be a concern for them.
- The second point relates to the weighting of the responses. Although some large publishers were included among the industry executive respondents, thereby representing groups of magazines rather than single titles, their responses were given equal weighting to the respondents representing a single title. A more nuanced understanding of industry needs and competencies would require participation in the study by a larger number of industry departmental respondents.
- Nevertheless, the training gaps tables should serve as useful tools for the magazine industry in Canada in determining what industry professionals deem to be the most important competencies, where competency levels are strong or weak, and where there is greatest need for training offerings.
- In addition, the findings presented in this report can be used to inform decision-making about training offerings for the magazine industry that are grouped according to industry role, that are tiered according to career level, and that culminate in the form of a certificate for industry organizations, or course development and program concentration for institutions of higher education.

## Recommendations

The findings from the surveys conducted for this report indicate that there is some level of training both offered and taken to develop the subsets of skills across the competency categories identified in CHRC's Magazine Publishing Competency Chart. The offerings provided by colleges and universities in Canada, for the most part, cover a spectrum of fundamentals, with some level of specialization in some competency areas. These programs tend to be of a longer duration and changes to these programs also require more time, as a result of policies and procedures for post-secondary curriculum offerings.<sup>15</sup> By contrast, the magazine training offerings provided by industry associations and organizations, for the most part, are shorter in duration and offer more specialized training in a particular competency area.

It is possible for those pursuing a career in the magazine industry to acquire foundational knowledge provided through undergraduate programs, more advanced knowledge in graduate programs, and continued professional development through training offerings provided by industry organizations and some post-secondary institutions. However, the findings of this report and the Magazine Publishing Competency Chart can be used to develop training offerings for the magazine industry that prepare emerging magazine publishing professional and improve the skills of practicing professionals across all competency areas.

### **A. Proposed training offerings by competency**

The following outline of proposed training offerings is presented for consideration by the magazine industry and by educators. The offerings are based on an approach to training that provides an offering on magazine fundamentals and also groups training according to competency areas, as defined in the Magazine Publishing Competency Chart. These can be tiered according to career level: (1) introductory (an overview of fundamentals); (2) intermediate (greater detail and some project activities); and (3) advanced (in-depth knowledge and a major project). They can lead to a certificate granted by industry organizations or to sets of courses offered by colleges and universities.

#### **1. Magazine Publishing Fundamentals 101 (General)**

Given the large number of competencies identified in the Magazine Publishing Competency Chart, a certificate program for magazine publishing fundamentals would provide a basic understanding of magazine publishing as a useful foundation for professionals starting in the industry and for more experienced professionals whose knowledge was limited to their areas of specialization. A certificate in magazine publishing fundamentals would require an overview of each professional competency area and the subsets of skills within those areas. A certificate, therefore, would require a total of 12 courses. At a minimum, courses for each of the competency areas should include the following:

- a. An introductory Unit: The introductory unit would provide an explanation of how the competency area is situated within the overall operations of magazine publishing, with a description of why that competency area is fundamental to magazine publishing. The introductory unit for all courses in the certificate would ideally be

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<sup>15</sup> Note that this applies to course offerings for colleges and universities. Workshops or seminar offerings through universities or colleges (as with the SFU Summer Publishing Workshops, for example) are governed by different policies.

developed by the same instructor or professional, who would bring extensive experience in magazine publishing and an understanding of and appreciation for the various functions of magazine publishing. The introductory unit for each course would be strengthened if developed in consultation with industry professionals with experience in each competency area, to ensure that each introductory unit is sufficient in detail.

- b. **Competency Units:** These units would provide descriptions of what is required for the subsets of skills that fall within each competency area. There would be a Competency Unit corresponding to each skill within a competency area (for example, the competency unit on "Producing magazine issues and digital content" would include 11 units, corresponding to the 11 skills in that competency area). Ideally, an experienced professional working in magazine publishing in a given competency area would provide instruction for all Competency Units in the course for that competency area.
- c. **Evaluation:** Some form of evaluation of material learned should follow each Competency Unit. Care should be given to the design of the evaluation to ensure that those attempting to earn a certificate in Magazine Publishing Fundamentals are required to demonstrate a sufficient level of learning. The level of learning is critical to the integrity of the certificate.<sup>16</sup>

## **2. Magazine business fundamentals (Specialization)**

Training in Magazine Business Fundamentals would include an introductory unit, competency units and an evaluation unit for the following competency areas identified in the Magazine Publishing Competency Chart:

- Manage business operations
- Manage business development
- Manage finances
- Generate alternative revenues
- Manage human resource functions
- Comply with laws and regulations

## **3. Magazine editing, design and production<sup>17</sup> (Specialization)**

Training in Magazine Editing, Design and Production would include an introductory unit, competency units and an evaluation unit for the following competency areas identified in the Magazine Publishing Competency Chart:

- Providing content and design for print and digital magazine publishing
- Produce magazine issues and digital content
- Some skills from other competency areas that include audience development and branding

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<sup>16</sup> This aspect of evaluation is important for all certificate offerings, of course, but is stressed here given the broad spectrum of competencies that would need to be covered in a certificate for Magazine Publishing Fundamentals.

<sup>17</sup> An observation from the author: It was somewhat surprising to see editorial and design integrated into a single competency area, and also, to see very little by way of skills specific for magazine design needs. The industry may wish to consider this, whether for changes made to the Magazine Publishing Competency Chart, or for training offerings.

#### **4. Magazine marketing, advertising and distribution (Specialization)**

Training in Magazine Marketing, Advertising and Distribution would include an introductory unit, competency units and an evaluation unit for the following competency areas identified in the Magazine Publishing Competency Chart:

- Manage audience development
- Sell services to advertisers
- Promote the brand
- Manage distribution

One further consideration for future training offerings involves the possibility of electives. For example, earning a certificate could require a set number of units of training, some required, and some as electives from other competency areas. For college and university credit programs, establishing courses and electives is more difficult (given the realities of policies that govern post-secondary curriculum); however, units within courses can be developed to include training in the skills identified in the Magazine Publishing Competency Chart, and industry professionals can be drawn on as guest speakers for courses, as college and university program directors and instructors adapt courses and programs to industry needs.

#### **B. Proposed professional development offerings on Digitization**

##### **Digitization of Magazine Publishing (General)**

In light of the sweeping changes that digital technologies bring for magazine publishing, it would be useful for magazine professionals to collaborate in the development of a certificate/courses on: (a) the implications and possibilities of digital technologies by function: editorial, advertising, production and circulation, and (b) on how digital technologies in each of these functions change magazine publishing overall.

Training would include the four online courses (in English and in French) recently developed by the Cultural Human Resources Council in collaboration with Magazines Canada on digitization in the Editorial, Advertising, Production and Circulation functions of magazine publishing.

## Appendix A -- list of training offerings

This appendix provides information on magazine industry organizations in Canada that provide training offerings. The websites for these organizations are provided for the reader to consult, as details of training offerings vary throughout the year. This appendix also provides course descriptions from the universities and colleges identified as offering courses relevant to the Magazine Publishing Competency Chart,<sup>18</sup> which, given the structure and policy of post-secondary institutions, vary much less from one year to the next than do the training offerings by industry organizations.

### Industry organizations providing training offerings

#### Alberta Magazine Publishers Association (AMPA)

AMPA provides professional development through workshops, seminars, conferences, and consultants (their "Pros on the Road" program). AMPA has also developed *Template* magazine, which provides a "how-to" guide to starting a magazine. AMPA also offers a "tiny template" series, which at present has the following items: (1) The Law Edition and (2) The Circulation Edition.

##### Contact information

Email: [ampa@albertamagazines.com](mailto:ampa@albertamagazines.com)

Website: <http://www.atlanticmagazines.ca>

#### Atlantic Magazines Association (AMA)

AMA provides professional development through workshops, seminars, and conferences. Members of AMA also have access to discounts for professional development provided by other organizations.

##### Contact information

Email: contacts for the Board of Directors are found on the following AMA web page:

[http://www.atlanticmagazines.ca/index.php?option=com\\_content&view=article&id=3&Itemid=6](http://www.atlanticmagazines.ca/index.php?option=com_content&view=article&id=3&Itemid=6)

Website: <http://www.albertamagazines.com>

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<sup>18</sup> Note that the content of the tables is taken verbatim from the course program websites and copyright is assigned accordingly.

## **Association québécoise des éditeurs de magazines (AQEM)**

AQEM provides professional development through workshops, seminars, and conferences. Members of AMA also have access to discounts for professional development provided by other organizations.

### Contact information

Email: [info@magazinesquebec.com](mailto:info@magazinesquebec.com)

Website: <http://www.magazinesquebec.com>

## **Magazine Association of British Columbia (MABC)**

The Magazine Association of BC provides professional development through workshops, seminars, and conferences. MABC also publishes resources on a variety of topics for their members.

### Contact information

Email: [exec@bcamp.bc.ca](mailto:exec@bcamp.bc.ca)

Website: <http://www.bcamp.bc.ca/>

## **Magazines Canada**

Magazines Canada provides professional development through audiomag podcasts, webinars, workshops, magazine intensives, travelling consultants, and conferences. Magazines Canada also publishes *Canadian Magazines* and several newsletters.

### Contact information

Email: [esefton@magazinescanada.ca](mailto:esefton@magazinescanada.ca)

Website: <http://www.magazinescanada.ca/home>

## Universities and colleges providing course offerings

### Brock University

Department of Communication, Popular Culture and Film

<http://www.brocku.ca/social-sciences/undergraduate-programs/cpcf>

Contact: Dale Bradley <dbradley@brocku.ca>

Course Name	Course Description
COMM 2P95 Introduction to Web-based Interactive Media	Basic technical and design foundations of web-based media production, including image processing, interactive web design and multimedia production. Contemporary digital practices within the broader history of cultural production, tracing developments in technology and media arts.
COMM 3P63 Desktop Publishing and Design	Practicum in desktop publishing, layout and design.

## Algonquin College

E-Publishing Graduate Certificate

<http://www2.algonquincollege.com/mediaanddesign/program/e-publishing/#ourprogram>

Contact: John Willman <[willmaj@algonquincollege.com](mailto:willmaj@algonquincollege.com)>

Course Name	Course Description
EPB1000 Marketing and Entrepreneurship	This course provides a practical overview of business fundamentals, with an in-depth look at building and executing marketing strategies for small and medium businesses. Students develop a strong understanding of target markets, persuasive communication and marketing in the new media. Entrepreneurs gain the resources needed to start and sustain a successful new business.
EPB1004 Graphic Layout	This course introduces the student to the differences between classic desktop layout and web page formation including design fundamentals, PDF versus dynamic content layout. Students learn how to use current industry graphic software tools in conjunction with design skills to develop flag design, look and feel, and colour harmony. Students study typefaces, legibility in design, headlines, and story placement.
EPB1005 Web Publishing I	This course introduces the student to W3 standard web development practices. Students learn how to use industry standard software packages as WYSIWYG tools for both layout and scripting. Understanding the architecture of the web is explored and cross browser and cross platform compliance is addressed. Students learn to create web content for desktop viewing and for handheld devices.
EPB2003 Server-Side Publishing	Students learn how to create server-side scripts to load dynamic content such as written stories and related photographs from a database to a newspaper website. Students learn how to design, implement and use administration data input pages. User accounts and passwords are studied along with Internet security. The emphasis of this course is for students to understand and use open source content management systems.
EPB1003 Media and New Media	This course explores media, journalism and social media in the online world. Students study compare traditional and emerging news gathering and dissemination techniques; as well as the evolution of citizen journalism and social media. Students are introduced to a variety of social media platforms and explore how to use these emerging technologies to broadcast your message, drive traffic to your web platforms and achieve measurable business results. Students are also introduced to basic journalistic and web morals and ethics, as well as exploring the wide variety of laws which apply to online media.
EPB1006 Database Design	Students design a working relational database at an introductory level using MySQL and other current industry standard databases. Students learn how to organize content and to make database queries. The emphasis of this course is to ultimately understand and use open source content management systems.

<p>EPB2000 Web Publishing II</p>	<p>This course explores Web2.0 web development for more advanced web interaction. Students create websites using open source content management systems and develop web mashups to incorporate video and RSS feeds. Students are introduced to Javascript to create dynamic interactivity and utilize WYSIWYG software to explore the Spry framework for Ajax.</p>
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### Capilano University

Bachelor of Communication Studies and Magazine Publishing Certificate

<http://www2.capilanou.ca/programs/cmns.html>

Contact: Sue Dritmanis <[sdritman@capilanou.ca](mailto:sdritman@capilanou.ca)>

Course Name	Course Description
<p>CMNS 221 Editing and Writing for the Business of Publishing</p>	<p>This course teaches business writing in a publishing context. The curriculum addresses issues involved with career preparation in publishing, prepares students for the internship, and includes a strong component of copy editing and proofreading.</p>
<p>CMNS 241 Software for Magazine Publishing</p>	<p>This course introduces students to InDesign, a key software program used in the magazine publishing industry for text and page formatting and design. Familiarity with computers and knowledge of word processing programs are recommended.</p>
<p>CMNS 331 Communication Policy and Law</p>	<p>This course introduces students to the development of legal and political frameworks around information and communication from the printing press to the Internet, with a focus on areas legal and policy development - censorship, security and privacy, intellectual property, and access to information. The course examines the contexts in which policy and legal frameworks develop, the various positions of stakeholder groups and the problems and challenges raised for legislators and policy-makers.</p>
<p>CMNS 351 Magazine Editing</p>	<p>This course introduces students to the major tasks of an editor employed by a trade or consumer magazine. Topics covered include assignment and fix letters, editing and fact checking, media ethics, manuscripts, editorial packaging, headlines and decks, pagination, and dealing with freelance writers and other magazine staff including art directors and publishers.</p>

CMNS 371 Foundations of Design, Layout and Production for Magazines	This course covers magazine design from both theoretical and practical points of view. Topics include an historical overview of magazine design in North America, a survey of the various roles and tasks of art directors, photographers, photo editors and designers in magazines, and the four elements in publication design: images, typography, colour, and layout.
CMNS 390 Publishing for the 21st Century	This course explores the structure, development and impacts of print, focusing on the consumer and trade publication industry. The course explores the history of publishing in connection with changes in technology, society, and politics. It examines the structure of the publishing industry and its influence over the publishing process, and the challenges posed by new media. In the second half of the semester, students are guided in the development of a business plan for a consumer publication.

**Centennial College of Applied Arts and Technology**  
 School of Communications, Media and Design  
 Post-Graduate Program in Book and Magazine Publishing  
<http://www.centennialcollege.ca/thecentre/book>  
 Contact: Denise Schon <dschon@centennialcollege.ca>

Course Name	Course Description
PB-200 - Introduction to Publishing	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.
PB-202 - Editing	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.

<p>PB-205 - Elements of Publishing Design</p>	<p>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.</p>
<p>PB-206 - Copyright, Contracts and Permissions</p>	<p>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.</p>
<p>PB-251 - Magazine Editing</p>	<p>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.</p>
<p>PB-252 - Magazine Marketing</p>	<p>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.</p>
<p>PB-254 - Applications of Publishing Design</p>	<p>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.</p>
<p>PB-255 - Online Magazines</p>	<p>Students will learn the creative and technical processes of online media by developing and practicing website design, software applications, and developing hands-on knowledge of emerging technologies such as social media, multi-platform, and hybrid media for a converging media and publishing environment.</p>

**Kwantlen Polytechnic University**

Bachelor of Design - Marketing

<http://www.kwantlen.ca/design/gdma.html>

Contact: Kenneth Hughes <[Kenneth.Hughes@kwantlen.ca](mailto:Kenneth.Hughes@kwantlen.ca)>

Course Name	Course Description
GDMA 1100 Fundamentals of Typographic Design I	Students will learn the fundamentals of typography and will apply and evaluate design processes while designing basic print communications that require typographic design solutions. They will draw rough, comprehensive and production layouts using page layout applications and colour specification systems.
GDMA 1121 Print Production Software Applications 1	Students learn how to generate, manipulate, transport, and print graphic, typographic, photographic and illustrative images for graphic communication designs. They will use industry-standard software applications such as InDesign, Photoshop, and Illustrator on a Macintosh platform to produce digital layouts.
GDMA 1140 Graphic Design and Society I	Students will examine the social, cultural, and historical contexts of graphic design from the Renaissance to the end of World War I. They will analyze emerging theories, popular culture, consumerism, politics, ideologies, and technologies that influenced design and design's audiences will be analysed using basic concepts from design history, sociology, semiotics (the study of signs and symbols), and cultural studies.
GDMA 1200 Fundamentals of Typographic Design 2	Students continue to learn and apply the fundamentals of typography while creating manual and digital typographic layouts for print communication. They will innovate and communicate graphic design concepts and solutions resulting from research and critical analyses of communication problems related to marketing and promotion.
GDMA 1220 Print Production Software Applications 2	Students will learn graphic production software applications by completing projects which use features such as templates, style sheets, type formatting, and editing tools. They will use industry-standard software applications such as InDesign, Photoshop and Illustrator to design and produce digital layouts.
GDMA 1240 Graphic Design and Society II	Students will examine diverse forms of graphic design that emerged after World War II, primarily in Europe and North America. They will utilize various analytical frameworks to consider historical and emerging ideas and theories relating to the design and communication of information, human interactions with design, and design's social, cultural, and economic significance.

GDMA 2100 Publication Design 1	Students learn fundamentals associated with the design, production and distribution of printed publications. They work with typography, develop concepts, design layouts and produce comprehensive layouts for books, newspapers, and miscellaneous printed publications.
GDMA 2110 Introduction to Advertising Design	Students learn the fundamentals of advertising design including the analysis of client and end-user needs, which they specify in a creative brief. They formulate concepts and messages, and design advertisements for different clients and target audiences.
GDMA 2120 Print Technologies	Students learn how to prepare electronic files for the print production of projects. They learn how to write specifications for pre-press, printing and print finishing processes for photomechanical and electronic print production technologies. Students also learn how to specify ink, paper and other elements of a printed communication, and how proofing systems and other quality control procedures are used in the printing industry.
GDMA 2200 Publication Design 2	Students research social, cultural, and historical factors and apply fundamentals associated with the design, production and distribution of printed publications. They develop concepts, apply manual and electronic design and produce comprehensive layouts for magazines, newsletters and trade journals.
GDMA 2230 Introduction to Marketing Communications	Students develop marketing plans before formulating concepts and images that communicate messages to specific target audiences. They design marketing communications for placement in a variety of media. Students focus on the use of effective copy, typography, photography and illustrations to convey marketing messages.
GDMA 3130 Marketing Communications Design 1	Students analyze and interpret a client's marketing objectives before formulating concepts, messages and images for marketing communications, such as in-store promotions, advertisements, posters and specialty advertising items.
GDMA 3230 Marketing Communications Design 2	Students analyze and interpret corporate strategies in business-to-business marketing plans. They create communication and design strategies to support marketing plans and design marketing communication solutions using digital and print media. Students design collateral items such as digital presentations, corporate and operational brochures, product and service brochures, and technical information sheets.
GDMA 4130 Small Business Essentials	Students will learn fundamental business procedures relevant to working as employees, employers, or freelancers in the graphic design profession. Topics include government regulations, business planning and ethics, and administrative procedures for small businesses. They will estimate costs and formulate pricing strategies, prepare proposals, budgets, and schedules, and create components used in the day-to-day management of a design practice

<p>GDMA 4200 Advertising Design</p>	<p>Students will research and analyze client and end-user needs. They will explore the influence of new mediums on marketing advertising. Using manual and electronic processes, students will develop concepts and design solutions for a variety of media based on marketing plans and strategies. They will create advertising campaigns to be implemented through such communication channels as print and interactive media advertising, sales promotions, events, and direct marketing.</p>
<p>GDMA 4210 Integrated Media Design</p>	<p>Students will conceptualize, create, design and produce marketing communications utilizing current software suites that integrate image, text, sound, motion and time (i.e. integrated media). Working with integrated media, students will design and produce communications in screen-based formats (video, film, web) appropriate to client and end-user needs.</p>

**Langara College**

Publishing Diploma

<http://www.langara.bc.ca/creative-arts/publishing/courses.html>

Contact: Elizabeth Rains <[erains@langara.bc.ca](mailto:erains@langara.bc.ca)>

Course Name	Course Description
PUBL 1118 (3 credits) (3:1:0) Designing for Print I	Students will learn the basic principles of print publication design: typography, the design process, and layout principles. Participants will learn about logo design and then implement a communications package. Provides an overview of various publishing formats. Studies the effective use of graphic, computer graphics, and photographic illustrations. Evaluations are project-based, with an emphasis on portfolio development.
PUBL 1129 (3 credits) (3:1:2) Page Layout Software PUBL 1155	This course serves as a foundation to spring magazine courses: the page layout software application used in the industry, its uses and applications as tools for graphic design and production artists. Instruction, exercises and projects are designed to develop proficiency in using the application through mini-lesson demonstrations, in-class exercises, projects, and lab time.
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 1157 (3 credits) (3:1:0) Advanced Typography	Students learn about typography at an advanced level through a combination of hands-on projects, research, and the evaluation of typography as a core element of publication design: books, magazines, and electronic media. This course explores the subtleties of type in relation to audience, page structure, and personal style.
PUBL 1158 (3 credits) (3:0:3) 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, typography and page layout, graphics, the make-up of a magazine, stock and digital photography, and designing advertising for Pacific Rim Magazine. The main software programs are those for print, taught in a prior semester. The course instructor will act as Managing Art Director of PRM.

<p>PUBL 1159 (3 credits) (3:1:0) Designing for Print II</p>	<p>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 magazines and promotional materials, are explored. Evaluations remain project-based, with an emphasis on portfolio development. The major assignment will be a comprehensive magazine design project as preparation for the production of Pacific Rim Magazine.</p>
<p>PUBL 1161 (6 credits) (5:1:3) Magazine and Offset Print Production I</p>	<p>Students will build portfolio-driven spot colour and full-colour publishing projects, with a focus on preparing materials for commercial printing. They will learn industry standards for providing print-ready digital files, including scanned images and illustrations, to create a magazine. Media kits, magazine workflow and planning will be explored, including prepress techniques, such as trapping, colour separation, and proofing methods. Industry tours to commercial printers, publishing houses, and other related businesses will be arranged in the early part of the semester.</p>
<p>PUBL 1164 (6 credits) (3:0:9) Magazine and Offset Print Production II</p>	<p>In this lab-intensive course, students will work with skills from previous courses to 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 Publishing program. Once the newsstand quality magazine is printed, it will be distributed throughout the Vancouver area.</p>
<p>PUBL 1225 (6 credits) (4:2:2) Electronic Communications</p>	<p>Students will learn to write standards-compliant HTML and publish it to the web via FTP. Approximately half the courses will focus on developing HTML and Cascading Style Sheet (CSS) competence. The second half of the course will introduce an industry-standard visual authoring package such as Dreamweaver. This course also covers Photoshop treatment of web graphics and the differences and similarities between print and electronic design.</p>
<p>PUBL 1231 (6 credits) (4:2:2) Intermediate New Media Publishing</p>	<p>This project-based course will introduce students to basic animation, interactivity and programming for the Web using Adobe Flash software. Students will complete exercises and projects, possibly including a practical lab exam to demonstrate their understanding of concepts and competency with the software. Students will design and produce a web-based portfolio website. They will prepare and submit a pre-production (copy content, content map, design) and production schedule as well as give brief weekly written progress reports.</p>
<p>PUBL 1240 (2 credits) (1:1:0) Publishing Issues and Practices</p>	<p>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.</p>

**Lethbridge College**

Diploma in Communication Arts

<http://www.lethbridgecollege.ca/program/communication-arts>

Contact: Vicki Charge <[vicki.charge@lethbridgecollege.ca](mailto:vicki.charge@lethbridgecollege.ca)>

Course Name	Course Description
CAP-282 Magazine Design	This course covers editorial content design of a general-issue magazine. Students will learn how to lay out features using photographs, other illustrations and typefaces. They will receive instruction in story starts and turns, departmental features and cover design. The students will employ their magazine design skills in their final term in the production of a full-sized glossy magazine
CAP-262 Editing I	This course is an introduction to copy reading, headline writing, the functions and responsibilities of the copy desk and practical experience in handling copy for The Endeavour, the student newspaper. Not available for supplemental.
CAP-263 Editing II	This course is a continuation of CAP 262 focusing on management issues handled by editors.

**Mount Royal University**

Bachelor of Communication - Information Design

<http://www.mtroyal.ca/ProgramsCourses/FacultiesSchoolsCentres/Communications/Programs/BachelorofCommunication/index.htm>

Contact: Glenn Ruhl <gruhl@mtroyal.ca>

Course Name	Course Description
COMM 1610 - Tools for Information Designers	Information design occurs over a variety of media, uses a variety of strategies, and a range of specialized tools. This course introduces students to the software environments that have been adapted to meet strategic issues in design. Using a case-study approach, the course requires students to solve real-world information design problems using appropriate tools and methods. The course is roughly divided between paper-based and web-based and digital publishing outcomes. Major topics include file management, text management, graphics; quality assurance, color systems, preformatted elements, and multi-purposing.
COMM 2666 - Typography	Introduction to the topic of typography and examination of the role of type in visual communication and information design through normative and conceptual relationships. Topics will include principles of typography and layout, concept development, and the historical foundations of typography. Students will use typographical principles and methods of visual organization to solve assigned communication problems.
COMM 3620 - Document Production I	This course focuses on the basic principles of document production relating to the principles of publishing. Publishing principles and practices, marketing problems, distribution methods and informational systems and techniques are examined. Students will be expected to produce a variety of documents and publications.
COMM 4620 - Document Production II	This course covers the production function, the purchasing of paper, printing and distribution--typically half the total costs of operating a magazine. Topics include minimizing paper waste, the advantages of offset and rotogravure printing, the effect of makeup on readership and costs, and setting distribution strategies. Students will be expected to produce a magazine in print and e-zine formats
COMM 3663 - Editorial Function	Practice substantive editing, copy editing, and proofreading. Examines issues in reliability and correctness of fact, relation of text to graphics and layout, ethics, copyright, and project management. This course draws together subjects and issues from all previous information design courses.

### Ryerson University

Master of Professional Communication - Faculty of Communication and Design

<http://www.ryerson.ca/graduate/procom/>

Contact: Jean Mason <[mpc@ryerson.ca](mailto:mpc@ryerson.ca)>

Certificate in Magazine and Web Publishing - Chang School of Continuing Education

[http://ce-online.ryerson.ca/ce\\_2010-2011/default.aspx?id=2954](http://ce-online.ryerson.ca/ce_2010-2011/default.aspx?id=2954)

Contact: Charles Oberdorf <[charles@oberdorf.ca](mailto:charles@oberdorf.ca)>

Course Name	Course Description
<p>Advanced Editing and Document Design</p>	<p>This course will appeal to students who wish to acquire professional-level expertise in editing and document design. Drawing on theories of cognitive psychologists and usability experts, students will learn to make editorial and design decisions suited to a range of messages, audiences, and purposes. Approaching the practical challenge of editing and design from a problem-solving perspective, students will analyze and apply rhetorical structures, grammatical concepts, and stylistic elements to textual content. Students will follow principles of graphic design to learn how layout, organization, data display (lists, tables, line art, sidebars, diagrams, graphs), illustrations, colour, and typography are used aesthetically and functionally to enhance readability, clarify thought, and reveal underlying logic in professional documents. Students will become familiar with editorial mark-up, document cycling, advanced word processing features, and electronic publishing. Students will also learn techniques to manage the editing process in a production environment with short timelines and frequent deadlines.</p>
<p>Communication and Legal Issues</p>	<p>This course introduces students to the legal dimensions of professional communication through a variety of practical and theoretical approaches with a strong emphasis on semiotics, especially semantics and syntactics. Students will study the Canadian legal system as it applies to ethical responsibility and legal risk in the written and oral messages exchanged within and between organizations and will consider the degree to which legal formalism and legal realism operate in the determination of judicial decisions. Using detailed case analyses of documents such as briefs, letters, proposals, contracts, and reports, students will examine legal formats and structures, evidence and argumentation, copyright and intellectual property, and “plain language” writing. Students will learn to identify potential risks, and to prepare and manage communications that are clear, accessible, ethical and legal.</p>

<p>Proposal Writing, Grant Seeking and Fundraising</p>	<p>This course provides a detailed introduction to the multidimensional processes of grant-seeking and the strategic principles of writing proposals for research funding and non-profit fundraising. Through a theoretical framework grounded in classical and modern rhetoric, meta-rhetoric, and narratology, students will explore how professional communicators construct polished arguments to generate support. From the perspective of both grant seekers and multidisciplinary peer-review audiences, students will learn how to identify and target government, foundation, and corporate funding sources/opportunities, to translate project goals and problem statements into clear objectives and hypotheses reflective of societal need, and to coordinate activities in the planning, development, structuring, and articulation of feasible, methodologically rigorous, and conceptually innovative research projects/proposals. Students will also gain practice in applying these techniques to fundraising initiatives and tasks including outreach and the cultivation of potential foundation and corporate donors.</p>
<p>Advanced Editing and Document Design</p>	<p>This course will appeal to students who wish to acquire professional-level expertise in editing and document design. Drawing on theories of cognitive psychologists and usability experts, students will learn to make editorial and design decisions suited to a range of messages, audiences, and purposes. Approaching the practical challenge of editing and design from a problem-solving perspective, students will analyze and apply rhetorical structures, grammatical concepts, and stylistic elements to textual content. Students will follow principles of graphic design to learn how layout, organization, data display (lists, tables, line art, sidebars, diagrams, graphs), illustrations, colour, and typography are used aesthetically and functionally to enhance readability, clarify thought, and reveal underlying logic in professional documents. Students will become familiar with editorial mark-up, document cycling, advanced word processing features, and electronic publishing. Students will also learn techniques to manage the editing process in a production environment with short timelines and frequent deadlines.</p>
<p>CDJN 101 So You Want to Start a Magazine</p>	<p>It's exciting, starting a new magazine, but a lot more complicated than it looks. To help you do it right, this two-day course, taught by one of Canada's top magazine consultants, covers all of the practical aspects of launching a magazine today. Topics include: understanding your audience; translating your idea into a viable business; developing editorial that wows readers; getting and analyzing printing quotes; how to get the best prices for ads and subscriptions; how to promote a new magazine; tips about circulation, fulfillment, production and newsstand sales; how to write your own launch timeline and business plan; and much more.</p>
<p>CDJN 112 Magazine and Website Publishing</p>	<p>This course provides an overview of the business challenges and opportunities confronting magazine publishers today. All aspects of managing magazines, print or web-based, are touched upon: editorial, marketing, management, integration of web and print, advertising, production, and distribution; plus the challenges in starting a new publication. Guest speakers from the industry provide insights and the chance to ask questions and discuss issues. This course complements all other courses in the certificate program.</p>

<p>CDJN 113 Magazine and Website Editing</p>	<p>This course is a practical, step-by-step introduction to print and online magazine editing. The emphasis is on learning job skills in a workshop environment. Topics include: planning and coordinating print and web content, developing strong story ideas, working with contributors, handling manuscripts, writing display copy, budgets, the ethics of editing, and libel law. Class members get a chance to use their skills when they produce their own prototype magazines, working in small groups.</p>
<p>CDJN 116 Introduction to Magazine Design</p>	<p>Editors at small publications need to know about magazine design because they inevitably wind up doing a lot of it. Editors at larger titles need the same basics to deal knowledgeably with the art department (top editors have to sign off on their work). Production staff - and graphic designers without specific magazine training - will also profit from these 42 hours. The course deals with the fundamentals of magazine design: a magazine's anatomy and overall design scheme; typography, grids, and formats; developing design concepts; assigning; covers; working out an imposition; technical considerations; and desktop publishing. Included are a guest speaker on photography and illustration and a field trip to a magazine design studio. Emphasis is on the concept of the designer as both a communication specialist and a member of the journalistic team. Participants take a story idea from manuscript through the design process to full composite.</p>
<p>CDJN 119 Magazine Copy Editing</p>	<p>This course is an introduction to the skills and knowledge required to ensure a high degree of clarity, consistency, and accuracy, as well as precise and appropriate use of language, in magazine editorial copy - print or web-based. After a magazine article has been edited, the copy editor attends to the finer details - checking grammar, punctuation, spelling, consistency of style, logic, and usage - and shepherds the article through the proofreading and production process. These "polishing" skills will be covered in this course, along with commonly used reference works, Canadian spelling, proofreader's marks, copy editing on computers, copy fitting, line editing, bias-free language, working with designed pages, and writing display copy. One lesson will be devoted to fact-checking. While students from many backgrounds may benefit from this course, successful copy editors need an above-average command of the language they're working in, and a wide-ranging general knowledge.</p>
<p>CDJN 120 Magazine Fact- Checking and Research</p>	<p>Independent fact-checking happens mainly at magazines, but the skills taught in this course can be used in any medium. In the magazine business, fact-checking is a key entry-level job, a way for aspiring writers or editors to learn how a magazine works and how professional writers put together a story, and to develop relationships with editors that can lead to assignments or jobs. For writers, the more they know about what happens to an article in fact-checking, the better prepared they'll be to provide what editors want - and to protect their copy. This course looks at why magazines employ fact-checkers; how fact-checking fits into the editorial process; how to document fact-checking according to industry standards; what to check and what not to check; finding research sources and judging their authority; the fact-checking telephone interview; working with writers and editors; and legal and ethical considerations.</p>

<p>CDJN 122 Substantive Editing for Magazines</p>	<p>This hands-on course focuses on effective editing of individual magazine articles, helping writers grab readers' attention at the start and keep them reading to the end. Areas covered include assigning or acquiring manuscripts; tailoring content for specific readerships; coaching writers according to their individual strengths and weaknesses; editing for completeness and clarity; effective cutting and silken transitions; and use of imagery, anecdote, and a variety of voices and rhythms to make an article sing. A must for anyone planning to edit longer manuscripts - and a very useful course for anyone planning to write them.</p>
<p>CDJN 201 Magazine Advertising Sales</p>	<p>On average, Canadian magazine advertising sales representatives earn more than magazine editors and find it easier to step into the role of publisher. (All magazine publishers must have a thorough understanding of advertising sales.) This course provides students with the knowledge and skills required to sell magazine advertising in today's highly competitive marketplace. Fundamentals taught include: using standard research tools to develop sales presentations, sales call preparation, working with advertising agencies and closing sales. Guest speakers from the advertising field add to the learning experience.</p>
<p>CDJN 202 Magazine Marketing and Circulation</p>	<p>Never before has marketing meant as much to a magazine's success as it does today. Circulation (the selling of magazines themselves, rather than their advertising pages) currently offers more potential for revenue growth - and more career opportunities - than any other area of magazine publishing. This course focuses on marketing magazines to readers, covering all systems and methods that successful circulation marketing employs. Topics include: the magazine market in Canada, identifying markets for specific titles, key variables determining marketing success, subscription acquisition and renewals, bulk sales, controlled circulation uses and strategies, pricing, newsstand sales, database marketing, branding and ancillary revenue from readers, and the roles of magazine fulfillment, audits and modelling.</p>
<p>CDJN 204 Layout Software for Magazine Editors</p>	<p>QuarkXPress and Adobe InDesign are both design and page layout software programs, used throughout the magazine industry. They allow editors at small publications to be responsible for design, typesetting, and prepress functions. But editors at magazines of all sizes are expected to have some knowledge of these programs to coordinate text and layout with art departments, to organize editorial production and copy flow, and to edit and format text. This course will provide you with the basics and is taught per term using either InDesign or QuarkXPress, depending on demand. Instruction includes creating page layouts, formatting text, style sheets, and master pages - and familiarizes you with the organizational and word-processing tasks that face magazine editors. These programs are taught on a Macintosh computer platform.</p>
<p>CDJN 205 Magazine Production</p>	<p>In addition to the fundamentals of print production, this course includes the basics of repurposing text and pictures for the Web, as well as creating e-pub and mobi format documents that will display on "e-Readers". This course covers the skills necessary for the modern magazine production professional, an overview of current magazine production practices, how production interacts with other magazine departments, how magazines are printed and bound, and how to schedule and budget magazine production. Students will learn about magazine formats, advertising delivery through ad portals, prepress, printing presses, bindery and quality control.</p>

<p>CDJN 206 Creating Website Editorial</p>	<p>From chats and blogs to streaming video, the editorial elements available for websites differ radically from those for ink-and-paper magazines. For magazine editors with website responsibilities, the trick is to use those things creatively to attract and hold readers while still maintaining the magazine's identity and mission. This course provides students with a valuable understanding of web tools and opportunities to workshop appropriate content for them. It also addresses the most common strategic, logistical, and business-related challenges that come with producing great magazine websites.</p>
<p>CDJN 208 Ad Sales on the Web</p>	<p>Ad sales in the digital age requires traditional persuasive skills, but operating in a whole new world of design, accountability, and instant measurement. Digital delivery is a big part of the future of magazine publishing. Become familiar with the ways online advertising is priced, pitched, measured, designed, and packaged. Learn about rich text, standard ad formats and pricing, positioning your publication against such heavy-hitting competitors as Google, and exercising your creativity to meet online advertisers' needs. Understand the metrics that matter most to advertisers and agencies and how to package and deliver them.</p>

### Simon Fraser University - Publishing Program

Undergraduate Minor in Publishing, Master of Publishing, and Summer Publishing Workshops  
<http://tkbr.ccsp.sfu.ca/education/>

Contact: Master of Publishing and Undergraduate Minor in Publishing <ccsp-info@sfu.ca>

Contact: Summer Publishing Workshops, Suzanne Norman <pubworks@sfu.ca>

Course Name	Course Description
<p>Pub 330 – Publication Design in Transition</p>	<p>Design and production processes are an essential part of publishing in print. This course provides students a basic understanding of the principles and elements fundamental to publication design and production. The course material covers design, typography, production technologies, and computer applications in publishing. The assignments are focused on trade books, magazines, institutional publishing, and ephemera.</p>
<p>PUB 372 The Publishing Process</p>	<p>Students will follow the book-publishing process from the acquisition and editing of manuscripts through to production, promotion and distribution. Each topic proceeds from basic concepts and precepts to case studies of particular kinds of publishing companies (e.g., literary, regional and general trade) and particular types of books (e.g., children's, genre, fiction and poetry). The publishing decision-to-publish process is simulated. Required readings focus on the history of book publishing, as well as on current developments.</p>

<p>CMNS 375-4 Magazine Publishing</p>	<p>CMNS 375 examines the magazine in the contexts of audience, markets and society. Practically, the course addresses the basic concepts that govern magazine publishing:</p> <ul style="list-style-type: none"> <li>•Editorial: writing, editing, design and production;</li> <li>•Business: planning and administration, marketing, advertising and circulation.</li> </ul> <p>Course content includes lectures, readings, tutorial labs, guest lectures and a panel discussion. Course requirements consist of individual written and practical assignments, three in-class pop quizzes plus a final in-class test, and a major group project with presentation.</p>
<p>CMNS 473-4 Publication Design and Print Production</p>	<p>Publication design concepts and production fundamentals are an essential part of publishing. This course provides a basic understanding for students who expect to either work in these areas or supervise those who do. The course material covers the basic principles of publication design, typography, printing, and computer applications in publishing. It focuses on several publishing formats: advertisements, books, periodicals (newsletters, magazines, etc.), promotional materials and corporate publishing.</p>
<p>CMNS 474-4 THE BUSINESS OF PUBLISHING</p>	<p>CMNS 474 surveys a range of business aspects of publishing, with a particular emphasis on book publishing. Throughout the course, students will be asked to immediately apply the concepts discussed in assignments and projects.</p>
<p>Pub 601: Editorial Theory and Practice</p>	<p>The theoretical component of this course focuses on theories of composition and rhetoric. The practical component focuses on the various types of editing that take place in publishing. Students are examined on both the theory and their attained competence in editing.</p>
<p>Pub 602: Design and Production Control in Publishing</p>	<p>A consideration of the theory, principles, traditions and current trends in publication design as applied to print and electronic publishing. Students will undertake design exercises in addition to learning the relationship between design, costing and print production.</p>
<p>Pub 600: Topics in Publishing Management</p>	<p>An analysis of management issues essential to the daily operation of publishing firms. Emphasis will be placed on the distinctive nature of publishing as a cultural/information industry, the applicability of theory and practice in marketing and accounting, and the legal underpinnings of publishing.</p>

<p>Pub 606: Magazine Publishing Project</p>	<p>Students are assigned to groups and form a team based on common roles in the industry: publisher, comptroller, editor, production manager, art director, advertising director, marketing and distribution manager. In consultation with faculty and industry speakers the team develops a magazine concept, creates a business plan including cost projections, and identifies the readership demographics and potential. Design mockups are produced and a final presentation made to an industry panel.</p>
<p>Pub 607: Publishing Technology Project</p>	<p>Students create their own home pages and working in a team environment, participate in a web publishing project that may include the CCSP web site. Normally the web publishing project is real rather than a simulation. Students will be assigned to roles based, in part, on their interests but most importantly on their capabilities as judged from the course work completed before the commencement of the project.</p>
<p>Pub 802: Technology and the Evolving Forms of Publishing</p>	<p>An examination of the nature of technology and the social, cultural, legal, economic and political implications of evolving publishing business forms, publication formats, markets, policies and, especially, technology. Opportunities for Canadian publishing in domestic and global markets will be emphasized.</p>
<p>SUM 469 Elements of Editing for Magazines</p>	<p>A skilled editor can lift a magazine story from a mere accumulation of details to a memorable experience. In this two-day workshop you will learn how to take a piece apart and put it back together, find the hook, develop a through line, flesh out hidden ideas, and—having nailed an ending—create a fully developed magazine piece that lives up to the potential of its initial idea. You will then learn how to take that finished printed piece and develop its online counterpart, enabling readers to delve more deeply into the content and interact with you, as well as explore multimedia links.</p>
<p>SUM 463 Magazine Packaging with a Punch</p>	<p>This workshop addresses one of the vexing conundrums of magazine making—you can lead a reader to great content but can you make them read it? We say yes. And we do it by packaging that content in an ultra-appealing way, with:</p> <ul style="list-style-type: none"> <li>• novel approaches to the contemporary commandment: “employ multiple entry points”</li> <li>• great covers and lines that really sell</li> <li>• display copy that makes the reader want it</li> <li>• regular features that work harder by working smarter</li> <li>• art that does a lot more than decorate the page.</li> </ul> <p>Come explore these essentials and more in a workshop designed to help you boost the readership of your publications the old-fashioned way: with content that’s better because it’s better presented.</p>

<p>SUM 496 Marketing Magazines Online</p>	<p>Having a website does not mean that people are visiting it or engaging with it. Learn how to find your audience, build buzz, and generate traffic that leads to repeat visits. Understand how to find your online community, how to join the conversation, how to monitor the web, and how to provide value to the community.</p> <p>In this one-day workshop, you will review the basics of online marketing for magazines focusing on traffic- building strategies and social media. You will receive expert tips on developing a web strategy, marketing plan, and optimized content. You will also learn best practices in marketing, writing, and editing for the web.</p>
<p>SUM 449 Magazines Publishing</p>	<p>Whether you produce a print, digital, or online publication, business principles still apply. In this comprehensive two-day workshop, we will discuss the following topics:</p> <ul style="list-style-type: none"> <li>• the business case for your magazine: how to analyze the opportunities and the competition</li> <li>• building your budgets and financial modeling</li> <li>• editorial and design mandates</li> <li>• setting advertising rates and identifying your targets</li> <li>• creating your circulation/audience development strategy</li> <li>• marketing your magazine to readers and advertisers</li> <li>• ancillary products and activities—are they right for you?</li> </ul> <p>If you wish to start a publication or are in the early stages of your publishing career, this workshop will give you the fundamentals you need to make decisions with confidence.</p>
<p>SUM 404 Copyediting and Proofreading</p>	<p>Copyediting and proofreading skills are fundamental to many positions in publishing and corporate communications. A well-prepared, error-free document is not only a sign of professionalism, but also an effective vehicle for impressing clients and customers.</p> <p>This two-day workshop is ideal for anyone wanting an introduction to the world of publishing or communications, or for anyone currently called upon to improve the writing of others in their organization.</p>
<p>SUM 520 Developmental Editing</p>	<p>Learn to develop fiction and non-fiction work to suit the writer's vision, the publisher's requirements, and the format and audience for which it is best suited. Start from an outline, annotated table of contents, or an early draft, and ask good questions to bring out the strongest and most distinctive elements. You will learn not only how to evaluate the text, but build and shape it to arrive at a satisfying conclusion.</p> <p>Whether you are an in-house or freelance editor working in these genres, or a writer with a nascent manuscript ready to be taken to the next level, learn how to assess the work's readiness and potential, its strengths and weaknesses, its possible structures, and how to leverage the draft to most efficiently get to publication.</p>

<p>SUM 444 Introduction to Adobe InDesign CS5</p>	<p>InDesign is Adobe's advanced publishing software suited for the creation of graphics-intensive documents. InDesign is tightly integrated with Photoshop and Illustrator and provides unparalleled precision and control as a production tool, including sophisticated typographic features not found in competing products.</p> <p>We will begin with an overview of the InDesign workspace. You will use instructor-led projects to learn how to set up publications, import graphics and text, edit graphics in InDesign, format complex tables, and apply precise typographic control using the multi-line composer. At the conclusion of this two- day workshop, you will know the benefits of master pages, type-fitting techniques, and the use of layers, hanging indents, styles, and many time-saving shortcuts.</p>
<p>SUM 431 Introduction to Adobe Illustrator CS5</p>	<p>Adobe Illustrator is an unsurpassed design tool, used for print and the web in everything from corporate logos to illustrations and snowboard graphics. Unlike layout files or Photoshop graphics, vector graphics are infinitely resizable without an increase in file size or loss of image quality. Illustrator lets you create graphics that are easily reproduced across different media and that integrate seamlessly with other programs in the Adobe Creative Suite. This workshop is an introduction to the basics of Illustrator. Beginners will gain hands-on experience using the program's core functions—paths, points, curves, strokes, and fills—to develop their ability to create and manipulate shapes, and to explore with confidence more complex techniques such as layers, masks, transparency, and blends.</p>
<p>SUM 451 Introduction to Adobe Photoshop CS5</p>	<p>Adobe Photoshop remains unrivalled in the world of computer graphics software. Whether you wish to simply crop a photo or apply one of many special effects, Photoshop allows you to manipulate the appearance of any image on screen. You will learn the basics of Photoshop by working through instructor-led projects on an individual high-end Mac computer.</p> <p>By the end of day one, you will know how to import graphics, work with software palettes, make selections, adjust light and dark values, manipulate layers, and save files. On day two, you will learn about some of the software's advanced layer techniques, filters, masks, and channels, as well as photo retouching, colour correction, and special effects.</p> <p>A course textbook will be provided.</p>
<p>SUM 497 Adobe InDesign CS5</p>	<p>InDesign is Adobe's advanced publishing software suited for the creation of graphics-intensive documents. InDesign is tightly integrated with Photoshop and Illustrator and provides unparalleled precision and control as a production tool, including sophisticated typographic features not found in competing products.</p> <p>This workshop is a continuation of Introduction to Adobe InDesign CS5 (p.55). We will use object libraries, anchored objects, snippets, mixed and nested styles, books and tables of contents, table formatting tips and techniques, and data merge. We will also create interactive PDFs as well</p>

<p>SUM 455 Introduction to Adobe Dreamweaver CS5</p>	<p>Dreamweaver’s user-friendly interface and rich feature set has made it the dominant web page editing tool for web professionals. By combining a powerful WYSISWG environment with an extensive feature set, Dreamweaver allows you to see your web page as you create it without having to learn complex programming languages. The results are attractive, interactive websites that welcome exploration.</p>
<p>SUM 558 Digital Publishing 101</p>	<p>Wrestling with the morass of standards, technologies, and “acronym soup” of the digital publishing world? Here is a one-day primer for publishers who want to understand the range of digital options open to them. We will introduce a range of topics, provide examples and demos where possible, and then focus on your own contexts: how to take these technologies home and implement them effectively. Specific topics include the following:</p> <ul style="list-style-type: none"> <li>• e-books: formats and production processes</li> <li>• e-readers and reader experience</li> <li>• digital rights management: pros and cons</li> <li>• XML-based production and editorial workflows</li> <li>• marketing-oriented digital strategy</li> <li>• the role of social media in publishing today.</li> </ul>
<p>SUM 576 Digital Rebuild</p>	<p>You’re working hard to plot your organization’s future in the digital age. But there are still so many questions being asked about digital publishing trends that answers about the right approach can be hard to find. This workshop will help you forge some concrete strategies and then teach you how to set those strategies in motion. We will help you figure what “viable” means in the context of your business, whether that viability is financial, relating to revenue and sales, or operational, relating to greater efficiencies in your publishing processes and lifecycles.</p>
<p>SUM 538 Marketing Through Social Media</p>	<p>The content we find on the web entertains, informs, and influences many of our day-to-day activities and decisions. Increasingly, that content is the product of regular people sharing what they find, contributing opinions, insights, experiences and different forms of media (text, photos, videos, etc.). Social media describes the online technologies and practices that people use to socialize around content. The new model of web communication is a dialogue rather than a monologue. Successful public relations in this new era focus on listening and facilitating conversations between companies and their market communities.</p>

<p>SUM 573 Website Design for Editors</p>	<p>Are you designing a website for yourself (or someone else) and don't know where to begin? Whether you are publishing a small personal website or a large corporate one, there are some critical steps to take in the design and development process. This one-day workshop walks you through them.</p> <p>What is the purpose of your site? How will you structure it and what features will you include? How should it look and feel? And how can you be sure it is findable, accessible and usable?</p> <p>This workshop will help you answer these questions. We'll focus on meeting the needs of your users by developing a sensible site structure, including relevant site features, incorporating an appropriate look and feel, and using keywords and language effectively.</p>
<p>SUM 581 Web Publishing Toolkit</p>	<p>This one-day workshop will make it clear why publishers should use a web publishing platform and how it can benefit their entire organization. The session will include an overview of some of the web's most popular systems, like WordPress and Drupal, how they can be used to broadcast content efficiently, and organizations that have used them to great effect. This informative session will include a look at relevant case studies that give participants specific ideas to take away and implement in their own digital strategies.</p>

**Trinity Western University**

Bachelor of Arts - Communications

<http://www.twu.ca/academics/samc/communications/message-from-the-chair.html>

Contact: Kevin Schut <kevin.schut@twu.ca>

Course Name	Course Description
COMM 382 Symbol and Typography Design	A study of the history, theory, and craft of typography and symbol design. Explores the messages inherent in graphics using descriptive, symbolic, and typographic design elements to solve various communication problems. Topics covered include icon development, anatomy of letterform, principles of lettering, logotypes, and information layout. Studio work and assignments emphasize type's relation to image, complex information systems, media forms, and cultural contexts.
COMM 383 Format & Layout Design	Explores the layout elements, principles, and strategies used by graphic designers for print and screen. Topics include composing form and space, using color schemes, designing with type, illustrating with imagery, and organizing content for usability. Assignments consider the layout of books, periodicals, brochures, advertisements, promotional displays, websites and screen devices.
COMM 415 Editing for Newspapers and Magazines	Building on skills introduced in COMM 212, 270, or 470, students learn the art of editing for magazines and newspapers. Students study examples of published magazines and newspapers (both print and online), write and edit a piece of their own with the intent to publish their work, and apply their knowledge to pieces submitted for publication to a student publication to be created around this course.

### Université Laval

Baccalauréat en communication, rédaction et multimédia

<http://www.usherbrooke.ca/programmes/fac/sciences-humaines/1er-cycle/bac/communication/>

Contact: <Christian-Marie.Pons@USherbrooke.ca>

Maîtrise en communication, rédaction et multimédia

<http://www.usherbrooke.ca/programmes/fac/sciences-humaines/1er-cycle/bac/communication/>

Contact: <Francois.Yelle@USherbrooke.ca>

Course Name	Course Description
CRM 104 Rédaction : style et clarté	Développer l'habileté à rédiger différents types de textes (argumentatifs, créatifs, descriptifs, informatifs, ludiques, narratifs, persuasifs, etc.) tout en se pliant à des exigences de contenu et de forme; apprendre à retravailler ses textes afin de les rendre clairs (phrases courtes, simples et bien structurées) et efficaces.
CRM 144 Rédaction technique et promotionnelle	Connaître les caractères spécifiques du style technique, administratif et promotionnel en milieu de travail; être apte à rédiger, ou, selon le cas, à réviser les divers types de communication propres à ces domaines de la rédaction professionnelle; intégrer les technologies de l'information de manière à améliorer la lisibilité et l'efficacité des communications orales et écrites.
CRM 123 Rédaction professionnelle	Objectif(s) Comprendre le rôle de la rédactrice ou du rédacteur professionnel en contexte professionnel; différencier et caractériser les types de discours et les genres d'écrits courants; identifier les mécanismes producteurs de cohésion et de cohérence dans les textes; apprendre à améliorer la lisibilité et l'intelligibilité de ses productions textuelles.
CRM 261 Magazines et périodiques	Objectif(s) Connaître les différents types de périodiques (hebdomadaires, magazines, revues), la spécificité de leur contenu, de leurs modes de production et de diffusion et de leur lectorat respectif; analyser la complémentarité et la concurrence entre les publications périodiques écrites et la presse électronique, corporative ou communautaire; pratiquer les différents genres journalistiques qui se retrouvent dans les magazines et périodiques écrits.
CRM 727 Stratégies éditoriales dans la presse écrite	Objectif(s) -- Connaître les stratégies argumentatives et énonciatives dans le discours éditorial de la presse écrite contemporaine. contenu -- Présentation des différents concepts (marqueurs logiques, présuppositions, techniques de la réfutation, etc.). Typologie des schémas d'argumentation. Analyse de la subjectivité dans le langage « éditorial » (marquage axiologique, modalisation, etc.).

<p>ELD 725 Édition du manuscrit</p>	<p>Objectif(s) -- Développer des habiletés relatives aux relations avec les auteurs. Apprendre comment travailler un manuscrit à titre d'éditeur, en fonction des différentes politiques éditoriales définies par les maisons d'édition et de leur domaine de spécialisation. Élaborer des stratégies en vue d'une publication multisupports.</p> <p>Contenu -- Politiques éditoriales. Caractéristiques de différentes spécialisations. Étapes et structures du processus éditorial : direction littéraire, comité de lecture, étapes de révision linguistique et de correction d'épreuves, pigistes, direction artistique et gestion de projet. Projet pratique : travail de direction littéraire sur un manuscrit réel.</p>
<p>ELD 735 Gestion de projets éditoriaux</p>	<p>Objectif(s) -- Savoir analyser des projets éditoriaux en vue de poser un diagnostic sur leur viabilité et d'identifier les processus permettant d'en assurer le suivi. Intégrer à l'analyse les multiples dimensions et la complexité des projets éditoriaux à travers leur conception, leur réalisation et leur commercialisation, tant sur support papier qu'électronique.</p> <p>Contenu -- Concepts, méthodes et outils relatifs à la gestion des projets éditoriaux : élaboration de scénarios à court, moyen et long terme, prévisions budgétaires et financement, tableaux de suivi des projets, échéanciers, ressources humaines, technologiques et matérielles, incidences des politiques éditoriales et commerciales.</p>
<p>ELD 727 Édition de périodiques</p>	<p>Objectif(s) Analyser les particularités de l'édition de périodiques (revues et magazines). Identifier les enjeux relatifs à ce secteur d'activité. Définir et évaluer les stratégies et les modèles que peuvent adopter ses intervenantes et intervenants pour s'y positionner de façon optimale.</p> <p>Contenu -- Paramètres économiques de l'industrie des revues et magazines. Particularités de l'édition de périodiques : processus éditorial et répartition des rôles entre personnel régulier et pigistes, contenu éditorial, interrelation des textes, des illustrations et de la publicité, marketing, design, production et services commerciaux. Rôle culturel du périodique.</p>
<p>LD 729 Révision éditoriale</p>	<p>Objectif(s) -- Acquérir les outils et les connaissances nécessaires à la supervision du travail de révision linguistique en contexte éditorial.</p> <p>Contenu -- Principes, outils et techniques pertinents dans le cadre de la révision linguistique. Relevé des difficultés les plus courantes de langue française à l'égard de la grammaire, de la syntaxe et du vocabulaire. Code typographique. Exigences relatives à différents types de production éditoriale : littéraire, technique, scientifique, scolaire.</p>

### University of the Fraser Valley

Bachelor of Arts - Communications

[http://www.ufv.ca/calendar/2010\\_11/CourseDescriptions/CMNS.htm](http://www.ufv.ca/calendar/2010_11/CourseDescriptions/CMNS.htm)

Contact: David Thomson <david.thomson@ufv.ca>

Course Name	Course Description
CMNS 365 Grant and Proposal Writing	Grant and proposal writing for fundraising, job creation, or professional purposes is the backbone of many for-profit, non-profit, and consulting organizations. In this course, students will write grants for fundraising and development purposes and will respond to RFPs (requests for proposals). The elements of making a persuasive case in written form will be the focus of this course. Students will learn how to create memorable and effective grants, proposals, letters of intent, and cover letters. Students will learn how to write and design a memorable case document; how to effectively research potential donors or employment contracts; how to prepare a budget for an RFP or fundraising proposal; and the ethical dimensions and dilemmas of grantsmanship and stewardship.
CMNS 375 Document Design, Desktop and Web Publishing	This course focuses on the theory and practice of document design, typography, desktop and Web publishing. Students will apply their knowledge in design to a variety of documents including brochures, newsletters, web pages, online publications, etc.

### Vancouver Island University

Visual and Applied Arts Department - Graphic Design program

<http://www.twu.ca/academics/samc/communications/message-from-the-chair.html>

Contact: Cheryl Coburn <coburnc@viu.ca>

Course Name	Course Description
ARTG100 (3) Visual Design Primer	A sampler to introduce students to the elements and principles of design, composition, aesthetics, colour, type, layout and design history. Of interest to students preparing portfolios for admission to Graphics, Interior Design, or Visual Arts programs, ITAS students, international students, or the general public. Supplies purchase required. (2:1:0)
ARTG 110 (3) Theory I: Design Process	A focus on the design process to assist creative development in Graphics program students. Topics include computer fundamentals, time and idea management, and creative thinking skills. ARTG 110 was formerly called ARTG 125T, ARTG 125; credit will not be granted for both courses. (2:1:0)

ARTG 120 (3) Graphic Design Principles	A study of two-dimensional graphic design concepts, emphasizing the principles and elements of applied design, and the conception, visual interpretation, and expression of ideas. ARTG 120 was formerly called ARTG 122T, ARTG 122; credit will not be granted for both courses. (2:1:0)
ARTG 130 (3) Page Layout Software	A study of the principles of page layout design and digital document construction utilizing traditional and contemporary design processes and current page layout applications. Students will design and create a variety of document structures exploring digital design principles through thumbnails, roughs, comps, to final pre-press file construction.
ARTG 150 (3) Typography I	An introduction to the role of typography in graphic design. Topics such as fonts, measurements, systems, kerning, readability, hierarchy, communication, and expression will be explored in lectures, projects, and exercises. ARTG 150 was formerly called ARTG 215; credit will not be granted for both courses
ARTG 251 (3) Typography II	A continuation of Typography I with a study of more in-depth typographical topics, research and applications of design, and communication principles to more advanced, contemporary typographical design and communication problems. Topics include experimental typography, document formatting, and complex document structures
ARTG 270 (3) Design Production	A study of design production process and its relevance and application to preparation of artwork for print and digital outcomes. All relevant aspects of contemporary printing processes, file management, and preparation will be studied and applied to design projects. ARTG 270 was formerly called ARTG 231; credit will not be granted for both courses. (2:1:0)
ARTG 372 (3) Graphic Design for Publishing	An examination of application of design, communication principles, and skills to the publishing industry. Students will explore the publication, newspaper, book, magazine, and/or annual report industries and apply research, design, and digital production skills to publication design. ARTG 372 was formerly called ARTG 234T, ARTG 234; credit will not be granted for both courses
ARTG 476 (3) Graphic Design for Marketing	An investigation of the in-house studio practices and applications of an advertising and graphic design agency. Topics and projects include conceptual and hands-on production of print advertising, brochures, direct mail marketing, and outdoor advertising. ARTG 476 was formerly called ARTG 235T, ARTG 235; credit will not be granted for both courses.

Many universities and colleges in Canada have Communications, Media Studies, Journalism and related programs, which certainly offer valuable courses on the complexities and nuances of broader issues of communication theory and history, media industries policy, and other areas, which are clearly relevant for an informed perspective on magazine publishing (and cultural industries, generally). The foundation and depth that such programs can provide are important; however, individuals in these programs were not approached as prospective respondents to the training offerings questionnaire, and their courses are not described in this appendix. As well, college and university programs in business and marketing would provide a foundation in business practices that could be adapted to the particulars of the magazine publishing industry. Note also that general course lists in Continuing Studies programs for universities and colleges were not consulted.

## Appendix B -- training offerings survey invitation

The following is a copy of the invitation send to the contacts at organizations, associations, colleges, and universities providing training offerings in magazine publishing.

**To All Institutions and Organizations Offering Magazine Publishing Training in Canada,**

The Cultural Human Resources Council (CHRC) of Canada has commissioned research to identify magazine publishing training offerings by institutions and organizations across Canada. The CHRC Magazine Publishing Expert Working Group has identified the key professional competencies for magazine publishing and these competencies are reflected in the questionnaire found at the link, below:

[Survey Link]

Individual responses will remain confidential. Aggregated responses will be presented in a CHRC report. Your participation in the questionnaire is important for magazine publishing in Canada and should prove useful for your institution or organization in determining how it is situated within the context of magazine publishing training offerings in Canada.

CHRC aims to strengthen the workforce in Canada's cultural industries. The research conducted by CHRC can be drawn on by the cultural industries in Canada to gain support for investment in and development of training needed in the workforce to strengthen our cultural industries. It is important, therefore, in the self-assessment being conducted for this research, that your responses reflect as accurately as possible the realities of training offerings in your program.

The questionnaire should take approximately 5-10 minutes to complete. **The deadline to complete the questionnaire is June 20, 2011.**

**Aux institutions et aux organismes qui offrent de la formation en édition de magazines au Canada.**

Le Conseil des ressources humaines du secteur culturel (CRHSC) a entrepris une recherche visant à identifier la formation en édition de magazines offerte par les institutions et les organismes à travers le Canada. Le groupe de travail du CRHSC en édition de magazines a identifié les compétences professionnelles clés en édition de magazines et ces compétences sont reflétées dans le questionnaire que vous trouverez au lien ci-dessous :

[Survey Link]

Les réponses aux questions demeureront confidentielles. Les données agrégées seront présentées dans un rapport du CRHSC. Votre participation au questionnaire est importante pour l'industrie du magazine et devrait vous aider à déterminer comment votre institution/organisme se situe quant aux offres de formation en édition de magazines au Canada.

Le CRHSC vise à renforcer la main-d'œuvre dans les industries culturelles canadiennes y compris dans l'industrie du magazine. La recherche menée par le CRHSC peut être utilisée afin d'obtenir de l'appui pour des investissements et du développement de formation nécessaire pour renforcer nos industries culturelles. Ainsi, il est important que vos réponses, obtenues dans l'auto-évaluation réalisée dans le cadre de cette recherche, reflètent le plus fidèlement possible les réalités des offres de formation de votre institution/organisme.

Le questionnaire devrait vous prendre environ 5 à 10 minutes à compléter. Nous vous remercions pour votre temps et votre participation.

## Appendix C -- industry executive survey invitation

The following is a copy of the survey invitation sent to the industry executive contacts. Note that the original deadline was extended and several reminders to complete the survey were also sent.

### **Getting Magazine Publishing Skills and Needs on the Radar**

Digital media, film and television, music and sound recording, performing arts, and book publishing have all had the benefit of research on industry skills and training needs. **It's time to get magazine publishing industry skills and training needs on the radar!**

The Cultural Human Resources Council (CHRC) of Canada Magazine Publishing Expert Working Group has identified a set of magazine publishing competencies and your feedback on these is needed as soon as possible through the questionnaire found at the following link:

[Survey Link]

**Individual responses will remain confidential.** Aggregated responses will be presented in a CHRC report. Your participation in the questionnaire is important for strengthening magazine publishing in Canada.

Time is of the essence for collecting responses to the questionnaire, as **CHRC plans to present the Training Gaps Analysis at the MagNet Conference** to be held in Toronto in early June.

We therefore need your reply **no later than April 30, 2011**. It should take approximately 20 minutes to complete the questionnaire. If a colleague of yours is more appropriate as a respondent, please forward the link to the questionnaire to him or her.

Thank you for your time, your participation, and your contribution to the strength of magazine publishing in Canada.

### **Rendre les compétences et les besoins en édition de magazines visibles**

Les médias numériques, le cinéma et la télévision, la musique et l'enregistrement sonore, les arts de la scène et l'édition de livres sont tous choqués de recherches sur les compétences et les besoins de formation de leur industrie. **Il est temps de rendre les compétences et les besoins en éditions de magazines visibles !**

Le groupe de travail du Conseil des ressources humaines du secteur culturel (CRHSC) sur l'édition de magazines a établi un ensemble de compétences liées à l'édition de magazines et nous avons besoin de votre rétroaction sur celles-ci le plus rapidement possible par le biais du questionnaire au lien suivant :

[Survey Link]

**Les réponses individuelles demeureront confidentielles.** Le rapport du CRHSC ne portera que sur les données regroupées. Votre participation au questionnaire est cruciale pour l'industrie canadienne du magazine au Canada.

Il est essentiel d'amasser les réponses au questionnaire le plus rapidement possible, puisque le **CRHSC planifie présenter l'Analyse des lacunes dans la formation à la Conférence MagNet** qui a lieu à Toronto en début juin.

Nous avons donc besoin de votre réponse **au plus tard le 30 avril 2011**. Remplir le questionnaire devrait vous prendre environ 20 minutes. Si vous pensez qu'une ou un de vos collègues est mieux placé que vous pour répondre aux questions, veuillez S.V.P. lui transmettre le questionnaire.

Merci de votre participation et de votre contribution à l'amélioration de l'industrie canadienne de l'édition de magazines.

## Appendix D -- industry survey invitation, BY department

The following is a sample of the survey invitations sent to the industry departmental contacts. Note that the original deadline was extended and several reminders to complete the survey were also sent.

### **Getting Magazine Publishing Skills and Needs on the Radar!**

Digital media, film and television, music and sound recording, performing arts, and book publishing have all had the benefit of research on industry skills and training needs. It's time to get magazine publishing industry skills and training needs on the radar! The Cultural Human Resources Council (CHRC) Magazine Publishing Expert Working Group has identified a set of magazine publishing competencies and your feedback on these is needed as soon as possible.

You have been identified by your magazine as a Departmental Contact for a particular skill set (or several skill sets) based on the Magazine Publishing Expert Working Group's chart of professional competencies. The following link is for a questionnaire regarding skill levels and needs relevant to your work at your magazine:

[Survey Link]

Individual responses will remain confidential. Aggregated responses will be presented in a CHRC report. Your participation in the questionnaire is important for strengthening magazine publishing in Canada.

Time is of the essence for collecting responses to the questionnaire, as CHRC plans to present preliminary findings at the MagNet Conference to be held in Toronto in early June.

We therefore need your reply no later than May 16, 2011. It should take approximately 10 minutes to complete the questionnaire(s). *A "save and return" function on the questionnaire can be activated by clicking through the "save my questionnaire" link that appears at the top of the online form.*

Thank you for your time, your participation, and your contribution to the strength of magazine publishing in Canada.

### **Rendre les compétences et les besoins en édition de magazines visibles !**

Les médias numériques, le cinéma et la télévision, la musique et l'enregistrement sonore, les arts de la scène et l'édition de livres sont tous choqués de recherches sur les compétences et les besoins de formation de leur industrie. Il est temps de rendre les compétences et les besoins en éditions de magazines visibles !

Le Groupe de travail du CRHSC sur l'édition de magazines a établi un ensemble de compétences liées à l'édition de magazines. Ces compétences ont ensuite servi à établir des questionnaires qui a été transmis aux professionnels de l'industrie canadienne de l'édition de magazines.

Si vous recevez ce courriel, c'est que vous faites partie des personnes-ressources d'un des divers départements visés par un ensemble précis de compétences (ou plusieurs) définies dans la charte des compétences professionnelles établi par le groupe de travail sur l'édition de magazines. Le lien suivant vous permettra d'accéder au questionnaire correspondant aux compétences et aux besoins liés à votre travail au magazine :

[Survey Link]

Les réponses individuelles demeureront confidentielles. Le rapport du CRHSC ne portera que sur les données regroupées. Votre participation au questionnaire est cruciale pour l'industrie canadienne du magazine au Canada

Il est essentiel d'amasser les réponses au questionnaire le plus rapidement possible, puisque le CRHSC planifie présenter l'Analyse des lacunes dans la formation à la Conférence MagNet qui a lieu à Toronto en début juin. Nous avons donc besoin de votre réponse au plus tard le 20 mai 2011. Remplir le questionnaire devrait vous prendre environ 10 minutes.

Merci de votre participation et de votre contribution à l'amélioration de l'industrie canadienne de l'édition de magazines.

## Appendix E -- matrix of training taken<sup>19</sup>

Institution or Organization	Manage business operations	Manage business development	Manage finances	Generate alternative revenues	Manage human resources	Comply with laws and regulations	Provide content and design for print and digital magazines	Magazine audience development
AMPA	2	3	2	5	0	3	6	7
Algonquin College	0	0	0	0	0	0	0	0
AQEM	0	0	0	0	0	0	0	0
AMA	1	1	0	0	0	1	2	1
CPB	0	1	0	1	0	0	1	0
Capilano University	0	0	0	0	0	0	0	0
Centennial College	1	0	0	0	0	1	1	1
Kwantlen Polytechnic University	0	0	0	0	0	0	0	0
Langara College	0	0	0	0	1	1	1	1
Lethbridge College	0	0	0	0	0	0	0	0
MABC	4	4	3	3	3	3	4	7
MagsCanada (MagNet)	11	13	7	14	9	8	11	20
MagsCanada (Travelling Consultants)	6	7	3	5	5	2	7	6
MagsCanada (Webinars)	0	1	0	1	0	1	4	2
MagsCanada (Workshops and Intensives)	5	7	5	4	4	5	11	14
MMPA	1	1	0	0	0	1	2	2
Mount Royal University	0	0	0	0	0	0	0	0
Ryerson University (Certificate)	0	1	0	0	0	0	2	0
Ryerson University (Master's)	0	0	0	0	0	0	1	0
SFU (MPub)	1	1	1	1	1	1	1	1
SFU (Summer Workshops)	1	1	2	1	2	1	1	2
SFU (Undergrad Minor)	0	0	0	0	0	0	0	0
Université Laval (BA)	0	0	0	0	0	0	0	0
Université Laval (MA)	0	0	0	0	0	0	0	0
Total	33	41	23	35	25	28	55	64

<sup>19</sup> The names of the organizations/institutions providing training offerings (appearing in the far left column) are been abbreviated in this table in the interest of space and readability.

## Appendix E (cont'd) -- matrix of training taken

Institution or Organization	Produce magazine issues and digital content	Manage distribution	Promote the brand	Sell services to advertisers	Total training taken by organization
AMPA	7	5	3	4	47
Algonquin College	0	0	0	0	0
AQEM	0	0	0	0	0
AMA	2	1	1	1	11
CPB	1	0	0	1	5
Capilano University	0	0	0	0	0
Centennial College	1	1	1	2	9
Kwantlen Polytechnic University	0	0	0	0	0
Langara College	1	1	0	0	6
Lethbridge College	0	0	0	0	0
MABC	5	5	5	3	49
MagsCanada (MagNet)	14	12	14	14	147
MagsCanada (Travelling Consultants)	7	4	6	7	65
MagsCanada (Webinars)	3	0	0	0	12
MagsCanada (Workshops and Intensives)	8	6	8	8	85
MMPA	3	1	2	1	14
Mount Royal University	0	0	0	0	0
Ryerson University (Certificate)	1	0	0	0	4
Ryerson University (Master's)	0	0	0	0	1
SFU (MPub)	1	1	1	1	12
SFU (Summer Workshops)	2	2	1	1	17
SFU (Undergrad Minor)	0	0	0	0	0
Université Laval (BA)	0	0	0	0	0
Université Laval (MA)	0	0	0	0	0
Total	56	39	42	43	484