



GROWING YOUR COMPANY'S TALENT

people in print



CPISC • CSIC

Canada

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WHO WE ARE

The Canadian Printing Industries Sector Council (CPISC) is a national forum that collaborates with printing and graphic communications industry employers, employees, educators, suppliers and representatives of governments to create and implement innovative strategies for skills development and progressive HR management practices. In doing so, CPISC enables all key players in the printing and graphic communications industry to work together in partnership to improve the quality of the industry's current and future workforce.

Through the completion of its national Skill Standards and three watershed reports—the Skills and Technology Roadmap, *Charting Our Course*; the HR Study, *An Industry Redefined*; and the Training Needs Assessment, *Bridging the Gaps*—CPISC has built a solid foundation and understanding of what the industry needs. Moving forward, CPISC is building on those findings and evolving from a research-based organization into one that also offers services, tools, programs and resources to maximize the career potential of every employee and support the industry's prosperity.

CPISC has identified four key long-term objectives in its 2010-2013 Strategic Plan. These objectives describe the behaviours that the organization would like to influence and see exhibited by the industry in the coming years. The industry will become one that:

- has skilled workers with transferable skills;
- retains existing workers and recruits new workers;
- adopts strategic HR management and best practices; and
- takes coordinated action on common HR issues.

To achieve these objectives, CPISC is focusing on goals and activities in four key areas: skills, training, career pathways and HR management, which includes providing timely and informative data on the industry.








ACKNOWLEDGEMENTS

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Skills at Work is a suite of five tools to help the industry implement the national Skill Standards in the workplace. Developed with industry stakeholders, the guides and tools included in the *Skills at Work* suite enable [employers](#) and [employees](#) in the industry to use the Skill Standards on the job to assess skills, identify gaps and ultimately develop an on-the-job training strategy to ensure employees have the skills they need to thrive. The *Skills at Work* suite includes the following components:

-  ***Growing Your Company's Talent*** is a guide for employers that introduces the concept of Skill Standards and sets out the ideal process for using CPISC's Skill Standards to assess skill sets, identify gaps and establish a plan to fill those gaps.
-  ***Building Your Skills*** is the companion guide for employees that introduces the concept of Skill Standards, the many benefits of qualifying to the standards, and the process to assess skill sets, identify gaps and establish a plan to fill those gaps.
-  ***Skills Assessment Checklist*** presents the national Skill Standards with a rating scale for use by supervisors to assess employees' levels of competence and employees to conduct self-assessments. A checklist has been developed for each occupation for which national Skill Standards have been created.
-  ***Pass It On*** is a guide to implementing on-the-job training company-wide. It helps facilitate the transfer of knowledge from peer-to-peer. It describes methods and best practices by which experienced, highly skilled supervisors and co-workers can serve as trainers to individual employees.
-  ***Training Tracker*** is a document that enables employers and employees alike to record ongoing in-house training and skills development. A Training Tracker is available for each occupation for which Skill Standards have been developed.

These tools, which have been developed for the industry by the industry, strive to ensure that the printing and graphic communications sector has skilled workers with transferable skills.

PRINT IN THE INFORMATION AGE

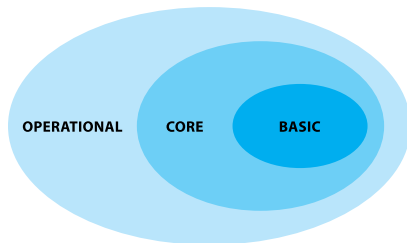
Today, manufacturing muscle no longer guarantees, or even decides, an industry's viability. It is the information age, and companies must overhaul old strategies and employ sophisticated knowledge-intensive operating systems to compete and succeed. Few organizations have risen to the challenge as successfully as those in the printing and graphic communications industry. Across the country, the industry continues to meet challenges with innovative solutions. One such solution is the development of national Skill Standards. These standards enable businesses to better manage

their human resources, improve productivity and—most importantly—maximize profits.

This guide provides the information and tools you need to implement Skill Standards in your workplace. You will learn about the standards, their uses and their benefits, and discover standards-based processes and templates you can use to enhance your human resources activities.

SKILL STANDARDS AT WORK

You need people who are highly specialized—yet multi-talented. You need employees whose broad range of skills and expertise extend beyond the conventional bounds of their process areas. You need people who are able to solve problems, make decisions, interact with customers, collaborate with colleagues and operate computers.



In 2007, CPISC launched its *Skills for the Future Project* to define the skills and knowledge employees need to succeed. To date, standards have been developed for occupations in prepress, press, bindery, finishing and production support. By analyzing all job tasks required of industry employees, representatives from printing companies, suppliers, unions, and education and training institutions determined the basic, core and operating skills that employees must possess.

Based on these findings, CPISC developed standards that identify the basic, core and operating skills that employees need to fulfill their specific job responsibilities. Validated by the industry through focus groups, online surveys and interviews, these standards take into account the uniqueness of your organization—the size of your company, the products and services you sell, the equipment you use, and the range of job positions you fill.

Recent years have seen a growth in the number of progressive, forward-looking companies that are investing in employee development programs built on a foundation of industry Skill Standards. They see employee development aligned with their strategic

business objectives—another strategy for profitability and competitiveness. Some specific benefits of clearly defined Skill Standards to organizations include:

- assisting in identifying high-potential employees;
- assisting in improved individual and organizational job match;
- increasing employee loyalty;
- enhancing organizational image;
- accelerating workforce adaptation to change; and
- contributing to improvements in retention, job satisfaction and job performance.

Industry-established Skill Standards are at the core of comprehensive, coordinated, targeted and successful human-resources initiatives—from candidate selection to succession planning. To benefit both your shop floor and your business's bottom line, Skill Standards can be used in your organization to:

- develop job descriptions that capture the requirements of your current and future employees' needs;
- assess employees' performance and identify skills weaknesses within their occupations;
- create or update in-house professional development programs;
- enable your business to become more productive;
- recognize job candidates' qualifications;
- encourage employees to pursue certification;
- communicate your expectations of employees;
- identify skills gaps in your teams;
- avoid unnecessary training costs;
- help employees set goals and map their career paths; and
- assign tasks to capitalize on your employees' expertise and experience.

WHAT SKILLS DO YOUR EMPLOYEES NEED

BASIC SKILLS

The eight basic skills are **essential** in every occupation, in every industry. They enable people to understand their responsibilities, and to communicate, cooperate and problem solve. They are also called enabling skills because they make it possible for workers to use and develop other skills.

SKILL	BEHAVIOUR
Reading	Read simple and brief work-related materials to perform routine tasks.
Writing	Write brief messages using short or point-form sentences.
Mathematical skills	Complete basic calculations, apply statistical methods and take measurements using a variety of instruments.
Interactive communication	Understand and use standard trade terms and work-related terminology.
Planning and organizing	Develop, set and adjust plans and priorities to achieve maximum productivity.
Decision making	Make decisions that involve varied levels of risk and ambiguity.
Problem solving	Identify problems and their solutions.
Computer literacy	Operate computerized equipment and use a limited number of software programs routinely.

CORE SKILLS

Core skills cover those elements that comprise a broad-based knowledge of the industry. For the most part, these core skills will span multiple process areas, although some may be more relevant to a particular area.

SKILL	BEHAVIOUR
Teamwork	Work collaboratively with others to achieve organizational goals.
Health and safety	Adhere to health and safety, and environmental standards, regulations and policies.
Printing processes	Possess a basic understanding of the printing industry.
Workflow process and control	Monitor and chart the flow of work through production processes.
Quality assurance	Verify accuracy and quality of work to ensure that products meet expectations.
Client service	Respond to client needs, and provide seasoned advice and added value.

OPERATING SKILLS

Available on CPISC website (www.cpisc-csic.ca), operating skills relate to specific operating functions within a process area. A function is defined as a set of related work activities organized in either chronological or operational order that often cut across occupations. Below are examples of operating skills for prepress operators, lithographic web offset press operators, and bindery operators.

PREPRESS OPERATOR

E.1 Operate prepress computer systems

Requires knowledge of:

- Internal and external network environments
- Operating systems (e.g., PC, Mac)
- File types and extensions

Requires ability to:

- Select applications based on task
- Use applications, such as:
 - Compression (e.g., compress, span, extract, expand)
 - File transfer (e.g., add accounts, connect, transfer)

LITHOGRAPHIC WEB OFFSET PRESS OPERATOR

B.1 Follow make-ready checklist

Requires knowledge of:

- General operating procedures
- Print processes

Requires ability to:

- Check customer requirements and read and understand instructions and specifications
- Verify that materials meet production file specifications—both for quality and in quantity
- Schedule a productive make-ready plan
- Load paper

BINDERY OPERATOR

C.3 Verify quality of product throughout production

Requires knowledge of:

- Characteristics of the cut, such as:
 - Squareness
 - Position
- Types of marks, such as:
 - Clamp
 - Offset Press

Requires ability to:

- Verify quality of raw materials throughout production, such as:
 - Print imperfections (e.g., hickeys, colour variation, registration, offsetting)
 - Marking
 - Adjust machine for quality defects

SKILL STANDARDS SO FAR

To date, Skill Standards have been completed for a number of occupations within the printing and graphic communications industry. Categorized by process area, these occupations are:

Prepress:

- Prepress Operator
- Colour Specialist
- Output Specialist

Press:

- Lithographic Sheet-fed Offset Press Operator
- Lithographic Web Offset Press Operator
- Flexographic Press Operator
- Digital Press Operator

Bindery and finishing:

- Bindery Operator
- Finishing Operator

Production support:

- Estimator
- Sales Representative
- CSR/Production Coordinator

USING SKILL STANDARDS:

A proven return on investment

- 63 percent reduction in employee turnover due to increased worker satisfaction
- 19 percent improvement in employee performance
- 12.5 percent increase in sales and profits

As an employer, the most significant step you can take to implement the Skill Standards, build your workforce and boost your bottom line is to introduce and maintain an assessment program. Skill Standards link expertise and experience to business requirements and results. As such, the national Skill Standards for the printing and graphic communications industry form the perfect foundation for performance management. Read on to learn more about managing performance and how you could implement this process in your organization today.



BRINGING YOUR TEAM UP TO STANDARD

One of the toughest and most rewarding jobs of managers and supervisors is helping each employee achieve his or her potential. Individual efforts combine to assure productivity, efficiency, innovation and customer service among other benefits. Managing a team starts with making a good hire, clarifying expectations and giving each employee a solid orientation. In particular, each employee needs to know what is most important about his or her role and how “good work” is defined. Most employees want and expect to be held accountable for their work—and they want to be rewarded and recognized for the work they do.

Once a person is on the job, it is the manager’s or supervisor’s responsibility to monitor activity, provide feedback and offer training to help each person deliver his or her best. Positive reinforcement ensures

SKILLS CHECKLISTS FOR PERFORMANCE ASSESSMENT!

CPISC HR Toolkit outlines how to conduct performance assessments.

For more information visit www.printHRtoolkit.ca

that good behaviours are repeated. Coaching and training can improve performance, provide new skills or fill any gaps in the current skills.

Many companies favour a three-phase process of planning, assessing the knowledge and skills of employees to ensure that the plan can be achieved, and then monitoring the progress of any programs put in place to build the knowledge and skills required. This process helps make a clear link between each individual’s work and the company’s goals. It encourages ongoing communication via coaching and meaningful employee feedback. Importantly, it rewards high performers while helping develop the knowledge and skills of those who know they have more to give. In our industry, this three-phase process is all the more effective when activities related to planning, assessment and monitoring are made with the available Skill Standards in view.

GET THE TOOLS

Use the CPISC HR Toolkit to help you recruit and select the right employees for your company! Visit www.printHRtoolkit.ca

PHASE 1 PLAN	PHASE 2 ASSESS	PHASE 3 MONITOR
Figure out where the company’s business will be coming from in the future, and then identify what knowledge and skills the company must have on hand to do that business well.	Referring to the Skill Standards, determine what gaps there are in the current knowledge and skills of each employee. Help create a training plan for each that lists all the relevant learning objectives.	Watch the progress of employees, giving helpful feedback to augment their knowledge and skills.

PHASE I: PLAN

Employees who know exactly what is expected of them are able to carry out their jobs with more confidence, which often results in increased productivity. By specifying the knowledge and skills you want your employees to exercise in the workplace, you can create a more harmonious work environment, reduce turnover and improve the quality and quantity of your company's products and services.

A. SELECT YOUR ASSESSOR AND FAMILIARIZE YOURSELF WITH THE SKILL STANDARDS

The assessor you choose should be familiar with an employee's work on a day-to-day basis—perhaps a manager, supervisor or crew leader. Your Assessor should begin by reading the national Skill Standards for each occupation in your organization. The Skill Standards outline all the skills that employees need to excel in their fields.

B. PREPARE YOUR EMPLOYEES

Distribute copies of the national Skill Standards and ***Building Your Skills*** guide to all your employees. (***Building Your Skills*** is available online at www.cpisc-csic.ca.) Then formally introduce your employees to your organization's training program. Detail your processes and highlight the many ways in which the program will help advance their careers. If you don't yet have a program in place, consult CPISC's ***Pass it On*** guide for some suggestions.

ROLES AND RESPONSIBILITIES

Supervisor	Employee
<ul style="list-style-type: none">• Establish objectives and identify areas for development with employee.• Monitor and document employee progress on objectives, and discuss observations with each employee two or more times a year.• Identify employee development needs, follow a learning plan and fund learning activities.• Assist employees with career goals and aspirations.• Provide ongoing feedback and coaching throughout the year.	<ul style="list-style-type: none">• Discuss performance strengths and identify areas for development with the supervisor.• Identify training and development activities to meet current needs and fulfill career aspirations.• Keep track of progress on the agreed objectives, follow up on any training and development plans, and provide feedback to a manager at key points throughout the year.• Actively participate in the process as a way to improve skills and strengthen performance.

PHASE 2: ASSESS

Work to understand how your organization can best meet its objectives by assessing your employees' core, basic and operating skills at least once a year, and identifying their strengths and weaknesses. Assessments, combined with professional development, lie at the heart of successful performance-management strategies.

A. USE THE ASSESSMENT FORM

CPISC offers a series of **Skills Assessment Checklists** with which you can rate, plan, monitor and document employee progress. (You can find them at www.cpisc-csic.ca, along with **Skills Assessment Checklists** for each of the occupations in your organization.) You can easily customize the forms to reflect your organization's corporate identity.

B. FILL OUT THE FORM

Complete sections I of the **Skills Assessment Checklist** for each of your employees. To do so, simply read through the basic, core and operating skills. In the "Rating" column next to each main skill, score each employee based on your observations and records. You may wish also to seek input from other sources such as other supervisors, employees, customers and suppliers. The rating scale is from one to four, with *4–Mastery* meaning the employee is skilled enough to teach someone else and *1–None* usually meaning the employee has not had the opportunity to acquire this skill yet.

C. SCHEDULE A REVIEW

Arrange a meeting with each of your employees. Reserve a quiet, private room and schedule enough time for a relaxed, unrushed discussion. Notify employees of their appointments well in advance to give them adequate time to prepare. Remind them of the purpose of the review, and their responsibility to complete sections I of the **Skills Assessment Checklist** as a means of self-assessment before your discussion. Confirm that your employees have received a copy of the national Skill Standards and **Building Your Skills**.

D. MEET WITH YOUR EMPLOYEES ONE-ON-ONE

Conduct a planned, focused and formal evaluation of an employee's knowledge and skills based on national Skill Standards. Greet your employee warmly and take a few moments to acknowledge his or her importance to your organization. Then go through the **Skills Assessment Checklist**—one basic, core or operating skill at a time. Share the rationale for your

ratings and listen attentively to the evidence your employee presents to justify the scores on his or her self-assessment. Where the ratings are not the same, try to reach a mutual understanding of the rating your employee deserves for his or her progress.

E. SET LEARNING OBJECTIVES AND STRATEGIES

Having together identified gaps in knowledge and skills as areas for development, set realistic objectives for the coming year based on the knowledge and skills detailed in the relevant Skill Standards. Write down an appropriate action plan for your employee. Use the **Training Tracker** available at www.cpisc-csic.ca to develop the plan and to monitor progress. Remember to include information about the support he or she needs, the persons responsible for overseeing development activities, and the details of when and where these activities will be carried out.

F. CONCLUDE THE MEETING

In the Discussion Summary Section of the **Skills Assessment Checklist**, summarize the key points of the review, add your comments about the discussion, and sign and date the top of the page. Then, ask your employee to record his or her own observations, and sign in the space provided to confirm that he or she has read and discussed the form with you. Stay open to further discussion, and give your employee the opportunity to voice any unaddressed concerns, comments or questions. Be mindful that an employee's signature does not necessarily signify that he or she agrees with your findings and conclusions. In the event that an employee refuses to sign the form, note in your comments that he or she has concerns validating the document. Encourage your employee to make a similar entry in his or her own comment box. Arrange a time within the next six months to sit down again and discuss your employee's progress. Thank your employee for his or her participation, reiterate your commitment to help him or her grow professionally in your organization, and indicate how much you look forward to meeting again in the near future.

PHASE 3: MONITOR

Development goals are best achieved when employees' progress is routinely monitored. Seize opportunities to offer employees encouragement and make adjustments to the plan.

A. SHARE THE FORM

After your review meeting, give copies of the completed ***Skills Assessment Checklist*** to your respective employees. Be mindful that the form contains confidential information. Keep originals in a secure location that only supervisors, managers and authorized human-resources personnel can access.

B. MONITOR PROGRESS

Observe employees regularly to track their progress, and ensure that training activities occur as planned. Document all of your observations, conversations and meetings in the ***Training Tracker***, and revisit your notes before employees' next reviews.

C. GIVE ONGOING FEEDBACK

Take every opportunity to tell your employees how they are doing. Praise employees for significant accomplishments, and provide immediate, frequent, specific and constructive feedback when guidance is required. New employees and others working to improve in particular will appreciate your timely, straightforward advice.

D. RECHECK PERFORMANCE AND PROGRESS

Hold planned follow-up meetings. Adjust learning plans as necessary and recommit to monitoring activities.



CONCLUSION

Skill Standards provide employees with a clear understanding of what they are expected to do and how they are expected to do it. Standards set down the criteria for what employees need to know to be able to meet the requirements of their jobs. Many organizations attest that national Skill Standards enhance both performance and profitability. By linking employee skills to business requirements and results, the Skill Standards are the basis for exceptional human-resources management and workforce development.



KEY WORDS DEFINED

Skill:	A skill is the ability to do a task. The Skills Standards detail both the skills and knowledge required to perform specific jobs.
Basic skills:	These skills are essential in every print-industry occupation. They enable people to understand their responsibilities, communicate, cooperate and solve problems. They are also called enabling skills because they make it possible for employees to use and develop other skills.
Core skills:	These skills cover the broad-based knowledge that employees need to succeed in the printing industry. Many core skills cut across process areas, although some are especially relevant to a particular process.
Operating skills:	These skills relate to specific operating functions within a printing process area.
Operating function:	A set of related work activities organized in either chronological or operational order. Functions are not highly specific job tasks but rather groups of related activities that often cut across job titles.
Skill development:	A three-phase cycle of setting employee-skills expectations, assessing skill, and monitoring progress and providing feedback.
Skill management:	A process that identifies opportunities for skill improvement through the use of Skill Standards, goal setting, monitoring and evaluation.
Manager:	The person who is accountable for—and in a position to evaluate—a worker's performance. A manager could be a worker's team leader, trainer or supervisor. An employee may have one manager for operating skills and another for basic and core skills.
Training:	All methods of learning new skills and gaining knowledge, including on-the-job practical training, mentoring, job-shadowing, and web or classroom learning.
Trainer:	The person responsible for teaching a worker operating skills. A trainer may be a team leader, manager or business owner.
Learning plan:	A document that outlines the skills an employee needs to develop, the person responsible for overseeing the employee's training activities, and the details of when and where these activities will be carried out.



APPENDIX A

SKILLS ASSESSMENT CHECKLIST SAMPLE

SAMPLE

SKILLS ASSESSMENT CHECKLIST

PREPRESS OPERATOR

EMPLOYEE'S NAME: _____

Position Title: _____

Manager's Name: _____

REVIEW PERIOD

From: (month/year) _____

To: (month/year) _____

INSTRUCTIONS

This checklist has been designed for use with **Building Your Skills**.

Please note: This form has been provided as a sample. Download any of the 12 occupation-specific **Skills Assessment Checklists** at www.cpisc-csic.ca.

There are two parts to this form:

1. Skills Review
2. Discussion Summary



SKILLS ASSESSMENT

Use the Rating Chart and Skills List below to rate the level of knowledge and skills against the industry developed national Skill Standards.

RATING CHART

ASSESSMENT STEPS	PROFICIENCY RATING	DESCRIPTOR
1. Description of task and observation	<i>1 None</i> <i>2 Learning</i>	Employee has no knowledge or experience Employee is acquiring knowledge and experience to develop skills
2. Employee performs simple elements of the task		
3. Employee performs the entire task with coaching and supervision		
4. Employee performs entire task without supervision	<i>3 Competent</i> <i>4 Mastery</i>	Employee is able to perform task without supervision Employee is able to perform task well enough to teach it to someone else
5. Employer follows up with employee to observe task performance		



BASIC SKILLS

Basic skills are required of all employees. Basic skills, essential in all occupations, enable employees to communicate, cooperate and solve problems.

DEFINITION		EXAMPLES		PROFICIENCY LEVEL			
READING				None	Learning	Competent	Mastery
Reading text (print and non-print media) to understand and comprehend work-related matters. Locating and integrating information from various sources to apply to work-related situations.	Reads simple and brief work-related materials to perform routine tasks.						
	Reads lengthy texts to extract single or multiple pieces of simple information.						
	Reads complex texts to extract and interpret information.						
	Reads factual materials on work-related topics to locate specific details.						
WRITING				None	Learning	Competent	Mastery
Communicating in writing to ensure information and messages are clear, concise and easy to understand.	Writes brief messages using short or point-form sentences.						
MATHEMATICAL SKILLS				None	Learning	Competent	Mastery
Performing mathematical calculations. Performing measurements using a variety of instruments.	Completes basic calculations.						
	Takes measurements using a variety of instruments.						
	Completes complex mathematical calculations.						
	Performs complex measurements.						
	Applies statistical methods.						
INTERACTIVE COMMUNICATION				None	Learning	Competent	Mastery
Listening to others, understanding and communicating in an effective manner. Interactive communication may be expressed in other forms for individuals with impairments.	Listens and understands information.						
	Presents information in a clear manner.						
	Uses standard trade terms and work-related terminology.						
	Communicates in complex situations.						
	Adapts communication content, style and medium.						

DEFINITION	EXAMPLES	PROFICIENCY LEVEL			
PLANNING AND ORGANIZATION		None	Learning	Competent	Mastery
Developing, setting and adjusting plans and priorities to achieve maximum productivity.	Plans and organizes own activities.				
DECISION MAKING		None	Learning	Competent	Mastery
Making decisions involving varied levels of risk and ambiguity.	Makes decisions using explicit guidelines and procedures.				
	Makes decisions by interpreting rules and procedures and weighing several factors.				
PROBLEM SOLVING		None	Learning	Competent	Mastery
Identifying problems and their solutions.	Identifies and solves basic problems using readily available information.				
	Identifies and solves complex problems that may not have precedent-based solutions.				
	Shares best practices.				
COMPUTER LITERACY		None	Learning	Competent	Mastery
Using computer software and computerized equipment.	Uses a limited number of software programs routinely.				
	Operates computerized equipment.				
	Uses multiple software programs and computerized equipment.				
	Supports others in developing computer literacy.				



CORE SKILLS

Core skills cover the broad-based knowledge required for successful employee performance in the printing and graphic communications industry.

DEFINITION		EXAMPLES		PROFICIENCY LEVEL			
TEAMWORK				None	Learning	Competent	Mastery
Working collaboratively with others to achieve organizational goals.	Collaborates with others.						
HEALTH AND SAFETY				None	Learning	Competent	Mastery
Maintaining a healthy and safe working environment to prevent injury and/or loss. Adhering to health and safety and environmental standards, regulations and policies.	Maintains a healthy and safe working environment.						
	Maintains equipment and devices to ensure safety of self and others.						
	Follows safety practices.						
	Follows safety procedures.						
	Abides by current federal and provincial safety legislation and regulations.						
PRINTING PROCESSES				None	Learning	Competent	Mastery
Possesses a basic understanding of the printing industry.	Demonstrates a basic understanding of the steps involved in printing processes (prepress, press, bindery and finishing).						
	Demonstrates a basic understanding of the printing industry.						
WORKFLOW PROCESS AND CONTROL				None	Learning	Competent	Mastery
Monitoring and charting the flow of work through production processes. Managing the performance of processes to achieve optimal results.	Adheres to production schedules and requirements.						

DEFINITION		EXAMPLES	PROFICIENCY LEVEL			
QUALITY ASSURANCE			None	Learning	Competent	Mastery
Verifying accuracy and quality of work to ensure that products meet expectations.	Verifies the quality of materials.					
	Adheres to established quality standards.					
	Ensures that equipment outputs meets standards.					
	Verifies production accuracy and quality.					
	Provides ongoing constructive feedback to improve quality of work.					
	Builds culture of quality improvement.					
CLIENT SERVICE			None	Learning	Competent	Mastery
Providing service excellence to internal and/or external clients.	Responds to client needs.					
	Provides added value.					
	Provides seasoned advice.					



OPERATING SKILLS

Operating skills relate to specific operating functions within a process area. A function is defined as a set of related work activities organized in either chronological or operational order that often cut across occupations.

The following section outlines the operating skills all prepress operators need to do their jobs effectively.

B. PERFORM PRE-FLIGHT OPERATIONS

This task is important because it helps to:

- Ensure that materials are complete and meet the job-order requirements.

PROFICIENCY LEVEL			
None	Learning	Competent	Mastery

B1. VERIFY ACCURACY AND QUALITY OF MATERIAL PROVIDED BY CLIENT

REQUIRES KNOWLEDGE OF:

a. Mac OS and PC platforms				
b. Pre-flight and industry standard software				
c. File specifications and standards				
d. Desktop publishing terminology				
e. File naming conventions				
f. Printing terminology				

REQUIRES ABILITY TO:

a. Verify files received against job order				
b. Open files using appropriate software				
c. Verify that images meet company, industry and client standards				
d. Check that all images and graphics are provided				
e. Verify that all required fonts are accessible, complete and compatible with appropriate applications				
f. Produce in-house proof				
g. Verify file characteristics				
h. Verify that files have the appropriate layout and geometry				
i. Document potential production issues				
j. Verify accuracy and quality of work so that products meet expectations				
k. Communicate issues with: <ul style="list-style-type: none"> • Estimators • Planners • Operators • Production support staff (e.g., customer service representatives, supervisors, managers) • Sales representatives 				



DISCUSSION SUMMARY

Summarize the main points of the meeting. Your employee may also wish to add comments.

MANAGER DISCUSSION SUMMARY & COMMENTS

EMPLOYEE COMMENTS

EMPLOYEE'S SIGNATURE: _____

MANAGER'S SIGNATURE: _____

DATE: _____



Canadian Printing Industries Sector Council

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