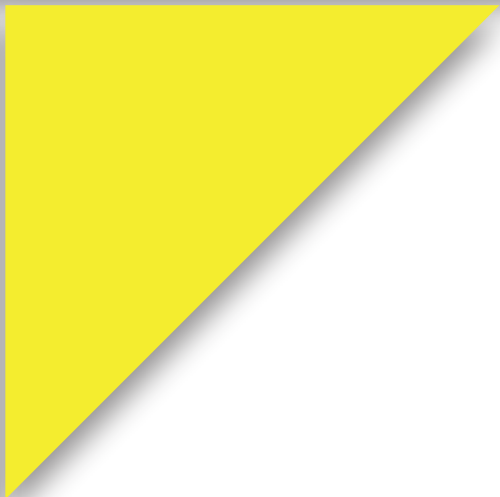


**TRAINING TRACKER** Lithographic Sheetfed Offset Press Operator



Canada

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## CPISC'S PRINT•READY PROGRAM

**Print•Ready** is CPISC's program for excellence in graphic communications. **Print•Ready's** objective, aligned with that of CPISC itself, is to develop a skilled workforce with transferable skills. As such, CPISC's national Skill Standards are the foundation of the **Print•Ready** program. These standards were created by industry and outline the knowledge and abilities employees need to be successful in their occupations. By creating these national Skill Standards—and developing resources, tools and programs to help companies and employees build a highly-skilled workforce—**Print•Ready** is empowering the industry.

The **Print•Ready** program's forthcoming Certification and Accreditation components will recognize employees and educators who adhere to the national Skill Standards. When companies, educators and training providers use the **Print•Ready** program's resources and tools—like the Skill Standards or new *Skills at Work* suite—they are creating a skilled workforce to help the industry prosper. And when employees meet **Print•Ready** standards, they rank among the most exceptional in the printing and graphic communications industry.

### PRINT•READY'S SKILLS AT WORK

*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.



## ON-THE-JOB TRAINING AND THE TRAINING TRACKER

The purpose of the **Training Tracker** is to record the levels of skills proficiency for employees participating in structured on-the-job training. The **Training Tracker** is both a training tool and a record of competence. It is also the means by which candidates can assess their readiness for Certification.

Use the following steps to record progress:

1. **Description of task and observation:** Trainer describes the purpose of the task, the expected outcome, and how it impacts the business. The trainer demonstrates to the trainee how the task is done, and explains its key elements.
2. **Trainee performs simple elements of the task:** Trainee gets the opportunity to perform some of the key elements of the task. The trainer and the trainee perform the task together with the trainee performing at least some of the task.
3. **Trainee performs the entire task with coaching and supervision:** Trainee is given the opportunity to perform the entire task with coaching from a supervisor. This step provides the trainee the opportunity to demonstrate the skill, and receive sign-off to perform tasks under supervision.
4. **Trainee performs entire task without supervision:** Trainee is given the opportunity to demonstrate level of competence of the task. This phase is considered the assessment phase. The trainer uses the **On-the-Job Training Tracker** to record the trainee's level of competence on the task. Once signed off, the trainee is able to perform the task without continued supervision.
5. **Trainer follows up with trainee to observe task performance and provide coaching as needed:** Depending on the complexity and criticality of the task to the business, the trainer may want to follow up within the first month after sign-off, and at regular intervals (i.e., three months and six months).

These five steps are equally relevant for both simple and more complex tasks. **Training and Monitoring Plan templates have been provided at the end of this document to further track learning objectives and progress.**

The following table illustrates how the proficiency rating scale can be applied at different stages of learning.

ON-THE-JOB TRAINING STEP	PROFICIENCY RATING	DESCRIPTOR
1) Description of task and observation	<i>None</i> <i>Learning</i>	Employee has no knowledge or experience  Employee is acquiring knowledge and experience to develop task skills
2) Trainee performs simple elements of the task		
3) Trainee performs the entire task with coaching and supervision		
4) Trainee performs entire task without supervision	<i>Competent</i>	Employee is able to perform task without supervision
5) Trainer follows up with trainee to observe task performance	<i>Mastery</i>	Employee is able to perform task well enough to teach it to someone else



## CORE SKILLS

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

DEFINITION		EXAMPLES	PROFICIENCY LEVEL				TRAINER'S INITIALS & DATE
<b>TEAMWORK</b>			None	Learning	Competent	Mastery	
Working collaboratively with others to achieve organizational goals.	a.	Collaborates with others					
<b>HEALTH AND SAFETY</b>			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.	a.	Maintains a healthy and safe working environment					
	b.	Maintains equipment and devices to ensure safety of self and others					
	c.	Follows safety practices					
	d.	Follows safety procedures					
	e.	Abides by current federal and provincial safety legislation and regulation					
	f.	Takes action to optimize workplace safety					
	g.	Promotes health and safety procedures in the workplace					
<b>PRINTING PROCESSES</b>			None	Learning	Competent	Mastery	
Possesses a basic understanding of the printing industry	a.	Demonstrates a basic understanding of the steps involved in the printing processes (prepress, press, bindery/finishing)					
	b.	Demonstrates a basic understanding of the printing industry					
<b>WORKFLOW PROCESS AND CONTROL</b>			None	Learning	Competent	Mastery	

DEFINITION	EXAMPLES	PROFICIENCY LEVEL				TRAINER'S INITIALS & DATE
Monitoring and charting the flow of work through the production processes. Managing the performance of processes to achieve optimal results	a. Adheres to production schedules and requirements					
<b>QUALITY ASSURANCE</b>		None	Learning	Competent	Mastery	
Verifying accuracy and quality of work to ensure that products meet expectations.	a. Verifies the quality of materials					
	b. Adheres to established quality standards					
	c. Ensures that equipment outputs meets standards					
	d. Verifies production accuracy and quality					
	e. Provides ongoing constructive feedback to improve quality of work					
	f. Builds culture of quality improvement					
<b>CLIENT SERVICE</b>		None	Learning	Competent	Mastery	
Providing service excellence to internal and/or external clients.	a. Responds to client needs					



# 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. In other words, functions are not highly specific job tasks but groups of related activities that often cut across job titles.

## A. HEALTH AND SAFETY

This task is important because it helps to:

- Prevent serious injury to the sheet press operator and others
- Reduces time lost due to injuries
- Meet federal and provincial regulatory and health and safety code requirements

PROFICIENCY LEVEL				TRAINER'S INITIALS AND DATE
None	Learning	Competent	Mastery	

### A1. MAINTAIN A HEALTHY AND SAFE WORKING ENVIRONMENT

a. Identify hazardous or potentially hazardous situations					
b. Report unsafe situations, conditions and behaviours to appropriate authority immediately					
c. Maintain a safe work environment to prevent injury and/or loss					
d. Recommend improved safety procedures					

### A2. MAINTAIN EQUIPMENT AND DEVICES TO ENSURE SAFETY OF SELF AND OTHERS

a. Ensure all engineering controls are in place, operational and compliant with Occupational Health and Safety (OH&S) regulations					
b. Monitor functioning of equipment for unusual wear, noises, and other faults that suggest potential safety issues					
c. Maintain tools and equipment in safe working condition					

### A3. FOLLOW SAFETY PRACTICES

a. Wear personal protective equipment					
b. Wear appropriate clothing to prevent injury					
c. Use safe lifting techniques					
d. Organize workstation ergonomically					
e. Advocates on behalf of clients					

### A4. FOLLOW SAFETY PROCEDURES

a. Follow manufacturers' and company's specified safety procedures for all equipment					
b. Report near-misses and incidents immediately					
c. Document incidents as required					

## A. HEALTH AND SAFETY

This task is important because it helps to:	PROFICIENCY LEVEL				TRAINER'S INITIALS AND DATE
	None	Learning	Competent	Mastery	
<ul style="list-style-type: none"> <li>Prevent serious injury to the sheet press operator and others</li> <li>Reduces time lost due to injuries</li> <li>Meet federal and provincial regulatory and health and safety code requirements</li> </ul>					
d. Use chemicals and solvents safely and in accordance with company policy, manufacturers' requirements and health and safety regulations					
e. Dispose of chemicals and solvents safely in accordance with company policy, manufacturers' requirements and health and safety regulations					
f. Follow emergency procedures					
g. Attend safety training programs					
h. Follow company health and safety policies and procedures					

### A5. ABIDE BY CURRENT FEDERAL AND PROVINCIAL SAFETY LEGISLATION AND REGULATIONS

a. Adhere to Occupational Health and Safety (OH&S) legislation relevant to jurisdiction					
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### A6. TAKE ACTION TO OPTIMIZE WORKPLACE SAFETY

a. Participate actively in investigations of incidents (including near incidents) promptly and thoroughly to identify and address underlying root causes					
b. Act to correct unsafe conditions in the workplace					
c. Monitor and enforce procedures and compliance with environmental and health safety regulations					
d. Contribute to the development and implementation of health and safety regulations					
e. Ensure regular maintenance and repair of equipment					
f. Conduct regular workplace inspections to identify health and safety issues					
g. Stay current with changes of environmental, health and safety regulations					
h. Communicate with provincial or federal health and safety authorities for required documentation, investigations and inspections					
i. Implement preventative measures					
j. Apply due diligence in everyday work activities					

### A7. PROMOTE HEALTH AND SAFETY PROCEDURES IN THE WORKPLACE

a. Promote health and safety practices in the workplace					
b. Encourage feedback regarding unsafe work conditions, behaviours and situations from others					
c. Educate others on the health and safety roles and responsibilities of employers, employees and associations					



## B. PREPARE TO PRINT

This task is important because it helps to:

- Prepare personnel and the press to complete the printing process efficiently and effectively, thereby reducing waste and costly mistakes

PROFICIENCY LEVEL				TRAINER'S INITIALS AND DATE
None	Learning	Competent	Mastery	

### B1. FOLLOW MAKEREADY CHECKLIST

#### REQUIRES KNOWLEDGE OF:

- |   |  |  |  |  |  |
|---|--|--|--|--|--|
| a. General operating procedures           |  |  |  |  |  |
| b. Print process                          |  |  |  |  |  |
| c. Spray powder devices and spray powders |  |  |  |  |  |

#### REQUIRES ABILITY TO:

- |  |  |  |  |  |  |
|--|--|--|--|--|--|
| a. Check customer requirements and read and understand instructions and specifications     |  |  |  |  |  |
| b. Verify that materials meet production file specifications—both for quality and quantity |  |  |  |  |  |
| c. Schedule a productive makeready plan  |  |  |  |  |  |
| d. Load paper  |  |  |  |  |  |
| e. Set feeder control mechanisms   |  |  |  |  |  |
| f. Prepare printing plates for job   |  |  |  |  |  |
| g. Prepare blankets for printing   |  |  |  |  |  |
| h. Prepare dampening and inking systems for printing                                       |  |  |  |  |  |
| i. Set up delivery   |  |  |  |  |  |
| j. Operate press computer console and load/enter required information/data as applicable   |  |  |  |  |  |
| k. Make necessary adjustments to register image position                                   |  |  |  |  |  |
| l. Adjust/set colour to customer specifications  |  |  |  |  |  |
| m. Diagnose and troubleshoot sources of makeready problems with various press components   |  |  |  |  |  |
| n. Trim a copy   |  |  |  |  |  |
| o. Monitor and maintain quality  |  |  |  |  |  |

### B2. HANDLE PAPER

#### REQUIRES KNOWLEDGE OF:

- |                                     |  |  |  |  |  |
|-------------------------------------|--|--|--|--|--|
| a. Types of finishes                |  |  |  |  |  |
| b. Various formats                  |  |  |  |  |  |
| c. Grains of paper                  |  |  |  |  |  |
| d. How to read labels and mill tags |  |  |  |  |  |
| e. Paper faults                     |  |  |  |  |  |

## B. PREPARE TO PRINT

This task is important because it helps to:

- Prepare personnel and the press to complete the printing process efficiently and effectively, thereby reducing waste and costly mistakes

	PROFICIENCY LEVEL				TRAINER'S INITIALS AND DATE
	None	Learning	Competent	Mastery	
f. Difference between felt side and wire side					
g. Record paper faults					

### REQUIRES ABILITY TO:

a. Pile paper					
b. Load paper					
c. Determine caliper of paper					

## B3. PREPARE DAMPENING SYSTEM FOR OPERATION

### REQUIRES KNOWLEDGE OF:

a. Basic parts and functions of a dampening system					
b. Basic parts and functions of a chilling system					
c. Characteristics and composition of dampening systems					
d. Effects of substrates on dampening systems					
e. Importance of using clean dampening rollers					
f. How to prevent contaminating of dampening rollers					
g. Types of dampening covers, their properties and specific functions					

### REQUIRES ABILITY TO:

a. Prepare dampening system by mounting and setting rollers					
b. Test pH and conductivity					

## B4. PREPARE INK AND INKING SYSTEM

### REQUIRES KNOWLEDGE OF:

a. Colour book matching					
b. Basic parts of the inking system and their functions					
c. Impact of certain ink properties on printing reproduction and quality					
d. Composition and properties of printing inks and how each property affects print reproduction and quality for a particular job					
e. Principles of four colour printing					
f. Effects of alternative colour sequences on final product					
g. Conditions affecting accurate colour matching and overall quality					
h. Operation of principle instruments used for measuring colour and ability to use the instruments in conjunction with visual inspection					
i. Metallic inks, their properties, purposes and uses					

## B. PREPARE TO PRINT

This task is important because it helps to:

- Prepare personnel and the press to complete the printing process efficiently and effectively, thereby reducing waste and costly mistakes

	PROFICIENCY LEVEL				TRAINER'S INITIALS AND DATE
	None	Learning	Competent	Mastery	
j. Differences between heatset and non-heatset inks					
k. Effects of ink					
l. Specific ink vehicles appropriate for ink types and describe their characteristics					
m. How to diagnose and make accurate corrections to ink-related problems					
n. How to balance ink and water systems					
o. How to operate ink control systems					
p. Appropriate inks and varnishes according to docket/work order specifications and characteristics of a given substrate					
q. Important conditions to consider when estimating ink quantity					

### REQUIRES ABILITY TO:

a. Establish proper ink sequence for a job based on the type of stock and coverage required in order to allow for proper drying, eliminate waste, prevent marking and take advantage of stock characteristics					
b. Select types of inks and varnishes according to docket/work order, specifications and characteristics of a given substrate					
c. Mix printing inks in accordance with docket/work order					
d. Ensure all rollers are properly inked on press					
e. Calculate volume of ink required					
f. Calculate ink mixing ratios using a Pantone colour guide					
g. Verify ink colour(s)					
h. Match colours accurately using a colour book					
i. Operate principle instruments used for measuring colour accuracy					
j. Use instruments in conjunction with visual inspection					
k. Adjust colour accurately					
l. Diagnose and correct ink-related problems					
m. Balance ink and water systems					
n. Operate ink control systems					
o. Choose types of inks and varnishes according to docket/work order specifications and characteristics of a given substrate					
p. Diagnose inking problems and make appropriate corrections					
q. Set up, maintain, operate and troubleshoot aqueous coater units					

## B5. PREPARE PLATES

### REQUIRES KNOWLEDGE OF:

a. The function of the printing and transfer function of a plate					
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## B. PREPARE TO PRINT

This task is important because it helps to:

- Prepare personnel and the press to complete the printing process efficiently and effectively, thereby reducing waste and costly mistakes

	PROFICIENCY LEVEL				TRAINER'S INITIALS AND DATE
	None	Learning	Competent	Mastery	
b. Conditions relating to plate mounting that affect image position and register					

### REQUIRES ABILITY TO:

a. Perform correct procedures for mounting a litho plate					
b. Use specific tools to adjust required printing pressures					
c. Increase or decrease length of print					
d. Troubleshoot common plate problems and their causes and remedies					
e. Gum a plate					
f. Make appropriate initial and subsequent plate adjustments					

## B6. PREPARE BLANKET FOR PRINTING

### REQUIRES KNOWLEDGE OF:

a. The function of the blanket in the image transfer process					
b. How to select appropriate blankets for the print job based on the characteristics of the blanket					
c. The use of various types of blanket clamping					
d. Characteristics of packing materials					
e. The principles underlying packing and situations under which pressure needs adjustment					
f. Possible problems associated with over-and-under-tensioned blankets					
g. How to maintain a blanket over time to minimize damage					
h. How to use a micrometer and packing gauge					

### REQUIRES ABILITY TO:

a. Operate gauges					
b. Maintain a blanket over time to minimize damage					
c. Change, mount and pack offset litho blankets					
d. Prepare the blanket for printing					
e. Diagnose and correct faults which may arise from incorrectly fitted blankets and packings					
f. Use micrometer and packing gauge					

## B7. PREPARE BLANKET AND PLATE

### REQUIRES KNOWLEDGE OF:

a. Conditions affecting impression squeeze including the relationship between bearer pressure and packing height					
--	--	--	--	--	--

## B. PREPARE TO PRINT

This task is important because it helps to:	PROFICIENCY LEVEL				TRAINER'S INITIALS AND DATE
	None	Learning	Competent	Mastery	
<ul style="list-style-type: none"> <li>Prepare personnel and the press to complete the printing process efficiently and effectively, thereby reducing waste and costly mistakes</li> </ul>					
b. How to monitor impression squeeze and hose to use packing gauge					
c. The relationship between cylinder undercut and plate and blanket packing and thickness					
d. Conditions which influence print length					
<b>REQUIRES ABILITY TO:</b>					
a. Adjust and set pressure					
b. Ensure cylinder is clean and free of debris					
<b>B8. SET DRYING SYSTEM</b>					
<b>REQUIRES KNOWLEDGE OF:</b>					
a. Drying properties and/or characteristics associated with specific inks					
b. Sheet fed press ink drying systems and how their properties affect drying speed					
c. Dryer characteristics and advantages and disadvantages of various types of dryers					
d. Variables that affect drying and their impact on temperature					
<b>REQUIRES ABILITY TO:</b>					
a. Set drying system correctly					
b. Diagnose common problems in the workplace associated with individual components of the drying system					

## C. OPERATE PRESS

This task is important because it helps to:

- Define all the necessary tasks to complete the printing process productively
- Build a strong foundation of press skills essential to operate the equipment and meet customer requirements

PROFICIENCY LEVEL				TRAINER'S INITIALS AND DATE
None	Learning	Competent	Mastery	

### C1. OPERATION OF SINGLE AND MULTI-COLOUR PRESSES

#### REQUIRES KNOWLEDGE OF:

a. Operation of feeder					
b. Operation of single-colour and multi-colour presses					
c. Function of sheet detectors					
d. Understanding perfecting					

#### REQUIRES ABILITY TO:

a. Evaluate print quality					
b. Coordinate operations with team members					
c. Run press according to operating procedures and to maintain quality					
d. Verify press is running properly					
e. Check, prepare and pack new and existing blankets					
f. Check and prepare dampening and inking systems					
g. Make necessary adjustments to register image position					
h. Check and reset register					
i. Organize, store tools, and materials correctly to ensure timely retrieval for makeready operations					

### C2. MONITOR COLOUR QUALITY

#### REQUIRES KNOWLEDGE OF:

a. Differences between conventional and stochastic screening					
b. Specifications for maintaining quality printing					
c. Conditions that affect inking system quality					

#### REQUIRES ABILITY TO:

a. Measure colour density					
b. Adjust colour density target					

## C. OPERATE PRESS

	PROFICIENCY LEVEL				TRAINER'S INITIALS AND DATE
	None	Learning	Competent	Mastery	
<p>This task is important because it helps to:</p> <ul style="list-style-type: none"> <li>Define all the necessary tasks to complete the printing process productively</li> <li>Build a strong foundation of press skills essential to operate the equipment and meet customer requirements</li> </ul>					
c. Monitor colour consistency					
d. Diagnose problems associated with controlling and maintaining appropriate colour					
e. Correct problems associated with controlling and maintaining appropriate colour					
f. Understand colour management ensuring so proof and printed sheet match					
g. Monitor balance between water and ink					
h. Adjust press operating procedures according to colour requirements					

## D. QUALITY CONTROL

This task is important because it helps to:

- Define all processes and tasks to maintain consistent quality standards throughout the printing

PROFICIENCY LEVEL				TRAINER'S INITIALS AND DATE
None	Learning	Competent	Mastery	

### D1. DETERMINE LEVEL OF QUALITY

#### REQUIRES KNOWLEDGE OF:

- |   |  |  |  |  |  |
|---|--|--|--|--|--|
| a. Various densitometers and/or spectrophotometers as quality control devices |  |  |  |  |  |
| b. Purpose of quality control on press  |  |  |  |  |  |
| c. Standards for quality printing   |  |  |  |  |  |
| d. Role of monitoring in maintaining good printing quality                    |  |  |  |  |  |
| e. How different kinds of materials affect press performance quality          |  |  |  |  |  |

#### REQUIRES ABILITY TO:

- |  |  |  |  |  |  |
|--|--|--|--|--|--|
| a. Monitor, control and adjust the printing process in order to maintain specified requirements of the docket/work order |  |  |  |  |  |
| b. Use various proofing systems to compare quality of printed product under a colour corrected light source              |  |  |  |  |  |
| c. Use various densitometers and/or spectrophotometers correctly as quality control devices                              |  |  |  |  |  |
| d. Monitor and control print quality characteristics   |  |  |  |  |  |

### D2. PERFORM TROUBLESHOOTING

#### REQUIRES KNOWLEDGE OF:

- |   |  |  |  |  |  |
|---|--|--|--|--|--|
| a. Primary causes and remedies for various problems that might arise during a press run |  |  |  |  |  |
| b. Principles of dry and wet trapping   |  |  |  |  |  |
| c. Conditions that affect how well an ink film traps and how problems develop           |  |  |  |  |  |
| d. Causes of unintended screen patterns   |  |  |  |  |  |
| e. How to correct doubling and slurring   |  |  |  |  |  |

#### REQUIRES ABILITY TO:

- |  |  |  |  |  |  |
|--|--|--|--|--|--|
| a. Investigate problems during press run                                 |  |  |  |  |  |
| b. Analyze and solve problems related to adjustment of dampening systems |  |  |  |  |  |



## E. MAINTAIN EQUIPMENT AND WORKSPACE

This task is important because it helps to:

- Ensure the operability and life expectancy of all equipment

PROFICIENCY LEVEL				TRAINER'S INITIALS AND DATE
None	Learning	Competent	Mastery	

### E1. SPECIFIC MACHINE MALFUNCTIONS

#### REQUIRES KNOWLEDGE OF:

- |  |  |  |  |  |  |
|--|--|--|--|--|--|
| a. Manufacturer's recommended procedures and/or company policy or program for preventive maintenance |  |  |  |  |  |
|--|--|--|--|--|--|

#### REQUIRES ABILITY TO:

- |   |  |  |  |  |  |
|---|--|--|--|--|--|
| a. Plan maintenance schedule with appropriate personnel, if required          |  |  |  |  |  |
| b. Follow maintenance schedules for daily, weekly, monthly or annual regimens |  |  |  |  |  |

### E2. CLEAN EQUIPMENT

#### REQUIRES KNOWLEDGE OF:

- |  |  |  |  |  |  |
|--|--|--|--|--|--|
| a. Manufacturer's recommended procedures and/or company policy or program for cleaning equipment |  |  |  |  |  |
|--|--|--|--|--|--|

#### REQUIRES ABILITY TO:

- |  |  |  |  |  |  |
|--|--|--|--|--|--|
| a. Select, use and maintain correct tools for maintaining and cleaning equipment |  |  |  |  |  |
| b. Clean and replace parts as necessary  |  |  |  |  |  |

### E3. LUBRICATE EQUIPMENT

#### REQUIRES KNOWLEDGE OF:

- |                             |  |  |  |  |  |
|-----------------------------|--|--|--|--|--|
| a. Specifics of lubrication |  |  |  |  |  |
|-----------------------------|--|--|--|--|--|

#### REQUIRES ABILITY TO:

- |  |  |  |  |  |  |
|--|--|--|--|--|--|
| a. Apply lubricants for each type of press |  |  |  |  |  |
|--|--|--|--|--|--|

### E4. MAINTAIN MECHANICAL DEVICES AND SYSTEMS

#### REQUIRES KNOWLEDGE OF:

- |                           |  |  |  |  |  |
|---------------------------|--|--|--|--|--|
| a. Specifics of mechanics |  |  |  |  |  |
|---------------------------|--|--|--|--|--|

## E. MAINTAIN EQUIPMENT AND WORKSPACE

This task is important because it helps to:

- Ensure the operability and life expectancy of all equipment

	PROFICIENCY LEVEL				TRAINER'S INITIALS AND DATE
	None	Learning	Competent	Mastery	
<b>REQUIRES ABILITY TO:</b>					
a. Troubleshoot problems with mechanical devices that affect equipment performance					
b. Troubleshoot problems associated with air systems, including compressors, pumps and filters					
c. Make minor repairs and adjustments					
d. Calibrate measurement systems					
e. Check durometers of rollers					
f. Install rollers					

### E5. CLEAN AND ORGANIZE WORKSPACE

<b>REQUIRES KNOWLEDGE OF:</b>					
a. Correct waste disposal procedures					
<b>REQUIRES ABILITY TO:</b>					
a. Organize documents, materials and tools					
b. Dispose of waste in appropriate locations					
c. Use proper procedures to remove environmentally unsafe waste					
d. Clean workspace and tools regularly					



# TRAINING AND MONITORING PLAN

Once you have finished preparing an employee's training needs assessment and selected a trainer for that employee, your trainer and the employee trainee must develop a training and monitoring plan. A training and monitoring plan is a vital component of on-the-job training because it enables all persons involved in on-the-job training (employer, employee and trainer) to closely track and evaluate all the essential elements of that training.

## WHAT A TRAINING AND MONITORING PLAN RECORDS

To be precise, a training and monitoring plan is used to record:

- learning objectives;
- the learning plan necessary to achieve each objective;
- support required by the trainee to undertake each element of the learning plan;
- the on-the-job trainer responsible for training the employee to reach each learning objective;
- the timelines associated with reaching each learning objective; and
- methods that will be used to monitor progress toward each learning objective and the frequency with which the methods will be used.

The training and monitoring plan also enables you, the trainer and the trainee to record evidence of the trainee's knowledge and abilities in reaching the learning objectives and perform an overall evaluation of learning progress.

## WHAT LEARNING OBJECTIVES ARE AND DO

Learning objectives are the specific, measurable objectives that must be achieved as a result of training. They state exactly what skills or actions trainees will be able to perform as a result of on-the-job training, and they should be expressed using action words such as "explain" and "describe". Establishing clear learning objectives for employees helps you determine the success of your company's on-the-job training program, while setting appropriate training goals is necessary to help employees know what they are working to achieve.

## HOW TO ESTABLISH CLEAR, EFFECTIVE LEARNING OBJECTIVES

The acronym SMART is an excellent reminder of five criteria for setting effective learning objectives:

**S**pecific: Clearly defined objectives ensure managers and employees understand what is to be achieved and the standards used to evaluate performance.

**M**asurable: Objectives and standards should be based on observable, measurable indicators rather than subjective factors.

**A**chievable: Objectives should be attainable, while providing stimulating challenges to employees.

**R**elevant: The objective should matter; achieving it should make a difference to important company goals and success measures.

**T**ime-bound: Objectives are more often accomplished when clear deadlines are set.

Visit [www.cpisc-csic.ca](http://www.cpisc-csic.ca) for more information on skills assessment.

## TRAINING AND MONITORING PLAN

LEARNING OBJECTIVES	LEARNING PLAN TO ACHIEVE OBJECTIVE	SUPPORT REQUIRED	ON-THE-JOB TRAINER RESPONSIBLE	TIMELINE	MONITORING METHODS AND FREQUENCY
Evidence of knowledge and abilities:					
Evaluation of learning progress:					

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