



evolve

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TIPS

OF THE

MONTH

**IT'S BETTER
TO LOOK
AHEAD &
PREPARE
THAN TO
LOOK BACK
& REGRET.**

~ Jackie Joyner Kersee

If you wish success in life,
make perseverance your
bosom friend, experience
your wise counselor,
caution your elder brother
and hope your guardian
genius.

~ Joseph Addison



One of the true tests of
leadership is the ability to
recognize a problem
before it becomes an
emergency.

~ Arnold Glasow



Tenets of LEADERSHIP

Volumes have been written on leadership, many by highly successful, widely recognized men and women. A frequent topic is whether leaders are born or made. Indeed, this was the first question posed to my MBA class and one which we hotly debated, each from our own perspective and for our own motives (or internal reinforcement?). Over time I've learned that it doesn't matter. The best leaders make it their business to know enough that they not only recognize the right thing to do, they do it. Leaders are teachable.

Leaders step up when it matters, when others hesitate. With a nod to Kenny Rogers, leadership is knowing "when to hold 'em, fold 'em, walk away, or run." Leaders do the right thing in the interest of that which they are ethically bound to represent. In the best cases, that's consistent with the greater interest, and that also coincides with their own interests. Leaders have to eat, too, after all.

Leaders inspire others through their actions. Leaders can be good or evil, but leaders lead and followers choose, are even compelled, to follow, each with their own motives in mind. Leaders know what those motives are and how to satisfy them to elicit required levels of quality and performance. Leaders don't divisively manipulate; leaders openly generate trust through confident transparency and a sense of common purpose.

If you are born a leader, it comes easily to you. In fact, your issue is more likely to be understanding when to sit down. If you want to learn to lead, congratulations—you have the most important trait—you are willing to adapt, and that's imperative to strong leadership. Leaders actively listen, are open to new ideas, know they don't know everything, can be wrong, and are secure enough to apologize, forgive, forget, and move on.

Leaders know that to lead well, you have to want to lead. Leadership can be very tiring because leaders give of themselves to fill up the cracks in the wall, the chinks in the armor. Leaders hold the followers up until followers can stand on their own two feet with confidence. Leaders inspire because they have courage, because they will face the "front line" of whatever's necessary. Leaders roll up their sleeves when it's necessary, bailing the rowboat if it means sinking or surviving. Leaders are up to their ankles in mud in the trenches along with everyone else.

And leaders also know that to survive next time, the organization must have a common vision, a purpose that's beyond individuals and true to the greater vision the organization exists to serve. Leaders create that vision or—if they can't—they bring in someone who can help them create it. Leaders think, not just do. They make sure that there is a scout helping inform the next steps, based on the end goal as well as the next right footfall.

Leaders from some organizations sit in the dunk tank, cheerfully going under. People eagerly line up behind them because it's fun. Leaders of other kinds of organizations are the first to recognize new trends affecting their organizations, where the revenue's going to come from, that their constituents' needs are changing, and that that evolution is going to accelerate in the future. Some leaders are best at building, others at maintaining, still others at integrating. There are even leaders best at helping followers move on to the next right thing with dignity and purpose.

Born or made, where do you stack up? Where do you begin to improve your skills or those of your followers? It all begins with you, because you're the one that people are watching, emulating, and/or trying to outmaneuver.

Characteristics of a Leader

- 1 You understand your organization's greater purpose, or you have an active plan to understand it, create it, modify it, or change it. To do any of the above, you've ensured you have the best information and resources you can afford, you've carefully considered who and what you need to include, and you know where those resources are going to come from and/or where you're going to get them if they're lacking.
- 2 Purpose in hand (or planned for), you know exactly where the money's coming from and where it's going. Your greatest duty outside the vision of the organization is to ensure it's an ongoing concern. Yes, this can mean having to make the hard decisions; unfortunately, that's your call, and you have to do it to lead effectively. If you don't know, understand, or trust the numbers, you've got an active plan to fix that. Unfortunately, the higher up in the organization you are, the more likely it is that people are coloring their information in their own interests or for their own motives. One of your jobs is to know the numbers well enough to be able to identify when that happens and to know better than that. "The buck definitely stops with you." No excuses.
- 3 Similarly, you understand where your human resources are coming from and where they need to go as a group and as individuals. You know where you're short handed on talent and ideas, where you're strong. You have an active plan to ensure that you're keeping the pipeline filled, you're financially and intrinsically rewarding people, motivating them through leadership—not "the stick"—and ensuring you're not permitting anyone to abuse those resources by burning them out until they quit or fall into sobbing puddles on the floor. You fight for your staff with zest equal to your fight for your organization's purpose, but you also give people specific performance benchmarks and then hold them accountable for reaching those benchmarks, delivering predictable consequences should they fail.
- 4 You get it. By that I mean that, whether you're a front-line service delivery person or a business school leader, you know what your constituents need and want and your organization's place in making that happen. You understand the various choices, what works, and why some things don't work. You've participated in where the lines in the sand are drawn and resist the temptation to be everything to everyone.

I could spend a year—two—three—eternity—writing about leadership. After leading and being led, learning, succeeding, and making mistakes over the years, the single-most important thing all good leaders have is tremendous focus. The above are some places to start whether you're a board chair, member, executive director, department head, manager, or in the mail room.

Born or made, if you want to lead well, you can.
Cheryl Gidley, Gidley Consulting

HINTS & TIPS

By: James Ortolani
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How to Print Water-Based Heat Transfers

A PVC-Alternative Solution

Many of today's garment decorators offer alternative selections in the type of inks that they use. Among other motivations, it is partly to satisfy some of the major retail clothing brands that require inks that do not contain polyvinyl chloride (PVC). By using such inks, screen print shops can meet the conditions of clothing retailers such as Nike, adidas and others that require compliance with the American Apparel and Footwear Association's (AAFA) restricted substance list (RSL). Also a notable influence in the movement toward such alternative chemistries is the Consumer Product Safety Information Act (CPSIA) that bans lead and certain phthalates in substances used to decorate children's wear.

As a result of both of these motivators, most plastisol ink manufacturers started offering lead- and phthalate-free inks more than a decade ago. But now the challenge in the industry is to go completely PVC-free, which presents a whole new set of troubles, considering traditional, PVC plastisols are so user-friendly and inexpensive. One of the most common go-tos in this regard is to print water-based inks. These can be printed directly onto garments, or can be used to create water-based heat transfers. Here, we'll look at how to print the latter.



Supplies Checklist:

- Coated transfer paper or mylar transfer carrier sheet (PET)
- Water-based transfer ink
- Hot-melt powder adhesive
- Water-resistant screen emulsion
- A 55/60-durometer squeegee with a sharp edge profile

Required Equipment:

- Manual or automatic one-color/one-station screen-printing press with vacuum platen
- Conveyor dryer with forced air or a graphics drying rack
- Heat transfer press
- Humidifier (optional)
- Mesh counts in the ranges between 60 and 110 for the desired ink deposit

Key variables

There are a few key variables to take care of when printing water-based transfers. Starting at the top of the process with the artwork, avoid very fine details. The pigment load in water-based inks is heavy and the ink's large particle size can be problematic when trying to print through fine screen meshes. So, design art for a 86 mesh or 110 mesh and use bold lines when possible. In terms of the screen, consider also that the screen-making process requires water-resistant screen emulsions, as the water in the ink breaks down most solvent resistant screen emulsions.

Select a transfer paper that has a "slick" coating as opposed to an un-coated "bond" type of paper. The coating on the paper allows the water-based ink to sit on the surface of the paper and not to "wick" into the grain of the paper, which causes ripples in the paper. The coating on the paper also helps the dimensional stability of the paper and reduces shrinkage during the curing stage in the dryer, which can cause registration problems when there are multiple colors on the paper. Some screen printers choose the mylar transfer sheets or PET carrier sheets that have the best dimensional stability.

Keep a spritzer bottle with water close by during production and, when needed, lightly mist the screen to keep the ink from drying in it. Some use a humidifier to "fog" the screen with moisture during the printing process.

The general rule for printing water-based inks is to keep production running and not to let the screen sit idle for too long between print strokes. If you have to walk away from the press during the print run, always flood the image area with ink to keep the ink from drying in the screen.

Five Step Program

1. Print the water-based ink onto the coated transfer paper or PET material in mirror image.
2. Remove the printed transfer from the vacuum platen and dry the transfer in a conveyor dryer at the recommended temperature for the brand of ink in use. The cure temp for most water-based inks is in the 300°F range with high air flow.

3. Set up the next screen for the second color. Register this screen to the first color printed.
4. Repeat steps 1 through 3 for each subsequent color.
5. For the last step in the printing process, print a backer over the entire print, dust with powder adhesive and run the transfer through the oven for the final cure. This step will bond the hot-melt adhesive to the water-based ink. For single-color transfers, simply print and dust with powder adhesive all in one step.

After the transfers are printed, set the heat transfer press to 350° and apply the transfer with firm pressure for 12 to 15 seconds. Peel the transfer cold. The end result is an opaque non-PVC transfer.

Water-Based Puff Transfers

Still-popular water-based puff transfers are easy to make. In fact, water-based puff transfers are among some of the only screen-printed type of transfers that do not require a conveyor dryer to produce. (A conveyor dryer can be used, but rack drying works well too.) All it takes is a one-color/one-station press and a way to make screens to get in the water-base puff transfer business. Here's how...

Select mesh in the range of 60 and 86 in monofilament polyester.

Use a water-resistant screen emulsion.

Print the water-based puff ink onto a coated transfer paper or PET film.

After printing, dust the transfer in hot-melt adhesive powder and dry the printed transfer on a rack. You may need to run a fan next to the rack to speed up the water evaporation process.

Lightly shake the dried transfers to remove any excess powder adhesive from the non-imaged area of the paper.

Set the heat transfer machine at 350° and press the puff transfer with firm pressure for 10 to 15 seconds and peel hot. The end result will be a high loft water-based puff transfer.

Note: Always follow the ink manufacturer's printing guidelines and instructions for the specific products that you are using. And be sure to conduct wash tests on the finished/transferred print before going into a full production run.

Get your screens wet

One thing is for certain: the movement toward non-PVC ink is not going away anytime soon and progressive print shops are taking the steps now to comply with new ink requirements to stay ahead of the curve. Don't miss out on the opportunities that non-PVC ink systems offer. It will take some re-tooling and re-learning, but the benefit will be more choices for your customers and increased revenue streams for your company.



News from Printex



Visit of Mr. Mustafa Kamal (CEO - Printex) to Thailand & Taiwan

Our CEO - Mr. Mustafa Kamal visited Thailand and Taiwan last month with Mr. Ghulam Feroz Kukda (Our Business Partner in Karachi) to explore the new products according to our customers upcoming requirements. Their visit was very successful and Printex will launch a new range of Products very soon.



Visit of Mr. Lasantha Peiris (Export Manager of Fujifilm Sericol)

Mr. Lasantha is Visiting Pakistan from 7th Oct. to 12th Oct. 2013 to meet the Valued Customers of Fujifilm Sericol In Pakistan and discuss the Technical Issues of the customers.

Mr. Gomez Ignasi (Technical Engineer) from Print Corex - Cresa will be available in Pakistan in the 2nd Week of November, 2013.

By the Grace of God, Printex has booked the 1st Sroque Carousal Machine for our Valuable Customer "Subhan Printing" in Faisalabad.



A worth seeing

Eid

Collection of
Kurta's & Shalwar Kameez
is now available at our
SKETCH
outlet in Faisalabad

The Reporting List of Chemicals of High Concern to Children (CHCC)

Note: The authoritative version of the Reporting List of Chemicals of High Concern to Children (CHCC) is found in [WAC 173-334-130](#).

Each of the chemicals on this list meets the criteria established by the Children's Safe Product Act ([RCW 70.240.030](#)). The CAS number for a chemical to view a summary of toxicity and exposure information for that chemical, prepared by the Washington State Department of Health.

In addition to the information below, the Environmental Protection Agency's ACToR database is an online warehouse of all publicly available chemical toxicity data on these and other chemicals.

104-40-5	4-Nonylphenol; 4-NP and its isomer mixtures including CAS 84852-15-3 and CAS 25154-52-3	1763-23-1	Perfluorooctanyl sulphonic acid and its salts; PFOS
106-47-8	para-Chloroaniline	1806-26-4	Phenol, 4-octyl-
107-13-1	Acrylonitrile	5466-77-3	2-Ethyl-hexyl-4- methoxycinnamate
107-21-1	Ethylene glycol	7439-97-6	Mercury & mercury compounds including methyl mercury (22967-92-6)
108-88-3	Toluene	7439-98-7	Molybdenum & molybdenum compounds
108-95-2	Phenol	7440-36-0	Antimony & Antimony compounds
109-86-4	2-Methoxyethanol	7440-38-2	Arsenic & Arsenic compounds including arsenic trioxide (1327-53-3) & dimethyl arsenic (75-60-5)
110-80-5	Ethylene glycol monoethyl ester	7440-43-9	Cadmium & cadmium compounds
115-96-8	Tris(2-chloroethyl) phosphate	7440-48-4	Cobalt & cobalt compounds
117-81-7	Di-2-ethylhexyl phthalate	25013-16-5	Butylated hydroxyanisole; BHA
117-84-0	Di-n-octyl phthalate (DnOP)	25637-99-4	Hexabromocyclododecane
118-74-1	Hexachlorobenzene	26761-40-0	Diisodecyl phthalate (DIDP)
119-93-7	3,3'-Dimethylbenzidine and Dyes Metabolized to 3,3'-Dimethylbenzidine	28553-12-0	Diisononyl phthalate (DINP)
120-47-8	Ethyl paraben		
123-91-1	1,4-Dioxane		
127-18-4	Perchloroethylene		
131-55-5	Benzophenone-2 (Bp-2); 2,2',4,4'-Tetrahydroxybenzophenone		
140-66-9	4-tert-Octylphenol; 1,1,3,3-Tetramethyl-4-butylphenol		
140-67-0	Estragole		
149-57-5	2-Ethylhexanoic Acid		
556-67-2	Octamethylcyclotetrasiloxane		
608-93-5	Benzene, pentachloro		
842-07-9	C.I. Solvent Yellow 14		
872-50-4	N-Methylpyrrolidone		
1163-19-5	2,2',3,3',4,4',5,5',6,6'-Decabromodiphenyl ether; BDE-209		

Process Used to Generate Reporting List

In addition to the process summarized in these documents, additional changes to the Reporting List of Chemicals of High Concern to Children were made in response to [public comment received on the proposed rule](#).

To view the complete details, please visit <http://www.ecy.wa.gov/programs/swfa/cspa/chcc.html>



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