

Establishing a Waste Reduction Program At Work

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Introduction

NEED AND PURPOSE FOR THIS TRAINING PROGRAM

In the State of California, local governments are responsible for diverting from disposal 50% of the waste generated by the year 2,000. In order for California's state and local governments to achieve waste reduction mandates, they must rely on the full commitment and involvement of business and industry to Reduce, Reuse, Recycle and Buy-Recycled.

With modest budgets, limited technical expertise, and often limited staff time, businesses and governmental agencies throughout California are conscientiously trying to update their workplace operations to conserve resources and reduce costs.

To keep up with constant innovation in systems for reducing waste and reusing and recycling materials, waste reduction coordinators must learn a new specialization in integrated waste management. Time away from the daily requirements of the job for professional development and training is especially important in a field that is as rapidly changing as integrated waste management.

The California Integrated Waste Management Board offers this training program to help waste reduction coordinators plan, implement, evaluate and maintain waste reduction programs by increasing their knowledge of waste reduction issues and by providing specific operational information.

While this is a beginner's training program, it is hoped that trainers who are already well-versed in waste reduction at the workplace will also benefit from use of the curriculum materials, worksheets, recommended reading lists, and other tools.

TRAINING COURSE GOAL / AND OBJECTIVES

This training program is for both trainers and waste reduction coordinators. The overall training goal for waste reduction coordinators is to provide them with the basic principles and practical, how-to instructions to improve their ability to plan, operate, and evaluate a waste reduction program in their workplace.

The overall training goal for the trainers is to prepare them to effectively teach the key principles in this curriculum with a variety of audiences, regions, and circumstances.

A secondary training goal is to encourage both waste reduction coordinator/participants and trainers to maintain ongoing contact with each other. Waste reduction coordinators in businesses often have many other responsibilities and can benefit greatly from the exchange of ideas and networking that results from meeting at a training program. Ongoing information exchange will enhance their continued professional development.

AUDIENCE CHARACTERISTICS

Generally, you can assume that your audience will come from diverse backgrounds, workplaces with large and small numbers of employees, different types of jobs, and will have different levels of experience in waste reduction.

The target audience for this training program— individuals who will implement waste reduction programs in their organizations— and the target trainers for this training program— state and local government staff and consultants— are working in an environment of constantly changing market conditions, technological developments, regulatory compliance requirements, public sentiment, and environmental conditions.

It is important to note that “Waste Reduction Coordinator” is a generic term including a wide variety of people working for organizations of various sizes. They may have full-time environmental responsibilities or this may be only one of many responsibilities in their jobs. They may be located in the facilities division, the purchasing division, administration, or an environmental affairs division at their place of work.

HOW TO USE THIS TRAINER'S MANUAL AS A GUIDE

The sections of this curriculum are presented in the same sequence you would use to start a waste reduction program at the workplace.

The Trainer's Manual presents exactly the same information as the Participant Manual with additional notes and information to help you with training and delivery of the material. Trainers are encouraged to adapt the material and delivery approaches to best suit their situations and needs of their specific audiences.

This Introduction and Overview section provides trainers with the basic principles of adult education and practical recommendations for presenting this material.

Throughout each section, Notes to the Trainer are provided in sidebars to recommend how to present the information and the appropriate time to introduce tools and media.

How to use tools and media provided:

Transparencies

The transparencies are useful for visually focusing audience attention on the most important points or to illustrate these points graphically, with charts, tables, and maps. These large, wall images allow you to point at and emphasize your material. To focus discussion or aid your explanation of how to use worksheets, you may also want to make overhead transparencies of worksheets.

Another benefit in using transparencies is that they can help you keep your limited training time concentrated on the most

important points. However, beware of over-reliance on transparencies. Make sure you leave them on the screen long enough for everyone to read them and to understand what they are reading. Transparencies lose their effectiveness when you use too many of them.

Worksheets

Worksheets are appropriate for individual and small group exercises. Filling in the blanks is a way to guide the step-by-step logical thinking for problem-solving or gathering information as it might occur on-the-job. Worksheets are provided for recording in the Waste Assessment activity. Make sure you allow enough time for participants to complete their worksheets.

Slides

Slides illustrate points and are usually easier for everyone in a group to see than a video film on a TV screen. Contrasting before-and-after slides are very effective.

Small and Large Group Discussion and Exercises

Open large group discussions with questions that are thought-provoking and require more than a “yes” or “no” answer. The more that participants can draw from their own experiences, the more they will participate. It’s important for adult learners to know that their real-life experiences and ideas are being taken into account. Recording their ideas on large sheets of paper is an easy way to acknowledge their ideas and at the same time, keep the group’s discussion focused. Strive for equal participation from everyone.

Small group discussion enhances opportunities for participants to become acquainted and promotes ongoing information exchange after the training program. Small group interaction in the training program is helped by seating arrangements. Round or square tables that allow 5-10 participants to be seated together are recommended for the training room’s set-up. Avoid small groups with more than 10 members; they will break themselves into 2 groups or some people will not have an opportunity to participate.

Small group discussion (ten or less members) encourages more participation on the part of each individual and is an effective way to keep participants’ attention particularly in the afternoon sessions.

Large group discussion is a good way to introduce a topic and to bring the whole group back to wrapping up a topic at the end. Large group brainstorming is recommended at the

■ TRAINER’S NOTE:

Provide extra copies so that participants can pick up blank copies to use on the job.

■ TRAINER’S NOTE:

If you can notify your audience in advance, you may want to invite participants to bring slides from their own workplaces so that they can share with the entire group the issues they are working with in setting up a waste reduction program.

beginning of each new topic.

Hands-on Demonstrations

This is another opportunity to actively involve participants in the training even before it begins, by requesting them to bring samples of materials being generated at the workplace, packaging designs they are trying to change, and other examples of waste reduction targeted problems and successes.

Guest Speakers

It is very effective if you are able to schedule guest speakers who can provide real-life examples about the principles included in this training. Their credentials and practical examples lend an authenticity and legitimacy to key points in the training. It is wise to prepare your guest speakers by giving them a certain amount of time to plan for, and key issues you would like them to cover. Recommended guest speakers include: experienced waste reduction coordinators from model companies, local recycled commodities buyers, local recycling collectors willing to cooperate with new business waste reduction programs.

Facility Tours and Walk-throughs

Tours are even better than slides or guest speakers for participants to learn from real-life examples. Plan for sufficient time for travel and for participants to ask questions. After-lunch, when "low energy" sets in, is a good time to schedule tours. If you do not have nearby facilities to tour, or not enough time and budget to include a tour in the training, you can provide a list of facilities to encourage participants to visit on their own at another time.

Key principles are presented throughout each section in the form of a question to encourage you to lead each new lesson with questioning, thus drawing from participants' own work experiences.

"Narrative" sections appear as text with the heading, *SUGGESTED TRAINER'S NARRATIVE*. Use this text as a guide only. If you read directly from the page, your narration will not sound as interesting or natural as if you put it into your own words.

Copies of the overhead transparencies are provided in each section.

A recommended reading list and resource organizations to contact are provided at the end of the manual, in the Appendices.

■ **TRAINER'S NOTE:**
It is ideal if you can schedule the workshop in a meeting room at a company or agency where a waste assessment walk-through can be planned as a part of the workshop.

SAMPLE WORKSHOP AGENDA

The following schedule is suggested for a group of 15-20 participants with a one-day commitment of time:

“Establishing a Waste Reduction Program at Work”

7:45-8:30am	Registration (45 min.)
8:30-9:00	Introductions of trainers, CIWMB, local hosts, and participants (30 min.) <ul style="list-style-type: none">➤ Introduction to Training➤ Review of Agenda➤ Review of Materials
9:00-9:20	Description of small group activity/case study (20 min.) <ul style="list-style-type: none">➤ Hand out case studies in Appendices
9:20-9:50	Benefits of Waste Reduction (30 min.) <ul style="list-style-type: none">➤ Benefits of Waste Reduction/Business Case Studies➤ Integrated Waste Management Hierarchy and Key Terms
9:50-10:40	Getting Started (50 min.) <ul style="list-style-type: none">➤ Activity: Who’s Helpful➤ Bottom-up and Top-down support➤ Waste Reduction Team➤ Policy Statement
10:40-10:50	Break (10 min.)
10:50-11:10	Information Gathering (20 min.)
11:10-12:00	Solid Waste Assessment (50 min.) <ul style="list-style-type: none">➤ Waste Assessment Methods➤ Worksheet B, Hauler Records
12:00-12:45	Lunch (45 min.)
12:45-1:45	Solid Waste Assessment (1 hour) <ul style="list-style-type: none">➤ Group Exercise: “Facility Walk-Through”
1:45-1:55	Materials Review, Reuse and Recycling Markets (1 hour, 10 min.) <i>Guest speaker - local issues and service providers</i>
2:55-3:05	Break (10 min.)
3:05-3:35	Selecting Waste Reduction Strategies and Activities (30 min.) <ul style="list-style-type: none">➤ Small Group Exercise
3:35-3:55	Developing and Implementing an Action Plan (20 min.)
3:55-4:15	Program Monitoring, Measurement, and Evaluation (20 min.)
4:15-4:30	Evaluation of Training (15 min.)

Trainer’s Manual

■ **TRAINER’S NOTE:**
Adapt your agenda content and schedule to the learning needs of your audience.

■ **TRAINER’S NOTE:**
Your training schedule should be adapted to take full advantage of the learning opportunities and tools available to you. Flexibility will be necessary to schedule for on-site walk-throughs, guest speakers, and other opportunities for hands-on, experiential learning.

RECOMMENDATIONS FOR COURSE OPENING AND INTRODUCTIONS

To establish a positive learning environment

The course opening is the best opportunity to set the desired tone and pace for the entire training program to get “started on the right foot.” Trainers should acknowledge the significance of the participants’ time commitment for training, and establish the purpose— i.e., training goals— and realistic expectations for the training.

At the outset, establish an environment of respect and value for each participant’s own work experience to encourage their full participation.

Post training objectives for everyone to see and be reminded of all day.

An “icebreaker” or warm-up exercise is a good way to get people started talking. This exercise is often handled as a way for participants to take turns at introducing themselves. Choose an icebreaker that:

- Ensures that everyone participates.
- Helps people to get acquainted.
- “Levels the playing field” and treats everyone the same regardless of status, years of experience, or expertise.

To “level the playing field” it’s a good idea to request participants to introduce themselves by giving their name and to tell about something personal, not their job title.

Examples of easy get-acquainted exercises include:

1. Participants pair off, interview each other, and then introduce each other to the whole group.
2. Participants introduce themselves and tell the whole group about the very first or the weirdest job they ever had.
3. Participants introduce themselves and describe one thing that they hope to learn.

To prepare a comfortable physical learning environment

There are several things that you can do in advance to establish a comfortable physical environment for learning and that encourages participants to get to know one another for networking and information exchange after the course:

1. Ensure good lighting, ventilation, and a comfortable temperature level.
2. Keep the room organized and uncluttered. You can make it visually interesting with posters or displays about Waste Reduction.

3. Try to make sure in advance that nearby noise will be kept to a minimum.
4. Arrange the seating in the room in groups to enhance interaction for group exercises and full group discussion.
5. Provide name tags to help participants remember each other's names.
6. Provide a participants roster to all participants.

Finally, briefly explain the organization of the training manual to encourage participants to use the manual as a resource and reference guide during and after the training.

RECOMMENDATIONS FOR SUMMARY AND EVALUATION

It is important to wrap up the training with a review and discussion of key principles. This is a group discussion in which participants are asked to list all of the key principles that they remember from the training. Trainers will have an opportunity to ask why these points were the most memorable.

Then, time will be set aside for participants to complete a written evaluation of the training course.

Encourage participants to maintain contact with one another and to use the roster of all participants in the training course.

Often a group identity and spirit of camaraderie develops during a training workshop. A final step the trainer can take to encourage participants to maintain contact is to take a photograph of the entire workshop group and mail the photographs out to all participants after the training.

CURRICULUM CONTENT

Curriculum companion to CIWMB materials

This training curriculum is designed as a companion to the educational materials developed by the California Integrated Waste Management Board as part of their Business Waste Reduction Kit. Their handbook "A Guide for California Businesses" is the foundation for the training curriculum and worksheets from that handbook are used in this curriculum.

Emphasis on "how-to" methods

The training curriculum topics have been organized to emphasize a logical, step-by-step method to beginning, implementing, and maintaining a waste reduction program. This curriculum emphasizes waste reduction "how-to" information more than "why-you-should" information. While some of the material covered may be elementary and already understood, it will provide useful examples to the Waste Reduction Coordinator for explaining to management and front-line staff how a waste reduction program works.

Emphasis on real-life application and experiential learning

This curriculum strives to make the concept of reducing waste as concrete as possible.

Therefore, participants are immediately assigned to a “business” or “institution” and throughout the course apply the principles and methods taught to the particular conditions and waste problems of their case study. As principles and methods are introduced to participants, the curriculum is planned so that they may directly apply them. During the afternoon session of this one-day course, the entire group will participate in case analysis of the assigned businesses.

Review of sample purchase orders, shipping/receiving receipts, and hauler disposal records, and group exercises such as an on-site Facility Walk-through will provide practical experiences.

Emphasis on REDUCING waste more than recycling

Experience of the California Integrated Waste Management Board, the curriculum authors, and pilot test training workshops consistently indicate that people, in general, already have a good understanding of what it takes to develop a system for separating materials for recycling at the workplace.

However, far fewer people understand how significant the impact can be of implementing and institutionalizing systems for reducing waste and reusing materials in business and industry. Therefore, within a limited training time period, this training curriculum emphasizes the priorities in the integrated waste management hierarchy: Reducing waste, first; Reusing materials, second; and Recycling materials, third.

Curriculum format/structure

We have prepared the curriculum as a reference guide, so that its utility for participants will extend beyond the course.

Curriculum materials have been organized in a format that will be convenient for future reference, and both participants and trainers can easily update and add to these materials.

This curriculum is outlined as follows:

Section 1 - Introduction and Overview

Section 2 - Benefits of Waste Reduction and the IWM Hierarchy

Section 3 - Getting Started

Section 4 - Information Gathering

Section 5 - Solid Waste Assessments

Section 6 - Materials and Marketing

Section 7 - Selecting Waste Reduction Strategies and Activities

Section 8 - Developing and Implementing an Action Plan

Section 9 - Program Monitoring, Measurement, and Evaluation

Section 10- Evaluation of Training

Appendices:

6 Business Case Studies

Terms and Definitions

Resource Publications and Organizations

BASIC PRINCIPLES OF ADULT EDUCATION

Trainers should keep the following five points in mind for a successful training program for Waste Reduction Coordinators:

How to R.E.A.C.H. Adult Learners¹

R = Relevance

Adults need to see a use for the information. New information must either meet a current need or be relevant to foreseeable future needs. It must serve a useful purpose, whether to answer questions, solve problems, or provide skills.

The more you are able to “localize” your information for the training, including business and recycling markets data from the local region, the more relevant this will be to your participants. The best way to do this is to survey your audience in advance and to research their local business and industry conditions before the training.

Responsibility

Adults need to be provided the opportunity to use prior experiences and knowledge in new learning endeavors. Earlier experience must be acknowledged in the training and used in the new endeavor to link the old and new knowledge. This builds connections for memory retention and allows them to take responsibility for their own learning.

In large or small group discussion, participants should be encouraged to offer examples from their own workplaces and their own expertise. Facilitation skills will help trainers to draw lessons from participants' own experiences.

E = Expectations

Adults need to be aware of and understand the objectives of instruction. Understanding and seeing the utility of objectives captures attention.

Adults bring with them specific expectations of what they want to learn, and want to compare those expectations with what is expected of them. Such reflection increases relevancy and creates the self-confidence needed to open and stretch one's mind.

Again, the more that trainers are able to learn about participants — needs, programs, expectations — the better prepared they will be to meet those expectations.

A = Atmosphere

Adults need an open, relaxed atmosphere in which to learn. A non-threatening climate enables adults to freely question, challenge, and explore the new concepts presented.

Feedback should also be provided that reassures the adult learner, reinforces new learning attempts, and provides redirection when necessary.

See the suggestions for Course Introduction.

C = Control

Adults need to control the direction and focus of their learning. Self-initiated learning involves the whole person (feeling as well as intellect). Control captures interest and encourages responsibility and dedication.

Provide opportunities and additional resources for reading, contacting organizations and individuals, and touring facilities for waste reduction coordinators to pursue interests specific to their own organization's situation.

Plan for time about half-way through the training for open discussion, questions and answers, to see if participants may want the training to take a different emphasis for the remainder of the time.

H = Hands-On

Adults need to participate in their own learning. A learning activity must be an active development rather than a passive "talked at" experience. Involvement initiates adult ownership of the material.

Adults also need to use what they learn soon after they learn it. Worksheets have been provided for participants to use on the job. The final wrap-up should involve discussions about how participants intend to apply what they've learned to waste reduction at their workplace.

- 1 From Adult Learning: A Handbook for Trainers of Local Officials, The National Environmental Training Center for Local Officials, Developed by The Ohio State University Extension (1995); Darkenwald, Gordon G. & Sharon B. Merriam, Adult Education: Foundations of Practice and Patricia Cross in Lifelong Learning in America.**

TEACHABLE MOMENTS AND LEADING QUESTIONS

The most ideal time for a person to learn a new concept is known as a "Teachable Moment." This occurs when they need to know how, why, what, etc. and this is the best time to be trained. A "Teachable

Moment” is more likely to occur on-the-job than in a classroom setting.

Effective training techniques often are attempts to simulate that “Teachable Moment.” A variety of group exercises, such as brainstorming, encourage participants to think with a questioning, open mind or to problem-solve more creatively.

At the beginning of each key principle or important concept, it’s a good idea to begin with a **leading question**. Rather than present the facts first, engage participants by asking for their ideas and experiences. Allow 3-5 minutes for them to offer their ideas. Then present the concepts that summarize, synthesize, clarify, or answer the leading question.

POST PARTICIPANTS’ IDEAS

Throughout a workshop, it’s common for participants to use a local or coined phrase for one of the key principles, or to describe a perfect example of a key concept. Don’t lose these ideas. They’re more likely to remain a part of the group’s memory if you keep a running list of them. You can call this list “Hot Tips” or “Golden Rules” or “Points to Remember” or give it a humorous label.

MAINTAINING PARTICIPANTS’ ATTENTION

It’s not uncommon for adults to be distracted by job responsibilities. Plan for 10-15 minute breaks, at least once in the morning and once in the afternoon, to allow participants to make their phone calls back to the office.

Most adult learners only have a 10-15 minute attention span. It’s wise for trainers to plan to make changes in their activity, the media, topic, etc., at least every 15 minutes to keep participants’ attention. Afternoon sessions are the most difficult. This is a good time to plan tours or activities that require them to get up and move around.

Group activities that require participants to communicate and work together are also good to help keep their energy level up in the afternoon session.

LEARNING TO BE A TRAINER

The buddy system

Training is like many activities, it’s best **learned by doing** it. A “buddy system” is encouraged whenever possible. An inexperienced trainer can be paired up with a more experienced trainer to share delivery of the training curriculum and ease into the job of training gradually as she/he gains confidence. Inactive trainers can serve as valuable critiquers, observers, recorders, time-keepers, equipment operators, and small group facilitators for active trainers.

Recording and critiquing

Many trainers find that a video tape or audio tape of their training is very helpful for them to learn from review and self-critique. This record of your training can help you to identify the need to improve

pacing with your audience, your use of media, and speech and delivery.

Participant feedback

Finally, always prepare time at the end of a training for participants to discuss and summarize what they have learned, and to complete a written evaluation of the training. Participant evaluations provide valuable feedback for trainers to constantly improve and update their curriculum materials and training methods.

Benefits of Waste Reduction

LEARNING OBJECTIVE:

This section will prepare participants to explain to management and employees a variety of environmental and business benefits of a waste reduction program at their workplace.

SUGGESTED NARRATIVE:

Many of you have experience in the field of waste reduction and like us, its your job to assist organizations and businesses with the planning and implementation of waste reduction programs. This may not be new information. But there will be times when you will have to relay information as future trainers to people in businesses who in turn, will have to relay the information to others in their organizations including the benefits and reasons for undertaking these activities. This may include a wide variety of people in businesses. It can include management, administrative staff, custodial staff, and purchasing staff, among others. The responsibilities for these types of activities fall in many different places depending on the type of business. So, let's discuss these basic principles first and try to hear back from you on your thoughts and develop a framework for how you would present the information in the future.

First let's clarify the term WASTE REDUCTION. Used in this training, we are referring to the COMBINED EFFORTS OF WASTE PREVENTION, REUSE, RECYCLING, AND COMPOSTING PRACTICES: an overall comprehensive approach that includes all of those activities.

Many organizations have been content to establish and maintain a trash removal system. However, times have changed and so has waste management. In many areas of the country companies are seeing a dramatic increase in the complexity and costs of managing their waste. At the same time public concern over the effects of all this waste has grown significantly.

In California, over 45 million tons of garbage are produced each year. Nearly 60 percent originates from the commercial and industrial sectors. As California's population grows, so does the strain on our waste infrastructure. It has become imperative for us to be less wasteful so that we may conserve precious natural resources, landfill space, and the quality of life we seek for ourselves and our children. Your city or county is required to reduce by 50 percent the amount of waste sent to landfills by the year 2000. They are developing strategies to reduce, reuse, and recycle solid waste, and they need your help to make it happen.

Why should businesses care to get involved? Simply put, reducing your waste lowers your operating and disposal expenses.

GROUP BRAINSTORMING (see note)

Business Benefits:

- A. Produces more efficient operations and reduces costs — the more traditional use of the word "waste" means inefficient use of resources. A waste audit is an opportunity for an

Trainer's Manual

■ TRAINER'S NOTE:

This section is intended to provide an overview of the benefits of waste reduction. The participants may already be familiar with many of these ideas and concepts, but the purpose is to give them a framework of information so that they can present it to others. It's a lecture/discussion format, and should utilize case studies as examples.

■ TRAINER'S NOTE:
GROUP BRAINSTORMING

LEADING QUESTION:

What are the benefits to a business when implementing a waste reduction program or effort? List the responses on the flip chart and continue with the discussion below where necessary.

POSSIBLE ANSWERS
(Prompt if necessary)

- Save Money
 - disposal fees reduced
 - purchasing less, reusing, buying recycled
 - revenue from sale of recyclable materials
 - volume purchasing
 - packaging reduction
 - storage space savings
 - reduce shipping costs
- Educational tool for employees
 - employee morale
- Public Image in the Community

What About some Global Benefits?

- Conserving natural resources - less pollution, less energy
- Landfill space
- Creating jobs

overall review of operations for efficiency. Your business will purchase, use and throw away less due to more efficient materials management. Waste reduction can help reduce expenditures on raw materials, office supplies, equipment, and other purchases. Other potential economic advantages include lower solid waste service costs and potential revenue for high-value recyclable materials.

B. Enhances public image—saving energy and natural resources by reducing and recycling waste demonstrates strong business sense in an environmentally-conscious society. As I'll show you in a business case study soon, these efforts can increase customer loyalty. There are opportunities to network with other businesses and consumers about waste reduction efforts through the CIWMB's Waste Reduction Awards Program (WRAP) and the EPA's "WasteWise" program.

C. Increases employee morale—incorporating environmentally sound practices into your business operations enables employees to participate in your money- and resource-saving program.

Environmental Benefits:

Waste reduction can help protect the environment, too. Waste reduction slows the depletion of natural resources, helps reduce pollution associated with the extraction of raw materials and the manufacture of products, and conserves valuable landfill space.

When recycled, your business' "waste" materials become feedstock materials for the manufacture of new products.

Case Study

The California Integrated Waste Management Board, the sponsoring agency for this training, has undertaken a comprehensive

waste prevention initiative in their office headquarters. There are about 380 employees in a leased facility approximately 10 miles from downtown Sacramento. The CIWMB formed an in-house committee to develop and implement a waste prevention program to reduce their own waste (at the CIWMB) and to serve as a model for other public and private sector office settings. Highlights from the first nine months of the program include: (the full report is available from the CIWMB)

- ▶ White office paper was reduced 25 percent by:
 - discouraging avoidable or excess copying and printing,
 - encouraging communications via electronic mail,
 - encouraging two-sided copying and printing,
 - making two-sided printing an automatic computer feature,
 - reducing the size of documents,
 - streamlining document review processes,
 - turning one-sided paper into scratch pads, and
 - reducing mailing lists.
- ▶ Their efforts are estimated to produce annual savings of:
 - 364 cases (3640 reams or 1.8 million sheets) of white paper
 - \$16,724 in reduced postage costs,
 - \$68,370 in photocopying costs,
 - \$5,500 in reduced printing costs, and
 - \$10,151 in reduced purchasing costs.
- ▶ Food waste has been reduced by using 15 worm composting boxes at the CIWMB's office and cafeteria.

In your packet there is a CIWMB publication entitled, "Don't Throw Your Profits Out with The Trash." This highlights a number of businesses and the impact waste reduction has had on their bottom line.

Target Store, a national retailer and charter member of EPA's WasteWise Program, has taken the following environmental initiatives since 1993:

TARGET STORES

■ TRAINER'S NOTE:
There are two overheads in this manual that describe the waste reduction initiatives of two model companies: Target Stores, and Boston Park Plaza Hotel. You may use these overheads, or highlight businesses that are local success stories.

Since 1993, Target has taken the following environmental initiatives:

- **Process all domestic purchase orders electronically; saving *40 tons* of paper annually.**
- **Using 40% post-consumer recycled content in paper bags, and 24% in plastic bags.**
- **Reusing plastic security holders for compact discs and tapes.**
- **Using and requiring vendors to use specified pallets, eliminating purchase of *20,000 to 30,000* new pallets.**
- **Using reusable corrugated boxes for internal distribution.**
- **Using bulk, concentrated cleaning supplies, reducing product and packaging waste.**

BOSTON PARK PLAZA HOTEL

Over 90 initiatives in source reduction,

recycling, reuse, and water & energy conservation.

- **Installing a shampoo & liquid soap pump dispenser in each guest room - resulted in the elimination of 2 million miniature plastic bottles per year.**
- **Banned the use of disposable napkins, utensils, and cups.**
- **A survey of hotel guests revealed that 81% never use a shower cap, 89% never use a shoeshine kit - now they are available only by request.**
- **Working with suppliers to deliver food in reusable containers; cleaning fluids in 15 gallon drums.**
- **Stained linen tablecloths are made into aprons or donated.**

Also, buy-recycled products, from hotel stationary to carpeting made of recycled plastic soda bottles are purchased.

\$750,000 IN NEW BUSINESS

IMPORTANT: Not only did they save money, HOTEL EXECUTIVES ESTIMATE HAVING GENERATED MORE THAN \$750,000 IN NEW BUSINESS DUE TO CLIENTS' DESIRES TO SUPPORT THIS ENVIRONMENTALLY CONSCIOUS ESTAB-

LISHMENT.

Many of these efforts were employee initiatives, as we will discuss later, there is both top-down and bottom-up involvement.

IWM Hierarchy and Key Terms

LEARNING OBJECTIVE

This section will help participants to understand and be able to explain the basic principles and logic of the integrated waste management hierarchy and key terms used in the work of waste reduction.

Examples of waste reduction program successes should be given. As the waste reduction leaders within their own workplaces, participants should prepare themselves to serve as “information central.”

SUGGESTED NARRATIVE

Principles of the Integrated Waste Management Hierarchy

The original Earth Day-era mantra of “Reduce-Reuse-Recycle” as a guiding principle for personal and societal resource conservation has evolved into the “Hierarchy of integrated waste management practices.” This hierarchy of integrated waste management practices places greatest emphasis on source reduction, (or waste prevention) which usually includes reuse; secondary emphasis on recycling and composting, as the preferred means of treating materials that are produced; and then for any materials that cannot be reduced at the source, recycled, or composted, they are incinerated or disposed of in landfills.

A waste reduction system based on this hierarchy will first make every effort to reduce the generation of wastes, through changes in the way materials are extracted, transformed into goods, marketed, purchased, used, and discarded. Materials that are generated as wastes or by-products of these activities, and that cannot be reused, will be recycled or composted. Only the unrecyclable and uncompostable residues will be incinerated or buried in a landfill.

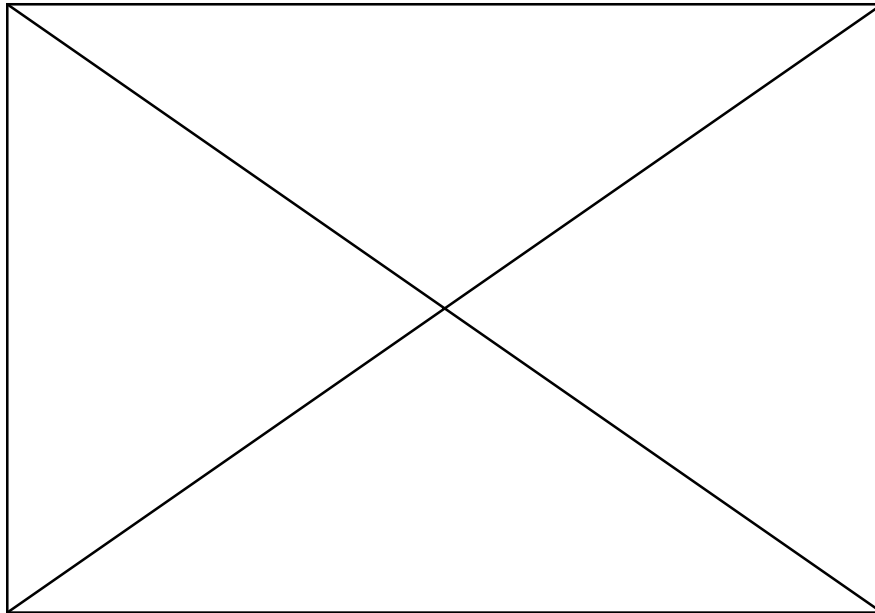
The hierarchy can be conceptualized as a pyramid with three levels: source reduction is on top, recycling and composting in the middle; and incineration and landfilling on the bottom. Notice, however, that the top level, source reduction, is the smallest: this reflects the unfortunate fact that, while source reduction and recycling are the preferred methods of dealing with materials, we still actually treat the majority of materials through the methods of last resort: landfilling and incineration. The goal, then, is to achieve a transition not only in what is preferred, but in how materials are actually treated. Conceptually, we must invert the pyramid, keeping source reduction on top, but now with the point of the pyramid down, signifying that the majority of materials are handled in the preferred manner.

Current Status of Integrated Waste Management:

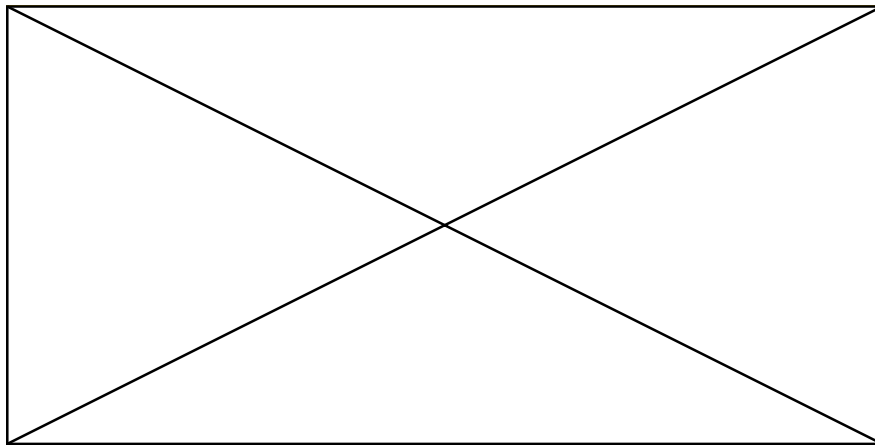
■ TRAINER'S NOTE:
This is a lecture, discussion format and should flow with the previous section on waste reduction benefits.

■ TRAINER'S NOTE:

Draw pyramids on paper or blackboard for participants to have as a visual aid.



Desired Goal for Integrated Waste Management:



It is likely that in your organization, the most readily achievable goal, albeit a second choice, is to increase recycling and composting. Recycling can quickly divert large volumes of materials and reduce disposal costs. It can give your program some quick successes. Recycling reduces our dependence on extracted natural resources, both renewable and non-renewable; conserves energy, materials, and reduces pollution. When compared to production of products using virgin raw materials, recycling is much easier on the land, as it does not require mining and timber harvesting. Recycling is, however, limited. Recycled materials must still be processed, transported, remanufactured, and re-sold, each step requiring some expenditure of

energy, and some production of pollutants. Furthermore, recycling can be used to justify our continued high level of consumption and waste of materials, to the extent that it engenders the attitude that “it’s okay to produce, buy, or discard this, as long as I can recycle it.” Recycling is important, and it is the right thing to do, but it is not the first priority method of dealing with materials.

When recycling efforts are implemented in your business or organization, it is important to realize that recycling doesn’t end with the collection of materials in bins at your desk or workplace. Collection is only the beginning. The reprocessing of these materials into new products and the purchase of these new products by consumers and businesses like yours are the essential last steps in closing the loop of recycling. When you buy goods with recycled content, your purchases help to create a demand for materials collected in recycling programs. Business purchases of recycled content products are extremely important to develop and maintain markets for the increasing quantity of materials that will be diverted from landfill disposal.

RECYCLING IS MUCH

MORE THAN JUST COLLECTION!

THE SEVEN STEP RECYCLING LOOP

- 1. POINT OF PURCHASE:** A consumer buys a product that is either used only once and/or has recyclable packaging.
- 2. COLLECTION:** The consumer does something to make sure that these materials enter a recycling collection system: at a drop-off center, at the shopping center, at the curb, or at a community buy-back recycling center.
- 3. PROCESSING:** Materials are processed prior to sale to an end-user.
- 4. TRANSPORT:** Materials are transported to an end-use buyer - this may be a short trip by truck, further by rail, or even overseas to the Pacific Rim.
- 5. MANUFACTURE:** Materials are made into new products.
- 6. DISTRIBUTION:** Recycled products re-enter a distribution system to wholesalers, retailers, etc.
- 7. PURCHASE:** A consumer purchases the new product and the cycle begins again. This is called “closing the loop.”

Source: Gainer & Associates (1991)

Since reduce, reuse, and recycle is the preferred priority order for materials treatment, it's important to think creatively and analytically first, about what can be done to accomplish a reduction in materials needed; and then to consider next, what can be done to reuse the materials that have been used once. The point is that too often, we only consider recycling systems, rather than reducing and reusing systems.

Think about materials that come in as raw materials, supplies, or packaging...as opposed to thinking about waste reduction as only trash going out. Your organization has in some way paid for all of the materials that are in your garbage dumpster. It's important to look at an organization's purchasing practices as well as their disposal practices to see if materials can be moved "upstream" in a business into the waste prevention and reuse categories instead of focusing on recycling as the first and only treatment of materials.

The Good, Better, Best Game!¹

Directions: To reorder the activities described below according to the Integrated Waste Management Hierarchy, draw a line from the item description on the left to the Good, Better, Best column on the right. For this activity, Good means recycling, Better refers to reuse, and Best refers to reduce.

- | | | |
|----|--|--------|
| 1) | Use office paper that is already printed on one-side in the printer for drafts or cut up for notepads | Good |
| | Send messages via e-mail and store final copies on disk | Better |
| | Recycle office paper after one use | Best |
| 2) | Build birdhouses from damaged wooden pallets | Good |
| | Chip wooden pallets for use as mulch or in compost | Better |
| | Use a durable plastic pallet | Best |
| 3) | Use a computer fax modem to send documents electronically | Good |
| | Put thermal fax paper in the mixed paper bin | Better |
| | Use a plain paper fax machine and print on both sides of paper | Best |
| 4) | Recycle polystyrene foam packaging "peanuts" | Good |
| | Request minimal packaging from product suppliers or work with suppliers to use alternative packaging (air-filled bags) | Better |
| | Save packaging peanuts to repack outgoing shipments | Best |

■ **TRAINER'S NOTE:**
The following are 6 situations to use to engage audience participation in the IWM Hierarchy concept. Good, Better, Best refers to the IWM Hierarchy with Good being Recycling, Better being Reusing, and Best being Reducing. Participants should be given 3-5 minutes to complete the exercise on their own. Review each Good, Better, Best description aloud with the group to see what participant responses were like and to discuss.

■ TRAINER'S NOTE:
It's helpful to provide real-life examples of the three R's in business when discussing the terms and definitions. It can provide a framework for the hierarchy and potential program options.

- | | | |
|----|--|------------------------|
| 5) | Keep mailing lists that you are on current
Have junk mail collected as mixed paper
Write to the Direct Marketing Association
and request that your business be eliminated
from mailing lists | Good
Better
Best |
| 6) | Take old equipment to a salvage/scrap yard
Donate unwanted equipment to nonprofit
organizations
Rent infrequently used equipment or invest
in equipment that is durable and repairable | Good
Better
Best |

¹Reprinted with permission from Gainer & Associates' Waste Prevention Public Education Model

Here are some of the more commonly used terms and their definitions:

Waste Prevention/Source Reduction - Many people in business readily understand the term waste prevention. This is an essential component of a comprehensive waste reduction program; including any activity that reduces, avoids, or eliminates waste at its source. Source reduction focuses on preventing waste rather than managing it after generation, as with recycling. It is simply another term for waste prevention.

Waste prevention is becoming an integral part of the total quality approach to managing material resources. By controlling the quantities and type of waste you generate and dispose, you help offset the continued increases in the cost of doing business. Cost control is part of any successful business.

Example: Pacific Bell prints and mails 140 million invoices to customers annually. In 1994, they switched to printing two-sided bills, reducing their paper usage by 27%, or 1,010 tons of paper a year. The company saved \$11.5 million a year of it's annual \$53 million postage costs through this waste prevention program.

There are a number of waste prevention ideas listed and described in the CIWMB's Guide for California Businesses in Appendix A. Some of these ideas include:

- Ordering supplies in bulk to reduce excess packaging
- Request that deliveries be shipped in returnable containers
- Make double-sided copies whenever possible
- Use voice or electronic mail
- Eliminate unnecessary forms
- Consider using cloth roll towels, hot air dryers, large paper rolls in rest rooms or buy smaller/lighter sized paper towels
- Buy company mugs; stop providing disposable cups

Reuse - The use of something more than once in its current form, (i.e., without breaking it down into a raw material).

Example: Lawrence Livermore National Laboratory has a large scale moving box reuse program which could be designed to fit within the limitations of any size business. They have 10,000 employees, and as of the writing of this document 25% of the employees were moving around to new space or filling in empty space. They developed a program in which the used moving boxes are sent via their internal transportation system to a central warehouse area (they are bundled with tape or string) and then other departments may obtain them for free. It cost them almost nothing to implement but saves the department in need from purchasing new boxes. Issues to consider include needing a place (out of the weather) to store the boxes and a way to get them there. Awareness and continual reminders have been important to the success of their program. They have an employee newsletter, electronic bulletin boards and a waste reduction hotline.

They also have a donation program which donated \$5 million worth of computer equipment and supplies to schools in one fiscal year. The schools come out and collect the materials themselves. Besides computers, they donate books, binders, pencils, lab supplies, and safety glasses, among other things. In addition to the waste reduction benefits, this has contributed to employee morale and good community public relations.

Additional ideas include:

- Donating items such as building supplies and food to charities and other nonprofit organizations. Some donation programs specialize in food donations.
- Set up an area for employees to exchange used items.
- Use reusable boxes and mail bags for shipping supplies to branch offices, stores, and warehouses.

Recycling - The process of collecting, sorting, cleansing, treating, and reconstituting materials that would otherwise become solid waste, and returning them to the economic mainstream in the form of raw material for new products.

We are all familiar with recycling efforts in businesses and at home but there are some innovative efforts being done by businesses with non-traditional materials.

Example: An example of a business recycling non-traditional materials is Herman Miller Company. This office furniture manufacturer was generating 800,000 pounds of scrap fabric annually and disposing of it in a landfill. Now the material is shipped to North Carolina, shredded, and made into insulation for car-roof linings and dashboards - saving Herman Miller \$50,000 in dumping fees.

■ **TRAINER'S NOTE:**
Ask for local examples from participants, give them some time (5 minutes) to present some local success stories or examples of their organizations' efforts. Write down the participants' examples, with business names. It's good to highlight regional businesses when possible. Question: Does anyone have any other examples of business success stories in reduce, reuse, or recycling programs?

■ **TRAINER'S NOTE:**
As a trainer, if you need to obtain additional success stories or case studies, you can contact the CIWMB Waste Reduction Awards Program (WRAP) at (916) 255-2200.

Getting Started

■ **TRAINER'S NOTE:**

Make it clear that you are asking participants to think of actual individuals within their companies, identified by job title. On the agenda provided, this activity occurs at the beginning of the Getting Started section.

As you collect the scraps of paper, read responses aloud and have someone visually record them on flip chart paper or on a blackboard.

LEARNING OBJECTIVE:

Upon completion of the training, participants will have the necessary tools to take action and begin a step-by-step approach to waste reduction that can be tailored to their organization.

GROUP ACTIVITY: WHO'S HELPFUL

Depending on where it works best on the agenda, have participants write down on a scrap of paper who in an organization (business or institution) they think would be:

- 1) Most positive and helpful in implementing a waste reduction program;
- 2) The person who will be least enthusiastic; and
- 3) The most important person to make it a success.

GROUP ACTIVITY: WHO'S HELPFUL

- 1. The person (job title) in your organization who you think will be the most positive and helpful in a waste reduction program.**
- 2. The person who will be the least enthusiastic.**
- 3. The most important person to make it a success.**

List all responses in each category, putting the number of duplicate responses in parentheses. Put the lists side by side so that all can be seen at once. Prompt if necessary. Responses at one workshop included:

■ TRAINER'S NOTE:

Point out job titles that appear on both the "most positive" and "least positive" lists. Point out that titles in the third list, "the most important person to make it a success," include titles at the top (e.g., President & CEO) and bottom (e.g., maintenance staff) of the management structure.

<u>Most Positive</u>	<u>Least Positive</u>	<u>Most Important</u>
Purchasing Supervisor	Business Department	Front Line Staff
Director	Recycling Coordinator	Administrators
Manager (shift managers, district managers)	Purchasing Manager	"Me" (program coordinators)
Clerk	Uneducated Line person	Executive/CEO
Director	Janitor/Custodian	Managers
Maintenance Manager	Clerk	"Everyone"
President and CEO	Public Relations Dept.	Upper Management
Facilities Manager	Bartender!	
Custodial Staff	Middle managers	

SUGGESTED NARRATIVE

All human endeavor, whether it's sending an astronaut to the moon, marketing a better mousetrap, or starting a waste reduction program at work, depends upon **interactions between individuals**. As we can see from the participant responses to our three questions, a "recipe" or structure for a successful waste reduction effort which simply listed job titles would never work. It's the people within those roles that will make it happen.

Every part of the program, from obtaining management and employee support, organizing a team, and gathering information, to designing and implementing a waste reduction plan, will depend upon the individuals involved and the interactions among them. And clearly we will need to involve people from every level and department in the organization to be successful.

For example, if the CEO of a company decides that waste reduction is an important company goal, but the employees involved in front-line operations are not interested or motivated, the waste reduction program will be limited to, at best, the specific detailed measures which are mandated from the top. There won't be the creativity and commitment necessary to generate new ideas, and the innovations that are introduced may not succeed.

If the program is initiated by enthusiastic front line employees but receives little support from management, it won't have the resources to reach its full potential. The enthusiasm of the dedicated few may keep it going, but it won't become internalized as a successful program.

If both the top management support and front-line enthusiasm are present but middle managers are not committed, the program may be frustrated by bureaucratic inertia.

As we discuss the elements of a successful program today, it will be helpful to visualize how you will apply them in your workplace, working with the unique individuals there. The best assets you have are the people on the “most positive” list: with their help, you can work around or maybe even recruit the ones on your “least positive” list!

SUGGESTED NARRATIVE

Getting Started

It's worth putting some extra time and effort in at the beginning to get your waste reduction program off to a good start. Some of the specifics will vary with the size and style of your organization, but there are some basic steps to success.

GETTING STARTED

- **Secure organizational support and commitment.**
Top-down management support.
Bottom-up employee involvement.
- **Organize a waste reduction task force.**
- **Identify a team leader, the waste reduction coordinator.**
- **Establish a policy statement.**
- **Communicate, involve, motivate.**

Bottom-up and Top-down Support

Any successful innovation in an organization requires support from both the “top-down” and the “bottom-up.” Nowhere is this more true than in waste reduction.

The ultimate goal in recruiting organizational support is to make waste reduction part of the “corporate culture.” This means that specific waste reduction procedures (such as double-side copying or recycling) are accepted as part of company operations. It also means that reducing waste is considered to be important and valuable. Employees feel confident bringing waste reduction ideas to managers, and managers know they have top-level support to devote company resources to waste reduction programs.

Encouraging Top Management to Support Waste Reduction Efforts: Refer to CIWMB Fact Sheet

Preparation is essential when seeking the support of top management. The formality of the presentation will depend on the size of the company, the corporate culture, and the individual style of the manager. The fact sheet discusses the importance of reaching the important decision-makers and clearly presenting the case for waste reduction. It isn't necessary to have all the answers, and it's unwise to pretend that you know things you don't. Remember to listen as well as speak, and to ask for ideas and guidance. Respond to concerns objectively. Top managers usually have a lot of savvy about running their businesses, and a comment which seems negative to your waste reduction ideas may actually be valuable insight into obstacles that must be overcome.

Try to relate the waste reduction program to other successful innovations within the company. For example, when discussing the formation of a waste reduction team, you might refer to an inter-departmental safety committee that has been responsible for reducing on the job accidents. Or, you might speak of the successful adoption of a new computer system as an example of the employees' ability to accept changes that benefit the company. This strategy helps to position waste reduction as a positive part of internal operations, not an alien or irrelevant outside idea.

Have some specific action items in mind for which you'd like permission to pursue. Examples might include: to set up a committee, gather information, conduct a pilot project, draft a policy statement. Be prepared to be flexible, and to accept ideas. Try to leave the meeting with a clear mandate to proceed on at least some elements of your waste reduction program.

Be sure to request staff time to work on the program. Show that you understand the value of this time. A commitment of staff time demonstrates real support.

Motivating Employees to Change Old Habits: Refer to CIWMB Fact Sheet

The most important item on the fact sheet is on the back: “Involve Employees.” The very best time to recruit interest and obtain “buy-in” is during information-gathering. People love to be asked for their ideas and opinions. If you show genuine interest in their jobs and

■ TRAINER'S NOTE:
Refer back to the who's helpful lists to dramatize this point.

■ TRAINER'S NOTE:
Discuss ideas for recruiting support, with reference to the relevant *CIWMB Fact Sheets: Encouraging Top Management to Support Waste Reduction Efforts and Motivating Employees to Change Old Habits.*

■ TRAINER'S NOTE:

Refer back to the list of people most important to success to initiate discussion. Mention important job functions, such as: purchasing, maintenance, operations, administration. Suggest that participants visualize the people in their organizations who correspond to the various titles. Imagine them sitting around a conference table discussing waste reduction. Will they work well together? What problems may come up? Ask for a show of hands: How many people in the room have been designated the waste reduction coordinator or anticipate that they will be?

truly listen to what they say, even the most cynical and disinterested employees may become allies. This may be most true of people in front-line positions, near the "bottom" of the management hierarchy. These people often have the most useful information and ideas, and are least often asked for their input. Asked for information and ideas, these workers often become very enthusiastic and committed.

Recognize the contributions of individual employees wherever possible, both formally and informally. For example, make a point of saying "George in Receiving had a great idea for re-using polystyrene peanuts," or "Polly, the Front Office receptionist, has been showing all the other clerical staff how to double-side copy." This not only recognizes the individuals involved, but lends credibility to the program for other employees: these ideas are coming from within, not being imposed upon them.

The handout outlines ideas for selling the waste reduction message within the company. These techniques are especially valuable in a larger company. The tone of the message will depend partly on the company's style. Often, "lower" level employees respond most enthusiastically to the environmental benefits of the program, while management is motivated more by cost savings. Don't overdo this assumption, however. A more balanced approach showing that waste reduction is good for the environment and is good business may be most effective. The program must be perceived as an integral part of the company's operations, not as a "public service" project which may be temporary.

New employees represent an important window of opportunity. They are impressionable and will accept the waste reduction program as part of the company's operations, not a new innovation. They have the current manual on policies and procedures of the company and in many companies, they are even tested on it. As they rise through the company, they carry with them the understanding that waste reduction is company policy.

Waste Reduction Team

An in-house waste reduction team or task force is a group of employees who are responsible for planning, implementing, and maintaining the program. The team approach helps to coordinate different departments, provides a structure for communication, and spreads the work load among more people. It also avoids potential personality issues such as animosity toward individuals or between departments. Thus, the program is not, "Jill in Purchasing's idea- she's always making more work for me" or "those turkeys in the Computer Department who don't know what it's like down here on the shop floor."

The size of the team will vary with the size of the organization, but should include the key functional areas to make the program a success. The team leader or waste reduction coordinator will serve as the primary point of contact with management and among team members. (S)he should have strong leadership and planning skills and be enthusiastic about waste reduction.

Initial tasks for the waste reduction team will include:

WASTE REDUCTION TEAM: INITIAL TASKS

- **Set initial goals and objectives.**
- **Assign tasks.**
- **Establish schedules.**
- **Establish method for reporting progress.**
- **Communication plan for informing employees and management.**
- **Draft a policy statement**

■ TRAINER'S NOTE:
Refer to the CIWMB
fact sheet:
*Environmental Policies
for Businesses.*

Go into the first meeting with ideas and come out with specific, short-term goals: for example, to recruit top management support or to start information gathering. Establish the basic structure for the team. Don't try to do too much in the very first meeting- keep the tasks clear and achievable.

Policy Statement

Formulating an institutional policy statement may help the task force to build a sense of shared vision. Its adoption by top management demonstrates support and commitment. The policy statement becomes an important communication tool throughout the organization.

It's a good idea to draft the policy statement early in the process of developing the waste reduction program. Otherwise, it may come to seem irrelevant once progress is underway. Depending on how it is to be used, the policy statement may be a dynamic document which can be changed as the program evolves, or it may be a formal statement which can become part of the company's mission statement, be printed in reports to shareholders, and displayed to customers.

Developing the policy statement can be a creative process which brings the team together in consensus, or it can be a ruinous time waster that leads the group astray in Quibble Land. Often it is wise for one or two people to draft the policy statement, to be polished and ratified by the group. Once top management has approved the policy statement, it should be circulated throughout the company, and included in appropriate documents such as employee manuals.

Information Gathering

LEARNING OBJECTIVE:

Upon completion of the training, participants will be able to analyze the flow of materials within their organization and develop an understanding of key things to look for which can lead to opportunities for reduction, reuse, and recycling.

SUGGESTED NARRATIVE:

Knowledge is power. Often, the process of gathering information provides the impetus for change. This is because the individuals involved in the process develop a personal stake in the subject. The sense of discovery is powerful: people often find that by looking at the operation of their business in a new way, they see important things (including potential cost savings) which were right under their noses but were overlooked.

Information gathering is ongoing as the waste reduction program develops, but its essential role at the beginning can not be cut short. Good information is prerequisite to an effective program. It includes

- **quantitative** data regarding types and amounts of waste generated and associated costs; and amount and cost of materials purchased;
- **qualitative** information regarding organizational dynamics and communications.

Quantitative information tells us how much of what stuff we're dealing with; qualitative information tells us how we're dealing with it, and maybe some idea why we do it that way. For example:

“Purchasing records show that we use six cases per year of copy paper in our main office (quantitative). A sort through the paper discarded in the office recycling bins shows that 85% of copies made are on just one side of the page (also quantitative). The office copier has a duplex copy function, but most employees don't know how to use it (qualitative). However, one top manager has issued a directive to her employees asking that memos be no longer than two pages and be printed front and back on one sheet (qualitative).”

Information gathering is not an end in itself. It is part of the larger process which leads to effective action to reduce waste. It is important to keep our ultimate goal in mind as we think about the information we want and the methods we plan to use to acquire the information. Put another way, **“The answers we get depend upon the questions we ask.”**

If the questions are too narrow and contain too many assumptions, the answers won't tell us much we don't already know. For example, if the only question we ask is, “what size container do we need to hold

■ TRAINER'S NOTE:

Point out that some of the organizational and communications issues have already come out in considering who will be involved and what issues and concerns people may have. In this example, the qualitative information includes an idea that has a precedent already in the company (limiting memo size) and also a potential ally in the waste reduction effort. This manager's primary interest may be spending less time on long-winded memos, but her directive provides an opportunity to integrate waste reduction into her department.

computer paper for recycling?" we're assuming that computer paper is the only material of importance, that recycling is the only reduction option, and that container size is the only important issue in a recycling collection program. We may be able to answer this question easily, but the answer won't give us what we need to look at all of our options and design a really effective program.

If the questions are too broad or unfocused, the answers won't include the specifics we need to make good decisions. For example, the question, "how can we get everybody in the company to use less of everything?" doesn't lead us to any useful answers.

So, keeping our ultimate goal in mind: reduce, reuse and recycle: how do we go about gathering the information we need? How do we ask questions which will yield useful answers?

A useful way to look at waste issues is to take a **systems approach**. The final discards that show up in the dumpster are one part of the picture, but there are many other parts. The physical layout of the facility, the work routines of various staff people, the way waste services are priced by the disposal company: all these elements are part of the system.

One way to look at waste from a systems approach is to think in terms of **materials flow**. This means tracking materials from the point where they enter the facility right through to the point where they leave it. At some point along this flow, the material becomes waste. It wasn't waste when it entered the facility- no one purchased garbage!

This point where material is magically transformed from desirable stuff into trash is the **waste generation point**. When we examine the flow of the material through the entire facility, we are looking at it both before and after it passes the waste generation point. There will be very different systems in place to handle it on each side of this great divide. And we will be designing different waste reduction programs for each side too. In general, the programs we design for materials after the generation point are recycling programs. The programs we design for materials before the generation point are reduction programs.

What are some examples of generation points? That magic moment when material is transformed into waste?

Let's look at one of these examples from the materials flow perspective: the soft drink can. It entered the facility when the Coke vendor stocked the vending machine in an employee break room. An employee bought it, emptied it, and tossed it into a trash can: the generation point. The trash can is emptied by a contracted janitorial service employee into a wheeled barrel, which is taken out to a loading dock and emptied into a dumpster. The dumpster is emptied by a disposal company. You can see that even this simple example involves a lot of steps.

■ TRAINER'S NOTE:

Elicit examples:

- a soft drink can is emptied and tossed into the trash
- a piece of paper goes into a desk-side recycling box
- a sheet of plastic has widgets stamped out of it and then becomes scrap
 - uneaten food is scraped off a plate into the garbage

Let's say we're designing a waste reduction program to target this material, soft drink cans. If we start before the generation point, what might we do?

After the generation point?

In each case, the information we have on the systems in place is going to be important: the Coke vendor, the employee purchasing the product, the contracted maintenance staff, the trash hauler, the space on the loading dock.

Here's another example: the tissue paper inside a shoebox. (This is an actual case history, from Mervyn's Department Stores.) The waste generation point for this material is often when the customer tries on the shoe, and throws the tissue paper on the floor. For most of the material flow, the paper is invisible, since it doesn't serve any function from the point of view of the store staff. Its cost is included in the cost of the shoes, so the purchasing department doesn't deal with it. Unlike the boxes, it doesn't have information on it which is useful to the stocking and sales clerks. It isn't even visible until the customer opens the box! So the waste generation point, when the customer throws it on the floor and the clerk has to pick it up and throw it away, is the first time the store staff sees it. In this case, the waste reduction method went all the way to the very beginning of the materials flow. The solution?

We've been talking about the kinds of information we need in order to understand waste from a systems approach. Next we'll look at some specific methods of obtaining this information through what is called **Solid Waste Assessment**.

■ TRAINER'S NOTE:
Elicit: soda fountain with reusable cups, etc.

■ TRAINER'S NOTE:
Elicit: recycling program.

■ TRAINER'S NOTE:
Elicit: the store asked the vendor to eliminate the internal packaging entirely.

Solid Waste Assessment

LEARNING OBJECTIVE:

Upon completion of the training, participants will have the necessary comprehensive overview of how to conduct an organization-wide waste assessment and recognize opportunities for material reduction, reuse, and recycling.

SUGGESTED NARRATIVE:

A waste assessment is done to show how and where waste is generated, the composition of the waste, and what currently happens to it. The information gathered can be very valuable for planning a comprehensive waste reduction program.

Different methods for assessing waste are useful for gathering different kinds of information. It is generally most effective to combine two or more methods. For example,

“We wanted to quantify the waste coming from our employee cafeteria. Our **facility walk-through** showed us that nearly all of the cardboard was being separated for recycling, so we relied on **hauler records** to determine the cardboard volume. Since we could see that most of the waste in the trash cans in the cafeteria dining room was paper cups and plates, we checked **purchasing records** to learn how many of these items were used. Finally, we conducted a **waste sort** on the kitchen trash to identify the quantity of various recyclable containers such as tin cans, plastic jugs, and glass jars.”

The facility walk-through is usually the first step in an assessment, as it gives an overview of the entire materials flow and helps to identify potential opportunities for waste reduction. These potential opportunities suggest the kinds of further information needed. For example, in the scenario above, the walk-through showed that the trash in the dining room and in the kitchen was very different. Each offered different waste reduction opportunities (for example, replacing disposable dinnerware with reusables, and recycling additional materials from the kitchen) and different strategies for waste assessment were then used for each.

Timing is an important consideration for your waste assessment: time of the work day; time of the week (before or after garbage collection); and even time of the year (Peak work periods generate more materials.)

Don't forget the entire facility, Ask for a building layout map or floor plan to help guide you through the facility. Don't forget the entire facility. Later, a floor plan can be a useful tool in presenting to company management and the employees. You can mark where materials come in through receiving, note — even color code — where different types of materials are generated (i.e. organics in the cafeteria or paper at the photocopy machine) or contained, and show the flow of materials all the way through the back door to the garbage dumpster.

■ TRAINER'S NOTE:

Introduce the participants to the pages “Waste Assessment Methods” at this point, and use it as an outline to discuss each assessment method as described below.

■ TRAINER'S NOTE:

Alert participants that facility walk-through will be discussed further after lunch with a group exercise. Using the “Waste Assessment Methods” form emphasize:

- types of materials
- generation points
- asking questions

A walk-through can include some of the following areas:

- * Office and administration areas
- * Break rooms/cafeterias
- * Rest rooms
- * Locker rooms
- * Copy and printing areas
- * Materials storage areas
- * Parts assembly areas
- * Mail rooms
- * Food prep/service areas
- * Custodial/maintenance areas
- * Recreational areas
- * Guest rooms
- * Warehouses
- * Grounds/landscaping operations
- * Work stations
- * Classrooms
- * Public waiting areas
- * Conference rooms
- * Stock rooms
- * Shipping/receiving areas
- * Garages/machine service areas
- * Manufacturing/production areas
- * Service departments
- * Data processing areas
- * Laundry rooms
- * Closets
- * Research and development areas

Look for products that have become unusable as a result of damage and poor handling. For example, you may find bags or boxes that have been torn open by forklifts, or supplies in the storage room that have been open or leaked.

As you examine trash receptacles, keep your eyes open for the following:

- **Materials with waste prevention, reduction, or reuse potential:**

- | | |
|---------------------|---|
| Disposable products | Shipping containers |
| Copier paper | Individual copies of magazines/
newspapers |
| Junk mail | Wood |
| File folders | Food |
| Toner cartridges | Pallets |
| Fax cover sheets | Packaging |

- **Materials that could be recycled:**

- | | |
|----------------------|--------|
| Corrugated cardboard | Metals |
| Plastics | Paper |
| Glass | |

- **Materials that could be composted:**

- | | |
|------------|------|
| Yard waste | Food |
|------------|------|

Purchasing records provide information from the very beginning of the materials flow. They are useful for quantifying materials which are handled entirely within the facility: that is, they enter the facility only through purchase, and leave it only as discards. Examples include packaging, food service disposables such as paper cups (in an operation where most food and drink is consumed on-site) or computer paper (where reports are used entirely in-house).

To be usable, records must be in a form which can be reviewed fairly easily: ideally, a printout showing totals of consistent items. If you

■ **TRAINER'S NOTE:**
Refer to conversion factors on page 52 of "A Guide for California Businesses." Note that these factors include some that are useful when using purchasing records and others when converting volumes to weights for collected waste materials.

■ TRAINER'S NOTE:

Ask participants for examples of production records in their businesses. How would these records be useful for quantifying waste and/or for waste reduction ideas?

■ TRAINER'S NOTE:

Try to provide a real sample of a workplace floor plan that you will be touring for a walk-through.

have to hunt through separate invoices for a large variety of different products which are packaged in different ways, for example, this method may be more trouble than it is worth.

Production records are usually thought of in terms of manufacturing, but they are found in other types of businesses too. Often they are part of cost control systems, which offer excellent opportunities to integrate the waste reduction program into the company. For example, many restaurants maintain records on food that is discarded because of mistakes or over-production. These records are used to control excess food costs due to sloppiness or employee theft, but they may also serve as the basis for a food bank donation program. Production records are also useful for projecting quantities of wastes directly tied to level of production. In a business with a variable operating level this can be very useful. For example, if we determine that one pound of scrap plastic is generated for every widget produced, we can determine the amount of scrap plastic generated in a given day, week, or year by examining the widget production records.

Hauler records provide information from the very end of the materials flow, as materials leave the facility either as trash or recyclables. Note that the numbers we get from trash hauler records are totals for all materials. This is the “bottom line” when all components of the waste are quantified. Hauler numbers for recyclables represent only the portion of those materials which have been separated from the trash: if this number is subtracted from the total quantity generated, the difference shows the room for improvement in the recycling program. Hauler records will be discussed in detail later.

Waste sorts are often the first thing people think of when planning a waste assessment: “dumpster diving.” Waste sorts are very useful for making sure that no component of the waste stream is overlooked, because the waste material generated is actually handled.

A waste sort conducted at the generation point often yields information that leads to waste reduction ideas. This is because the material is directly associated with the activity that produces it. Sometimes waste sorts of this type are done by asking employees to sort material as it is generated. This way, the sort becomes a way to experiment with separation for recycling. While this process can be timesaving and effective at getting employees involved, it tends to focus attention on recycling more than waste prevention.

A facility-wide waste sort works best in a smaller operation, as it is difficult to get an accurate sample in a large and complex facility. This type of waste sort gives a “snapshot” look at all components of the waste at the very end of the materials flow. Waste sorts will be discussed in more detail later.

See Sample Floor Plans on the following pages.

PASTE FLOOR PLAN
HERE

PASTE FLOOR PLAN
HERE

Waste Assessment Methods

Different methods for assessing waste are useful for gathering different kinds of information. Use a combination of approaches to develop the information you need to design an effective waste reduction program.

Method, Types of Information Gathered	Process	Tips
<p>Facility Walk-through</p> <ul style="list-style-type: none"> • Systems information: overview of operations, facility layout, staff roles and concerns, materials flow • Types of waste materials generated • Generation points • Waste reduction ideas • Waste reduction techniques already in use • Both qualitative and quantitative information 	<ul style="list-style-type: none"> • Observe operations: how are materials handled? • Interview staff • Determine waste generation points • List types of waste generated • Assess waste quantities: visually and through staff interviews: e.g., “how many cans of this do you fill per day”; how many cases of this do you use each week?” • Identify any special, seasonal, or variable wastes 	<ul style="list-style-type: none"> • Ask lots of questions. • Talk to staff people who handle materials throughout the operation. Solicit ideas. <u>Listen.</u> • Observe the entire operation from the perspective of waste produced. • Take lots of notes. • Think about what other assessment methods would be useful to quantify materials • Request a floor plan.
<p>Purchasing Records</p> <ul style="list-style-type: none"> • Information from the beginning of the materials flow • Cost information: useful for determining benefits of waste prevention • Precise quantities for waste materials which are purchased and then discarded within the facility 	<ul style="list-style-type: none"> • Identify materials which can be quantified from purchasing records • Obtain records in the most useable form: for example, a printout of total purchases of each item for one year • Use conversion factors or weigh known quantities to translate purchasing numbers into waste quantities 	<ul style="list-style-type: none"> • This method is often very useful for packaging waste, which is generally discarded on-site • Even if some of the purchased material leaves the site before being discarded, the information on total quantities purchased and costs is useful for waste prevention ideas • Where cost information is sensitive, it may be excluded for estimating waste quantities
<p>Production Records</p> <ul style="list-style-type: none"> • Precise quantities for materials tracked as part of production data • Opportunities for waste reduction tied directly to production expenses • Provides insight into materials flow • Numbers which can be adjusted for facilities with varying levels of operation 	<ul style="list-style-type: none"> • Identify materials which are already tracked in production data, e.g., edible food discarded in a restaurant; scrap material per unit in a manufacturing process • Look for less obvious or more anecdotal information: e.g. number of grass catcher bags filled each time lawn is mowed. • Obtain records in the most useable form: e.g., an average month of daily food discard records; yearly total of units manufactured; mowing schedule 	<ul style="list-style-type: none"> • Production records may exist in a variety of forms and for a variety of reasons- ask questions to find them! • Records are often instituted as a way of measuring and controlling expenses: look for ways to incorporate waste reduction into these systems.

Method, Types of Information Gathered	Process	Tips
<p>Hauler Records</p> <ul style="list-style-type: none"> • Information from the end of the materials flow • Total volumes and sometimes weights of waste hauled • Volumes and sometimes weights of recyclables hauled • Waste disposal and recycling haul costs 	<ul style="list-style-type: none"> • Obtain records from haulers, including frequency of collection, sizes of containers, weights when available, costs • If haulers cannot or will not provide information, check invoices • If entire container (rolloff or compactor) is being hauled, weight data may be available from hauler or landfill • Observe and interview staff to learn whether containers are full at each pickup • Estimate weight per yard: ask hauler, look at industry standards, or weigh samples 	<ul style="list-style-type: none"> • Understanding the pricing structure will help in designing a cost-effective reduction program • Total volumes and weights give a "bottom line" when calculating the sum of various waste components which are each estimated • If more than one business shares a dumpster, hauler records are much less useful. • A facility often has more than one hauler: remember recyclers, landscapers, contractors. • Changing service levels and schedules often saves money even without waste reduction: incorporate such changes into your total reduction plan!
<p>Waste Sort: specific functional area</p> <ul style="list-style-type: none"> • Information about waste at the generation point • Types and quantities of waste materials produced by specific operations 	<ul style="list-style-type: none"> • Decide on the categories you will sort: more detail is better, e.g., separate different grades of paper • Choose a representative sample: for smaller areas, all waste for one average day or week. For larger quantities, choose a sampling technique e.g., 20% of all trash bags • Weigh the total sample if possible • Separate and weigh the component categories: remember to subtract the weight of sorting containers! • Extrapolate totals 	<ul style="list-style-type: none"> • When choosing categories, be sure to include any materials present in large quantities, and those you may be targeting for reduction or recycling • Involve staff at the generation point: to choose an average sample, and to help with the actual sort if possible • When extrapolating, remember to multiply by correct time periods, e.g., by number of <u>operating</u> days in a year not by 365! • Make sure all the components add up to the total; if there is a lot of liquid or small, difficult to separate material, note it under "other".
<p>Waste Sort: facility-wide</p> <ul style="list-style-type: none"> • Information from the end of the materials flow • Quantities of each type of waste produced in the entire facility 	<ul style="list-style-type: none"> • Same as for specific functional area sort • Difficulty of choosing an accurate sample is compounded, especially in a large and complex facility 	<ul style="list-style-type: none"> • Use total quantities determined from hauler records as a 'check' on total quantities extrapolated from facility-wide waste sort.

*Source: Connie Cloak
C² Alternative Services (1995)*

Understanding Hauler Records

Hauler pricing structures vary greatly and can be difficult to understand. The details (such as charge per yard or container rental fee, etc.) may not be shown anywhere on the invoice, so it's necessary to question the hauler carefully to learn how the charges are assessed. It is useful to know exactly how your service is priced as well as the total costs and quantity of waste being hauled. This is because your potential cost savings from waste reduction include reduced hauling costs. In order to determine the best way to save money, you need to understand how changes to your service schedule, container size, and weight of your trash may affect costs.

Every company's situation will be unique, but we will use some fictitious business examples to demonstrate the elements that are generally involved in pricing waste hauler service. Much of this also pertains to haulers of recyclables.

We'll use the same business for each example:

This is a small restaurant called the Hungry Hound. The hauler is ABC Sanitary. They have one 6-yard dumpster, which is picked up every Monday, Wednesday, and Friday.

The first example is the simplest: a flat monthly fee. (For example, this restaurant is part of a strip mall, and pays a fee to the mall management each month.) In this case, reducing waste may not automatically reduce costs, unless you can negotiate a changed fee with the mall management.

Charges may also be assessed by the weight or volume of the waste picked up. Generally, this means the volume by service level: that is, the size of the container multiplied by the number of times it is picked up. If the container is only partly filled, the cost will be the same even though the actual amount of waste is less. Reducing unneeded service can help save costs, and may be integrated into the waste reduction plan though it's not strictly speaking, actually reducing the waste.

Sometimes there is also a container rental fee: in this example, the fee is \$20.00 per month. (Other possibilities are that the use of the container is included at no extra charge, or that the company owns its containers. Dumpsters are rarely owned, but ownership is more common when the company has a compactor.)

In another case, there may be a charge for each "pull," that is, each time the container is picked up. This may or may not be tied to the container size: usually the pricing structure does include the amount of waste, but in certain circumstances such as a very remote location where the main cost to the hauler is the time and distance, the "pull" may be the same regardless of container size. (The total cost to a hauler for operating a standard garbage truck is approximately \$100 per hour.) In this example, the pull charge is \$12.00.

Trainer's Manual

■ TRAINER'S NOTE:

Activity: Worksheet B, Hauler Records

Participants will have received copies of Worksheet B-2 from "A Guide for California Businesses" prior to the workshop, to fill out and bring with them. The trainer will use a transparency of Worksheet B-2 with fictitious business information filled in (different versions for different types of charges) to illustrate the steps to follow in completing the form. Discussion with participants will elicit obstacles and strategies for obtaining information from haulers or internal records such as paid invoices.

■ TRAINER'S NOTE:

Spend a few minutes eliciting responses from the participants about their experiences filling out Worksheet B-2. Leading questions might include:

- Were you able to get the information easily from the hauler?
- Did anyone use internal records (filled invoices or contracts) for the information?
- Had you ever talked with your waste hauler before?
- Did you find it easy to contact your service representative?

Point out that for many businesses, more than one copy of Worksheet B-2 will be needed, to include hauler service for different types of containers (dumpsters, debris boxes, compactor containers) and for recyclables.

The first example is the simplest: a flat monthly fee. (For example, this restaurant is part of a strip mall, and pays a fee to the mall management each month.) In this case, reducing waste may not automatically reduce costs, unless you can negotiate a changed fee with the mall management.

WORKSHEET 1:

■ **TRAINER'S NOTE**

Use the first version of the overhead, with part C filled in, to introduce this information. Point out that the form doesn't have a space for the container size. This is important information.

■ **TRAINER'S NOTE**

Perform the math aloud: "\$175 per month, 12 months per year, \$2100 per year." Then switch to the overhead with the second version: part D is filled in.

B Records Review: Waste Collection and Removal

2 Offsite Waste Removal				
A. Name of Waste Removal Company: <u>ABC Sanitary</u> Telephone Number: <u>555-1234</u> Contract Expires: <u>7/19/95</u>				
B. Removal Schedule Number of times <u>3</u> per (day/week/month/other) <u> </u> Day of week: <u>M W F</u> Time(s): <u>6:30 AM</u> Day of week: <u> </u> Time(s): <u> </u>				
C. Waste Removal Charge (if charged as flat fee or part of rent)				
<u>\$175</u> Waste removal fee	x	<u>12</u> Time periods per year (if applicable)	=	<u>\$ 2,100</u> Annual Waste Removal Charge
D. Waste Removal Charge (if charged by weight or volume)				
<u> </u> per Waste removal charge	x	<u> </u> Unit of weight or volume	=	<u> </u> Units of waste removed annually
If applicable, add:				
<u> </u> per Hauling container(s) rental fee	x	<u> </u> Time period	=	<u> </u> Time Periods per year
<u> </u> + <u> </u> = \$ <u> </u> Annual Waste Removal Charge				
E. Waste Removal Charge (if charged per pull)				
<u> </u> x		<u> </u> Pulls per year	=	<u> </u> Annual waste container rental cost
If applicable, add:				
<u> </u> per Hauling container(s) rental fee	x	<u> </u> Time period	=	<u> </u> Time Periods per year
<u> </u> per Tipping fee	x	<u> </u> Unit of weight or volume	=	<u> </u> Units of waste removed annually
<u> </u> + <u> </u> + <u> </u> = \$ <u> </u> Annual Waste Removal Charge				

Charges may also be assessed by the weight or volume of the waste picked up. Generally, this means the volume by service level: that is, the size of the container multiplied by the number of times it is picked up. If the container is only partly filled, the cost will be the same even though the actual amount of waste is less. Reducing unneeded service can help save costs, and may be integrated into the waste reduction plan though it's not strictly speaking, actually reducing the waste.

WORKSHEET 2:

B Records Review: Waste Collection and Removal

2 Offsite Waste Removal

A. Name of Waste Removal Company: ABC Sanitary
 Telephone Number: 555-1234 Contract Expires: 7/19/95

B. Removal Schedule
 Number of times 3 per (day/week/month/other) week
 Day of week: M W F Time(s): 6:30 AM
 Day of week: _____ Time(s): _____

C. Waste Removal Charge (If charged as flat fee or part of rent)

$$\frac{\text{Waste removal fee}}{\text{Time periods per year (if applicable)}} \times = \$ \text{Annual Waste Removal Charge}$$

D. Waste Removal Charge (if charged by weight or volume)

$$\frac{\$2 \text{ per yard}}{\text{Unit of weight or volume}} \times \frac{929 \text{ Units of waste removed annually}}{=} = \frac{\$1,858 \text{ Annual waste removal charge}}{}$$

 If applicable, add:

$$\frac{\$20 \text{ per month}}{\text{Time period}} \times \frac{12 \text{ Time Periods per year}}{=} = \frac{\$240 \text{ Annual waste container rental cost}}{}$$

$$\frac{\$1,858 \text{ Annual waste removal charge}}{+} + \frac{\$240 \text{ Annual waste container rental cost}}{=} = \$ \frac{\$2,098 \text{ Annual Waste Removal Charge}}{}$$

E. Waste Removal Charge (If charged per pull)

$$\frac{\text{Charge per pull}}{\text{Pulls per year}} \times = \text{Annual waste container rental cost}$$

 If applicable, add:

$$\frac{\text{Hauling container(s) rental fee}}{\text{Time period}} \times \frac{\text{Time Periods per year}}{=} = \text{Annual waste container rental cost}$$

$$\frac{\text{Tipping fee}}{\text{Unit of weight or volume}} \times \frac{\text{Units of waste removed annually}}{=} = \text{Annual tipping fee}$$

$$\frac{\text{Annual waste pulling charge}}{+} + \frac{\text{Annual waste container rental cost}}{+} + \frac{\text{Annual tipping fee per year}}{=} = \$ \text{Annual Waste Removal Charge}$$

■ **TRAINER'S NOTE**
 In this example, the price per yard is \$2.00. Perform the math aloud: "6 yards in the container, times 3 pickups per week, times 4.3 weeks per month, times twelve months per year equals 929 yards per year, times \$2.00 per yard, total price \$1858 per year." Note that 4.3 weeks per month is the common way of pricing service, rather than by the week or by 52 weeks per year. This is useful in understanding the costs. Service levels may change during the year, and service is usually invoiced monthly.

■ **TRAINER'S NOTE**
 Perform the math aloud: "the rental fee is \$20 per month, 12 months per year, so that's an additional \$240 per year, for a total Annual Waste Removal Charge of \$2098 per year."

■ **TRAINER'S NOTE**
 Use the overhead with the third version, showing part E filled in. "Let's say the pull charge is \$12.00. That's 155 pulls per year (3 times 4.3 times 12), times \$12.00, for a total of \$1860. In this case, let's say the hauler is also charging the container rental fee like in the last example, that's \$240 per year. So they're paying a total of \$2100 per year- but, in this case there is also a tipping fee."

■ **TRAINER'S NOTE**
 "In our fictitious restaurant, the trash weight is probably about 100 lbs per cubic yard. We know from our earlier calculations that the restaurant generates 929 yards per year, so that's 92,900 lbs. Divide by 2000 to get tons, that's 46.45 tons per year. Let's say the tipping fee is \$30.00 per ton. That's almost \$1400 per year. Since in this pricing structure we're also paying a pull charge and a container rental charge, the total solid waste cost is \$3500 per year:"
 Point out that the total quantities generated per year- 929 cubic yards, 46.45 tons- is useful and interesting information. For example, when recruiting the support of management, the fact that one small restaurant generates 46 1/2 tons of waste per year may make a strong impression!

Sometimes there is also a container rental fee: in this example, the fee is \$20.00 per month. (Other possibilities are that the use of the container is included at no extra charge, or that the company owns its containers. Dumpsters are rarely owned, but ownership is more common when the company has a compactor.

In another case, there may be a charge for each "pull," that is, each time the container is picked up. This may or may not be tied to the container size: usually the pricing structure does include the amount of waste, but in certain circumstances such as a very remote location where the main cost to the hauler is the time and distance, the "pull" may be the same regardless of container size. (The total cost to a hauler for operating standard garbage truck is approximately \$100 per hour.) In this example, the pull charge is \$12.00.

WORKSHEET 3:

**B Records Review:
 Waste Collection and Removal**

2 Offsite Waste Removal				
A. Name of Waste Removal Company: <u>ABC Sanitary</u>				
Telephone Number: <u>555-1234</u> Contract Expires: <u>7/19/95</u>				
B. Removal Schedule				
Number of times <u>3</u> per (day/week/month/other) _____				
Day of week: <u>M W F</u> Time(s): <u>6:30 AM</u>				
Day of week: _____ Time(s): _____				
C. Waste Removal Charge (If charged as flat fee or part of rent)				
_____	x	_____	=	\$ _____ Annual Waste Removal Charge
Waste removal fee		Time periods per year (if applicable)		
D. Waste Removal Charge (if charged by weight or volume)				
_____	per	_____	x	=
Waste removal charge		Unit of weight or volume		Units of waste removed annually
Annual waste removal charge				
If applicable, add:				
_____	per	_____	x	=
Hauling container(s) rental fee		Time period		Time Periods per year
Annual waste container rental cost				
_____	+	_____	=	\$ _____ Annual Waste Removal Charge
Annual waste removal charge		Annual waste container rental cost		
E. Waste Removal Charge (If charged per pull)				
\$12	x	155	=	\$1,860
Charge per pull		Pulls per year		Annual waste container rental cost
If applicable, add:				
\$20	per	month	x	=
Hauling container(s) rental fee		Time period		Time Periods per year
Annual waste container rental cost				
\$30	per	ton	x	=
Tipping fee		Unit of weight or volume		Units of waste removed annually
Annual tipping fee				
\$1,860	+	\$240	+	\$1,393.50
Annual waste pulling charge		Annual waste container rental cost		Annual tipping fee per year
= \$ 3,493.50 Annual Waste Removal Charge				

The tipping fee reflects the cost that the hauler is paying at the landfill. In the examples so far, the hauler is charging based upon volume. But the hauler pays the landfill to dump the trash by weight. So a customer with very heavy trash means less profit to the hauler, while a customer with very light trash is paying to dispose of air! Pricing based on weights is becoming more common, particularly when the entire container (such as a debris box or compactor container) is taken to the landfill. For containers (such as dumpsters) which are dumped into a truck, weights are more difficult to assess. Trucks equipped with scales are used in a few locations. A more common method is to periodically weigh a dumpster load and assess an average weight per yard. In this example, the tipping fee is \$30.00 per ton, and the average weight per cubic yard is 100 lbs.

A final and very important consideration regarding hauler pricing structures is contracts. If a contract does not allow you to alter service levels to reduce price, you have lost a valuable benefit of waste reduction. Similarly, a contract which is very long term and/or which is self-renewing can be frustrating to your waste reduction efforts. Ideally, you can avoid signing such contracts. One effective method is to use a contract addendum which states that the contract may be cancelled or renegotiated by either party with thirty days notice, and that the term of the contract is limited, for example to one year. Such an addendum should include language stating that it supercedes language in the contract.

The information gained from examination of hauler records is mostly quantitative: total volumes and perhaps weights, and costs. To use the information effectively, you will also need qualitative information. For example, any alterations in service level, number of containers, or container size may affect operations. Perhaps dropping the service to once per week would get the restaurant in trouble with the Health Department. Or maybe reducing the size of a container is fine most of the time, but causes a real problem on holiday weekends when the restaurant is busy. Or adding a container for cardboard recycling means taking up a parking space: a problem if the restaurant's business is limited by available parking.

■ TRAINER'S NOTE:

Use a transparency of Worksheet C-1, with the left column filled-in.

Facility Walk-through Activity

Option 1: Actual walk-through in host facility

Activity Description:

This is an on-site waste assessment of the facility in which the training course is being held, or get permission from a nearby business for course participants to conduct a waste assessment. The following scenario will give you an idea of how to conduct this activity.

The trainer will play the role of task-force member interviewing an employee; one of the participants will play the employee in a particular operation listed on the mock Worksheet C. The trainer will ask questions to elicit the types and quantities of waste generated, filling in the appropriate blanks on the overhead worksheet transparency. (S)he will elicit ideas from participants for other waste assessment methods that might be used to quantify waste materials.

The groups will then be directed to tour the host facility, looking for waste generation points, observing trash collection facilities and asking questions (either of actual employees or through role-playing within the group). Groups will return to the meeting room to continue the exercise, role-playing further questions and discussing waste assessment methods to be used for different materials.

When all groups have returned and are ready, the trainer will halt the exercise and initiate discussion. Each group will report on:

- Generation points observed
- 3 types of waste generated
- Questions asked to identify and quantify each type
- Other assessment methods to be used for each

Recruit a volunteer to begin the role-playing by asking for someone from a functional area probably not represented in the room. This will help to establish the imaginary quality of the role-playing, and will reduce anxiety by making it clear that the volunteer is not expected to perform in his/her real professional role. For example,

SUGGESTED NARRATIVE

“Have any of you ever worked as a landscaper or gardener? Maybe as a summer job in college?” (if failing to get any positive responses) “Well, do any of you like to garden as a hobby?” Choose someone who you know is not connected with landscaping in their current job role. or,

“Have any of you ever been a short-order cook? Like to cook at home?” etc.

For example: (see Trainer's Note)

“OK, you're Larry the Landscaper and I'm (use participant's real name) the Waste Reduction Coordinator. I'm here to figure out exactly what you throw away in your job and how much of it there is. I know you're really busy right now trying to finish planting this flower bed- which looks beautiful, by the way- but could you take a few minutes to talk?”

■ TRAINER'S NOTE:

Set a light tone for the role-playing, for example, see the narrative on right:

For example: (See Trainer's Note)

- Q: "What do you do with the flower pots after you plant these flowers?"
A: "Throw them away."
(write: 'flower pots' in 'Waste Material Produced' column.)
- Q: "About how many pots do you buy each year?"
A: "I don't know- maybe about 500."
(write '500' in 'Estimated Amount of Waste Produced' column.)
- Q: Who orders the flowers? Do you think I could get the exact number by looking at the invoices?"
A: "Yeah, probably you could. Sue in Purchasing does all that"
(write 'purchasing records' in 'Estimated Amount of Waste Produced' column. Note, 'Sue in Purchasing- flower invoices' on blackboard.)
- Q: "What do you do with grass clippings when you mow?"
A: "Leave them on the lawn, unless they're too thick- then I use the grass catcher bag and throw them in the trash."
(fill in 'grass clippings' in 'Waste Material Produced' column, and 'leave on lawn' in 'Current Waste Reduction Activities' column. Note, 'some grass in trash, some left on lawn' on blackboard.)
- Q: "How often do you mow?"
A: "About twice a month: maybe a little more in the spring, less in the summer."
(Note, 'about 24 mows per year' on blackboard)
- Q: "How often do you use the grass catcher?"
A: "Not very often- maybe one out of three times."
(Note on blackboard: 'grass in trash about 8 times/year')
- Q: "How many times do you fill the grass catcher each time you use it? How much would you say it weighs, full?"
A: "I guess I have to dump it about 6 or 8 times. It weighs maybe 30 lbs full."
(Multiply on blackboard, thinking aloud: "average 7 loads, times 30 lbs, that's 210 lbs, times 8 times per year, 1,680 lbs of grass per year." Write '1,680' in 'Estimated Amount of Waste Produced' column.)
- Q: "Larry, what other kinds of waste do you throw away, that you can think of?"
A: "Well, there's all the fertilizer bags, and all the leaves we rake up in the fall, or when we prune a tree there's a lot of leaves and branches that get thrown away."
(Note, 'fertilizer bags, leaves, branches' in 'Waste Material Produced' column)

For example: (See Trainer's Note)

- purchasing records for fertilizer bags
- does the landscaping department have a debris box brought in for pruning time? (If so, use hauler records)
- how are the leaves collected? quantify by bag, truckload? (note conversion factors on page 55 of *A Guide for California Businesses*.)

Trainer's Manual

■ TRAINER'S NOTE:
Ask a few questions to determine types and amounts of waste. Fill in worksheet. Write notes on blackboard or flip chart. For example, see narrative on left.

■ TRAINER'S NOTE:
Halt role-play and elicit ideas from the group: how might we quantify some of these materials? What other questions could we ask? For example, see narrative on left.

FACILITY WALK-THROUGH REPORT

- **Generation points observed**
- **3 types of waste generated**
- **Questions asked to identify and quantify each type**
- **Other assessment methods to be used**

The logistics involved in this part of the exercise will be different with every host facility. Some of the issues to consider when making arrangements ahead of the workshop include:

- size and complexity of the facility: is it possible/advisable to have each group work in a different part of the facility?
- security issues: are there areas of the facility which are off-limits? Does the facility require that each group be accompanied by an employee?

Give them the ground rules and information, such as:

- time to return to the room
- whether it's OK to ask questions of real employees in the host facility
- send each group to start in a different direction or floor if appropriate
- be sure they know the location of key areas: for example, dumpsters, receiving dept., cafeteria.
- ask participants to refrain from reaching inside receptacles with their bare hands to avoid cuts and puncture wounds
- it's OK to have fun!

While groups are touring the host facility, trainers may circulate among them answering questions and offering ideas. When all are back in the meeting room, halt the exercise, giving a few minutes for groups to choose a spokesperson. Ask for a group to volunteer to go first.

For example: (see Trainer's Note)

Two groups have noted a wastebasket near a copy machine as a waste generation point. One has noted that a recycling program is in place (note under 'Current Waste Reduction Activities' column) and listed 'hauler records' to quantify. The other suggests 'purchasing records' for copy paper.

Finish the exercise by asking, "Can each of you imagine doing a Facility Walk-through in your own facility?" Ask if there are additional questions, comments or concerns. Compliment the group on their creativity and imagination.

■ TRAINER'S NOTE:

Each group will now tour the host facility. Suggest that each group imagine that the facility is part of their imaginary business. They may fill in their worksheets with a combination of real and imaginary information. Encourage them to role-play within the group—they may want to return to the room to complete this. Let them know that each group will report:

■ TRAINER'S NOTE:

As each group reports, fill in Worksheet C on the overhead. Make suggestions or elicit additional ideas as appropriate. When groups duplicate, indicate any differences between them on the Worksheet. For example, see narrative on left.

■ TRAINER'S NOTE

Begin by reviewing the categories on Worksheet C, using the overhead. (Make sure participants are aware that this worksheet is included in *A Guide for California Businesses*.) Point out that the first column 'Waste -Producing Activity or Equipment' refers to the waste generation point. In the column 'Estimated Amount of Waste Produced per Year,' direct participants to write either estimated numbers or suggested waste assessment methods that might be used to obtain quantities (or both).

■ TRAINER'S NOTE

This exercise follows the same process as Option 1, but extends the role-playing. A sample floor plan may be useful.

Facility Walk-through Activity

Option 2: Imaginary walk-through

This exercise could be done in lieu of an actual walk-through if it is not possible to obtain permission from the host facility or a nearby business or if other factors prevent it.

In the meeting room the trainer will play the role of Waste Reduction Task Force member interviewing an employee; one of the participants will play the employee in a particular operation listed on the mock Worksheet C. The trainer will ask questions to elicit the types and quantities of waste generated, filling in the appropriate blanks on the overhead worksheet transparency. (S)he will elicit ideas from participants for other waste assessment methods which might be used to quantify waste materials.

The trainer will then assume the role of employee for another operation on the mock Worksheet C, while a participant will play the Waste Reduction Coordinator role. A second participant will record information.

Each group will then continue the role-playing separately, completing the Worksheet C for its imaginary business.

After about 20 minutes, the trainer will halt the exercise and initiate discussion. Each group will report:

- 3 types of waste generated
- Questions asked to identify and quantify each type
- Other assessment methods to be used for each

Begin by reviewing the categories on Worksheet C, using the overhead. (Make sure participants are aware that this worksheet is included in *A Guide for California Businesses*.) Point out that the first column 'Waste -Producing Activity or Equipment' refers to the waste generation point.

In the column 'Estimated Amount of Waste Produced per Year,' direct participants to write either estimated numbers or suggested waste assessment methods that might be used to obtain quantities (or both).

Recruit a volunteer to begin the role-playing by asking for someone from a functional area probably not represented in the room. This will help to establish the imaginary quality of the role-playing, and will reduce anxiety by making it clear that the volunteer is not expected to perform in his/her real professional role. For example,

“Have any of you ever worked as a landscaper or gardener? Maybe as a summer job in college?” (if failing to get any positive responses) “Well, do any of you like to garden as a hobby?” Choose someone who you know is not connected with landscaping in their current job role.

or,

“Have any of you ever been a short-order cook? Like to cook at home?” etc.

“OK, you're Larry the Landscaper and I'm (use participant's real name) the Waste Reduction Coordinator. I'm here to

figure out exactly what you throw away in your job and how much of it there is. I know you're really busy right now trying to finish planting this flower bed- which looks beautiful, by the way- but could you take a few minutes to talk?"

For example: (see Trainer's Note)

- Q: "What do you do with the flower pots after you plant these flowers?"
 A: "Throw them away."
 (write: 'flower pots' in 'Waste Material Produced' column.)
 Q: "About how many pots do you buy each year?"
 A: "I don't know- maybe about 500."
 (write '500' in 'Estimated Amount of Waste Produced' column.)
 Q: Who orders the flowers? Do you think I could get the exact number by looking at the invoices?"
 A: "Yeah, probably you could. Sue in Purchasing does all that"
 (write 'purchasing records' in 'Estimated Amount of Waste Produced' column. Note, 'Sue in Purchasing- flower invoices' on blackboard.)
 Q: "What do you do with grass clippings when you mow?"
 A: "Leave them on the lawn, unless they're too thick- then I use the grass catcher bag and throw them in the trash."
 (fill in 'grass clippings' in 'Waste Material Produced' column, and 'leave on lawn' in 'Current Waste Reduction Activities' column. Note, 'some grass in trash, some left on lawn' on blackboard.)
 Q: "How often do you mow?"
 A: "About twice a month: maybe a little more in the spring, less in the summer."
 (Note, 'about 24 mows per year' on blackboard)
 Q: "How often do you use the grass catcher?"
 A: "Not very often- maybe one out of three times."
 (Note on blackboard: 'grass in trash about 8 times/year')
 Q: "How many times do you fill the grass catcher each time you use it? How much would you say it weighs, full?"
 A: "I guess I have to dump it about 6 or 8 times. It weighs maybe 30 lbs full."
 (Multiply on blackboard, thinking aloud: "average 7 loads, times 30 lbs, that's 210 lbs, times 8 times per year, 1,680 lbs of grass per year." Write '1,680' in 'Estimated Amount of Waste Produced' column.)
 Q: "Larry, what other kinds of waste do you throw away, that you can think of?"
 A: "Well, there's all the fertilizer bags, and all the leaves we rake up in the fall, or when we prune a tree there's a lot of leaves and branches that get thrown away."
 (Note, 'fertilizer bags, leaves, branches' in 'Waste Material Produced' column)

For example: (see Trainer's Note)

- purchasing records for fertilizer
- does the landscaping department have a debris box brought in for pruning time?
 (If so, use hauler records)
- how are the leaves collected? quantify by bag, truckload?
 (note conversion factors on page 55 of *A Guide for California Businesses*.)

■ TRAINER'S NOTE

Ask a few questions to determine types and amounts of waste. Fill in worksheet. Write notes on blackboard or flip chart. For example, see narrative on left.

■ TRAINER'S NOTE

Halt role-play and elicit ideas from the group: how might we quantify some of these materials? What other questions could we ask? For example, see narrative on left.

For example: (see Trainer's Note)

■ TRAINER'S NOTE

Next, ask for 2 more volunteers. One will take the role of Waste Reduction Coordinator. The other will record information on the overhead Worksheet C and on the blackboard (or flip chart.) The trainer now takes the role of an employee being interviewed. For example, see narrative on right.

■ TRAINER'S NOTE

Each group will now continue role-playing, filling in the Worksheet C given to them for their imaginary business. Suggest that every member of each group take the interviewer and interviewee roles at least once. Let them know that each group will report:

Trainer: "Hi, I'm Jody from the Central Receiving warehouse. I heard you want to ask me something about trash?"

Participant: "Y

eah, I'm trying to find out what you throw away and how much of each thing there is. I guess you generate a lot of cardboard..."

A: "Yeah, it's a lot, especially this time of year when we're getting all the big shipments in. We flatten it so it takes up less room, but it still fills that 30-yard debris box up pretty fast."

(The participant doing the recording writes 'cardboard' in the 'Waste Material Produced' column.)

Q: "Are you recycling it?"

A: "No, but I suppose we could. Never really thought about it."

(The recorder writes 'none' in the 'Current Waste Reduction Activities' column.)

Q: "So how much cardboard do you generate?"

A: "Well, that's most of our trash- you can look in that debris box and see 'course, there is some pallet wrap in there, and a broken pallet or two, but I'd say it's about 90% cardboard."

(The recorder writes 'pallet wrap, pallets' in the 'Waste Material Produced' column. In the 'Estimated Amount' column for cardboard, (s)he writes 'waste sort, hauler records')

Q: "How many pallets do you get in here? Are all of them wrapped?"

A: "Yeah, almost all of them are wrapped. Let me look at the log for today- looks like we got in 10 pallets so far. Yesterday, 15, Monday 7..."

(The recorder writes 'Production Records' in the 'Estimated Amount' column for pallet wrap and for pallets)

Q: "How much does the wrapping on each one weigh?"

A: "About a pound." (The recorder notes, '1 lb wrap per pallet' on black board.)

Q: "Do you throw away all the pallets too?"

A: "Oh, no, just the broken ones. A lot of them go back to the vendors, and the rest we sell."

(The recorder writes 'returned or sold' in the 'Current Waste Reduction' column.)

Q: "So how many broken ones do you have?"

A: "This time of year when we're busy? Maybe one a week. Hardly any in the winter though- maybe 30 or 35 all year."

(The recorder writes '30-35' in the 'Estimated Waste Produced per Year' column.)

FACILITY WALK-THROUGH REPORT

- **3 types of waste generated**
- **Questions asked to identify and quantify each type**
- **Other assessment methods to be used**

■ TRAINER'S NOTE

After about 20 minutes, halt the role playing, giving a few minutes for groups to choose a spokesperson. Ask for a group to volunteer to go first. As each group reports, fill in Worksheet C on the overhead. Make suggestions or elicit additional ideas as appropriate. When groups duplicate, indicate any differences between them on the Worksheet. For Example, see narrative on right.

Finish the exercise by asking, "Can each of you imagine doing a Facility Walk-through in your own facility?" Ask if there are additional questions, comments or concerns. Compliment the group on their creativity and imagination.

Offer encouragement and suggestions, such as:

- visualize real waste generation points and employees in your own business
- refer to the handout "*Waste Assessment Methods*" to stimulate ideas
- it's OK to have fun: "ham it up, we won't tell!"

For example: (see Trainer's Note)

Two groups have noted a wastebasket near a copy machine as a waste generation point.

One has noted that a recycling program is in place (note under 'Current Waste Reduction Activities' column) and listed 'hauler records' to quantify. The other suggests 'purchasing records' for copy paper.

Materials Review, Recycling and Reuse Markets

LEARNING OBJECTIVE:

The purpose of this section is to give the participants hands-on knowledge and a visual example of material types that can be considered for diversion in an in-house waste reduction program. A review of material markets is also presented. Examples of recycled-content products should also be presented to re-emphasize the entire process of recycling, from collection to processing and re-manufacturing.

SUGGESTED NARRATIVE:

We have already discussed waste assessments and the types of wastes that are generated. Now we will learn about how to define and measure wastes using consistent methods and terms. The CIWMB has developed a set of uniform material definitions for different material types found in a typical waste characterization. This is important because when you do a waste assessment you may ask yourself, "What is mixed paper, what is yard waste, what is other plastic?" A problem in earlier years when there were no uniform definitions was that you could not compare data from jurisdiction to jurisdiction or company to company. When the CIWMB adopts the uniform definitions, you should utilize them to be consistent with other data being collected around the State.

Let's cover some basic definitions. Generation of waste is equal to disposal plus diversion. Most states around the country use this equation. Disposal means what is landfilled or incinerated. Diverted is what is source reduced, reused, recycled, or composted. Generation means what can potentially be waste.

GENERATION = DISPOSAL + DIVERSION

Diversion: **Source Reduction, Reuse, Recycling,
Composting, Grasscycling, etc.**

Disposal: **Landfill, Incineration, Pyrolysis, etc.
(Note: Transformation derived diversion
credit allowed after 1995)**

Not in Equation: **Illegal disposal, inert disposal, and
facilities not permitted by CIWMB**

During the walk-through, we looked at different types of materials. During an audit, sometimes extensive waste characterization studies are done. The first question and the most important to ask is “What am I going to use the data for?” because if you don’t know, then you won’t design the optimum program and will sometimes even get the wrong kind of data. The next question to ask is “What level of accuracy do I need?” Do you need to be statistically accurate or do you just need a very general overview of paper? What is the level of detail needed?

Other special considerations may include whether the data can be accessed and how much will that cost? What are the resource requirements (e.g., how many people are needed), time requirements, security issues, and health and safety issues?

DESIGNING A WASTE CHARACTERIZATION PROGRAM

- 1. What are you going to use the data for?**
- 2. What level of accuracy will you need?**
- 3. Special Considerations:**

Data Access Issues

Cost Constraints

Resource Requirements

Time Requirements

Security Issues

Health and Safety Issues

The main methods of collecting waste characterization data are organized three ways. The first method is to utilize comparable data. Comparable data is when businesses compare data to similar type businesses or the same company (franchises). Data can also be collected from recyclers and haulers. The second is called Materials Flow or Materials Balance. This is when you actually look at purchasing records and inventory to see how the material is purchased, stored, used, what's wasted, how it becomes a product and how materials are disposed. The flow of materials through an organization. The third way is a quantitative field study. There are two main ways to perform a quantitative field study or waste sort: a physical sort or a visual, photographic sort. These are the three main methods of characterizing the waste stream.

WASTE CHARACTERIZATION METHODS FOR FACILITY AUDITS

Comparable Data

Similar Companies

Data from Haulers/Recyclers

Materials Flow (Materials Balance)

Quantitative Field Studies

Physical Sampling (Dumpster Diving)

Visual or Photographic Sorts

Source: Eugene Tseng and Associates

Again, it is important think about to think about what you are going to use the data for. For example, you might just look at general material types: paper, plastic, metal, etc. But if you did that for a hospital, your waste composition would show “60% other plastics!” Obviously, you need more detail. Materials can be sorted by material types and then resorted into functional categories. A functional sort actually identifies what the material is and what it is used for and from where it is generated.

CHARACTERIZATION SORT VS. FUNCTIONAL SORT

Characterization Sort

**Materials Classified by Type/
Function**

**Legislatively Defined
Classification**

Functional Sort

**Defines “Activity” Generating the
Waste**

**Defines “Purpose/Use” of
Generated Waste**

Source: Eugene Tseng Associates

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The following information is about paper grades and other material types. As a trainer, you can select the information that is most appropriate to your organization and refer participants to the handouts in the participants packet for further information.

Examples to pass around could include:

- CPO (Computer Print-Out): Green bar or other continuous field bleached paper.
- WL (White Ledger): Regular white office paper or copy paper.
- CL (Colored Ledger): This is the off-white stationery, and colored paper.
- OCC (Old Corrugated Container): A box with the corrugated medium.
- ONP (Old Newspaper): Newspaper
- CPO
- Paper made from ground wood; office paper or tablets made with ground wood.
- Coated Book stock.
- Magazines, Telephone books optional but may be good to have.

Note: You should also show chipboard and mention that it is not OCC.

SUGGESTED NARRATIVE:

The purpose of this section is to train you on the basics of paper grades, and the market grades of other recyclables so that you will know the materials your business purchases and discards and how to design a waste reduction program around these materials. After this training, when you do your waste assessment you will be able to identify the different materials that can be recycled.

You will also learn about “contaminants.” The EPA glossary you have in your manual defines contaminants as:

“Foreign material that makes a recyclable or compostable material impure; for instance, food scraps on paper products.”

It might also be a type of material that does not belong in that specific grade of paper. Some grades will tolerate a certain level, while other materials will not tolerate any contaminants. The economic and environmental goal of every recovery program should be to collect and process secondary materials in a way that allows for them to be used at their highest value. Therefore, the most important concept is not to contaminate a secondary material with non-compatible elements. Once a secondary material is “taken down” a level it is nearly impossible to take it back and increase its value. Keeping a secondary product at its most pure or highest level keeps its “value” at the highest level. When any group of commodities are mixed together the value of the entire mixture is generally brought down to the level of the least valuable of the group of commodities that are mixed together.

For example, mixing glass with dirt, rocks or ceramic pottery; mixing papers with glass, water or almost any non-paper substance; mixing

■ TRAINER'S NOTE

It is important when training in-house office waste prevention coordinators that you have actual examples of the paper grades to clarify and show their distinctions. You can find some of these samples in your own office. If not, ask a recycling company that you are working with or plan to work with to help you put together your packet of samples for employee training.

ferrous with non-ferrous metals, etc., will downgrade the material and may cause it to be rejected. As another example, glass used in road base could not be recovered and used to manufacture bottles and jars; boxboard made from mixed paper could not be used to make writing paper.

The following are the types of recyclable materials you may find while doing your assessments and analyzing your waste reduction options:

PAPER

High Grade Paper

- Computer Printout (CPO),
- White Ledger (WL),
- Color Ledger (SCL),
- Coated Book Stock,
- Sorted Office Paper (SOP).

Low Grade Paper

- Old Newspaper (ONP),
- Old Corrugated Cartons (OCC),
- Mixed Paper or Super mixed Waste Paper (SMP).

All of these grades are found in the commercial waste streams, but the bulk of the paper collected from commercial customers is OCC. In many larger cities or larger volume generators, there are some version of WL, CPO, or SOP programs. SMP or mixed papers are found in great quantities.

Super Mixed Paper:

Consists of baled, clean, sorted mixture of various qualities of papers containing less than 10% groundwood stock, coated or uncoated.

Sorted Office Paper:

Dry baled paper, as typically generated by offices, containing primarily white and colored groundwood free paper, free of unbleached fiber. It also may include a small percentage of groundwood computer printout and facsimile paper. SOP has very strict standards. It is primarily a white ledger grade with some color and will accept small amounts of other materials.

There are other combinations of paper that are acceptable, depending on the mill the materials are being sent to or whether the collector plans to sort the material on a sorting line. Different mills will tolerate different levels of contaminants depending on their paper making process. Overall, it is important for you to know grades of paper so that you can assess the types of materials that can be recycled, and in what combinations, for your recycling program.

Old Corrugated Container (Cardboard):

What makes cardboard valuable is the kraft paper with the long fibers

that provide strength. Cardboard that is coated with plastic or wax is generally not recyclable.

GLASS

How many different kinds of glass do you think there are in the waste stream? From an engineering perspective, there are several hundred different kinds of glass in the waste stream but the majority of glass that you will find will be soda lime glass which is container glass.

Glass can be found in the lunch room as beverage containers, in the kitchen of restaurants, and at office workers' desks. Bottle and container glass can be either clear (flint) or colored (brown or green). Food container glass is basically the industry standard on what can be recycled. This is one of the most perfect materials because one pound of recycled container glass can be made into another one pound of new glass. It is a 100% recyclable material.

One of the most important elements in recycling glass is quality control. The better the quality and purity, the better the price you will get for the material.

Beverage and food container glass can be recycled together. But window glass, Pyrex and other types of glass are not acceptable in with this mix because of the chemical components of glass. Contaminants to glass also include ceramics, stone, brick, and organics.

PLASTIC

During your audit, you will find a variety of plastic materials. All plastics are not created equal and have different compositions or resins. In most cases, there are a variety of plastics that are being discarded in your business. In the process of doing business your company may produce industrial level scrap plastics or pre-consumer scrap. Depending on the resin type, most pre-consumer plastic scrap can be recycled, if there is enough quantity.

The types of plastic with the highest demand are PET and HDPE containers. PET is used for soda and water containers. HDPE comes as translucent or pigmented (colored). These two types are used for the manufacture of woven, filamented (fibre fill for pillows and clothing), rigid (flower pots, packaging materials) and film products. These types are very abundant in the post consumer category, such as beverage and food containers, and easily identifiable by numbers "1" or "2" on the bottom.

Some product manufacturers utilize different packaging materials for the same product (Evian water bottles for example). To tell them apart look for a button on the bottom which indicates that it is PET or bend the plastic: a crease mark shows that it is made of vinyl.

METALS

There are literally hundreds of types of metals that can be recovered

■ **TRAINER'S NOTE**
Try to bring glass containers both clear and colored.

from the commercial and industrial waste stream. The materials you will find in your audit will vary with the type of business you have. If your business is a restaurant, the metals may include aluminum cans from beverages and steel food cans from food production. If you are a manufacturer, and you use metal sheets, your metals would be specific to your production materials.

Local recycling centers may take a range of materials such as aluminum cans, tin cans, and scrap aluminum. Scrap metal processing businesses will take a range of metals including mixes of metals. If you have found metals in your audit, assess the volume, and contact a local scrap metal recycler to see what materials they take and their acceptable standards.

Aluminum is often the most valuable metal found in your audits. Aluminum cans (which contained carbonated beverages) are also subsidized through the California state bottle bill and together with the scrap price can make this material worth recycling in even small quantities.

Other recyclables that you may find in your assessment include:

- Yard Waste from the landscaping around your business.
- Wood pallets
- Food Waste

MARKETS FOR REUSE

Whether materials are reused in-house or sent to off site, reuse is a viable option.

Examples of in-house reuse include:

- Pallets.
- Packaging including boxes, polystyrene packaging pieces and peanuts, etc.
- Buying in bulk reduces packaging. Where possible, buy in reusable containers.
- Toner cartridges for computer printers.
- Office furniture.
- Office Supplies: Have a “clean out your desk day”, collecting paper clips, ink pens, file folders, and other office supplies that staff are not using and resupply the office supply room.

Reuse markets can be found following the same process as finding Recycling markets, and this will be presented later. In the telephone

book, they may be listed as Second-Hand, Salvage, Reuse Centers, Thrift Stores or Depots.

The California Materials Exchange (CALMAX) helps businesses, industries, and institutions find in each other a source for reuse and recycling. Items for trade may include excess products, discards, outdated equipment —anything no longer useful to its current owner. CALMAX is a free service provided by the California Integrated Waste Management Board.

RECYCLING PROGRAMS

Before you start a waste reduction program, it is important to know the businesses that are accepting materials and what materials they are accepting.

Make initial contacts:

- Your garbage hauler: most companies have recycling programs.
- Look in the telephone book under recycling, scrap metals, or waste paper.
- Call local cities and counties, find their recycling coordinators in the Solid Waste Division, Public Works, Public Health, or just call the general information number of your city and ask.
- State Hotlines: Listing of local recyclers are available through the Department of Conservation and the CIWMB, both resources are listed at the back of this manual.
- Chamber of Commerce: more and more Chambers are looking at recycling and waste prevention and have made information available to their members.
- Trade associations: If you are a member of a trade association, they may have information and contacts for recycling information, or know of other members who are doing what you want to do. There are also trade associations of recyclers and they may refer you to a local recycler.
- The informal collector: Many areas have people who go around and pick up cardboard and other recyclables from the streets. Ask your business neighbors if there is an informal collector in your area.
- Public Buy-backs and drop-off recycling centers: If the quantity is small, you may consider having a staff person take the materials to a local recycling center. If you have a

one-time large amount of a material, a local buy back may have customers that are willing to come over and pick the material up.

Questions to ask recyclers when you call:

- What materials do you accept?
- Will you take a variety of materials? What are your definitions of material types?
- Will you help us with our audit?
- Do you have a collection system for these materials and service this area?
- What is the minimum quantity for the collection program? (They will ask how many employees you have working there to get a sense of how much you generate. If you have more exact figures from your audit, you can be clearer about what quantities you will have.)
- Do you pay for materials? How much? How often do you pay? Do you have references of your customers? (If a recycler is saying they you pay a price that seems too good to be true, ask arounddo they pay?...do they aggressively or unfairly downgrade? Downgrading means that because of contaminants, the grade of material is reduced, resulting in a lower price.)
- Will you supply the containers? Do you charge for the containers? How much? Will you collect within the building (or only on the loading dock or near the dumpster)? If there is a large quantity of a material, will you supply equipment such as a baler or compactor?
- Do you have staff that will help us set up a program? Hand-outs that explain the program?
- Will you send us tonnage reports? How often?
- You may want to go with a specific company, but keep up with the prices others are paying. Recycling is a competitive business, if you are not satisfied with your recycler, find one that will provide what you need. Small quantity generators have a more difficult time because there may be a smaller group of recyclers willing to pick up their material.

Markets vary widely depending on whether your business is located near a port, railroad lines, or end markets for recyclables. In addition to those variables, the prices on materials go up and down, often

month by month. If markets for a material are strong, recycling collectors will take smaller quantities and lower grades of material, but that can shift. Ask your recycling collector for the outlook/trends for different materials.

Choosing the grades to recycle

What's important to you? Price for the materials? Diverted tonnage? Does your company have staff available to sort various grades of materials?

Remember that material not put in the dumpster means avoided disposal costs. If recyclables are being collected, but not paid for, the avoided disposal cost is the savings. Even when you have to pay to have recyclables picked up, the cost will generally be less than the trash hauling cost.

You may hear the word "co-mingled," which means different materials mixed together such as all beverage and food containers, or all recyclables in one container. The materials would be sent to a processing center or Materials Recovery Facility (MRF) to be sorted. Co-mingling materials may be helpful when space for separate containers is limited.

It is important to have a good relationship with your recycler so that you feel free to call and ask about the impact on your recycling program of making a procurement change. For example, if you set up a high grade recycling program because the recycler will pay you for the material, and then you start buying recycled computer paper that contains groundwood (a low grade material), you will not be able to put that material in your high grade collection program.

Selecting Waste Reduction Strategies and Activities

SUGGESTED NARRATIVE

■ TRAINER'S NOTE

This session is designed to be primarily small group activity with very little lecture except for instruction and facilitation. The small groups should have already been formed based on the business case studies and reviewed in the morning after the Introduction session. If not already, the groups should now be physically moved so that group members are sitting together. This will be an opportunity to see if waste prevention and reuse and the concept of the IWM hierarchy were considered as easily as recycling activities and is also an opportunity to remind the participants of the importance of the hierarchy.

Worksheet E from *A Guide for California Businesses* should be reviewed.

Worksheet E from *A Guide for California Businesses* enables you to list potential waste prevention, recycling, composting and purchasing options that might be feasible for a waste reduction program in your assigned business. Information needed to fill out this worksheet will come from your case study. Please select someone from your group to be a team leader in order to give a short presentation at the end and a team recorder write down the group's ideas.

Each group should read the case study together, keeping in mind the information on the integrated waste management hierarchy, the benefits of waste reduction, how to get started and assessing the waste stream that was presented in previous sessions. The one-page form attached to the case study may help get your group starting to think about the categories of waste reduction and a number of potential options listed at Appendix A in the CIWMB Guide.

As a group, please take 15 minutes to use either Worksheet E or the attached form to develop a list of 8-10 program options. At the end of 15 minutes, please ask each team leader in turn, to present their group's top five waste reduction activities that they would undertake in their case business and why.

Developing and Implementing an Action Plan

LEARNING OBJECTIVE:

Participants will be able to facilitate the development of a strategic, step-by-step plan that will fit their organization's style and format requirements, and begin to implement that plan.

SUGGESTED NARRATIVE:

The steps discussed so far include: recruit support, form a task force, identify a team leader, gather information, and develop and prioritize ideas. The Action Plan brings us to the next stage, turning all this planning and information gathering into action. This should not be a broad, long-range plan, but a strategic, step-by-step explanation of tasks to be accomplished with as much specificity as possible.

Every company or organization has its own style, and many have specific formats and formal requirements for planning. Even if a formal written plan is not required in your organization, it is helpful to put each of these elements in writing in order to clarify your thoughts and to make sure that everyone involved has the same vision of what will be done. In general, any action plan will have certain elements:

■ TRAINER'S NOTE:

Invite participants to think about planning activities and/or format requirements that may exist in their organizations.

DEVELOPING AND IMPLEMENTING AN ACTION PLAN

- a. Goals and objectives**
- b. Specific measures to be taken**
- c. Personnel assignments, including time required for training & supervision**
- d. Any anticipated collateral impacts on operations**
- e. Timeline**
- f. Cost analysis**
- g. Evaluation**

Goals and Objectives should be achievable and measurable: for example,

“To reduce the use of paper towels in employee bathrooms by 25% within the next six months”

Specific measures to be taken may include things like changes to purchasing specifications, recycling collection program for particular materials, employee education programs, changes in procedures, etc., for example,

“Put signs on each paper towel dispenser asking people to take just one; Maintenance staff will fill dispensers more often and not leave piles of towels on the counter where they get wet and wasted.”

Personnel assignments should include time required for training and supervision, for example,

“Doris Jones will make the signs for the paper towel dispensers, and she and Bob Smith will put them up.

Maintenance supervisor Jill Brown will assign the night maintenance staff to fill dispensers, and the daytime maintenance staff to check and refill them after lunch.”

Anticipated collateral impacts on operations may include things like space taken by containers, production changes, rearrangement of staff schedules, etc., for example,

“To make recycling tin cans from the cafeteria kitchen easier, a new can opener will be installed on the counter next to the sink, where cans can be rinsed out. Food prep staff will try to get all cans opened before the dishwasher needs to use the sink, which means starting 1/2 hour earlier.”

Timeline may include time to order supplies, conduct pilot tests, schedule training, etc., for example,

August 1: place order for new can opener

August 7-15: can opener installed, staff trained

August 15: food prep schedule changed, 1/2 hour earlier start (trial week)

August 22: progress meeting with kitchen staff: schedule reviewed, finalized.

Cost Analysis will include both costs and benefits. Depending on the organization's requirements and on the magnitude of the costs involved, it may be very simple, or much more detailed, for example,

COSTS:

New can opener	\$50.00
Installation	\$20.00
Bin for cans	\$25.00
TOTAL	\$95.00

BENEFITS:

Reduced trash cost	\$30.00/mo
(reduce service from 6-yard 2X/wk to 8-yard 1X/wk + 2 barrels for tin cans 1X/wk)	

■ **TRAINER'S NOTE:**
Refer to some of the issues and examples that have been discussed during previous exercises while briefly discussing each point in the overhead.

The new recycling program will pay for itself in less than four months (not including labor costs which are minimal).

Evaluation is an important part of the Action Plan, and is reviewed in detail in the final section.

Implementation

Taking a waste reduction program out of the research and planning phases and into the real world of the workplace requires sensitivity and attention to details. Many of the issues that are important to successful implementation are evident during the information gathering and planning stages.

IMPLEMENTATION ISSUES

- a. Maintaining top management support**
- b. Integrating the program into routine operations and the “corporate culture”**
- c. Motivating and educating employees**
- d. Efficient materials handling and storage**
- e. Employee health and safety**
- f. Security and confidentiality**
- g. Customer relations**

Maintaining top management support requires good communication. Top managers may not want to know every detail, but should be kept informed of the progress, obstacles and successes of the program. Depending on the executive's individual management style, it may be appropriate to ask for frequent involvement. For example,

- ask him/her to be present at the inauguration of a new project.
- provide him/her with names of employees who have made a special contribution to the program, to be recognized with a personal note.
- provide him/her with information (or "ghost-written" text) to be used in company newsletter columns or shareholder presentations.

Integrating the program into routine operations and the "corporate culture" is an on-going goal. Waste reduction should be internalized as part of "the way we do things at XYZ Corporation." Programs should be part of normal operations, not an extra add-on which can be dropped when the initial enthusiasm wears off. Some ways of internalizing waste reduction include:

- Adjust and fine-tune each element of the program so that it runs smoothly.
- Keep asking front line employees how the program can be made better.
- Keep abreast of changes in the company and make sure waste reduction is considered in the earliest planning stages. For example,

"Our new corporate offices were on the drawing boards when our waste reduction program was just starting up. We were able to work with the architects to include more room for recycling containers, and extra storage for reusable shipping containers in the receiving area. We pointed out that landscaping with shrubs and ground covers would generate less waste and use less water than lawns. We even influenced the decision to install a company-wide e-mail system as part of the new office!"

- Ensure that orientation or operating manuals incorporate new policies arising from your program.

Motivating and educating employees is a process that began with the initial information gathering. The key as always is to involve the people whose work will be affected by changes. Wherever possible, seek ways to make their work go more smoothly and efficiently.

For example,

“ The mailroom clerk was not very positive at first about the idea of reusable envelopes for reports coming in from all of the company’s locations. She thought it would be a hassle to collect them all and send them back. But then we suggested that the envelopes could be color-coded for the various departments they were to be sent to. She saw right away that this would make her mail-sorting job much more efficient, and she became a strong advocate for the program.”

or,

“ When the foreman of the landscaping crew realized that the composting program would mean he’d get a new chipper and a trailer for hauling mulch around the grounds, he became much more interested. This was equipment he’d been wanting, and he saw that instead of creating more work for his crew, they’d actually be able to operate more efficiently.”

Efficient materials handling and storage is essential to a successful program. Space on loading docks, dumpster areas, and interior storage is seldom as plentiful as we might like. Materials collected for recycling are often spread throughout the operation, and must be handled more than once before final pickup. Reusable containers must be collected, cleaned, stored, and returned. It is helpful to use a “systems approach” when implementing a program, just as we did in the initial information gathering. Look at the movement of the material at every point. How can you minimize the number of times it is handled? How can collection be integrated into other functions? For example,

“Our data-entry staff workday ends at 5:00pm. They are asked to finish up around 4:45 to complete their daily reports and tidy up their workspaces before leaving. With our new recycling program, we ask each worker to bring their recyclables to a wheeled cart in a central area at this time. One person from each floor then brings the cart down with them and leaves it on the loading dock. When the custodial staff comes on duty, they empty the recycling carts into larger containers, and return the carts as they begin their cleaning on each floor. Our recycling program hasn’t added any extra trips to and from the dock!”

Employee health and safety: When materials are handled in new ways, careful attention should be given to any new hazards that may be created. For example, recyclables may have sharp edges. Large containers may be too heavy to lift safely. Fire regulations may affect storage of flammable recyclables. Placement of containers and equipment must allow for adequate workspace and traffic flow. Mechanical equipment such as balers and compactors require appropriate training and supervision. In larger companies, there will be a health and safety officer or department: their active participation will help eliminate any problem issues from the start.

Security and confidentiality issues may arise in a number of ways. For example, purchasing records are useful for determining waste reduction strategies as we have seen, but in some companies may be off-limits to all but certain staff people. A systems approach to planning will help to take account of these various issues.

Customer relations: In a consumer-products or service company, the waste reduction program can be a valuable asset to the company image. The details will be unique to the company, but may range from a low-key approach such as a simple environmental policy statement on a package or sign, to a full-scale ad campaign based on a “green” identity. Perhaps the most important consideration when informing customers about the company’s environmental efforts is credibility. Most people with experience in “green marketing” will agree that it is better to understate than to overstate the company’s environmental track record.

For companies which market to industry rather than general consumers, the customer relations approach may be very different. Depending on the company’s type of business and its own “style,” waste reduction may be part of the “total quality” image. Cost-saving efficiencies can be presented as part of the company commitment to keep prices contained. If a major customer has a strong environmental commitment, your message may emphasize your compatibility.

Through the CIWMB Waste Reduction Awards Program, Businesses that have successfully reduced a significant portion of their waste may apply for an award and receive statewide media recognition.

Program Monitoring, Measurement and Evaluation

LEARNING OBJECTIVE:

This section will help participants to evaluate the progress and ongoing effectiveness of their waste reduction programs after initial implementation, and to be able to report and to explain to others the impact of waste reduction.

SUGGESTED NARRATIVE:

Monitoring and evaluation are often the neglected steps in a program. It may seem that evaluation work requires extra time and effort that are not necessary if everyone is generally pleased with how the program is going. Too often, we realize the importance of measuring program progress as an after-thought, when we really need the data. For example, a new manager in the company may ask for a report on the waste reduction program, or you may be asked to present its progress to an annual meeting of the shareholders or to the budget committee of your government agency.

Let's list some reasons for monitoring and evaluating a waste reduction program, and the benefits of reporting progress in as measurable terms as possible:

Reasons Why Monitoring, Measurement and Evaluation are Important

1. Employee commitment/participation will be greater when their ideas are heard and taken into account. Make full use of the workplace's already existing channels for information **input and feedback**: regular management and employee meetings, with employee in-service training programs, bulletin boards, newsletters, monthly, quarterly, or annual awards announcements.

2. New management, a new administration, new ownership and new employees will ask questions and need training in the program. **"Show me the numbers"** for company comptrollers and agency fiscal officers means that they are most convinced by quantitative data, especially the **disposal and purchasing cost savings**. They are more likely to support equipment purchases and other long-range investments in the program when you asked for their assistance in setting up the most efficient method for tracking the numbers.

3. "Feedback is the Breakfast of Champions." Reporting to employees about how the program is working, milestone achievements to applaud and pointing out problems that need special attention and improvement will help to maintain their motivation to participate over time. So remember to report back to employees the results of monitoring and evaluation. The idea is not to produce meaningless data that informs no one!

■ **TRAINER'S NOTE:**
Take about 5 minutes to list participants' ideas on the benefits of evaluation.

4. A method for periodic or ongoing monitoring will help you to **identify unexpected problems or shortcomings in the program quickly** so that you can take prompt, corrective actions. Likewise, you can also spot unexpected rapid progress and milestone achievements early and report on these successes.

5. **“Rank and file” concerns** about how much the waste reduction program may change their job duties or increase their workload can be monitored and measured.

In the early stages of program planning and design, build into the program methods for periodic information gathering -- both qualitative and quantitative -- so that the extra effort for evaluation is minimized.

For Quantitative Monitoring and Measurement — Tracking the Numbers

- ▶ Start by determining how you want to measure results, in labor hours, in dollars, in pounds. How will you know if milestones are being met and objectives achieved?
- ▶ Look for ways to integrate waste reduction data measures into the workplace's already-existing recordkeeping systems for purchasing, production, shipping and receiving, and disposal. This objective --to not duplicate effort, or create extra recordkeeping work-- is becoming easier as more workplaces make full use of computer software for management information systems.
- ▶ Be sure to ask frontline employees who you may rely on for monitoring or recording data for their advice in setting up the system.

For Qualitative Monitoring and Evaluation

- ▶ The numbers alone won't give you the information you need about a new program. Your waste reduction team can share the responsibility for asking employees about how it's going.
- ▶ Spot reality checks and eye estimates give you a better sense of what is actually happening. For example, your own experience in trying out a fancy new office paper recycling container may reveal that it is too small and impractical for employee use.
- ▶ Set aside a time at regular staff meetings to hear how employees feel about how the waste reduction program is working. This is also a way to meet employees who have developed a special interest in the program and can be groomed for future leadership in the waste reduction team.

Finally, over time, your waste reduction program will become institutionalized and integrated into the company's or agency's systems, planning, and hopefully, the “corporate culture.”

■ **TRAINER'S NOTE:**

You can make the point here that this is where waste characterization data from Section 6 will be useful.

Resistance to Change

Be prepared that while you and the members of your waste reduction team may be very enthusiastic about the benefits of a new waste reduction program, not everyone will be eager to make the changes necessary for a successful, company-wide program.

The “rate of adoption” (of innovations-- new ideas or practices) within any given population is often described in terms of how people typically fall into the following five categories:

- Innovators
- Early Adopters
- Majority
- Late Majority
- Laggards

You can expect that a certain percentage of employees will be resistant to changes brought on by a new waste reduction program. After everyone is given the opportunity for training, then, the most effective use of your time will be to make sure that the bulk of employees in the Early Adopters, Majority, and Late Majority categories are trained and supported in their efforts to participate in the new waste reduction program.

REASONS TO MONITOR, MEASURE & EVALUATE YOUR WASTE REDUCTION PROGRAM

- Employee commitment and participation.
- Information for management.
- “Feedback is the Breakfast of Champions.”
- Spot unexpected problems quickly.
- Information about changes in jobs and employee time.

TRAINING EVALUATION

Date: _____ Location: _____

1 - Which two parts of the training course were most valuable to you?

2 - Which two parts of the training course were least valuable to you?

3 - Did the training improve your understanding of this topic?

____ 1-yes ____ 2 - somewhat ____ 3 - not at all

4 - Was the material relevant to your needs?

____ 1 - very relevant ____ 2 ____ 3 ____ 4 - no, not at all

5 - How much did you learn from this workshop?

____ 1 - a great deal ____ 2 ____ 3 ____ 4 - nothing

6 - How would you rate the training instructors?

____ 1 - excellent ____ 2 -very good ____ 3- good

____ 4 - fair ____ 5 - poor

7 - Was the material presented in an organized and coherent fashion?

____ 1 - yes, definitely ____ 2 ____ 3 ____ 4 - no, not at all

8 - How would you rate the training manual?

____ 1 - excellent ____ 2 very good ____ 3- good

____ 4 - fair ____ 5 - poor

9 - How would you rate the overall quality of the training course?

____ 1 - excellent ____ 2 very good ____ 3- good

____ 4 - fair ____ 5 - poor

10 - What was the most significant idea you heard that you can take back and implement?

11 - What improvements would you suggest for the next training session?

12 - Please make any other suggestions or comments you think would be helpful for future planning.

Thank you for your feedback!

Closing Activity: Planning Waste Reduction Activities

Name _____

Organization _____

1 - Identify three waste reduction activities that you want to do in your organization.

2 - What is the one immediate project you will undertake or waste material you will reduce or recycle when you return to your workplace?

3 -What is the first step you will undertake to begin the project or activity you described in question #2 above?

4 - Please identify three medium to long-term activities that you would like to undertake in your organization. What is the timeframe it would take for you to implement these activities?

5 - Which activity do you think will have the greatest impact on waste reduction in your organization?

6 - List four people (by title or department) in your organization that you know will be cooperative and supportive in waste reduction efforts.

TERMS AND DEFINITIONS

Baler	A machine used to compact recyclables into bundles to reduce volume. Paper products, corrugated cardboard, plastics, and aluminum and steel cans are commonly baled.
Bi-Metal Container	Any metal container that contains at least two different metals such as a steel-bodied can with an aluminum top.
Boxboard	Paper product used for office supply, cereal, cracker and shoe boxes, usually made from mixed waste paper. Not to be confused with corrugated cardboard.
Commingling	The mixing of materials during collection.
Compactor	A machine used to compress materials to a smaller volume.
Composting	The controlled process whereby organic materials are biologically broken down and converted into a stabilized humus material.
Computer Paper	Also known as CPO, or computer print-out. High quality white paper used either with tractor-feed or single sheet printers. May have blue, green or other color stripe printed on surface, but the basic fiber color is white.
Construction & Demolition Debris	Any waste resulting from construction , remodeling, repair, or demolition operations on pavement, buildings, or other structures. Waste that includes lumber, drywall, concrete, pipe, brick, glass, electrical wire, and rubble.
Consumption	The amount of any resource (material or energy) used in a given time.
Contaminant	A material that is harmful or undesirable to the recycling process when it is included with a recyclable material.
Container Rental	The monthly fee for having a compactor or dumpster on-site.
Corrugated Cardboard	Also known as cardboard box, and commonly used as a shipping container. Paper product made of unbleached kraft fiber, with two heavy outer layers and a wavy inner layer to provide strength.
Cullet	Container glass that has been sorted, crushed, and cleaned for glass factory furnaces to be manufactured into new containers.
Disposal	Management of solid waste through landfilling, incineration, or other means at permitted solid waste facilities.
Disposal Cost Savings	Economic savings from reduced waste hauling operational expenses and avoided disposal facility tipping fees.
Diversion Rate	The amount of all materials recycled as a percentage of the municipal solid waste stream.

EcoPurchasing	A source reduction strategy used by purchasing managers to select products that create the least amount of waste and toxicity.
Ferrous Metals	Metal containing iron (such as steel) in sufficient quantities to allow for magnetic separation.
Food Waste	Vegetable and animal food wastes resulting from food preparation, storage, or serving activities.
Gaylord	A 1.4 cubic yard cardboard container used to store loose materials.
Generation Data	Information on waste amounts derived from actual waste materials produced - usually determined by assessing waste bin on-site.
Generator	An individual, company, organization or activity that produces wastes or recyclable materials.
Hauler	A company that collects garbage and/or recyclable materials.
Hazardous Waste	Waste requiring special precaution in its use, collection, storage, transportation, treatment, or disposal to prevent injury to human health or the environment. Includes flammable, corrosive, ignitable, reactive, toxic, radioactive, volatile and pathological materials.
HDPE	High-density polyethylene, or #2 plastic. A plastic resin used for the manufacture of milk jugs, laundry product containers, margarine and butter tubs, and some plastic bags.
Landfill	A land waste disposal site that is designed to minimize water pollution from run-off and leaching.
Ledger	A paper category that includes most office paper, such as letterhead, computer paper, copier bond, and notebook paper.
Market	A business or industry that accepts recyclable materials for further processing or final manufacturing into new products.
Materials Exchange	See Waste Exchange
Mixed Paper	Types of paper that are not included in the high-grade category, such as envelopes, manila folders, junk mail, greeting cards, wrapping paper, glossy inserts, catalogs, and magazines.
Municipal Solid Waste	That portion of the waste stream that includes residential waste, commercial/institutional waste, and some light industrial waste. It does not include hazardous waste, radioactive waste, medical waste, or heavy industrial waste.
Non-ferrous Metal	Scrap metal that a magnet will not attract, such as aluminum, copper, lead, zinc, brass, precious metals, and other alloys.
Pallet	A wooden platform placed underneath large items so they may be picked up and moved by a forklift.

PET	Polyethylene terephthalate or #1 plastic. Clear plastic resin used in the manufacture of soda and liquor bottles, and some food containers, such as peanut butter jars.
Postconsumer Waste	Waste materials generated by businesses or households.
Preconsumer Waste	Waste, scrap, or offcuts from industrial and manufacturing processes (it has not been used by businesses or households).
Processing	Operations performed to make recyclable materials more marketable. Processing may include sorting, baling, grinding, pelletizing or crushing.
Pull Fee	The charge for collecting and transporting waste to a waste disposal facility.
Recyclable Material	Those materials that are capable of being recycled and which would otherwise be discarded as solid waste.
Recycled Content	That part of a product which has been manufactured using preconsumer or postconsumer recycled material.
Recycling	The process by which materials otherwise destined for disposal are collected, remanufactured, and purchased.
Reuse	The use of a product more than once in its same form for the same or similar purpose.
Roll-Off	A special truck which deposits and picks up a 10-to-50-cubic yard container at a site.
Secondary Materials	Recyclable materials such as waste paper and scrap metal.
Sludge	Solid or semi-solid residue resulting from waste water treatment or industrial processes.
Solid Waste Management	The administration of activities that provide for the collection, storage, transportation, processing, treatment and disposal of solid waste.
Source Reduction	Strategies that reduce the total amount and/or toxicity of the materials entering the waste stream. Also referred to as “waste prevention.”
Source Separation	The process of segregating various materials by type at the point of generation in order to manage them through recycling, composting or other waste handling system.
Special Waste	Solid wastes/recyclables that can require special handling and management, such as used motor oil, whole tires, white goods, mattresses, lead-acid batteries, furniture and medical wastes.
Tin Cans	Food and beverage cans with steel bodies that are plated with tin. More correctly referred to as steel cans.

Tipping Fee	Charge for dumping (“tipping”) a container of waste at a landfill, incinerator or other waste disposal facility. The fee is usually dollars per ton.
Virgin Materials	Natural resources, such as oil, timber, natural gas, and minerals that are extracted from the earth, as opposed to secondary materials that have already been used at least once.
Waste Assessment	An on-site assessment of the waste stream and recycling potential of an individual business, industry, institution, or household.
Waste Exchange	Two or more companies exchange materials that would otherwise be discarded. It may also be an organization with electronic and/or catalog networks to match companies that want to exchange their materials.
Waste Prevention	See “Source Reduction.”
Waste Stream	The total flow of solid waste generated by a business, industry, institution, household, or municipality. Components of the waste stream are reduced by implementing source reduction, reuse, recycling, and composting techniques.
White Goods	Large appliances such as refrigerators, stoves, water heaters, washers, dryers, and air conditioners that are made of enameled metal.
Yard Waste	The portion of the waste stream consisting of vegetative matter resulting from landscaping, maintenance and land clearing operations, such as leaves, grass clippings, brush, tree trimmings, and garden wastes.

INFORMATION RESOURCES

ORGANIZATIONS

Aluminum Recycling Association

1000 Sixteenth Street, NW, Suite 603
Washington, DC 20036
(202) 785-0951

American Paper Institute

260 Madison Avenue
New York, NY 10016
(212) 340-0600

American Plastics Council

1275 K Street NW, Suite 400
Washington, DC 20005
(202) 371-5211

Appliance Recycling Centers of America (Northern California)

745 85th Avenue, Units M&N
Oakland, CA 994621
(510) 562-6227

Appliance Recycling Centers of America (Southern California)

1920 Acacia Avenue
Compton, CA 90220
(310) 763-2212

Association of Corporate Environmental Officers

P.O. Box 4117
Timonium, MD 21093
(410) 561-9296 or (800) 876-6618

Business for Social Responsibility

1683 Folsom Street
San Francisco, CA 94103
(415) 865-2500

Buy Recycled Campaign

National Recycling Coalition
1727 Knight Street, Suite 105
Alexandria, VA 22314-2720
(703) 683-9025

California Chamber of Commerce

P.O. Box 1736
Sacramento, CA 95812-1736
(916) 444-6670

California Resource Recovery Association

4395 Gold Trail Way
Loomis, CA 95650
(916) 652-4450

Californians Against Waste

926 J Street, Suite 606
Sacramento, CA 95814
(916) 443-5422

The Composting Council

114 South Pitt Street
Alexandria, VA 22314
(703) 739-2401

Co-op America

2100 M Street NW, no.403
Washington, DC 20037
(202) 872-5307/(800) 424-2667

Council on Packaging in the Environment (COPE)

275 K Street, NW, Suite 400
Washington, DC 20005
(202) 331-0099

Environmental Action Foundation

1525 New Hampshire Avenue, NW
Washington, DC 20036
(202) 745-4870

Environmental Defense Fund

257 Park South
New York, NY 10010
(212) 505-2100

Environmental Protection Agency (Region IX)

75 Hawthorne Street
San Francisco, CA 94105
(415) 744-2080
1-800-EPA-WISE

Flexible Packaging Association

1090 Vermont Avenue, NW, Suite 500
Washington, DC 20005
(202) 842-3880

Food Service and Packaging Institute

1025 Connecticut Avenue, NW
Washington, DC 20005
(202) 347-0020

Glass Packaging Institute

1627 K Street, NW, Suite 800
Washington, DC 20006
(202) 887-4850

Green Hotels Association
PO Box 420212
Houston, TX 77242-0212
(713) 789-8889

Institute of Packaging Professionals
11800 Sunrise Valley Drive
Reston International Center
Reston, VA 22091
(703) 620-9380

Institute of Scrap Recycling Industries
162 K Street, NW
Washington, DC 20006
(202) 466-4050

Keep America Beautiful
9 Broad Street, West
Stamford, CT 06902
(203) 323-8987

**Mail Preference Service
Direct Marketing Association**
P.O. Box 9008
Farmingdale, NY 11735-9008

Municipal Solid Waste Management Assn.
1620 I Street, 4th Floor
Washington, DC 20006
(202) 293-7330

**The National Association of Home
Builders Research Center**
400 Prince George's Boulevard
Upper Marlboro, MD 20772-8731
(301) 249-4000

**National Association for Plastic Container
Recovery (NAPCOR)**
4828 Parkway Plaza Blvd., Suite 260
Charlotte, NC 28217
(704) 357-3250

National Office Products Association
301 North Fairfax Street
Alexandria, VA 22314
(703) 549-9040

National Recycling Coalition
727 Knight Street, Suite 105
Alexandria, VA 22314-2720
(703) 683-9025

National Solid Waste Management Assn.
1730 Rhode Island Avenue, NW, Suite 1000
Washington, DC 20036
(202) 659-4613

Northern California Recycling Association
P.O. Box 5581
Berkeley, CA 94705
(510) 893-7066

Paperboard Packaging Council
1101 Vermont Avenue, NW, Suite 411
Washington, DC 20005
(202) 289-4400

Scrap Tire Management Council
1400 D Street NW
Washington, DC 20005
(202) 408-7781

Solid Waste Assn. of North America
8750 Georgia Avenue, Suite 140
Silver Spring, MD 20910
(310) 585-2898

Steel Can Recycling Institute
Foster Plaza X
680 Anderson Drive
Pittsburgh, PA 15220
(412) 922-2772

BOOKS AND GUIDES

**The Bottom Line of Green is Black:
Strategies for Creating Profitable and Envi-
ronmentally Sound Businesses (1993)**
Tedd Saunders & Loretta McGovern
HarperCollins Publishers
10 East 53rd Street
New York, NY 10022

**Business Guide for Reducing Solid Waste
(1994)** (EPA 530-K-92-004)
Call EPA RCRA/Superfund Hotline
(800) 424-9346 or (703) 412-9810

Business Recycling Manual (1991)
INFORM, Inc.
381 Park Avenue, South, Suite 1201
New York, NY 10016
(212) 689-4040

**Buy Recycled Products: How Your Office Can
Complete the Recycling Loop (1991)**
National Office Paper Recycling Project
US Conference of Mayors
1620 Eye Street, NW, Fourth Floor
Washington, DC 20006
(202) 293-7330

Environmental Dividends

INFORM, Inc.
381 Park Avenue South, Suite 1201
New York, NY 10016
(212) 689-4050

Environmental Executive Directory (1992)

Carroll Publishing Company
1058 Thomas Jefferson Street, NW
Washington, DC 20007
(202) 333-8620

The Green Encyclopedia (1992)

Irene Frank & David Brownstone
Prentice-Hall General Reference
15 Columbus Circle
New York, NY 10023

***Green is Gold: Business Talking to Business
About the Environmental Revolution (1991)***

Patrick Carson & Julia Moulden
HarperCollins Publishers Ltd.
Suite 2900, 55 Avenue Road
Toronto, Ontario, M5R 3L2

***In Search of Environmental Excellence:
Moving Beyond Blame (1990)***

Bruce Piasecki & Pete Asmus
Simon & Schuster/Touchstone
Rockefeller Center
New York, NY 10020

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PO Box 577
Ogdensburg, NY 13669
(800) 267-0707

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135 W. Fiftieth Street, 15th Floor
New York, NY 10020

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PO Box 6477
Fort Worth, TX 76115
(817) 334-5215

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American Hotel and Motel Assoc.
1201 New York Avenue, NW
Washington, DC 20005-3917
(202) 289-3100

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Minnesota Office of Waste Management
Waste Education Clearinghouse
1350 Energy Lane, Suite 201
St. Paul, MN 55108
(612) 649-5750

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33 East Minor Street
Emmaus, PA 18098

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Washington, DC 20460

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1350 Energy Lane, Suite 201
St. Paul, MN 55108
(612) 649-5750

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Illinois Retail Merchants Association
36 S. Wabash Avenue, Suite 1226
Chicago, IL 60603
(312) 726-4600

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(800) 424-9346 or (703) 412-9810

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Mary Appelhof
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10332 Shaver Road
Portage, MI 49002
(616) 327-0108

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American Recycling Market

Recoup
PO Box 577
Ogdensburg, NY 13669

Biocycle

419 State Avenue
Emmaus, PA 18049
(610) 967-4135

Co-op America Quarterly

Co-op America
1850 M Street, NW, Suite 700
Washington, DC 20036
(202)872-5307

Environmental Action Magazine

Environmental Action
1525 New Hampshire Avenue, NW
Washington, DC 20036
(202) 745-4870

In Business

PO Box 323
18 S. Seventh Street
Emmaus, PA 18049
(215) 967-4135

Packaging

1350 E Touhy Avenue
PO Box 5080
Des Plaines, IL 60018-3303
(708) 635-8800

Packaging Digest

400 N. Michigan Avenue
Chicago, IL 60611-4104
(312) 222-2000

Pollution Abstracts

7200 Wisconsin Avenue
Bethesda, MD 20814-4811
(301) 961-5700

Pollution Engineering

1935 Shermer Road
Northbrook, IL 60062-5319
(708) 498-9846

Pollution Equipment News

650 Babcock Boulevard
Pittsburgh, PA 15237-5821
(412) 364-5366/364-5667

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1730 Rhode Island Ave., NW, no. 1000
Washington, DC 20036-3196
(212) 659-4613

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4012 Bridge Avenue
Cleveland, OH 44113-3320
(216) 961-4130

Resource Recovery Report

5313 Thirty-Eighth Street, NW
Washington, DC 20015
(202) 298-6344

Resource Recycling

PO Box 10540
Portland, OR 97210-0540
(503) 227-1319

Reuse/Recycle

PO Box 3535
851 New Holland Avenue
Lancaster, PA 17604

Solid Waste Report

951 Pershing Drive
Silver Spring, MD 20910-4432
(301) 587-6300

Waste Age

170 Rhode Island Avenue, NW, no. 1000
Washington, DC 20036-3196
(202) 861-0708

Wastetech News

131 Madison Street
Denver, CO 80206-5427
(303) 394-2905

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World Watch Institute
1776 Massachusetts Ave, NW
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Box 544
Eugene, OR 97440-9998

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