

Frontline Leadership Facilitator Guide

For U.S. Managers / Supervisors



Stericycle[®]

We protect what matters.

FRONTLINE LEADERSHIP

WELCOME LETTER

Frontline Leaders,

Thank you for participating in the Frontline Leadership training program. We are very excited to share this approach with you as participants in this intensive training.

We have been working on developing a more formal and structured approach to Field Operations training, with a special focus on safety and accountability. As our leaders who are closest and most influential to our Operations team members, it is critical that you have the skills and information to do your job and ensure our teams serve our customers, safely and successfully.

The purpose of this week is to provide you, our valued and important leaders, the time and materials to equip you for your jobs as leaders of our Operations teams. Our goal is for you to leave this session with a deep understanding of the essential skills and knowledge needed to effectively and safely lead your teams. We will do this through:

- Providing dedicated time to review and understand our core Stericycle safety programs and principles for our field operations facilities
- Creating hands-on opportunities to apply your learnings and get immediate feedback
- Setting opportunities for you to learn from each other – discussing your challenges and sharing best practices with your fellow frontline leaders

This will be a comprehensive and our expectation is that you will use this opportunity to learn, share and prepare for your incredibly important role as leaders. We look forward to working with you as you apply these learnings in building our company into a world class organization.

Regards,



Rich Moore
EVP, North America Operations



Joe Reuter
EVP, Chief People Officer

HOW TO USE THIS FACILITATOR GUIDE

Name:

Date:

FLT NA MATERIALS

EIN:












The Facilitator Guide (also known as a 'FG') is a tool for facilitators used to assist in leading a training session.

Facilitator guides includes the following:

- A detailed outline of the session's agenda
- Learning objectives
- Discussion questions
- Activities

Key

Visual markers will help you quickly identify the above parts of the guide:

	Time: Time allocated to complete the section.		Objectives: Defines what learners are to learn or accomplish.
	Pre-Course: What was covered in pre-course content.		PowerPoint: Defines what is in the PowerPoint and how much time to spend on the presentation.
	ILT Agenda: The list of items to be discussed or acted upon during the instructor-led session.		Activity / Exercise: Details any activities- how to do them, what's required, and tips. Usually these are group activities.
	Discussion: Think of these as critical questions to the class (as a whole) and not in individual groups. Usually they are done without groups.		Discussion Questions: Promotes active participation and engagement among participants in a group or class discussion.
	Reading Material: Sections of more specific details on the content.		Pre-Course Work: Participants, fill in the blanks and questions before the instructor-led sessions begin. Answers can be found in the pre-courses.
	Stop / Bring Items to Class: Goes over any items expected of you to bring to the instructor-led session as a participant.		

Assessing this Program

Participants will also have the opportunity to assess this program by day, and all of the modules taught during that time. Access to each day is within Einstein.

BRING TO THE SESSION

The instructor-led session (in person) will require you to prepare beforehand. Please be sure to fill out and bring with you the following items: Have a director supervisor initial the “Items to Know”.

Check	Quantity	Items to Fill Out
	3	Completed BBSOs (observation checklists on SEMS. JSAs on EHS SharePoint in Behavior-Based Safety Program folder.)
	1	SIC (Notes from the last SIC meeting)
	1	IRC (Notes from one of the last IRCs)
	1	Pre-Trip Inspection (on following pages)
	1	Action Plan (on following pages)
Initials		Items to Know
	1	Must have memorized S.A.F.E. L.I.F.T.
	1	Must have memorized 10-Point Commentary
	1	Must have memorized Critical Safety Rules

In addition to these, be sure to complete the pre-course(s) assigned to you.

SAFETY IMPROVEMENT COMMITTEE (SIC) NOTES

Date: _____

Notes:

INVESTIGATING & REPORTING COMMITTEE (IRC) NOTES

Date: _____

Notes:



FLEET SAFETY

PRE-TRIP INSPECTION

Begin the step-by-step pre/post trip inspection on the passenger's side and continue 360° in a counterclockwise circle around the vehicle end at the driver's side door of the vehicle.

Front of Truck - General Appearance	I	D	NA
1. Windshield			
2. Lights/Reflectors			
3. Mirrors			
4. Leaks			
5. License plate/IFTA			

Under the Hood*	I	D	NA
6. Hood Latches			
7. Alternator			
8. Air Compressor			
9. Leaks/Hoses			
10. Water Pump			
11. Break Fluid			
12. Oil Level			
13. Coolant Level			
14. Power Steering Fluid			
15. Washer Fluid			
16. Engine Belts			
17. Transmission Fluid			

Steering / Suspension	I	D	NA
18. Steering Box			
19. Steering Linkage			
20. Suspension			
21. Brakes			

External Truck (Driver Side)	I	D	NA
22. Front Tires/Wheels			
23. Doors/Mirrors/Windows			
24. Fuel/DEF Tanks			
25. Battery Box			
26. Hydraulic Tank			
27. Drive Shaft			
28. Box Mounting Bolts			
29. Marking Holders			
30. Lights/Reflectors			
31. Drive Axle Suspension			
32. Drive Axle Brakes			
33. Drive Axle Tires/Wheels			

Front/Side of Truck (Driver Side)	I	D	NA
34. Clearance Lights / Reflectors			
35. Frame			

Rear of Truck	I	D	NA
36. Mud Flaps			
37. Doors/Latches/Locks			
38. License Plate			
39. Lights/Reflectors			
40. DOT Bumper			
41. Marking Holders			
42. Tail/Lift Gate			
43. Steps			



Key	
I	Inspected
D	Defective
NA	Not applicable

*Depending on the type of vehicle, things can be located on the left or the right.

FLEET SAFETY

PRE-TRIP INSPECTION

Begin the step-by-step pre/post trip inspection on the passenger's side and continue 360° in a counterclockwise circle around the vehicle end at the driver's side door of the vehicle.



Key	
I	Inspected
D	Defective
NA	Not applicable

Rear of Truck	I	D	NA
44. Lights/Reflectors			
45. Mud Flaps			
46. Tail/Lift Gate			
47. Steps			

Front/Side of Truck (Passenger Side)	I	D	NA
48. Clearance Lights / Reflectors			
49. Frame			

External Truck (Passenger Side)	I	D	NA
50. Lights/Reflectors			
51. Suspension			
52. Brakes			
53. Front Tires/Wheels			
54. Doors/Mirrors/Windows			
55. Fuel/DEF Tanks			
56. Drive Shaft			
57. Exhaust System			
58. Box Mounting Bolts			
59. Light/Reflectors			
60. Drive Axle Suspension			
61. Drive Axle Brakes			
62. Drive Axle Tires/Wheels			
63. Shredder			
64. Marking Holders			

Using Three Point Climb Enter Cab of Truck	I	D	NA
65. Camera			
66. Emergency Equipment			
67. Registration/DOT Required Paperwork			
68. Safe Start			
69. Fuel Gauge			
70. Oil Pressure Gauge			
71. Coolant/Temperature Gauge			
72. Ammeter/Voltmeter			
73. Oil Temperature Gauge			
74. Air Gauges			
75. Mirrors/Windshield			
76. Windshield Wipers			
77. Steering Wheel			
78. Steering Play			
79. Wipers Washers			
80. Lighting Indicators			
81. Horn			
82. Heater/Defroster			
83. Seat Belt			
84. Parking Brake			
85. Service Brake/ABS Brake Test			
86. Hydraulic Brake Check			
87. Air Brake Check			

*Depending on the type of vehicle, things can be located on the left or the right.

FLEET SAFETY
PRE-TRIP INSPECTION

List any notes you have here.

Notes

SMART Goal Template (Example)

Operation _____ Date _____

Impact Element _____ Name _____

Root Cause		Plan of Action	Next Level Manager or Assistance Needed	Completion Date		Control and Follow-up
				Plan	Actual	
1	Missed white glove accounts	Dispatcher will report to Supervisor by 4:00 PM daily on total number of Edward Jones and Fidelity services planned vs routed for the following service day, based on RDD.	Supervisor	6/2/2023		Supervisor will send daily text to FM by 7:30 AM with total WG on route for the day and by 5:30 PM with confirmation of WG service completion (planned vs actual).
2	Hours and/or frequency change	Drivers must call Supervisor from WG account location if service cannot be completed for any reason and required to stay onsite until direction is given.	Manager	6/2/2023		Supervisor must call the Location Manager directly before giving the driver permission to leave the customer location.

Goal	98% daily WG On-Time
Base	82% daily WG On-Time

Date	Result
5/1/2023	82.0%
5/2/2023	84.0%
5/3/2023	84.0%
5/4/2023	86.0%
5/5/2023	88.0%
5/8/2023	91.0%

Date	Result
5/9/2023	
5/10/2023	
5/11/2023	
5/12/2023	

Notes
<ul style="list-style-type: none"> Dispatcher has set daily reminder to review next day routes and confirm all WG accounts are routed Daily on-time is showing improvement for WG accounts

SMART Goal Template (Action Plan)

Operation _____ Date _____

Impact Element _____ Name _____

Root Cause		Plan of Action	Next Level Manager or Assistance Needed	Completion Date		Control and Follow-up
				Plan	Actual	
1						
2						
3						

Goal	
Base	

Date	Result

Date	Result

Notes

Tips for Lifting Safer: S.A.F.E. L.I.F.T.

S

First, **size up** the load.



Size Up

A

Assess and plan the job.



Assess

F

Ensure a **firm base** of support.



Firm Base

E

Make things **easier** by bending your knees.



Easier

L

Loose grip leads to strains.



Loose

I

Load is **inward** to your body.



Inward

F

Flex your legs to lift.



Flex

T

Turn your whole body. Don't twist!



Turn

Ten Point Commentary

SWAT

1. When starting up at intersections look left, right, and left again. Then check all your mirrors.
2. When stopped in traffic, a car length of space is required from the vehicle ahead. This will allow enough space to pull your vehicle ahead if it should stall and will give you a cushion if you need to make a turn.
3. Pause for two seconds, after the vehicle ahead starts to move from a stopped position at an intersection. Look for the car's taillights, not the traffic lights.
4. Four to six seconds following time is needed for speeds under 30 mph, six to eight seconds for speeds over 30 mph. This will help reduce eye fixation.
5. Keep your eyes moving while steering. On city streets look 2 blocks ahead, and on rural/highways, look 1/2-1 mile ahead. Use the lane of least resistance.
6. Scan steering wheels, look for driver movement, rear lights and signs of exhaust to determine if cars are occupied and may pull out from a curb.
7. Look for a decision point at all intersection stale green lights. Pick a fixed object on the side of the road and determine if you can stop safely before the crosswalk.
8. Make eye contact with pedestrians and other drivers when approaching intersections, crosswalks, driveways, or as needed. Use your horn or lights to gain someone's attention to avoid a possible dangerous situation.
9. Look over your left shoulder and make sure your mirrors are clear when pulling from a curb or parked position to eliminate any blind-spot collisions.
10. Move eyes every 2 seconds while scanning your mirrors every 5-8 seconds.

Critical Safety Rules

10 Rules to Remember

1. Always use Stop Work Authority.
2. Ensure all potential hazards have been identified and understood before performing work.
3. Always wear appropriate and approved Personal Protective Equipment (PPE).
4. Always follow Lockout/Tagout (LOTO) procedures.
5. Never work on electrical equipment unless authorized.
6. Only use equipment that is properly guarded.
7. Never enter confined spaces unless authorized.
8. Always use proper lifting and material handling techniques.
9. Prevent fires.
10. Always operate company vehicles following Stericycle's safe driving requirements.

Table of Contents

Facilitator Guide

DAY 1: Leadership Essentials	2		
Introduction and Class Primer	2	Safety Improvement Committees	57
Critical Safety Rules	4	Investigating & Reporting Incidents	60
Safety Commitment Pledge	6	Vehicle Incident Investigation	74
Managing for Results	8	SMART Goals / Action Plan	75
Dashboards	9	DAY 3: Fleet Safety	79
HR Basics for Supervisors	14	Pre-Trip Inspections	79
Effective Coaching	15	SWAT Supervisor	84
Safety Coaching Program	20	DOT Compliance / First Advantage	85
SMART Goals / Action Plan	22	DAY 3: Fleet Systems	86
DAY 2: Safety Essentials	25	DOT Hours of Service	86
Behavior-Based Safety Observations	25	LytX Navigation and Coaching	88
Lifting and Manual Handling Safety	27	SMART Goals / Action Plan	91
Sharps Injury Prevention	35	DAY 4: Fleet Safety	94
Slips, Trips, Falls	40	SWAT: In Cab Evaluation & Coaching	94
Stop Work Authority	47	SMART Goals / Action Plan	96
Lockout Tagout	52		



DAY 1: LEADERSHIP ESSENTIALS

INTRODUCTION AND CLASS PRIMER



Cumulative time:
20 minutes



Pre-Course Content Covered:

There was no associated Pre-Course content related to this.



ILT Agenda:

The main parts of the session.

1. Introduction
2. Class Primer



Objectives:

What learners are to learn or accomplish.

- To introduce the program to the participants.
- Explain why they are there / were invited.



PowerPoint:

There is no PowerPoint for this section.



Script:

Introduction: [10 minutes]

Welcome to the Stericycle Frontline Leadership Program, designed to provide our managers and supervisors with the skills, knowledge, and tools necessary to effectively lead our teams and promote a culture of safety throughout the organization. Over the course of four days, we will cover a range of topics related to leadership, safety, and fleet systems and fleet safety, and provide you with the resources you need to be successful in your role.

Class Primer:

Day One: Leadership Skills [5 minutes]

On the first day of the program, we will focus on leadership skills, including effective communication, problem-solving, and decision-making. You will learn how to motivate and engage your team, build trust and rapport with team members, and effectively manage conflicts and challenges that may arise in the workplace.

Notes:

DAY 1: LEADERSHIP ESSENTIALS

INTRODUCTION AND CLASS PRIMER

Day Two: Safety Culture [5 minutes]

On the second day, we will shift our focus to safety culture, exploring the role that managers and supervisors play in promoting and maintaining a culture of safety. You will learn about the key components of a successful safety program, including hazard identification, risk assessment, and incident investigation, and explore strategies for promoting team member engagement and accountability for safety.

Day Three: Fleet Systems Overview [5 minutes]

On the third day, we will provide an overview of our fleet systems, including the use of telematics technologies such as Lytx and Geotab to improve safety, efficiency, and compliance. You will learn how to use these technologies to monitor driver behavior, identify safety risks, and make data-driven decisions to improve performance and reduce risk.

Day Four: Fleet Safety and Systems Training [5 minutes]

On the final day of the program, we will provide hands-on training on fleet safety and systems, including pre-trip inspections, defensive driving techniques, and the proper use of fleet technologies. You will have the opportunity to practice these skills and receive feedback from experienced trainers, and leave the program with the confidence and skills necessary to lead your teams and promote a culture of safety in your workplace.

We are excited to have you as part of this program and look forward to your active participation and engagement throughout this process.



Discussion Questions:

Notes:

DAY 1: LEADERSHIP ESSENTIALS

CRITICAL SAFETY RULES



Cumulative time:

20 minutes



Pre-Course Content Covered:

Learners already saw this in the online module prior to the session.

- The Critical Safety Rules



ILT Agenda:

The main parts of the session.

1. Explain and outline the point of having critical safety rules.
2. Have the class recite from memory the 10 Critical Safety Rules.



Objectives:

What learners are to learn or accomplish.

- Outline the point of having critical safety rules
 - Identify and prioritize the most important safety rules and procedures that must be followed to prevent accidents and injuries.
 - Specific actions that individuals should take to protect themselves and others, as well as guidelines for equipment use, emergency procedures, and hazard identification and reporting.
 - Can help to promote a culture of safety by emphasizing the importance of safety and encouraging individuals to take responsibility for their own safety and the safety of others.



PowerPoint:

There is a PowerPoint “Leadership Essentials Operations” located on SharePoint.



Activities:

Reciting the Critical Safety Rules

Ask the class who can try reciting each of the 10 Critical Safety Rules. Keep track, and ask others to fill in the gaps without looking at the rules themselves.

Critical Safety Rules:

1. Always use Stop Work Authority.
2. Ensure all potential hazards have been identified and understood before performing work.
3. Always wear appropriate and approved Personal Protective Equipment (PPE).
4. Always follow Lockout/Tagout (LOTO) procedures
5. Never work on electrical equipment unless authorized.

Notes:

DAY 1: LEADERSHIP ESSENTIALS

CRITICAL SAFETY RULES

6. Only use equipment that is properly guarded.
7. Never enter confined spaces unless authorized.
8. Always use proper lifting and material handling techniques.
9. Prevent fires.
10. Always operate company vehicles following Stericycle's safe driving requirements.



Discussion Questions:

1. How do you hold your team accountable to know the Critical Safety Rules?
2. Any tips on remembering it?
3. How can remembering the Critical Safety Rules help you?

Additional Discussion Questions:

1. What are the critical safety rules that are most important for Stericycle team members to follow, and why are they considered critical?
2. How can you effectively communicate these critical safety rules to all team members at Stericycle, and ensure that they understand the consequences of failing to follow them?
3. How can you ensure that these critical safety rules are consistently enforced and reinforced throughout the organization, and that team members are held accountable for following them?
4. How can you measure the effectiveness of these critical safety rules in reducing accidents and promoting safety, and what kind of metrics should you use to evaluate their impact?
5. How can you continuously evaluate and improve the critical safety rules over time, and incorporate feedback and insights from employees and other stakeholders to ensure that they remain relevant and effective?

Notes:

DAY 1: LEADERSHIP ESSENTIALS

SAFETY COMMITMENT PLEDGE

Notes:



Cumulative time:
10 minutes



Pre-Course Content Covered:

Learners already saw this in the online module prior to the session.

- The Safety Commitment Pledge



ILT Agenda:

The main parts of the session.

1. Explain and outline the point of having a safety commitment pledge.
2. Have the class recite from memory the 10 statements within the safety commitment pledge.



Objectives:

What learners are to learn or accomplish.

- Outline the point of having a safety pledge
 - Promote safety awareness.
 - Encourage individuals to take responsibility for their own safety and the safety of others in their environment.
 - Establishes a culture of safety and to prevent accidents and injuries.
 - Promotes accountability and responsibility.



PowerPoint:

There is a PowerPoint “Leadership Essentials Operations” located on SharePoint.



Activities:

Reciting the Safety Commitment Pledge

Ask the class who can try reciting each of the 10 statements. Keep track, and ask others to fill in the gaps without looking at the pledge itself.

Safety Commitment Pledge:

1. I am personally responsible for creating an environment that is safe by choice, not by chance.
2. I will not turn the other way when I see an at-risk condition, work process, or behavior.
3. I will reduce risks that are under my control and communicate risks that are not under my control to the appropriate management chain.
4. I will ensure team members are adequately trained.
5. I will support and engage with the local safety committee to improve workplace health and safety and communication.

DAY 1: LEADERSHIP ESSENTIALS

SAFETY PLEDGE

6. I will inspect the workplace to identify potential hazards and to ensure safety programs, policies, and procedures have been implemented.
7. I will consistently observe my operations to promote safe behaviors and provide coaching to team members when at-risk behaviors are observed.
8. I will communicate incident reporting requirements to all team members under my supervision and will investigate workplace incidents to prevent similar future occurrences.
9. I will acknowledge safety achievements and recognize safe team member behavior.
10. I will encourage team members to make safe choices to ensure everyone goes home safe every day.



Discussion Questions:

1. How do you hold your team accountable to know the Safety Commitment?
2. Any tips on remembering it?
3. How can remembering your safety commitment pledge help you?

Additional Discussion Questions:

1. What is the purpose of a safety pledge, and how can it help reinforce a culture of safety and accountability throughout the organization?
2. What are the key elements of an effective safety pledge, and how can you ensure that it is tailored to the specific needs and priorities of Stericycle?
3. How can you effectively communicate the safety pledge to all team members at Stericycle, and ensure that they understand its importance and relevance to their work?
4. How can you measure the success of the safety pledge in promoting safety and reducing accident rates, and what kind of metrics should you use to evaluate its impact?
5. How can you continuously evaluate and improve the effectiveness of the safety pledge over time, and incorporate feedback and insights from team members and other stakeholders to make it even more impactful and meaningful?

Notes:

DAY 1: LEADERSHIP ESSENTIALS

MANAGING FOR RESULTS



Cumulative time:

60 minutes



Pre-Course Content Covered:

Learners already saw this in the online module prior to the session.

- The Four Main Data sources.
- Sources of data and how they can be linked together.
- Affecting change in your area using the concepts.



ILT Agenda:

The main parts of the session.

1. Job descriptions, expectations, accountability
2. Roles and responsibilities
3. Time management



Objectives:

What learners are to learn or accomplish.

- Understand each manager's role and accountability.
 - Plant, transport
- Engage with your daily, weekly, monthly duties.
- Organize a schedule of routine tasks.



PowerPoint:

There is a PowerPoint "Leadership Essentials Operations" located on SharePoint.



Priority Table:

	Urgent	Not Urgent
Important	Do (Do it now.)	Decide (Schedule a time for it.)
Not Important	Delegate (who can do it for you?)	Delete (eliminate it)

Notes:

DAY 1: LEADERSHIP ESSENTIALS

DASHBOARDS



Cumulative time:

1 hour and 50 minutes



Pre-Course Content Covered:

Learners already saw this in the online module prior to the session.

- How to work from the four main data sources:
 - Corporate Dashboards (driver and transportation)
 - Geotab
 - Lytx
 - SEMS
- How to read the dashboards.
- How to leverage data from the dashboards.
- Requires learners to bring examples of all four dashboards with them to class.



ILT Agenda:

The main parts of the session.

1. PowerPoint



Objectives:

What learners are to learn or accomplish.

- Recognize & utilize commonly seen areas Dashboards:
 - Driver Dashboards: Lunch Punch, Containers Scanned and Signatures, Stop Sequence Compliance.
 - RWCS Dashboards.
 - Geotab Dashboards.
 - Lytx Dashboards.
 - RWCS Dashboards.



PowerPoint:

There is a PowerPoint “Leadership Essentials Operations” located on SharePoint.

Driver Dashboards

For this section, it is encouraged to use the live dashboard.



Lunch Punch]

Exercise: In the participant guide, ask the staff to do the following math to illustrate the point behind why lunches need to be clocked out:

- Lunch is 30 minutes per day
- 4,000 drivers
- \$20/hour base rate
- How much would it cost per day if no one clocked out

Answer: close to \$40k per day would be lost if everyone failed to punch out

Notes:

DAY 1: LEADERSHIP ESSENTIALS

DASHBOARDS



Driver Dashboards: Containers Scanned and Signatures]

Question: Note the two positive upticks in both metrics. In this example, the uptick is a direct result of it being a primary focus during morning meetings.

1. How would *you* organize a meeting to push these items?
2. What does your strategy look like?



Stop Sequence Compliance

Exercise: Break into groups, and have the learners work through what an action plan would need to look like to increase Stop Sequence Compliance as illustrated in this slide.

Transportation Dashboards



RWCS Dashboards

Provide a brief overview of how to read these graphs properly. This was included as part of their pre-course, but this can be confusing.

Question: What does the Planned V Actual Stops Graph Actually measure?

The goal is to lead this conversation around the concept of credits, and how expensive those are.



Stops Per Route and Miles

How do you read these graphs?

How are the goals set? When does a route need to be completed re-routed?



OT Hours

Question:

1. When could we expect to see higher OT?
2. How do you plan for this?



Dashboard Activity:

1. Review your locations Transportation Dashboard
2. Identify where you need to improve performance
 - Stops Per Route, Stops Per Hour, Overtime, AM/PM time, etc.
3. Select one category to focus on
4. Using the SMART goal template, begin to build a plan to drive improvement

Notes:

DAY 1: LEADERSHIP ESSENTIALS

DASHBOARDS

Notes:

Geotab Driver Dashboard

Take a look in particular at the "Total Score." What stands out?

On line 19 of this spreadsheet, you'll notice that the total score for one of the drivers was 60. Challenge learners to spot this total score, and ask them what it means.



"What is unusual about the 60 Score?"

Answer: Look for answers such as the total distance driven is very low. This is because the driver in question is the Yard Mover, so it will have a lot of reverse driving and backing up while leaving. This is important to put on one "fake" driver in the field because it makes sure that the majority of these events are isolated to the yard mover and does not otherwise drive down legitimate scores.



Excessive Idle



Geotab Activity:

Assuming an idle time score of 60 burns an extra gallon of fuel per day, with every 20 points below 60 burning another gallon. So, a score of 40 burns 2 extra gallons and a score of 20 burns 3 extra gallons per day and so on...

At an average cost of \$5.50 per gallon, how much extra money per day would you be spending if you had 10 drivers with an average score of 60?

How much would this be per week, per month and per year?



DAY 1: LEADERSHIP ESSENTIALS

DASHBOARDS

Notes:

Using a SMART Goal template, begin to create a plan to address drivers with a score of 60 or less

Lytix Dashboard

1. Part of leading indicators
2. Goal: 85% score
3. Measure YTD average all months



Drivers by Score

Looking at trends and percentages.

Open the Behaviors by Highest Frequency tab by going to View Details.



Sorting by Coachable Event

Show how to pull up the dashboard and explain the importance of sorting by events rather than score. Participants learned in the Pre-Course content that many events are not labeled as scores, and therefore do not show up.



Sorting By Coachable Event - Totals and Trends

Sorted by your highest coachable events, you'll see that the top guy is most likely your No. 1 candidate for a Ride along.

You have limited time with all of your staff. Be judicious about who you identify. Look at the incidents vs trends. Maybe you have someone who is high on incidents, but the occurrences are going down. Check in on him, but you may not need to invest the totality of your time on him. The Trends are a major point of concern. Look at your drivers who are going up, and those that are going down.



Question: Looking at the dashboard, assume that you have a very limited amount of time to discuss with your staff.

1. Which three items would you focus on reducing or changing?
2. How would you try to do that while working with your team members?



Digging Deeper - Discussion

Questions: Look at this driver.

1. What behaviors need to stop?
2. How would you approach this, from a corrective standpoint?
3. How would you begin this conversation, and what would your ride-along need to look like?
4. What if the driver doesn't exhibit poor behavior during that ride-along?

DAY 1: LEADERSHIP ESSENTIALS

DASHBOARDS



Behaviors by Highest Frequency

Open the Behaviors by Highest Frequency tab by going to View Details.



Where to Spend Your Time?

You have a limited amount of time to realistically spend with your staff. But in looking at these events for a three month period, what would you choose to focus on?



Lytx Group Activity

1. In groups, select one person's Lytx dashboard to review
2. Identify a location behavior needing improvement
3. Using the SMART template, create a plan to address this behavior
4. Select a representative to discuss the plan with the class



SEMS - Live Dashboard Discussion

Notes:

DAY 1: LEADERSHIP ESSENTIALS

HR BASICS FOR SUPERVISORS

Notes:



Cumulative time:
20 minutes



Pre-Course Content Covered:

There was no associated Pre-Course content related to this.



ILT Agenda:

The main parts of the session.

1. HR Business Partner Contacts
2. Attendance Policy, Ethics Hotline, Employee Handbook
3. Respect in the Workplace



Objectives:

What learners are to learn or accomplish.

- When to contact your HR Business Partner.
- Find resources for tracking attendance.
- Recite how to report concerns related to compliance and integrity.
- Find where the Employee Handbook is located.
- Understanding the Harassment policy as it concerns management.



PowerPoint:

For more detailed notes per slide, see the PowerPoint.



DAY 1: LEADERSHIP ESSENTIALS

EFFECTIVE COACHING

Notes:



Cumulative time:
2 hours 50 minutes



Pre-Course Content Covered:

Learners already saw this in the online module prior to the session.

- Important documents
- The Disciplinary Process
- Strategies for handling difficult conversations



ILT Agenda:

The main parts of the session.

1. Reviewing sources of record
2. Communication strategies and difficult conversation process
3. Coaching scenarios, role-plays, and discussions



Objectives:

What learners are to learn or accomplish.

- How to reference company policies for progressive discipline
- How to approach a difficult conversation
- Communication methods, and their effects
- Completion of the discipline form



PowerPoint:

For more detailed notes per slide, see the PowerPoint.

Documents and Sources of Record - Review

1. Code of Conduct.
 - Covers: Ethical behavior, anti-bribery, non-discrimination, labor rights
2. Employee Handbook.
 - Covers: Core values, pay and performance, time and PTO, company rules, general safety
3. Fleet Safety Manual
 - Covers: Driver discipline, driver recognition, company policies, unsafe driving, distracted driving
4. NAID/Security Manual
 - Covers: Physical location security, sensitive information destruction, handling sensitive data



Discussion Questions:

Question: What percentage of communication is considered to be non-verbal?

Answer: Between 70-93% or all communication is nonverbal

Question: “Who has an example of body language and how it was the opposite of the verbal response?”

The goal is to show how imperative non-verbal communication is.

EFFECTIVE COACHING



The Difficult Conversation:

Stick to the Facts: Make sure you have the facts gathered, and that you have consulted the data sources. Also make sure you have spoken to a colleague, and your HRBP as needed (if clarity is required, for example).

Have a Script: Get your key points down on paper. What you want to say, what you want the result to be, and the key highlights of what the conversation is supposed to be about

Stay Neutral: You were most likely not involved in the incident in question. If you were, pass it to a colleague. Do not feed negative energy. You'll only be adding air to the fire.

What is -> What Needs to Be: Focus your discussion around where their performance or issues are, and what they need to look like, instead. It's not enough to point out what they've done incorrectly. You need to explain what the standard is, and where it needs to get.

Ask for Acknowledgment: At the end of the conversation, ask something along the lines of, "Can I get your commitment here?" Or, "Are you willing to work on this with me?"



Activities:

Split the room into pairs and have a coach and a team member for the following scenarios. Explain the scenario in detail to each person individually. Encourage the rest of the class to provide feedback about what went well after each session.

Give about 5-10 minutes per reenactment, and then turn around for discussion about what went well, and what could have been better. Ask the participants who are listening to draft a Disciplinary form for the exchange.

Allow the participants to try this on their own in the first round. Then, encourage the coach character to draft some quick notes and a basic script of what they're going to cover. After each scenario, ask the staff which policy or guidebook they should consult for this situation.

Scenario 1:

Coach: Burke, a driver, has recently received a complaint from a key customer. The receptionist at the location has been made to feel uncomfortable and said that Burke hangs around her desk too long when making a drop off or delivery. Burke is too flirty and has asked for her personal phone number. This has made the receptionist very uncomfortable. The receptionist is asking for a new driver to service the account, or the account may take their business elsewhere.

Team Member: Your supervisor has told you she wants to talk to you after you get off your route. You don't know why. Recently, your divorce has gone final, and you've had a hard time of getting along with some of your coworkers. This is probably what she wants to talk



DAY 1: LEADERSHIP ESSENTIALS
EFFECTIVE COACHING

Notes:

about.

Scenario 2:

Coach: You recently overheard Ethan yelling at another driver, Diego, in the break room, because Ethan accused Diego of taking his overtime. You specifically had asked Diego to help out, because he's dependable and goes above and beyond. Discuss with Ethan what the expectations are, and how he should have handled this situation.

Team Member: You've complained to the supervisor, privately, that you don't think that the OT has been shared correctly.

Scenario 3:

Coach: You have a driver who is slow in performing his route. He has few, if any incidents, and is always on time for work. But he's slow in leaving the yard, and routinely reports back to the yard later than the route is currently set.

Team Member: You have a near-perfect safety record and think that the route you're being asked to drive in the time allotted is unrealistic. You think it probably needs to be adjusted, and a few stops handed to a different driver.

Scenario 4:

Coach: You have received complaints from several customers about missed stops or services, and it's centered around one driver's route. The driver in question has not communicated with you about not being able to pick up certain stops and has not mentioned any difficulty with the route.

Team Member: You're a new employee and have only been driving with Shred-It for about six weeks. You're not always sure about what you need to do if a customer isn't there for the signature or the container scan.

Scenario 5:

Coach: You have a driver who is well-respected in the break room, but always has a negative comment or a dismissive attitude during morning huddles, or when a new corporate initiative is handed down. This person is a "thought leader" and has a great opportunity to be a positive force for change – if they can get their mind right.

Team Member: You've been a Stericycle employee for 10 years and have seen many ups and downs in the organization. In short, you have change fatigue. You just want to do your job, clock out, and go home to your family.



DAY 1: LEADERSHIP ESSENTIALS

EFFECTIVE COACHING

Scenario 6:

Coach: You have a plant worker who has an offensive body odor. It's noticeable in the plant, but also in the break room. It's been a series of very warm days, and it's becoming clear that other employees are noticing and starting to avoid him.

Team Member: You're kind of a loner. You like to work in the plant and move bales and totes, especially when the bay is quiet, and the drivers are on routes.

Notes:

Disciplinary Action Record

Employee Name: _____

Date: _____

Re: Disciplinary Action– Unsatisfactory Performance

This notice is to serve as a _____ warning concerning the unsatisfactory performance, or behavioural problems as outlined below and to you in person, on the date mentioned above.

It is strongly suggested that you improve your performance as stated above since a lack of marked improvement could lead to your dismissal.

Verbal Warnings Previously Given	()
First Written Warning	()
Second Warning	()
Suspension	()
Final Warning	()

Employee's Signature _____ Date _____

HR Signature _____ Date _____

Manager's Signature _____ Date _____

June 2009

DAY 1: LEADERSHIP ESSENTIALS

SAFETY COACHING PROGRAM

Notes:



Cumulative time:
1 hour 30 minutes



Pre-Course Content Covered:
Learners already saw this in the online module prior to the session.

- The scope of the program.
- Responsibilities and governance.
- Enrollment criteria.
- The program tracking requirements.



ILT Agenda:
The main parts of the session.

- Responsibilities and governance.
- Enrollment criteria.
- Coaching scenarios.



Objectives:
What learners are to learn or accomplish.

- Review responsibilities, enrollment criteria, etc.
- Address coaching scenarios and appropriate next steps.



PowerPoint:
For more detailed notes per slide, see the PowerPoint.



Activities:
Coaching Scenarios:

1. Driver has a 2nd preventable backing related incident in 6 months.- Driver has been driving for us for 8 months, previous driving experience was 2 years. Drivers first preventable vehicle incident was a backing incident that involved backing into a overhead cable at a customers location that have serviced before, the wire was pulled down. This 2nd backing injury involved the driver backing into a customers mailbox at a new stop while having a helper in the passenger seat with them. The team member and his helper were un aware they had struck the mailbox earlier, the customer notified them before they left.



DAY 1: LEADERSHIP ESSENTIALS
SAFETY COACHING PROGRAM

Notes:

- 2. Team member has a 2nd recordable injury, a needlestick injury, in 9 months resulting from not wearing their sharps gloves. – Team member was doing a purge at a Veterinary clinic and bringing out cardboard banker boxes of CCM to palletize and process. As they were picking up a box, they were stuck by a needle embedded in bottom side of the box. Team member was wearing one sharps glove only on the hand they would use to grab the handle of the box, and a normal material handling glove on the other hand that would grip the boxes bottom corner. Previous recordable injury was the TM not wearing their safety toe shoes and had a tote fall on their foot while trying to strap on into the box truck awhile the truck was parked on an incline at a customers dock.

- 3. Team member has a 2nd recordable injury, a needlestick injury, in 9 months resulting from not wearing their sharps gloves. – Team member was doing a purge at a Veterinary clinic and bringing out cardboard banker boxes of CCM to palletize and process. As they were picking up a box, they were stuck by a needle embedded in bottom side of the box. Team member was wearing one sharps glove only on the hand they would use to grab the handle of the box, and a normal material handling glove on the other hand that would grip the boxes bottom corner. Previous recordable injury was the TM not wearing their safety toe shoes and had a tote fall on their foot while trying to strap on into the box truck awhile the truck was parked on an incline at a customers dock.



DAY 1: LEADERSHIP ESSENTIALS

SMART GOALS / ACTION PLAN

Notes:



Cumulative time:
40 minutes



Objectives:

What learners are to learn or accomplish.

- Fill out Action Plan.
- Understand next steps and how to act on their goals.
- Complete survey



PowerPoint:

There is no PowerPoint for this section.



Action Plan contains:

Operations Metrics Improvement

- Identify two to four specific operations metrics/KPIs you are committed to improving.

Define your SMART goals related to these items.

- S _____
- M _____
- A _____
- R _____
- T _____

Objectives

30-day post work scheduled: _____
60-day post work scheduled: _____
90-day post work scheduled: _____



SMART Goal Template (Action Plan)

Operation _____ Date _____

Impact Element _____ Name _____

Root Cause		Plan of Action	Next Level Manager or Assistance Needed	Completion Date		Control and Follow-up
				Plan	Actual	
1						
2						
3						

Goal	
Base	

Date	Result	Date	Result

Notes

SMART Goal Template (Action Plan)

Operation _____ Date _____

Impact Element _____ Name _____

Root Cause		Plan of Action	Next Level Manager or Assistance Needed	Completion Date		Control and Follow-up
				Plan	Actual	
1						
2						
3						

Goal	
Base	

Date	Result	Date	Result

Notes

BEHAVIOR-BASED SAFETY OBSERVATIONS



Cumulative time:
45 minutes



Pre-Course(s) Content Covered:

Learners already saw this in the online module prior to the session.
The content was divided into 3 courses:

1. BBSOs
 - How to identify at-risk behaviors
 - The ABC Model to explain behavior
 - The process for BBSOs
 - The skills necessary to conduct effective BBSOs



ILT Agenda:

The main parts of the session.

1. Practice BBSO Activity



Objectives:

What learners are to learn or accomplish.

- Practice doing BBSOs.



PowerPoint:

There is a PowerPoint “Safety Essentials EHS” located on SharePoint.



Activities:

Analyze BBSOs:

1. Groups of four people, each review a BBSO from the three categories: lifting, sharps, and slips, trips, and falls.
2. Analyze each BBSO provided, checking if unsafe behavior was identified properly, and if there is adequate support.
3. Was reporting and feedback effective and timely?
4. Do you have any improvement opportunities?



Discussion Questions:

BBSO

1. Why is it important to have a BBSOS program in place, and what are the potential benefits of implementing one at Stericycle?
2. What are the key elements of a successful BBSOS program, and how can you ensure that they are effectively integrated into your safety program?
3. How can you train your team members to identify and report unsafe behaviors and conditions in the workplace, and what tools and resources are available to support this process?
4. How can you ensure that all team members understand the importance of their role in the BBSOS program, and are motivated to participate actively in it?



BEHAVIOR-BASED SAFETY OBSERVATIONS

5. How can you measure the effectiveness of your BBSOS program, and what metrics should you use to evaluate its success?
 6. How can you use the data collected from the BBSOS program to identify trends and areas for improvement in your safety program?
 7. How can you incorporate feedback from team members and stakeholders to continuously improve your BBSOS program and make it more effective over time?
 8. How can you communicate the results of the BBSOS program to upper management and other stakeholders, and what kind of information should you share with them?
 9. How can you ensure that the BBSOS program is fully integrated into the overall safety culture at Stericycle, and is seen as a critical component of the organization's safety strategy?
 10. How can you sustain momentum for the BBSOS program over time, and ensure that it remains a priority for all team members and managers at Stericycle?
-



DAY 2: SAFETY ESSENTIALS

LIFTING AND MANUAL HANDLING SAFETY



Pre-Course Content:

Participants, please fill out before the start of the instructor-led session. Answers are located within the e-Learning.

- 1. What does “good” look like when it applies to Industrial Athlete and Lifting Safety?

- 2. Describe three things an industrial athlete has in common with a sports athlete?

- 1. _____
- 2. _____
- 3. _____

- 3. The Power Zone is close to the body, between mid- _____ and mid _____ height?

- 4. Always _____ carts up inclines.



Stop (And Bring These to Class):

Participants, please bring the following to the instructor-led session for further discussion.

- 1. Fill out (at your site) the Inspection Checklist and be prepared to discuss in class.

Notes:



DAY 2: SAFETY ESSENTIALS

LIFTING AND MANUAL HANDLING SAFETY

Notes:



Cumulative time:
45 minutes



Pre-Course(s) Content Covered:

Learners already saw this in the online module prior to the session.

- Defined “Industrial Athlete”, physical conditioning, concept in the workplace
- 5 reasons being an Industrial Athlete is significant in the workplace
- S.A.F.E. L.I.F.T. Acronym for remembering to lift safely



ILT Agenda:

The main parts of the session.

1. Introduction / stats
2. Stretching
3. Planning and organizing
4. Body mechanics
5. Dollies and carts



Objectives:

What learners are to learn or accomplish.

- Understand the significance of injuries at Stericycle.
- Review best practices related to stretching.
- Show what a good weight test looks like.
- Demonstrate how to properly stack a load.
- Demonstrate S.A.F.E. L.I.F.T. techniques.
- Observe what a good technique looks like when handling a dolly and/or cart.
- Demonstrate what the proper technique is.



PowerPoint:

There is no PowerPoint. Entire section should be done outside the classroom and in the facility.



Introduction

Welcome to Lifting and Manual Handling Injury Prevention training. This training has been designed and developed to reduce injuries while promoting safety and awareness.

Stericycle Stats

Manual Handling and lifting are the biggest cause of injuries at Stericycle. In 2022, manual handling and lifting accounted for 242 injuries. The next biggest cause was cuts, punctures, and scrapes at 103, less than half of the injuries of manual handling and lifting.



Participants Will:

Share stories about any lifting and manual handling injuries they or someone they know has experienced.



DAY 2: SAFETY ESSENTIALS

LIFTING AND MANUAL HANDLING SAFETY

Notes:



Stretching

Stretching is very important to do before physical activity. It can help to prevent injuries and improve performance. A simple routine that focuses on job-specific areas can make a huge difference. Here are some keys while stretching: Hold each stretch for 8-10 seconds. Inhale to gain space/exhale to stretch further into space. Don't bounce or overstretch as this could cause an injury.

***Go to "Stretch It Out" Page and go over the stretches with TMs.

UPPER BODY

Lower Back: Slightly bent knees, fold and grab and elbow in each hand. Relax your neck, and you can gently rock from side to side, and then fine stillness.

Side Body: Reach up with your right hand and grab your right wrist with your left hand. Gently, guide your arms to reach over to the left. Repeat on the other side.

Shoulders: Extend your right arm and cross it to the left. Use your left hand to help guide it across. Repeat on the opposite side.

Lats and Triceps: Reach towards the center of your back with your right hand. Use your left hand supporting the right triceps, helping to gain more space for the right hand to reach down the back.

Neck and Traps: Using your right hand, place it on your left temple and gently guide your head to the right. Repeat on the other side.

Wrist and Forearm (Inner): Extend your right arm out with the palm facing up. Grab your fingers with your left hand and gently guide the fingers downward. Repeat on the other side.

Wrist and Forearm (Outer): Extend your right arm out with the palm facing down. Grab your fingers with your left hand and gently guide the fingers downward. Repeat on the other side.

LOWER BODY

Quadriceps: Using the left hand to stabilize on a wall or handrail, kick the right foot towards your right glute, and grab the right ankle or top of the right foot with your right hand. Gently kick into the right hand with the right foot. Repeat on the opposite side.

Calves and Achilles: Using a wall or handrail, extend your arms and find support. Step the right foot forward with the knee no more than 90 degrees. Root your left heel down towards to the ground. Repeat on the other side.



STRETCH IT OUT

Lower Back



Side Body



Shoulders



Lats and Triceps



Neck and Traps



Wrist and Forearm (Inner)



Wrist and Forearm (Outer)



Quadriceps



Calves and Achilles



S.



Size up the load

L.



Loose grips causes strains

A.



Assess and plan the job

I.



Inward to your body

F.



Firm base of support

F.



Flex your legs to lift

E.



Easier lift by bending knees

T.



Turn your whole body

DAY 2: SAFETY ESSENTIALS

LIFTING AND MANUAL HANDLING SAFETY

Notes:



Planning and Organizing

Weight testing is key when lifting or moving an item. Weight testing helps to avoid strains due to an item weighing more than expected. When stacking boxes/containers, always place the lightest and/or most fragile on top. The root cause of many issues is due to improperly organizing your load.

(There should be three boxes/containers of varying size/weight for this training).



Participants will:

- Show what a good weight test looks like.
- Demonstrate how to properly stack a load.



Body Mechanics

The use of proper body mechanics is essential to preventing injuries. When you prepare to lift, an optimal position is nose over toes. When lifting and moving an item to the right or left, do not twist, turn your whole body.



Participants will:

- Demonstrate S.A.F.E. L.I.F.T. Techniques.



Dollies and Carts

Inspect the dolly/cart for any mechanical issues before use. Never walk backwards while handling a loaded dolly/cart. Do not pull the cart unless you are working in a congested area, and never try to catch a falling stack. Always keep one hand on the dolly and the second on the stack of containers when transporting a load.

Use JSAs to further guide demonstrations:

- RWCS Handling Wheeled Carts



Participants will:

- Observe what a good technique looks like when handling a dolly and/or cart.
- Demonstrate what the proper technique is.



Industrial Athlete and Lifting Safety

1. What are the risks associated with lifting and carrying heavy loads in the workplace, and how can you mitigate these risks through effective training and prevention strategies?
2. How can you ensure that all team members are properly trained in safe lifting techniques and are aware of the risks associated with overexertion and fatigue?
3. What kind of tools and resources are available to support safe lifting practices, and how can you ensure that they are effectively integrated into your safety program at Stericycle?
4. How can you ensure that all team members understand the importance of their role in promoting safe lifting practices,



DAY 2: SAFETY ESSENTIALS

LIFTING AND MANUAL HANDLING SAFETY

- and are motivated to follow safe lifting protocols?
- 5. How can you evaluate the effectiveness of your lifting safety program, and what kind of metrics should you use to measure its success?

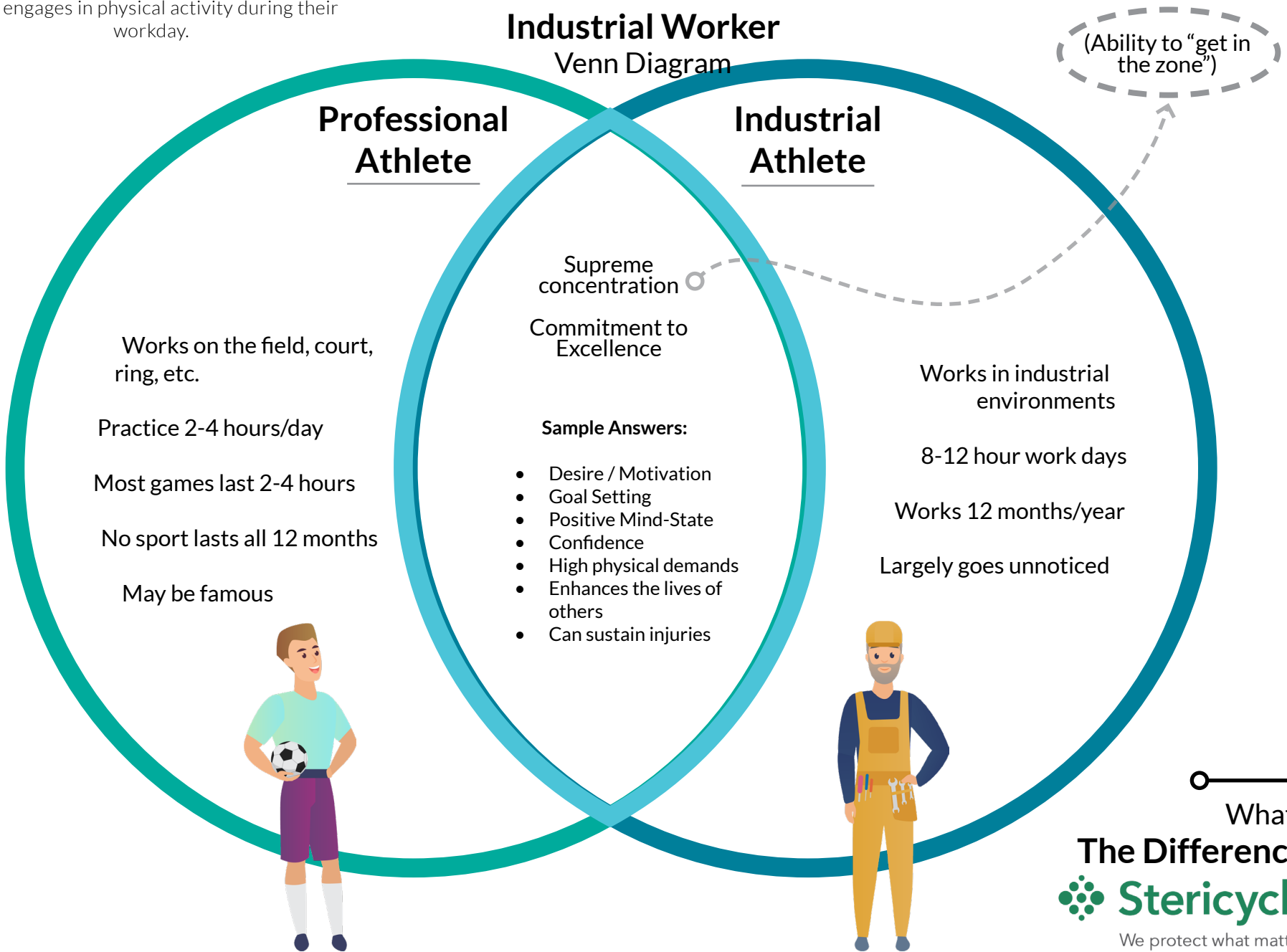
Notes:



In "Industrial Athlete" is defined as any worker that engages in physical activity during their workday.

Professional Athlete vs. Industrial Worker

Venn Diagram



What is
The Difference?

We protect what matters.

At Stericycle, we like to think of ourselves as "Industrial Athletes". See how we are similar to "regular" sports athletes.

DAY 2: SAFETY ESSENTIALS

SHARPS INJURY PREVENTION

Notes:



Pre-Course Content:

Participants, please fill out before the start of the instructor-led session. Answers are located within the e-Learning.

1. What is Sharps Injury Prevention?

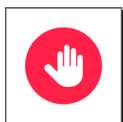
2. Why are sharps injuries significant?

3. What is a bloodborne pathogen?

4. In the 'Hierarchy of Compliance', what are the five methods of compliance?

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

5. What are the control measures for Stericycle team members who are at risk to BBPs?



Stop (And Bring These to Class):

Participants, please bring the following to the instructor-led session for further discussion.

1. Fill out (at your site) the Sharps Injury Prevention Inspection Checklist and be prepared to discuss in class.



DAY 2: SAFETY ESSENTIALS

SHARPS INJURY PREVENTION

Notes:



Cumulative time:
45 minutes



Pre-Course(s) Content Covered:

Learners already saw this in the online module prior to the session.

- The importance of sharps injury prevention
- How to identify sharps hazards
- The importance of infection control
- Developed engineering and administrative controls



ILT Agenda:

The main parts of the session.

1. Introduction / Stats
2. Hospital Services
3. Drivers
4. Facility Workers



Objectives:

What learners are to learn or accomplish.

- Understand the severity of sharps injuries at Stericycle.
- Name the challenges that face Hospital Services TMs and how to mitigate.
- Name the challenges that face Driver TMs and how to mitigate.
- Name the challenges that face Facility TMs and how to mitigate.



PowerPoint:

There is no PowerPoint. Entire section should be done outside the classroom and in the facility.



Introduction

Welcome to Sharps Injury Prevention training. This training has been designed and developed to reduce injuries while promoting safety and awareness.

Stericycle Stats

Sharps injuries/Needlesticks account for 23% of injuries at Stericycle. These cause cuts, punctures and scrapes which account for the second largest cause of injuries company wide. They occur in 3 major areas: Hospital Services, Drivers, and Facility Workers. We will be focusing on the direct hazards and how we can prevent them.



Participants Will:

Share stories about any needlestick injuries they- or someone they know has experienced.



Hospital Services

The Challenges...

Hospital Services presents challenges that can cause TMs to get



DAY 2: SAFETY ESSENTIALS
SHARPS INJURY PREVENTION

Notes:

needlesticks:

- Due to OSHA regulations, employees are not permitted to wear puncture resistant gloves.
- Hospital service employees are not present when the containers are filled.

Here's how we can prevent needlesticks in for hospital service workers:

- Before removing a sharps container from the wall mount, visually inspect the container.
- Ensure the container isn't overflowing.
- Ensure there are no needles coming through the container.
- When loading 3-tier carts, make sure all the containers larger than 8 gallons are placed on the bottom.
- When in the loading area, be sure to wear puncture resistant gloves.
- Always use Stop Work Authority if you encounter a container that isn't properly loaded, and contact appropriate Stericycle and hospital personnel.



Participants Will:

- Review essential safety precautions for hospital services to avoid needlesticks.
- Inspect/dismount wall-mounted sharps container (demonstration).

Use JSAs to further guide demonstrations:

- RWCS Consolodating Sharps Containers (Hospital)



Drivers

The Challenges...

Drivers have challenges that can cause TMs to get needlesticks:

- Customers pour sharps into boxes (out of their sharps containers into our box (to save money by not having to buy new sharps containers).
- Customers not closing sharps containers properly before they put them in the box.
- Drivers not wearing puncture resistant gloves .We provide them (Hexarmor Coated Gloves. Item: 2KWF9. Mfr. Model: 9011).

Here's how we can prevent needlesticks for drivers:

- Only open boxes to look inside if you hear a lot of noise rattling around inside.
- Visually inspect stacks of crates before loading into vehicle.
- Treat ALL containers like they are full of needles.
- Pick up by handles, do not carry against your body, and do not use your hands to push them.
- Be certain to use secure straps to prevent shifting during transit.



Participants Will:



DAY 2: SAFETY ESSENTIALS

SHARPS INJURY PREVENTION

Notes:

- Review essential safety precautions for drivers to avoid needlesticks.
- Properly stack/secure crates in vehicle (demonstration).

Use JSAs to further guide demonstrations:

- RWCS Sharps Cart Handling (Driver)



Facility Workers

The Challenges...

Facility workers have challenges that can cause TMs to get needlesticks:

- A large volume of unknown items.
- Needles mixed in with other hazardous materials.
- Many different types of containers.
- Improperly stacked carts.
- Not using container handles and proper lifting technique.
- Not using grab hooks.
- Not visually inspecting all containers for possible needle penetration.

Here's how we can prevent needlesticks for facility workers:

Multiple Visual Inspection Points

1. Truck removal
2. First conveyor belt
3. Scanner position
4. Conveyor belt removal
5. Use all available equipment, such as grab hooks for bags and proper PPE.
6. Assume every container will stick you.
7. Soft containers need extra attention and care.



Participants Will:

- Review essential safety precautions for facility workers to avoid needlesticks.
- Demonstrate how to properly use a grab hook.

Use JSAs to further guide demonstrations:

- RWCS Sharps Cart Handling (Plant)



Sharps Injury Prevention

1. What are the potential risks associated with sharps injuries in the workplace, and how can you mitigate these risks through effective prevention strategies?
2. What are the key components of a comprehensive sharps injury prevention program, and how can you ensure that these are effectively integrated into your safety program at Stericycle?
3. How can you train your team members to handle and dispose of sharps safely, and what kind of tools and resources are



DAY 2: SAFETY ESSENTIALS

SHARPS INJURY PREVENTION

available to support this process?

- 4. How can you ensure that all team members understand the importance of their role in sharps injury prevention, and are motivated to follow safe practices and protocols?
- 5. How can you evaluate the effectiveness of your sharps injury prevention program, and what kind of metrics should you use to measure its success?

Notes:



DAY 2: SAFETY ESSENTIALS

SLIPS, TRIPS, FALLS



Pre-Course Content:

Participants, please fill out before the start of the instructor-led session. Answers are located within the e-Learning.

1. What does "good" look like when it applies to Slips, Trips, and Falls?

- Slips: _____
- Trips: _____
- Falls: _____

2. Why is managing slips, trips, and falls so important?

3. What are some of the most common types of trips? How can you mitigate them?

4. What technique can you use to avoid falling out of a truck?

5. Why is it important for a longer tenured Team Member to use 3 points of contact when he hasn't gotten hurt NOT using it? How do you coach using it?

6. Why are falls off of liftgates so common?

7. Why are falls off of trucks (front/back) so common?

Notes:



DAY 2: SAFETY ESSENTIALS
SLIPS, TRIPS, FALLS

Notes:

8. How can falls from docks be managed?

9. What are the two main Slips hazards?

- 1. _____
- 2. _____

10. While a truck is backed to a dock door you notice water is coming through where TMs are walking around. What administrative control would you employ for a temporary solution? Why is it temporary? What would be a more lasting solution to this problem?

11. What areas do falls most likely occur? (Hint: The first letter of each is provided)

- 1. D - _____
- 2. L - _____
- 3. T - _____

12. What PPE equipment can help while winter walking to avoid slips on ice??



.....
Stop (And Bring These to Class):

Participants, please bring the following to the instructor-led session for further discussion.

- 1. Fill out (at your site) the Inspection Checklist and be prepared to discuss in class.



DAY 2: SAFETY ESSENTIALS

SLIPS, TRIPS, FALLS

Notes:



Cumulative time:
45 minutes



Pre-Course(s) Content Covered:

Learners already saw this in the online module prior to the session.

- Understood the causes & consequences of slips, trips, and falls.
- Identified hazards.
- Implemented preventative measures.
- Properly use equipment and tools.



ILT Agenda:

The main parts of the session.

1. Intro / review.
2. Mounting and dismounting trucks.
3. Loading and unloading (dock and liftgate).
4. Facility walk-through.



Objectives:

What learners are to learn or accomplish.

- List the differences between slips, trips, and falls.
- Memorize what a “critical eye” is.
- Practice safely mounting and dismounting trucks.
- Practice safely loading and unloading via a dock/liftgate.
- Utilize checklist to do a facility walk-through.



PowerPoint:

There is no PowerPoint. Entire section should be done outside the classroom and in the facility.



Introduction

Welcome to Slips, Trips, and Falls training. This training has been designed and developed to reduce injuries while promoting safety while using proper techniques and always using a critical eye in the workplace.

Stericycle Stats

Slips, Trips, and Falls account for 16% and are the 3rd largest cause of injuries at Stericycle. Mounting/Dismounting vehicles account for 8% or half of these injuries and are very serious with lost time. In order to reduce the number of these injuries, this training has been designed to provide hands-on training and demonstrations for team members to become safer and more aware of hazards while performing their job duties.



Participants Will:

Share stories about any slips, trips, or fall injuries they or someone they know has experienced.



Defining the Difference



DAY 2: SAFETY ESSENTIALS
SLIPS, TRIPS, FALLS

Notes:

Use “Knowing the Difference” chart to explain differences between slips, trips, and falls.



Participants Will:

Review how they are defined at Stericycle.



Hazards

Critical Eye

A “critical eye” within a safety environment refers to the vigilant and discerning observation of potential hazards, risks, and safety breaches. It involves actively identifying, analyzing, and addressing potential safety issues to prevent accidents or incidents and maintain a safe working environment.

How do you practice using a critical eye to identify hazards?

What do you think are the most common types of injuries?

- Mounting Truck
- Dismounting Truck

Most injuries occur while mounting and dismounting the truck from the back, in the cab, and on the lift gate, this will be the primary focus of the training. If team members are more mindful of how these tasks are carried out correctly, prevention of injury is more likely.

Therefore, during this training you will be provided with proper demonstrations of mounting and dismounting the cab and the back of the truck as well as lift gate safety. You will be expected to perform these tasks once the demonstration has been completed. You will also be asked to do a walk about throughout the facility using a critical eye to identify hazards. Please keep in mind identifying hazards is key in creating a safe work environment for you and everyone around you.



Participants Will:

- Participate in a discussion about common types of injuries (slips, trips, falls) seen at Stericycle.
- Verbalize what constitutes having a “critical eye”.



Mounting and Dismounting Trucks

Key Points:

- Keep hands-free. Don't start to enter or exit your truck while texting, holding coffee, turning a dial on the dashboard or carrying paperwork. Set down any objects onto the floor of the cab so your hands are empty when you mount or dismount.
- Check the conditions. Inspect the ground. Keep running boards, treads, steps, footholds, and platforms clear of mud, ice, snow, grease, debris, and other hazards. Make sure there are no water puddles, ice or snow on the cab steps. Park on an even surface and look for any potholes or obstacles that might make entering or exiting difficult.



DAY 2: SAFETY ESSENTIALS

SLIPS, TRIPS, FALLS

Notes:

- Use the proper footwear. Make sure your shoes or boots offer the grip and protection you need to safely move in and out of the truck. Note where feet should be placed.
- Look for the handles. They may be outside truck on older vehicles, or inside the truck on newer vehicles. Make sure you can see them – and that they’re securely fastened to the rig – before jumping in.
- Don’t jump out. Never jump down or off.
- Use the three points of contact. It’s proven to be the safest way to enter or exit a truck. Anchor your body using both hands and one foot.
 - When entering, turn your body so it faces the cab. Put one hand on one handle, the other on the second handle, and then place your foot on the step of the cab. Once you’re on the step, transfer one hand onto the steering wheel and glide into the seat.
 - When exiting, turn your body so it faces the passenger seat. Use both hands to take a firm grasp of the door and the steering wheel and step down onto the step of the cab. Then move your hands to the truck handles and slowly step out.
- Take your time. Rushing or jumping may put you at greater risk for a slip-and-fall injury.
- Avoid loose or baggy clothing. It may get caught in the doorway or on a step, causing you to fall.



Participants Will:

- Review how to avoid injuries while entering or exiting a truck.
- Demonstrate to the group that they can safely perform the task of mounting and dismounting the cab of a truck.

Use JSAs to further guide demonstrations:

- Mounting and Dismounting the Cab of a Truck
- Mounting and Dismounting the Back of a Truck



Loading and Unloading (Dock & Liftgate)

- No stand zone. Dock chain. Prevents falling off.
- No stand zone. Liftgate. Flat, then tapers
- Straps can cause falls



Participants Will:

- Demonstrate what the proper technique is.

Use JSAs to further guide demonstrations:

- RWCS Liftgate Safety



DAY 2: **SAFETY ESSENTIALS**

SLIPS, TRIPS, FALLS

- RWCS Loading Truck
- RWCS Unloading Vehicles (Liftgate)



Facility Walk-through

Staged Hazards and Checklist

This is a template that can be tailored to the needs of the facility and staged hazards. Use the facility to stage “safe” hazards in a controlled environment. Debrief group’s finding after 10 minutes as collective.



Participants Will:

- Conduct a walk-through of the site. Using a checklist, participants will find any hazards.

Use the Slips, Trips, Falls: Inspection Checklist to guide the conversation. It is located on the next page.

Notes:



Location	Date (DD/MM/YY)			Inspectors
FLOORS	YES	NO	N/A	COMMENTS
Are floors clean and dry?				
Are there any spills or wet areas on the floor?				
In wet areas, are rubber mats or non-skid materials used on surfaces (floor and ramps)?				
Are mats and rugs secure and free from wrinkles or curls?				
Are there any loose or broken tiles, floorboards, or carpets?				
Are floors in high traffic areas free from obstructions and clutter?				
Are all power cords and cables kept neatly to avoid trip hazard?				
STAIRS	YES	NO	N/A	COMMENTS
Are stairs well-lit and free from obstructions and clutter?				
Are handrails securely attached and easy to grip?				
Are stairs clean and dry?				
Are stairs free from loose or broken steps or treads?				
WALKWAYS	YES	NO	N/A	COMMENTS
Are walkways free from obstructions and clutter?				
Are there any uneven or broken surfaces?				
Are walkways well-lit and easy to navigate?				
PERSONAL PROTECTIVE EQUIPMENT	YES	NO	N/A	COMMENTS
Are employees wearing proper footwear with slip-resistant soles?				
Are employees wearing appropriate clothing that does not restrict movement or vision?				
Are employees wearing any other necessary personal protective equipment, such as hard hats or safety glasses?				
ELEVATED SURFACES	YES	NO	N/A	COMMENTS
Are all elevated surfaces greater than 4' high protected by a railing or other means of fall protection?				
Are barriers (chains, screen, railing, etc) in place at open dock doors?				
OTHER OBSERVATIONS	YES	NO	N/A	COMMENTS

By using this checklist, you can identify potential hazards that could lead to slips, trips, and falls, and take corrective action to prevent accidents and injuries.

DAY 2: SAFETY ESSENTIALS

STOP WORK AUTHORITY

Notes:



Pre-Course Content:

Participants, please fill out before the start of the instructor-led session. Answers are located within the e-Learning.

1. What is Stop Work Authority?

2. Why is Stop Work Authority significant?

3. What are the five steps (in order) of Stop Work Authority?

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

4. What is a popular reason a team member might NOT exercise Stop Work Authority?



Stop (And Bring These to Class):

Participants, please bring the following to the instructor-led session for further discussion.

1. Fill out (at your site) the Inspection Checklist and be prepared to discuss in class.
2. Bring an example of Stop Work Authority that was used recently at your site.



DAY 2: SAFETY ESSENTIALS

STOP WORK AUTHORITY



Cumulative time:
60 minutes



Pre-Course Content Covered:

Learners already saw this in the online module prior to the session.

- What stop work authority means.
 - 3 hallmarks of SWA
 - 5 steps of SWA
- When to use stop work authority.
- The process for using stop work authority.
- Team members' motivations.
- The Bystander Effect
- Hazards associated with not using SWA
- What management can do to ensure SWA



ILT Agenda:

The main parts of the session.

1. Good/Bad Program
2. Checklist Debrief
3. Brainstorming
4. Case Study
5. Role-Play



Objectives:

What learners are to learn or accomplish.

1. A good and bad Stop Work Authority program and how to better address their own programs.
2. Think about hazardous situations that could be mitigated using Stop Work Authority.
3. **Case Studies:** Analyze case studies and discuss real-life examples of Stop Work Authority being used effectively.
4. **Role-Playing Exercises:** Practice exercising their stop work authority in different scenarios, such as when they observe a colleague using equipment improperly or when they notice a potential hazard in the workplace.



PowerPoint:

There is a PowerPoint "Safety Essentials" located on SharePoint.



Activities:

Good / Bad Stop Work Authority Program

- Clear policies and procedures
- Training and education
- Empowerment
- Prompt response
- Continuous improvement management

Stop Work Authority - Inspection Checklist Debrief

Discuss learners' findings from using the SWA - Inspection Checklist at their site. If participation is low, pick out a few items on the

Notes:

STOP WORK AUTHORITY



checklist and focus questions around those specifics.

Role-Play

Scenario:

A team member is operating a forklift and about to enter an area with poor visibility. The area has debris and other obstacles.

Roles:

Manager: You are the manager of the team. You are responsible for ensuring that your team follows the safety protocols and procedures, and that they are protected from any hazards. You must take steps to address the safety hazard.

Team Member (TM): You are one of the team members working and operating a forklift.

Role-play instructions:

1. Start the role-play with the manager and team member in their respective roles.
2. The Manager uses Stop Work Authority.
3. The TM must respond to the use of Stop Work Authority.
4. Manager must take appropriate steps to address the hazard.
5. Prevention.

Key points to discuss during the debriefing:

- What were the risks involved in the situation?
- How did the supervisor assess the situation?
- What decision did the supervisor make, and why?
- How did the SWA process work in this scenario?
- What could have been done differently to prevent the situation from occurring?
- What lessons did the participants learn from the role-play, and how can they apply them to their work at Stericycle?



Case Study Analysis

Background

In 2018, a Stericycle employee at a waste treatment facility in Arizona used Stop Work Authority to prevent an accident. The incident occurred during the processing of medical waste, which included syringes, needles, and other sharp objects. The employee noticed that a machine used to shred the waste was not functioning properly and had the potential to cause a hazard. Despite several attempts to fix the machine, the issue persisted.

The employee used Stop Work Authority to alert his supervisor and other team members about the hazard and to halt the processing of the medical waste. The team then conducted an inspection and identified the cause of the problem. They discovered that a large needle had become stuck in the machine and was preventing it from working correctly.

DAY 2: SAFETY ESSENTIALS

STOP WORK AUTHORITY

Notes:

The team worked together to remove the needle and repaired the machine. After ensuring that the machine was functioning correctly, the team resumed processing the medical waste.



Discussion Questions:

1. What factors led to the use of Stop Work Authority?
2. What was the outcome?
3. Can this be prevented in the future?



Role-Play

Scenario: Chemical Spill Emergency

You are the supervisor of a team working at the Stericycle facility. One day, while your team is handling a shipment of hazardous waste, there is a chemical spill on the floor. The spill is small, but it is a potent chemical that can cause serious health problems if inhaled or touched. Your team members are wearing their protective gear and following the safety protocols, but the spill is spreading and getting closer to other workers in the vicinity.

As the supervisor, you are responsible for ensuring the safety of your team and other team members in the area. You need to assess the situation, make a decision, and act quickly to prevent any harm.

Roles:

Supervisor: You are the supervisor of the team handling the hazardous waste. You are responsible for ensuring that your team follows the safety protocols and procedures, and that they are protected from any hazards. You notice the chemical spill on the floor and need to make a decision on whether to stop work or continue.

Team Member 1 (TM1): You are one of the team members working on the shipment of hazardous waste. You are following the safety protocols and wearing your protective gear. You notice the spill and inform the supervisor.

Team Member 2 (TM2): You are a team member in the vicinity of the spill. You are not wearing any protective gear, and you are not aware of the potential hazards of the chemical. You are continuing your work.

Role-play instructions:

1. Start the role-play with the supervisor and two team members in their respective roles.
2. The TM1 reports the chemical spill to the supervisor.
3. The supervisor assesses the situation and decides whether to stop work or continue. If the supervisor decides to stop work, he/she needs to explain the reasons to the workers and follow the SWA process.
4. If the supervisor decides to continue work, the TM1 needs to exercise his/her SWA authority and stop the work. He/she

STOP WORK AUTHORITY

needs to explain the reasons to the supervisor and follow the SWA process.

5. The role-play ends when the situation is resolved safely, and the participants have discussed the SWA process and its importance.



Discussion Questions:

1. What were the risks involved in the situation?
2. How did the supervisor assess the situation?
3. What decision did the supervisor make, and why?
4. How did the SWA process work in this scenario?
5. What could have been done differently to prevent the situation from occurring?

Notes:

DAY 2: SAFETY ESSENTIALS

LOCKOUT TAGOUT



Pre-Course Content:

Participants, please fill out before the start of the instructor-led session. Answers are located within the e-Learning.

- 1. What does "good" look like when it applies to Lockout / Tagout?

Three horizontal lines for writing the answer to question 1.

- 2. How do you verify that Lockout Tagout is applied correctly?

Three horizontal lines for writing the answer to question 2.

- 3. How do we authorize people that can perform lock out procedures?

Three horizontal lines for writing the answer to question 3.

- 4. What does the Authorization Form tell you?

One horizontal line for writing the answer to question 4.

- 5. How often is the Authorization Form completed?

One horizontal line for writing the answer to question 5.

- 6. What is a common reason someone might avoid or stop doing Lockout Tagout? As their manager or supervisor, how would you appropriately respond to such a situation?

Three horizontal lines for writing the answer to question 6.

Stop (And Bring These to Class):

Participants, please bring the following to the instructor-led session for further discussion.

- 1. Fill out (at your site) the Inspection Checklist and be prepared to discuss in class.



Notes:



DAY 2: SAFETY ESSENTIALS

LOCKOUT TAGOUT



Cumulative time:

30 minutes



Pre-Course Content Covered:

Learners already saw this in the online module prior to the session.

- Understood why lockout/tagout is necessary, and the risks that are associated with hazardous energy sources.
- Identified the energy sources that require lockout/tagout, as well as any potential secondary sources of energy.



ILT Agenda:

The main parts of the session.

1. Good/Bad program
2. Inspection Checklist
3. Case Study
4. Role-Play



Objectives:

What learners are to learn or accomplish.

1. A good and bad Lockout Tagout program and how to better address their own programs.
2. **Case Studies:** Analyze case studies and discuss real-life examples of Lockout Tagout being used effectively.
3. **Group discussions:** Participate in group discussions about LOTO, including why it is important, how it works, and how it should be implemented through a case study analysis.



PowerPoint:

There is a PowerPoint "Safety Essentials" located on SharePoint.



Activities:

Good / Bad Lockout Tagout Program

Good:

- Written procedures
- Employee training
- Periodic inspections / procedures
- Communication
- Equipment specific procedures
- Accountability



Lockout Tagout - Inspection Checklist

Discuss learners' findings from using the Lockout Tagout - Inspection Checklist at their site. If participation is low, pick out a few items on the checklist and focus questions around those specifics.



Discussion Questions:

1. What were your findings?
2. Any "no's", you recorded?

Notes:

LOCKOUT TAGOUT



Case Study Analysis

Provide learners with a case study about a real-world incident where Lockout Tagout was implemented to prevent an accident. Ask them to analyze the case and discuss the factors that led to the use of Stop Work Authority and the outcome of the situation.:

Background

A medical waste facility in a busy urban area faced a series of accidents related to equipment maintenance and repair. These accidents resulted in employee injuries and equipment damage. After investigating the incidents, it was found that the facility lacked proper lockout-tagout procedures for its equipment, which led to the accidents.

Management realized the importance of implementing proper lockout-tagout procedures and decided to take immediate action to ensure the safety of employees and equipment.

Challenges

The medical waste facility faced several challenges in implementing lockout-tagout procedures, including:

- 1. Equipment Diversity:**
The facility had a wide range of equipment, from simple hand tools to complex machinery. Each piece of equipment required unique lockout-tagout procedures.
- 2. Employee Training:**
The employees needed to be trained on the new lockout-tagout procedures, and the training needed to be conducted in a way that was easy to understand and remember.
- 3. Time Constraints:** The facility could not afford any downtime, as it had to operate 24/7 to maintain its commitments to clients.

Solution:

The facility management consulted with an expert in lockout-tagout procedures to develop a comprehensive plan for implementing the procedures. The plan included the following steps:

Equipment Identification: The expert identified all equipment that required lockout-tagout procedures.

Procedure Development: The expert developed detailed lockout-tagout procedures for each piece of equipment. These procedures were tailored to the specific equipment and were designed to be easy to understand and follow.

Employee Training: The facility management provided comprehensive training to all employees on the new lockout-tagout procedures. The training was conducted in a way that was easy to understand and remember.

Procedure Implementation: The facility management implemented the new lockout-tagout procedures for all equipment. The procedures were posted at each piece of equipment, and all

LOCKOUT TAGOUT

employees were required to follow them.



Role-Play Activity: Lockout/Tagout Practice

Objective:

The objective of this role-play activity is to help managers practice implementing a lockout/tagout procedure in a realistic scenario. This activity will help managers gain confidence in using lockout/tagout procedures to prevent accidents and injuries in the workplace.

Instructions:

- Divide the managers into pairs or small groups, with one person playing the role of the worker and the other playing the role of the manager.
- Give each group a scenario that involves a potential energy source that needs to be locked out/tagged out, such as a piece of equipment that needs maintenance, or a circuit that needs repair. These are below and on the next page.
- Instruct the managers to role-play the scenario, with the team member continuing to work on the energy source despite the need for a lockout/tagout.
- The manager should then implement a lockout/tagout procedure to stop the work and address the safety hazard.
- After each role-play scenario, facilitate a group discussion to debrief and discuss the effectiveness of the lockout/tagout procedure in that particular scenario.
- Repeat the role-play activity with different scenarios to give managers the opportunity to practice using lockout/tagout in various situations.



Scenario 1

A team member is about to replace a belt on a conveyor system that needs to be locked out/tagged out to prevent accidental start-up.

Managers role-play the scenario, with the team member continuing to work on the energy source despite the need for a lockout/tagout.

Discussion Points

1. Did the manager effectively implement a lockout/tagout procedure to address the safety hazard?
2. How did the team member respond to the use of lockout/tagout?
3. What steps were taken to address the safety hazard after the lockout/tagout procedure was implemented?
4. What could have been done differently to prevent the safety hazard from occurring in the first place?

LOCKOUT TAGOUT



Scenario 2

A team member is about to perform electrical work on a circuit that needs to be locked out/tagged out to prevent electrocution.

Managers role-play the scenario, with the team member continuing to work on the energy source despite the need for a lockout/tagout.

Discussion Points

1. Did the manager effectively implement a lockout/tagout procedure to address the safety hazard?
2. How did the team member respond to the use of lockout/tagout?
3. What steps were taken to address the safety hazard after the lockout/tagout procedure was implemented?
4. What could have been done differently to prevent the safety hazard from occurring in the first place?



Scenario 3

A team member is about to perform maintenance on a hydraulic system that needs to be locked out/tagged out to prevent hydraulic fluid injection injuries.

Managers role-play the scenario, with the team member continuing to work on the energy source despite the need for a lockout/tagout.

Discussion Points

1. Did the manager effectively implement a lockout/tagout procedure to address the safety hazard?
2. How did the team member respond to the use of lockout/tagout?
3. What steps were taken to address the safety hazard after the lockout/tagout procedure was implemented?
4. What could have been done differently to prevent the safety hazard from occurring in the first place?



Scenario 4

A team member is about to perform maintenance on a machine that needs to be locked out/tagged out to prevent entanglement injuries.

Managers role-play the scenario, with the team member continuing to work on the energy source despite the need for a lockout/tagout.

Discussion Points

1. Did the manager effectively implement a lockout/tagout procedure to address the safety hazard?
2. How did the team member respond to the use of lockout/tagout?
3. What steps were taken to address the safety hazard after the lockout/tagout procedure was implemented?
4. What could have been done differently to prevent the safety hazard from occurring in the first place?

DAY 2: SAFETY ESSENTIALS

SAFETY IMPROVEMENT COMMITTEES



Pre-Course Content:

Participants, please fill out before the start of the instructor-led session. Answers are located within the e-Learning.

1. Safety Improvement Committees are important because

Three horizontal lines for writing the answer to question 1.

2. What are the six ways that leadership can manage Safety Improvement Committees to make them more effective?

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____



Stop (And Bring These to Class):

Participants, please bring the following to the instructor-led session for further discussion.

- 1. Go to the next SIC meeting and annotate meeting minutes.
2. Have your FM initial and bring to the session.

Notes:



DAY 2: SAFETY ESSENTIALS

SAFETY IMPROVEMENT COMMITTEES

Notes:



Cumulative time:
45 minutes



Pre-Course Content Covered:

Learners already saw this in the online module prior to the session.

- Located SIC resources
- How to establish an SIC
- How to assign roles and responsibilities to team members



ILT Agenda:

The main parts of the session.

1. Participants' SICs.



Objectives:

What learners are to learn or accomplish.

- Identify processes that would address real-world challenges in implementing SICs.
- Practice critical thinking using mock scenarios related to SICs.
- Practice role-playing common SIC issues.



PowerPoint:

There is a PowerPoint "Safety Essentials" located on SharePoint.



Activities:

SIC Review

Go over the participants SICs.



Additional Discussion Questions:

1. What are the benefits of establishing a safety improvement committee at Stericycle, and how can this committee help to improve the overall safety culture of your organization?
2. How can you effectively recruit and engage team members to participate in the safety improvement committee, and ensure that all departments and areas of the organization are represented?
3. What kind of activities and initiatives can the safety improvement committee undertake to promote safety awareness, identify safety hazards and concerns, and develop effective safety strategies?
4. How can you ensure that the safety improvement committee has the necessary resources and support to effectively carry out its activities and initiatives?
5. How can you measure the success of the safety improvement committee, and how can you use this feedback to

SAFETY IMPROVEMENT COMMITTEES

continuously improve and enhance the committee's effectiveness?

Notes:



DAY 2: SAFETY ESSENTIALS

INVESTIGATING & REPORTING INCIDENTS

Notes:



Pre-Course Content:

Participants, please fill out before the start of the instructor-led session. Answers are located within the e-Learning.

1. List seven types of incidents:
 - 1. _____
 - 2. _____
 - 3. _____
 - 4. _____
 - 5. _____
 - 6. _____
 - 7. _____

2. Incident Investigation is important because...

3. The time frame in which you must report serious incidents is _ hours.

4. The time frame in which you must report non-serious incidents is ____ hours.

5. For serious incidents, you must complete the investigation and identify the failed barriers of the incident within ____ hours.

6. For non-serious incidents, you must complete the investigation and identify the failed barriers of the incident within _ hours.

7. For serious incidents, you must schedule and complete an Incident Review call within ____ hours.



Stop (And Bring These to Class):

Participants, please bring the following to the instructor-led session for further discussion.

1. Bring IRC.notes.



DAY 2: SAFETY ESSENTIALS

INVESTIGATING & REPORTING INCIDENTS



How to Fact Check

Detecting whether someone is lying during an investigation of a safety breach can be a difficult task, and there is no foolproof way to do it. However, there are some techniques that can help increase the chances of identifying deception.

Here are a few tips:

1. **Establish a baseline:** Start by asking the individual questions that you believe they will answer truthfully. This will help establish a baseline of their behavior and communication patterns when they are not lying.
2. **Observe body language:** Pay attention to the individual's body language and non-verbal cues. For example, liars may avoid eye contact, fidget, or touch their face frequently.
3. **Ask open-ended questions:** Ask questions that require more than a simple "yes" or "no" answer. This can help you gauge how much detail the individual is willing to provide and whether their story is consistent.
4. **Look for inconsistencies:** Pay close attention to any inconsistencies or contradictions in the individual's story. Ask follow-up questions to clarify any discrepancies.
5. **Use behavioral analysis techniques:** There are several techniques used in behavioral analysis that can help identify deception, such as micro-expressions and statement analysis.

Consider their motive: Think about the individual's motive for lying. If they have something to gain by lying, it is more likely that they will do so.

It's important to note that no single technique is foolproof when it comes to detecting deception. It's important to use a combination of techniques and to gather as much information as possible before drawing any conclusions.

Notes:

DAY 2: SAFETY ESSENTIALS

INVESTIGATING & REPORTING INCIDENTS

**Asking Questions You Already Know the Answer To**

In general, if you already know the answer to a question, you may ask it for a variety of reasons, such as:

1. **To test someone's knowledge:** The person asking the question may already know the answer, but they want to see if the person they're asking knows it too.
2. **To confirm their own understanding:** Sometimes, a person may already think they know the answer to a question, but they want to make sure they're correct. In this case, they may ask the question to confirm their own understanding.
3. **To prompt discussion:** Asking questions, even if you know the answer, can prompt further discussion and exploration of a topic. This can help to deepen understanding and uncover new insights.

Regardless of the reason for asking the question, it's important to approach the situation with an open mind and be willing to consider new perspectives or information. It's also important to avoid asking questions solely for the purpose of showing off your own knowledge or making others feel inferior.

Notes:



Ask the Right Questions

When Investigating and Reporting Incidents

When investigating and reporting incidents, it's important to ask the right questions to gather relevant and accurate information. Here are some examples of questions that can be useful during the investigation and reporting process:

What	Who	When	Where	How
<p><u>What happened?</u></p> <p>This is a basic question that can help to establish the facts of the incident and provide a starting point for the investigation.</p> <p><u>What were the consequences of the incident?</u></p> <p>Document any injuries, damage, or other negative impacts resulting from the incident.</p> <p><u>What could have been done to prevent the incident?</u></p> <p>Identify any potential contributing factors or lapses in safety protocols and procedures that may have led to the incident.</p> <p><u>What corrective actions will be taken?</u></p> <p>Identify the steps that will be taken to prevent similar incidents from occurring in the future.</p>	<p><u>Who was involved?</u></p> <p>Identify all individuals who were involved in the incident, including witnesses, and document their statements.</p> <p><u>Who needs to be notified?</u></p> <p>Determine which stakeholders need to be notified of the incident, such as regulatory authorities, customers, etc.</p>	<p><u>When did the incident occur?</u></p> <p>Establish the date and time of the incident and determine if there were any factors that may have contributed to the incident, such as time of day or weather conditions.</p>	<p><u>Where did the incident occur?</u></p> <p>Determine the exact location of the incident and document any relevant details about the site, such as equipment or environmental factors.</p>	<p><u>How did the incident occur?</u></p> <p>Identify the sequence of events leading up to the incident, including any actions taken by employees or other individuals involved.</p> <p><u>How can we learn from this incident?</u></p> <p>Use the incident as an opportunity to identify areas for improvement in safety protocols and procedures, and to promote a culture of continuous improvement.</p>

SAFETY ESSENTIALS

INVESTIGATING AND REPORTING INCIDENTS

Vehicle Incident Severity Level Clarification Levels



Single vehicle incident with no injuries and the vehicle is **not required to be** towed away from scene.



Minor vehicle incident involving two or more vehicles where no one was injured and no vehicles are **required to be** towed away from scene.



Single or multiple vehicle incident where at least one vehicle is **required to be** towed away from the scene, but no one required immediate medical treatment away from the scene.



Single or multiple vehicle incident involving an injury with immediate medical treatment away from the scene, excluding fatalities or major injuries (includes any pedestrian or cyclist strike).



Vehicle incident involving a fatality or major injury (Major injury includes amputation, permanent loss of eyesight, or other significant disfiguring or disabling injury).

INVESTIGATING & REPORTING INCIDENTS



Cumulative time:
45 minutes



Pre-Course Content Covered:

Learners already saw this in the online module prior to the session.

- Common incident types
- The benefits of reporting incidents
- How to respond to an incident
- Process for investigating and reporting safety incidents
- Reporting good catches and near misses
- Responding to emergencies
- Evaluating incidents
- Incident management timeline
- Serious incident escalation



ILT Agenda:

The main parts of the session.

1. SIC reports
2. Scenarios (Steps to the truth)
3. Scenarios (Asking the right Questions)



Objectives:

What learners are to learn or accomplish.

1. A good and bad Investigating/Reporting Incidents program and how to better address their own programs.
2. Address real-world challenges within the investigating/reporting incident process.
3. Understanding the process of investigating incidents.
4. Asking good questions to reveal the truth.



PowerPoint:

There is a PowerPoint "Safety Essentials EHS" located on SharePoint.



Activities:

Good / Bad Investigating/Reporting Safety Incidents Program

Good:

- Clarity
- Adequate training
- Comprehensive documentation
- Thorough analysis
- Follow-up
- Consistent implementation

INVESTIGATING & REPORTING INCIDENTS



Scenarios (Steps to the Truth)

Approach all incidents as legitimate until you find out otherwise. Very often our TM's don't have a 'specific' incident that causes their injury it's a build up of years of doing a heavy job. That does not mean it's "suspicious". They are printed on the next few pages. Participants' have these as well in their guides.

Objective:

1. **Investigate incidents:** Understand the importance of investigating incidents and gathering relevant information to identify the root cause of the problem.
2. **Determine the truth:** Learn how to evaluate information and determine the accuracy and reliability of the information they have collected.
3. **Ask good questions:** Develop the ability to ask relevant and insightful questions to gather additional information and clarify misunderstandings.
4. **Analyze and evaluate information:** Practice analyzing and evaluating information to identify patterns, trends, and potential solutions.

Instructions:

- Assign each group a different scenario (There are 4. And an extra 4 if you finish early).
- Have participants refer to their PG for the scenarios.
- Each group has 10 minutes to come up with a list on how they would proceed into an investigation.
- Spend 10 minutes debriefing each group's findings.
 - Solutions are on the next pages.



Scenario #1

During a safety investigation at Stericycle, an employee reports an incident in which they were injured while operating a piece of equipment.

- How do you determine the truth during an investigation?
 - Outline steps you could take.

Solution:

The company's safety team investigates the incident by interviewing witnesses and reviewing security camera footage. They discover that the employee did not follow proper safety procedures and caused the accident. The company determines the truth that the employee was at fault for the incident.



Scenario #2

During a safety investigation, several employees report that a supervisor instructed them to disregard safety protocols while handling hazardous waste.

INVESTIGATING & REPORTING INCIDENTS

- How do you determine the truth during an investigation?
 - Outline steps you could take.

Solution:

The company's safety team conducts an investigation by interviewing the supervisor and employees involved, and reviewing any relevant documents. They find that the supervisor did indeed instruct employees to bypass safety protocols. The company determines the truth that the supervisor violated safety protocols and takes disciplinary action.



Scenario #3

An anonymous report is submitted to the company's safety hot-line, alleging that employees are not wearing proper personal protective equipment (PPE) while handling hazardous waste.

- How do you determine the truth during an investigation?
 - Outline steps you could take.

Solution:

The company's safety team investigates the claim by conducting spot checks and reviewing security camera footage. They find that some employees are not wearing the required PPE. The company determines the truth that some employees were not following safety protocols and takes corrective action.



Scenario #4

During a safety investigation, a contractor alleges that they were not provided with adequate safety training before handling hazardous waste on Stericycle's premises.

- How do you determine the truth during an investigation?
 - Outline steps you could take.

Solution:

The company's safety team investigates by reviewing training records and interviewing relevant parties. They find that the contractor did receive the required safety training. The company determines the truth that the contractor was provided with adequate safety training.



Scenario #5

An employee reports that they witnessed a co-worker improperly disposing of hazardous waste.

- How do you determine the truth during an investigation?
 - Outline steps you could take.

Solution:

The company's safety team investigates by reviewing security camera footage and interviewing the employees involved. They find that the co-worker did not follow proper disposal protocols. The company determines the truth that the co-worker violated safety

INVESTIGATING & REPORTING INCIDENTS

protocols and takes corrective action.



Scenario #6

During a safety audit, a hazardous waste storage area is found to be in violation of regulations.

- How do you determine the truth during an investigation?
 - Outline steps you could take.

Solution:

The company's safety team investigates the issue by reviewing documentation and conducting interviews with employees responsible for the area. They find that the storage area was not properly maintained. The company determines the truth that the storage area was not in compliance with regulations and takes corrective action.



Scenarios (Asking the Right Questions) [20 minutes]

Instructions:

- Assign each group a different scenario (There are 4. And an extra 4 if you finish early). They are printed on the next few pages. Participants' have these as well in their guides.
- Have participants refer to their PG for the scenarios.
- Each group has 10 minutes to come up with a list of helpful questions that would help solve the investigation, or point to truth.
- Spend 10 minutes debriefing each group's findings.
 - Solutions are on the next pages.



Scenario #1

During a safety investigation at Stericycle, an employee reports an incident in which they were injured while operating a piece of equipment.

- What questions do you ask to get to the truth?

These questions can help the investigator gather information about the incident, including the employee's training, equipment operation, and any potential warning signs or issues with the equipment. It's important to ask open-ended questions and allow the employee to share their perspective to gather as much information as possible to determine the truth behind the incident.

Solution:

1. What type of equipment were you operating at the time of the incident?
2. Can you describe the steps you took to operate the equipment safely?
3. Were you wearing the required personal protective equipment while operating the equipment?
4. Were you properly trained to operate the equipment?
5. Were there any warning signs or indications of malfunction

INVESTIGATING & REPORTING INCIDENTS

- with the equipment prior to the incident?
6. Were there any other employees present or nearby when the incident occurred?
 7. Can you describe the sequence of events leading up to the incident?
 8. Did you report the incident immediately after it occurred?
 9. Have you experienced any issues or incidents with this equipment in the past?
 10. Is there any other information you believe is relevant to the incident?



Scenario #2

During a safety investigation, several employees report that a supervisor instructed them to disregard safety protocols while handling hazardous waste.

- What questions do you ask to get to the truth?

These questions can help the investigator gather information about the incident, including the employee's training, equipment operation, and any potential warning signs or issues with the equipment. It's important to ask open-ended questions and allow the employee to share their perspective to gather as much information as possible to determine the truth behind the incident.

Solution:

1. Can you describe the safety protocols that were supposed to be followed while handling hazardous waste?
2. Can you describe the incident in which the supervisor instructed you to disregard the safety protocols?
3. Were any other employees present when the supervisor instructed you to disregard the safety protocols?
4. Did you feel comfortable reporting the incident to a supervisor or a member of the safety team?
5. Were you concerned for your safety or the safety of others when the supervisor instructed you to disregard the safety protocols?
6. Can you describe any previous instances in which the supervisor instructed employees to disregard safety protocols?
7. Are there any witnesses who observed the supervisor instructing employees to disregard the safety protocols?
8. Can you provide any evidence, such as emails or other documentation, that supports your claim that the supervisor instructed employees to disregard the safety protocols?
9. Were there any consequences or disciplinary actions taken against you or other employees who refused to disregard the safety protocols?
10. Is there any other information you believe is relevant to the incident?

INVESTIGATING & REPORTING INCIDENTS



Scenario #3

An anonymous report is submitted to the company's safety hot-line, alleging that employees are not wearing proper personal protective equipment (PPE) while handling hazardous waste.

- What questions do you ask to get to the truth?

These questions can help the investigator gather information about the incident, including the employee's training, equipment operation, and any potential warning signs or issues with the equipment. It's important to ask open-ended questions and allow the employee to share their perspective to gather as much information as possible to determine the truth behind the incident.

Solution:

1. Can you describe the specific instances or situations in which you observed employees not wearing proper PPE?
2. Were there any warning signs or indications of potential hazards in the area where the employees were not wearing proper PPE?
3. Did you report your concerns to a supervisor or member of the safety team before submitting an anonymous report?
4. Are there any other witnesses who observed employees not wearing proper PPE?
5. Can you describe the specific types of PPE that the employees were not wearing?
6. Were the employees properly trained on the importance of wearing proper PPE when handling hazardous waste?
7. Can you provide any evidence, such as photographs or video recordings, that support your claim that employees were not wearing proper PPE?
8. Did you observe any supervisors or managers who failed to enforce the requirement of wearing proper PPE?
9. Have you observed any improvements or changes in PPE usage after submitting the anonymous report?
10. Is there any other information you believe is relevant to the incident?



Scenario #4

During a safety investigation, a contractor alleges that they were not provided with adequate safety training before handling hazardous waste on Stericycle's premises.

- What questions do you ask to get to the truth?

These questions can help the investigator gather information about the incident, including the employee's training, equipment operation, and any potential warning signs or issues with the equipment. It's important to ask open-ended questions and allow the employee to share their perspective to gather as much information as possible to determine the truth behind the incident.

INVESTIGATING & REPORTING INCIDENTS

Solution:

1. Can you describe the hazardous waste handling tasks that you were asked to perform?
2. Were you provided with any safety training before you started performing hazardous waste handling tasks?
3. Can you describe the safety training that you received before you started handling hazardous waste?
4. Did the safety training cover the potential hazards associated with the hazardous waste you were handling?
5. Were you provided with any safety equipment before you started performing hazardous waste handling tasks?
6. Can you describe any safety equipment or personal protective equipment (PPE) you were given during the training?
7. Did you feel that the safety training was adequate for the hazardous waste handling tasks you were asked to perform?
8. Did you feel that the safety training was sufficient for the hazardous waste handling tasks you were asked to perform?
9. Did you report any concerns or issues related to safety training to the Stericycle safety team or your supervisor?
10. Is there any other information you believe is relevant to the incident?



Scenario #5

An employee reports that they witnessed a co-worker improperly disposing of hazardous waste.

- What questions do you ask to get to the truth?

These questions can help the investigator gather information about the incident, including the employee's training, equipment operation, and any potential warning signs or issues with the equipment. It's important to ask open-ended questions and allow the employee to share their perspective to gather as much information as possible to determine the truth behind the incident.

Solution:

1. Can you describe the specific instance in which you witnessed the co-worker improperly disposing of hazardous waste?
2. What kind of hazardous waste was being improperly disposed of, and how was it being disposed of improperly?
3. Were there any warning signs or indications of potential hazards in the area where the hazardous waste was being improperly disposed of?
4. Did you report your concerns to a supervisor or member of the safety team immediately after witnessing the incident?
5. Can you describe the specific actions taken by the co-worker in question to improperly dispose of the hazardous waste?
6. Did you observe any other employees who may have witnessed the incident?



INVESTIGATING & REPORTING INCIDENTS

7. Can you provide any evidence, such as photographs or video recordings, that support your claim that the co-worker was improperly disposing of hazardous waste?
8. Did the co-worker in question receive any prior training on proper disposal of hazardous waste?
9. Have you observed any other instances of improper disposal of hazardous waste at Stericycle?
10. Is there any other information you believe is relevant to the incident?



Scenario #6

During a safety audit, a hazardous waste storage area is found to be in violation of regulations.

- What questions do you ask to get to the truth?

These questions can help the investigator gather information about the incident, including the employee's training, equipment operation, and any potential warning signs or issues with the equipment. It's important to ask open-ended questions and allow the employee to share their perspective to gather as much information as possible to determine the truth behind the incident.

Solution:

1. Can you describe the hazardous waste storage area that was found to be in violation of regulations?
2. What specific regulations were violated in the hazardous waste storage area?
3. How long has the hazardous waste storage area been in operation at Stericycle?
4. Has the hazardous waste storage area ever been inspected or audited before? If so, were there any previous findings of noncompliance?
5. Can you describe the specific hazardous waste materials that were stored in the area that was found to be in violation of regulations?
6. Was there adequate labeling and documentation for the hazardous waste materials stored in the area?
7. Did employees receive training on the proper handling and storage of hazardous waste materials stored in the area?
8. Was there adequate safety equipment and personal protective equipment (PPE) available and being used by employees in the hazardous waste storage area?
9. Was there adequate ventilation and other safety measures in place to prevent potential exposure to hazardous waste materials?
10. Is there any other information you believe is relevant to the incident?

INVESTIGATING & REPORTING INCIDENTS



Discussion Questions:

1. Why is it important to conduct a thorough investigation of safety incidents in the workplace, and what are the potential benefits of doing so?
2. What are the key elements of a comprehensive incident investigation process, and how can you ensure that they are effectively integrated into your safety program at Stericycle?
3. How can you train your team members to conduct effective incident investigations, and what kind of tools and resources are available to support this process?
4. How can you ensure that all team members understand the importance of their role in incident investigations, and are motivated to report incidents and hazards promptly?
5. How can you ensure that incident investigations are conducted in a fair and objective manner, and that all relevant information is taken into account during the process?
6. How can you communicate the results of incident investigations to team members and stakeholders, and what kind of information should you share with them?
7. How can you use the data collected from incident investigations to identify trends and areas for improvement in your safety program, and to develop targeted prevention strategies?
8. How can you involve team members and other stakeholders in the incident investigation process, and ensure that their feedback and insights are taken into account?
9. How can you ensure that corrective actions resulting from incident investigations are effectively implemented and monitored over time?
10. How can you evaluate the effectiveness of your incident investigation process, and what kind of metrics should you use to measure its success?

VEHICLE INCIDENT INVESTIGATION



Cumulative time:
45 minutes



ILT Agenda:

The main parts of the session.

1. Root cause analysis
2. Prevention activity
3. Preventable/Non-preventable



Objectives:

What learners are to learn or accomplish.

- Review lagging and leading measures of safety culture.
- Determine next steps by reviewing damaged vehicles and hazards.
- Practice identifying the correct root cause of incidents.



PowerPoint:

There is a PowerPoint "Safety Essentials EHS" located on SharePoint.

Vehicle Incident Investigation Steps

Incident investigations should include the follow steps:

1. Scene preservation
 2. Assigning investigators
 3. Compiling resources
 4. Collecting evidence (e.g., photographs, witness statements, documentation)
 5. Completing a root cause analysis
 6. Conducting an IRC
-

DAY 2: SAFETY ESSENTIALS

SMART GOALS / ACTION PLAN



Cumulative time:
35 minutes



ILT Agenda:

The main parts of the session.

1. Talk about the Action Plan.
2. Answer any questions that arise.



Objectives:

What learners are to learn or accomplish.

- Fill out Action Plan.
- Understand next steps and how to act on their goals.



PowerPoint:

There is a PowerPoint "Safety Essentials EHS" located on SharePoint.



Action Plan contains:

Safety Metrics Improvement

- Identify two to four specific safety essentials items in your area you are committed to improving.
- What is your game plan, and your SMART goal around these items?
- Defined SMART Goal.

Potential Risk Factor and Mitigating Actions

- Identify four risks and how you will mitigate that risk.

Notes:

30-day post work scheduled: _____
60-day post work scheduled: _____
90-day post work scheduled: _____



SMART Goal Template (Action Plan)

Operation _____ Date _____

Impact Element _____ Name _____

Root Cause		Plan of Action	Next Level Manager or Assistance Needed	Completion Date		Control and Follow-up
				Plan	Actual	
1						
2						
3						

Goal	
Base	

Date	Result	Date	Result

Notes

SMART Goal Template (Action Plan)

Operation _____ Date _____

Impact Element _____ Name _____

Root Cause		Plan of Action	Next Level Manager or Assistance Needed	Completion Date		Control and Follow-up
				Plan	Actual	
1						
2						
3						

Goal	
Base	

Date	Result	Date	Result

Notes

SMART Goal Template (Example)

Operation _____ Date _____

Impact Element _____ Name _____

Root Cause		Plan of Action	Next Level Manager or Assistance Needed	Completion Date		Control and Follow-up
				Plan	Actual	
1	Missed white glove accounts	Dispatcher will report to Supervisor by 4:00 PM daily on total number of Edward Jones and Fidelity services planned vs routed for the following service day, based on RDD.	Supervisor	6/2/2023		Supervisor will send daily text to FM by 7:30 AM with total WG on route for the day and by 5:30 PM with confirmation of WG service completion (planned vs actual).
2	Hours and/or frequency change	Drivers must call Supervisor from WG account location if service cannot be completed for any reason and required to stay onsite until direction is given.	Manager	6/2/2023		Supervisor must call the Location Manager directly before giving the driver permission to leave the customer location.

Goal	98% daily WG On-Time
Base	82% daily WG On-Time

Date	Result
5/1/2023	82.0%
5/2/2023	84.0%
5/3/2023	84.0%
5/4/2023	86.0%
5/5/2023	88.0%
5/8/2023	91.0%

Date	Result
5/9/2023	
5/10/2023	
5/11/2023	
5/12/2023	

Notes
<ul style="list-style-type: none"> Dispatcher has set daily reminder to review next day routes and confirm all WG accounts are routed Daily on-time is showing improvement for WG accounts

DAY 3: FLEET SAFETY

PRE-TRIP INSPECTIONS



Cumulative time:
1 hour and 55 minutes



Pre-Course Content Covered:

Learners already saw this in the online module prior to the session.

- How to complete a pre-trip inspection.
- How to identify parts of the vehicle.
- How to recognize when vehicle parts should be placed out-of-service.



ILT Agenda:

The main parts of the session.

1. Go to the yard and do a pre-trip inspection.



Objectives:

What learners are to learn or accomplish.

- Identify the key components of a pre-trip inspection.
- Demonstrate how to conduct a pre-trip inspection.
- Explain the importance of a pre-trip inspection.



PowerPoint:

There is no PowerPoint for this section.



Activities:

- Model a pre-trip inspection on a Stericycle truck.
 - Split the group in teams of two and have them on the truck with a 15-minute timer with timed stations.
- Have the groups explain what they saw, and if their findings are valid.
- Host another pre-trip inspection, with the intent to stick to a rigid time schedule for AM/PM time



Discussion Questions:

1. What is a pre-trip inspection, and why is it an important part of ensuring safety and compliance in commercial driving?
2. What are the key components of a pre-trip inspection, and how can you effectively communicate these components to drivers at Stericycle?
3. How can you ensure that drivers understand the importance of conducting a pre-trip inspection, and are motivated to do so even in the face of time constraints and other pressures?
4. What kind of tools and resources are available to support drivers in conducting a thorough and effective pre-trip inspection, such as checklists and training materials?
5. How can you effectively train and educate drivers on how to identify and respond to potential safety issues that may be

Notes:

PRE-TRIP INSPECTIONS

uncovered during a pre-trip inspection?

6. How can you measure the success of pre-trip inspections, and what kind of metrics should you use to evaluate their effectiveness in supporting safety and compliance?
7. How can you ensure that pre-trip inspections are conducted consistently and uniformly across all drivers at Stericycle, and that there are no lapses in safety or compliance?
8. How can you continuously evaluate and improve the effectiveness of pre-trip inspections, and stay up-to-date on the latest regulations and best practices in commercial driving safety?
9. How can you encourage a culture of safety and accountability around pre-trip inspections, and empower drivers to take an active role in maintaining the safety and compliance of their vehicles?
10. How can you ensure that pre-trip inspections are integrated effectively into your overall safety program at Stericycle, and that they align with the organization's broader safety goals and objectives?



DAY 3: FLEET SAFETY

PRE-TRIP INSPECTION

Begin the step-by-step pre/post trip inspection on the passenger's side and continue 360° in a counterclockwise circle around the vehicle end at the driver's side door of the vehicle.

Front of Truck - General Appearance	I	D	NA
1. Windshield			
2. Lights/Reflectors			
3. Mirrors			
4. Leaks			
5. License plate/IFTA			

Under the Hood*	I	D	NA
6. Hood Latches			
7. Alternator			
8. Air Compressor			
9. Leaks/Hoses			
10. Water Pump			
11. Break Fluid			
12. Oil Level			
13. Coolant Level			
14. Power Steering Fluid			
15. Washer Fluid			
16. Engine Belts			
17. Transmission Fluid			

Steering / Suspension	I	D	NA
18. Steering Box			
19. Steering Linkage			
20. Suspension			
21. Brakes			

External Truck (Driver Side)	I	D	NA
22. Front Tires/Wheels			
23. Doors/Mirrors/Windows			
24. Fuel/DEF Tanks			
25. Battery Box			
26. Hydraulic Tank			
27. Drive Shaft			
28. Box Mounting Bolts			
29. Marking Holders			
30. Lights/Reflectors			
31. Drive Axle Suspension			
32. Drive Axle Brakes			
33. Drive Axle Tires/Wheels			

Front/Side of Truck (Driver Side)	I	D	NA
34. Clearance Lights / Reflectors			
35. Frame			

Rear of Truck	I	D	NA
36. Mud Flaps			
37. Doors/Latches/Locks			
38. License Plate			
39. Lights/Reflectors			
40. DOT Bumper			
41. Marking Holders			
42. Tail/Lift Gate			
43. Steps			



Key	
I	Inspected
D	Defective
NA	Not applicable

*Depending on the type of vehicle, things can be located on the left or the right.

DAY 3: FLEET SAFETY

PRE-TRIP INSPECTION

Begin the step-by-step pre/post trip inspection on the passenger's side and continue 360° in a counterclockwise circle around the vehicle end at the driver's side door of the vehicle.



Key	
I	Inspected
D	Defective
NA	Not applicable

Rear of Truck	I	D	NA
44. Lights/Reflectors			
45. Mud Flaps			
46. Tail/Lift Gate			
47. Steps			

Front/Side of Truck (Passenger Side)	I	D	NA
48. Clearance Lights / Reflectors			
49. Frame			

External Truck (Passenger Side)	I	D	NA
50. Lights/Reflectors			
51. Suspension			
52. Brakes			
53. Front Tires/Wheels			
54. Doors/Mirrors/Windows			
55. Fuel/DEF Tanks			
56. Drive Shaft			
57. Exhaust System			
58. Box Mounting Bolts			
59. Light/Reflectors			
60. Drive Axle Suspension			
61. Drive Axle Brakes			
62. Drive Axle Tires/Wheels			
63. Shredder			
64. Marking Holders			

Using Three Point Climb Enter Cab of Truck	I	D	NA
65. Camera			
66. Emergency Equipment			
67. Registration/DOT Required Paperwork			
68. Safe Start			
69. Fuel Gauge			
70. Oil Pressure Gauge			
71. Coolant/Temperature Gauge			
72. Ammeter/Voltmeter			
73. Oil Temperature Gauge			
74. Air Gauges			
75. Mirrors/Windshield			
76. Windshield Wipers			
77. Steering Wheel			
78. Steering Play			
79. Wipers Washers			
80. Lighting Indicators			
81. Horn			
82. Heater/Defroster			
83. Seat Belt			
84. Parking Brake			
85. Service Brake/ABS Brake Test			
86. Hydraulic Brake Check			
87. Air Brake Check			

*Depending on the type of vehicle, things can be located on the left or the right.

DAY 3: FLEET SAFETY
PRE-TRIP INSPECTION

List any notes you have here.

Notes

DAY 3: FLEET SAFETY

SWAT SUPERVISOR



Cumulative time:
1 hour 50 minutes



Pre-Course Content Covered:

Learners already saw this in the online module prior to the session.

- SWAT Overview.



ILT Agenda:

The main parts of the session.

1. Lagging and leading measures of safety culture.
2. Vehicle incidences.
3. 3 stages of traction: Static, rolling, sliding.
4. Steer, Watch Anticipate, Take Action.
5. Critical Eye.



Objectives:

What learners are to learn or accomplish.

1. Identify the four SWAT categories as they relate to defensive driving.
2. Recite the rules of the road for Steer, Watch, Anticipate, and Take Action.
3. Practice using the knowledge and applying to real-world situations.



PowerPoint:

For more detailed notes per slide, see the PowerPoint.

Present the PowerPoint on SWAT Supervisor. It will serve as the backdrop during the duration of the session.



Activities:

Refer to the PowerPoint for any details.



Discussion Questions:

Refer to the PowerPoint for any details.

Notes:

DAY 3: FLEET SYSTEMS

DOT COMPLIANCE / FIRST ADVANTAGE



Cumulative time:

1 hour



Pre-Course Content Covered:

Learners already saw this in the online module prior to the session.

- N/A



ILT Agenda:

The main parts of the session.

1. PowerPoint Presentation



Objectives:

What learners are to learn or accomplish.

1. Find First Advantage in Stericycle "My Apps"
2. Check multiple drivers' compliance
3. Upload documentation for a driver
4. Find forms
5. Navigate driver profiles
6. Find reports and determine compliance
7. Schedule a test
8. Understand Wellness Advantage as a drug and alcohol testing site
9. Find employees that did not do their testing
10. Do any test within scheduling



PowerPoint:

For more detailed notes per slide, see the PowerPoint.

The PowerPoint in this module will act as the entirety of the training. Talk through the various slides as mock examples of how to access and use the system.

Notes:

DAY 3: FLEET SYSTEMS

DOT HOURS OF SERVICE



Cumulative time:

1 hour



Pre-Course Content Covered:

Learners already saw this in the online module prior to the session.

- Explain how to assign a driver.
- Create a driver.
- How to use the app emulator.
- How to accept yard moves.



ILT Agenda:

The main parts of the session.

1. DOT Service Hours
2. Violations
3. Commercial Motor Vehicles



Objectives:

What learners are to learn or accomplish.

- Understand the basic features and functions of the Geotab system.
- Comprehend the Hours of Service regulations.
- Demonstrate how to use the Geotab system for HOS compliance.
- Explain the benefits of using the Geotab system for HOS compliance.



PowerPoint:

For more detailed notes per slide, see the PowerPoint.

11-Hour Driving Rule

Drivers are limited to 11 total hours during the 14-hour on-duty period. You must be off duty for 10 consecutive hours before driving again. You may do other work after the 11-hour driving period.

14 Hour On-Duty Limit

The 14-hour on-duty limit begins when you start work. (When you “clock” in.) Once you have reached the end of the 14-hour on-duty period, you can do other work, but you cannot drive until you have been off duty for 10 consecutive hours. Your on-duty time is limited to the 14-hour period even when you take a rest break. If you perform any other work for another company, you must report those hours to Stericycle since that time counts against your on-duty hours.

Notes:

DOT HOURS OF SERVICE

The 30-Minute Lunch Break

The 30-minute break rule only applies to drivers that must log. You have to show this on your log. Stericycle’s Company policy states that a 30-minute break must occur before or at the 6-hour mark of coming on duty.

If more than 6 consecutive hours have passed since the last off-duty period of at least 30 minutes, a driver must take an off-duty break of at least 30 minutes before they can continue driving. Meal breaks or other off-duty time of at least 30 minutes qualifies as this break (30-minute break can also be 30 minutes of “On Duty Not Driving”). The 30-minute break does count against the 14-hour rule. The 14-hour clock does not stop running for the 30-minute break. Remember that you must take required breaks according to other regulatory agency rulings or company policy.

70-Hour/8 Day Limit

You can do other work but cannot drive a commercial motor vehicle after you have been on duty for 60 hours/7 days or 70 hours/8 days. You can drive again after you are off duty enough days to get below the limit or after a 34-hour restart. This rule is based on a rolling 7 or 8 days. You can only use the 70-hour rule if vehicles under your DOT number operate 7 days/week for example our HCS business unit operates under one DOT number and dispatches vehicles 7 days/week. Any truck with that DOT number can use the 70-hour rule.

Daily Logging Requirements in Geotab

Question: How many of you are currently logged in to Geotab and collecting your hours?



DAY 3: FLEET SYSTEMS

LYTX NAVIGATION AND COACHING

Notes:



Cumulative time:

1 hour and 50 minutes



Pre-Course Content Covered:

Learners already saw this in the online module prior to the session.

- Exoneration Process
- Overall Lytx Dashboard
- Triggers and Event Review



ILT Agenda:

The main parts of the session.

1. Video analysis
2. Examples and role-play
3. Lytx coaching notes
4. OneSource documentation



Objectives:

What learners are to learn or accomplish.

- Coach from a recorded event.
- Navigate throughout the basics of the system.
- Draft a competent Lytx note.
- Understand the basics of Unassigned Drivers.



PowerPoint:

For more detailed notes per slide, see the PowerPoint.



Lytx Triggers

Question: Who has an example of a coaching event that fell in the "Other" Category? Have you seen an event that surprised you that Lytx captured?



Real Notes

Question: Challenge the room to think about what key information is missing from the notes, specifically from these perspectives:

- HR and progressive discipline documentation
- Legal and compliance; what would an attorney do with these notes given an accident or a lawsuit?
- Performance improvement - what in these notes is helping the team member to get better?
- Reiterate the concept behind SMART goals, and what the purpose of these are.

Real Notes Continued

Question:

- Are these better?
- Should they be put into Lytx and used for court cases?

LYTX NAVIGATION AND COACHING

Pay attention to the second note. There is no statement of commitment from the Team Member. It's not really a quality note.

.....
Lytx Notes Examples and Exercise

Play each video, and require the learners to write out the notes of this interaction in their PG.

Ex. 1: The coachee's name is John, and he had come to you at the end of the shift and told you that this may be in your Lytx dashboard. He was not argumentative or confrontational.

Ex. 2: The coachee's name is Sarah. She was surprised that you called her in and made it clear with her body language that she didn't think she was at fault. Didn't offer any feedback, and only said, "I'll sign whatever I have to sign. I just want to go home."

Ex. 3: The coachee's name is Diego. He was very embarrassed to be called to your office and was very receptive to your coaching. He offered some good ideas as to how he can avoid this situation in the future.

Ex. 4: Dealer's choice.



.....
Video Examples and Role-play

You have six examples, and six pairs of learners – one supervisor and one team member. Allow each pair to really work through the scenario. Encourage use of notes, play the video without the TM in the room, and deliver feedback. Give each TM a prompt as follows.

Video 1:

Driver takes a right turn across several lanes of traffic, and almost hits pedestrians on the sidewalk.

Supervisor prompt: Gain commitment from the driver. He pulled across too many lanes of traffic and needs to see this as a teachable moment.

Team Member prompt: He didn't see what he did wrong, but he's new and willing to listen. He blames the pedestrians for being there, doesn't see – yet- that he could have prevented it.

.....
Video 2:

The driver rolls a stop, takes a left, hits a stop sign, and immediately runs in reverse.

Supervisor prompt: focus on reverse driving, and the use of a cell phone.

Team Member prompt: The Stop sign was temporary. It doesn't look like it's been there for a while, and he didn't expect it to be there.

LYTX NAVIGATION AND COACHING

Video 3:

Driver rolls down a 2-lane highway in a rural area. The tree randomly falls in front of him, but he has time to react.

Supervisor prompt: Praise him for his work and reaction, and also for his use of the Lytx camera.

Team Member: You've been a driver for a few years, with a pretty clean driving record. You've been called in to your supervisor's office but aren't sure why. You're nervous.

Video 4:

The driver in a busy city narrowly avoids hitting a car pulling away from the curb.

Supervisor prompt: Take a look at the cab, the poor lane decision, and the excessive volume in the cab. Question about why the horn wasn't used as a warning.

Team Member: You don't see what you did wrong, and you're angry. You didn't do anything wrong here, and you're frustrated. Become heated, almost to the point of yelling.

Video 5:

The driver on a mountain road avoids a motorcycle pulling out in front of him/running a stop sign.

Supervisor prompt: praise the driver for his recognition. Encourage use of two hands on the wheel.

Team Member prompt: "dealer's choice."

Video 6:

The driver is looking at a cell phone, with a messy cab. Hits a curb and pays almost no attention to the road.

Supervisor prompt: Discuss the cab, the loose items and the projectiles. Mention the need to check the med card for the glasses, the cell phone use, and the speed. Also discuss how the vehicle was never checked for damage, or for being roadworthy.

Driver prompt: Your supervisor is calling you in regarding you using your cellphone. But it was your supervisor who was texting you while you were on the road.

DAY 3: FLEET SYSTEMS

SMART GOALS / ACTION PLAN



Cumulative time:
40 minutes



ILT Agenda:

The main parts of the session.

1. Talk about the Action Plan.
2. Complete the survey.



Objectives:

What learners are to learn or accomplish.

- Fill out Action Plan.
- Understand next steps and how to act on their goals.
- Complete the survey



PowerPoint:

There is no PowerPoint for this section.



Action Plan contains:

Fleet Safety Metrics Improvement

- Which three drivers are you going to work with to reduce incidents? Have name, employee ID, and SWAT principles to be coached on.

Potential Risk Factor and Mitigating Actions

- Identify four risks and how you will mitigate that risk.

Current Progress.

- Out of the 3 drivers you selected, what metrics and behaviors have improved with these specific drivers?
- Develop the items below and present to your manager for the 4-week interval.

30-day post work scheduled: _____
60-day post work scheduled: _____
90-day post work scheduled: _____

Notes:

SMART Goal Template (Action Plan)

Operation _____ Date _____

Impact Element _____ Name _____

Root Cause		Plan of Action	Next Level Manager or Assistance Needed	Completion Date		Control and Follow-up
				Plan	Actual	
1						
2						
3						

Goal	
Base	

Date	Result	Date	Result

Notes

SMART Goal Template (Action Plan)

Operation _____ Date _____

Impact Element _____ Name _____

Root Cause		Plan of Action	Next Level Manager or Assistance Needed	Completion Date		Control and Follow-up
				Plan	Actual	
1						
2						
3						

Goal	
Base	

Date	Result

Date	Result

Notes

DAY 4: FLEET SAFETY

SWAT: IN CAB EVALUATION & COACHING



Cumulative time:

3 hours



Pre-Course Content Covered:

Learners already saw this in the online module prior to the session.

- SWAT training.



Objectives:

What learners are to learn or accomplish.

- Understand the purpose of an in-cab evaluation.
- Demonstrate safe and efficient driving techniques.
- Understand the importance of communication.
- Identify and respond to potential hazards.
- Demonstrate proper pre-trip and post-trip inspections.



PowerPoint:

There is no PowerPoint for this section.

Notes:

The Driver Drill

Eye Lead Time:
In seconds? _____

Following Distance:
In seconds? _____

Left Intersection:
Hazard or Clear? _____

Right Intersection:
Hazard or Clear? _____

Traffic Lights:
Fresh
or Stale? Point of
Decision? _____

Left Curb:
Motorists
and Pedestrians -
Hazard or Clear? _____

Right Curb:
Motorists
and Pedestrians -
Hazard or Clear? _____

Left Mirror:
Hazard or Clear? _____

Right Mirror:
Hazard or Clear? _____

Speed:
Speed Limit? _____

Instruction:

The Driver Drill is to be completed in 2 minutes. The observer should record the eye movements of the driver by stroke counting the potential hazards in changing traffic situations. The goal of defensive driving is to move eyes to the front every 2 seconds and to the rear every 5-8 seconds, or over a 2 minute time span to have 30 eye movements to the front and 15 to the rear. This is done by using the triangle viewing Habit. The drill points that are to be observed are: eye lead time by reference point, following time in seconds, left and right intersections, traffic lights, motorists and pedestrians and Mirrors.

Explanation of Scoring:

- 5 45 or more eye movements. 30 in front, 15 to the rear, flows smoothly
- 4 45 or more eye movements, No hesitation or prompting
- 3 16-44 eye movements - Occasionally needs prompting
- 2 Less than 15 eye movements - Needs prompting
- 1 Methods are incomplete or incorrect

- * Observer should deduct 1 point for continuing to call incorrect "clear" or "hazard" eye movements
- * All scores below 4 are considered a fail. Driver MUST complete the driver drill at a passing score

Count the number of eye movements above and record below:

- Traffic Lights: _____
- Intersection: _____
- Motorists and Pedestrians: _____
- Mirrors: _____
- Eye Lead Time: _____
- Following Distance: _____
- Speed: _____

Total Eye Movements: _____

DAY 4: FLEET SAFETY

SMART GOALS / ACTION PLAN



Cumulative time:
45 minutes



ILT Agenda:

The main parts of the session.

1. Talk about the Action Plan.
2. Complete the survey.



Objectives:

What learners are to learn or accomplish.

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- Understand next steps and how to act on their goals.
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Goal	
Base	

Date	Result	Date	Result

Notes

SMART Goal Template (Action Plan)

Operation _____ Date _____

Impact Element _____ Name _____

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Goal	
Base	

Date	Result	Date	Result

Notes