

Quality Control Inspector 2.0 Addendum

Weatherization Assistance Program Standardized Training Curricula

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Overview

Quality Control Inspectors (QCI) possess a wide range of skills, from advanced diagnostic testing to effective client interview techniques to problem solving and training.

This tool is an addendum to existing training materials. The resources included here can be used to cover certain skills listed in the QCI Job Task Analysis (JTA) "Knowledge, Skills and Abilities (KSAs)" sections that may not be thoroughly addressed by existing standardized curricula resources. The QCI must possess a range of skills that all contribute to a QCI's professionalism and consistency, such as:

- Communication (written and verbal)
- Observation
- Tact
- Impartiality
- Mediation
- Attention to detail
- Organization

Most people already possess the required skills, and exercise them without any thought. Being asked to apply these skills on a multiple-choice test may throw them off. As an instructor, think of your role as guiding your students to discover skills and knowledge they already possess.

That won't happen through a lecture, so unlike previous standardized curricula resources, there are no traditional presentations here. Instead, there are instructions and resources for interactive exercises and discussions.

How to Use

Each activity lists the approximate time it will take to complete the activity and includes instructions for conducting the exercise. At the end of each activity, the KSAs of specific tasks from the JTA are listed. Use these as a reference to help guide the discussion or activity toward topics, skills, and abilities you want the students to cover. Refer to the "Guided Discussions: Tips and Guidelines" to brush up on techniques for making sure everyone participates and discussions stay on track.

The activities can be incorporated into any in-person training program as presented. If you are using the DOE WAP Standardized Curricula, refer to "Integrating with Standardized Curricula – QCI v2.0" to see recommendations for where activities best fit.

Exercise (1): How Not to Weatherize

Approximate duration – 30 minutes

Activity – Short Video and Discussion

Split the class into groups of 2 or 3. Provide paper and pencil to each group. Have each group select a leader to report out at the end.

The challenge: Ask each group to list as many instances of unprofessional behavior as they can.

Show this video to the class from beginning to timestamp 2:05 (when the dishwasher is opened):

[Who Filled the Dishwasher with Cellulose](#)

Part 1: Identify and Categorize

Give groups 5 minutes to discuss and list the infractions they saw.

Start with group 1, have someone list one instance of unprofessional behavior. Go to next group and so on with a different person offering 1 new item they saw. Record all answers for class to see a growing list. Continue going around until no one has anything more to add.

Ask the class if the examples from the clip can be grouped into general categories. This is a useful exercise to encourage impartiality when faced with situations in the field. If you can categorize the behavior, it is often easier to react professionally and appropriately to the situation. Some general categories might be:

- Lack of organization
- Unsafe work practices
- Disrespecting client/client's property
- Poor workmanship

Part 2: Respond and Correct

Ask the class: Have they ever seen a worker failing to wear the required personal protective equipment (PPE)? Maybe they've watched someone use a client's furniture as a stepstool. Can they remember instances of unprofessional behavior during the course of their work?

Give groups 5 minutes to discuss instances of unprofessional behavior *they* have experienced in the field. Have each group choose one instance, write it down on a blank sheet of paper and crumple the paper into a ball. Either have the groups throw the ball to another group or redistribute them yourself so each group gets someone else's example of an unprofessional behavior they have dealt with in the field. Give groups 2 - 3 minutes to discuss how they would address the situation.

Report out: Going around the room again (or asking groups to volunteer), have a group report what scenario they received and how they would handle the scenario. Ask the rest of class to offer suggestions. Guide the discussion toward incorporating these abilities and skills in how they are addressed:

- Observation of crew and client behavior (is the client uncomfortable?)
- Documenting incidences (positive and negative)
- Communication (tactful; with appropriate party, including client interview)
- Assuring client of corrective actions
- Assisting in training workers
- Impartiality

Alternate approach to Part 2: Role Play

Instead of having groups simply report out on the scenarios and their suggested responses, ask for 2 volunteers from each group. One will portray the worker who performed the infraction, and the other will portray the QCI. The QCI must communicate to the "offender" the infraction and the desired correct action in the scenario.

Wrap up by reviewing the abilities and skills listed above and how they can be used in addressing and providing feedback on issues related to professionalism.

Video notes:

- 0:13 Disorganized truck - Disorganized/Mistreating equipment
- 0:19 Dragging hose behind truck - Mistreating equipment
- 0:26 Leaving paperwork behind - Disorganized/Careless with paperwork
- 0:36 Littering client's yard - Disrespecting client/client's property
- 0:40 Stepping in pet feces - Disrespecting client/client's property
- 0:49 Blowing smoke in client's face - Disrespecting client/client's property
(Note that they laughed at client's obvious discomfort.)
- 0:54 Cellulose falls from truck - Disorganized truck/Unsafe work practices
- 0:56 Ladder falls - Unsafe work practices
- 0:59 Knocked lamp over - Disrespecting client/client's property/Poor workmanship
- 1:05 Blowing attic with sunglasses and headphones on - Unsafe work practices/
Poor workmanship/Covering attic soffit vents
- 1:11 Falling through attic floor - Unsafe work practice/Disrespecting client/client's property
- 1:14 Too many roof vents? - Not following work order
- 1:20 Ladder snatch/ wrong ladder - Unsafe work practices/Lack of communication on crew
- 1:22 Urinating in client's yard - Disrespecting client/client's property; Illegal in most jurisdictions

- 1:28 Blowing wall - Inattention
- 1:40 Itching while handing client paperwork - Unprofessional behavior
- 1:42 Loading truck - Disorganized/Mistreating equipment
- 1:46 Driving over garden - Disrespecting client/client's property
- 1:48 Dishwasher full of cellulose - Inattention

KSAs for task(s) covered:

1/2 Assure worker professionalism

Ability to:

- Conduct client interviews
- Evaluate the job site (trash, cleanliness, etc.)
- Verify that workers are familiar with their employers' code of conduct
- Observe the behavior of the workers

Knowledge of:

- Awareness of the employers' requirements
- Knowledge of positive reinforcement techniques

Skill in:

- Communication
- Observation
- Remaining tactful

1/4 Evaluate Client Satisfaction regarding the in-progress work

Ability to:

- Conduct client interviews
- Observe client behavior (is the client uncomfortable, are the workers affecting the client, etc.)
- Document findings

Knowledge of:

- Interview techniques

Skill in:

- Communication
- Observation

4/2 Provide feedback regarding professionalism

Ability to:

- Document incidences of lack of professionalism
- Document positive incidences of professionalism
- Communicate findings to crew chief or other responsible parties
- Assure client of corrective measures
- Assist in training workers

Knowledge of:

- Professional behavior and code of conduct
- Required documentation

Skill in:

- Communication
- Remaining tactful

Exercise (2): Dropping In - Guided Discussion

Approximate duration: 15 – 30 minutes, depending on size of group

Activity – Scenario Based Guided Discussion

Present the following scenario to the class, listing the items from the work order for all to see.

Scenario: You are passing by a job as work is starting. You drop in for an in-progress inspection. This house's work order lists the following measures:

- Dense pack wall insulation
- Attic air sealing and insulation
- Furnace clean & tune
- Duct sealing
- Box sill sealing
- Install bath fan, vented through gable end

The insulating contractor has air sealed and prepared the attic, and is beginning to install the loose fill attic insulation. No other work has yet occurred. What do you do?

Guide a discussion using the tips found on page 25.

Key discussion points:

- Work sequencing - Insulating before installing the fan.
- Documenting process issue - If this issue comes up repeatedly, it will be helpful to have documented it.
- Diplomacy - Positive approach; correcting errors without making on-site crew feel inadequate.
- Offering training - Improving flow in future by training crew leader on what to look for in a work order.

KSAs for Tasks Covered:

1/3 Address work problems

Ability to:

- Review the work against the work plan
- Observe worker skills
- Check materials being installed (proper materials and quality of materials)
- Observe sequencing of the components being installed
- Verify the condition and capacity of the equipment
- Determine need to conduct diagnostic tests
- Conduct diagnostic tests
- Document process issues and missed opportunities for change orders
- Revise work orders
- Redirect retrofit work
- Discuss issues with the crew chief
- Demonstrate proper methods to installers
- Discuss missed opportunities with the auditor

Knowledge of:

- Basic building science
- Codes and standards adopted by the local jurisdiction
- Building materials
- Construction tools and use
- Construction work practices
- Documentation procedures
- Installation methods
- Standards and specifications
- Test protocols
- Various diagnostic tests

Skill in:

- Communication
- Being diplomatic
- Observation
- Training

Exercise (3): Final Inspection Parts 1 and 2

Approximate duration: 1 hour 30 minutes total

- Part 1 – 1 hour
- Part 2 - 30 minutes (Add 15 minutes for file review if doing independent of Part 1)

Activity – File Review and Guided Discussions

This activity combines some technical expertise with client education and interaction requirements but is presented here in a way that can easily be split into 2 separate activities: technical/fiscal/close out and client interview/education.

Part 1: Technical/Fiscal

Distribute copies of the Faux Client file to each student. Instruct them to review the files in preparation for a final inspection, making notes of specific areas/issues they want to pay special attention to at the site. Allow 10 – 15 minutes for review.

Form students into small groups (no more than 6 groups) and allow 20 minutes to discuss and create a group list of items/issues they would follow up on at or in preparation for final inspection.

For each issue identified by the group, have them list what their next steps would be, either in preparation for or during the final inspection.

Report Out: Have each group in turn list one new issue they highlighted from the file. Just the issue, not the next steps. Go relatively quickly around until every item has been listed. They should mention:

- Attic hatch – called for on work order, not installed.
- CO detectors – Audit indicates none present, but none are called for on work order.
- Insulation certificate – Not included in client file. (Make sure it's on site.)
- Proper vents – the number on the invoice is based on 12" o.c. rafter framing, but the auditor note lists 16" o.c. (Which is correct? Need to measure/count on site.)
- Porch roof bypass – called for on work order, not listed on invoice.
- Smoke detectors – auditor calls for 3, but only 2 are listed.
- Spray foam – DC-315 isn't called for in work order. What is it? (Ignition barrier.)
- Spray foam – 150 board feet seems high for a 500 sq. ft. attic. (Does that include porch bypass? What was all that foam used for?)
- Water heater – Check if temperature is still as Auditor adjusted it.
- Missed opportunities – The work order is rather limited. Were there opportunities for savings that the auditor overlooked? (Will require site visit.)
- Bonus catch – the auditor math on footprint sketch for 1st floor is wrong. Did anyone catch it? (Wasn't involved in work order or client file).

Note: *If client-interview or client-education-related items are raised, put those on a separate list to be addressed in the next exercise.*

Assign each group 1 (or more, as fits) issue(s) from those identified and allow 2-3 minutes to discuss how they would prepare to verify or address the issue.

Going down the list, have each group report out their decision and allow others to add recommendations.

Some general notes, and space for more:

Issue	Consider	Instructor Notes
Attic hatch	Client apparently declined, not billed; perhaps not needed; ZPD will tell	
Cellulose invoice	Total is \$20 high. Simple accounting error, have reissued?	
CO Detectors	All electric home, but required by ASHRAE 62.2 ¹ ; Smoke detectors may be CO also	
Insulation certificate	Required by 16 CFR 460.17 ²	
Proper vents (baffles)	Count on-site; address discrepancy with contractor and adjust invoice as needed	
Porch roof bypass	Not mentioned in invoices, was it addressed?	
Smoke detectors	Auditor called for 3 but mentioned placement of only 2. Only billed for 2. What is required?	
Spray foam – DC-314	Auditor didn't call for ignition barrier. Basement is used based on hanging laundry, ignition barrier required by code.	

¹ Many CO poisonings occur through emergency heat sources brought in during electric outages. All electric homes could be considered higher risk than others. Johnson-Arbor, Kelly K., MD, Angela S. Quental, and Dadong Li, PhD. "A Comparison of Carbon Monoxide Exposures After Snowstorms and Power Outages." *American Journal of Preventive Medicine* May 46.5 (2014): 481-86.

² <http://www.law.cornell.edu/cfr/text/16/460.17>

Issue	Consider	Instructor Notes
Spray foam – 150 board feet	May include undiscovered bypasses. Be alert on site visit to gauge amounts used.	
Water heater	Is it still at the lower set temp? Check temperature at faucet.	
Possible missed opportunities	Verify wall insulation. 1 st floor roof (extension of porch roof) addressed? Verify existing insulation.	

Fitting key concepts to stress in this exercise are:

- Attention to detail (identifying the anomalies; ensuring items have been completed)
- Remaining impartial (You don't know the full story until you find out)
- Organization
- Communication
- Decision making

Part 2: The Human Side

This exercise turns from the technical aspects of quality control to the human side, including the client interview and education.

Play this video for the class from the beginning to time stamp 1:55:

[Restaurant Sketch](#)

Ask the class: Was that good service? Was this a suitable reaction to a customer (or client) complaint?

Answer: It was not. The customers were alarmed, made uncomfortable, and the problem (a dirty fork) was never remedied. This can serve as a reminder to treat complaints according to the degree of importance to the overall project goals, and to never alarm the customer unnecessarily.

Put class back into their discussion groups.

The challenge: Based on the same client file as used in Part 1, have students list specific questions they want to ask the client during the final client interview/client satisfaction sign-off process. Include ideas for client education. For each issue have them list:

- The question they would ask.
- The issue this addresses.
- Any additional related notes or concerns.

Report out: Going in a different order than Part 1, have groups list one question they would ask the client, the issue and any notes or concerns. Issues they should mention, including notes on each:

Issue	Consider	Additional Instructor Notes
Attic hatch	Note in file says client refused measure. Was it presented in a way that made her decline? Need BD test to determine importance of hatch. Is it required by building code?	
Basement mustiness	Client was hanging laundry to dry in basement. Did auditor instruct otherwise? House will be tighter now. Exterior conditions and site drainage?	
Cold floors	Client complaint included in audit, but entering warm season at final inspection. Test with BD and IR scan/visual inspection.	
Overall client satisfaction	During the process; with final result? Notice any difference in home comfort?	
Porch	Did workers work on the porch roof area?	
Smoke detectors	Explain maintenance/testing; value/safety features; and CO detectors.	
Water heater set temperature	Is client aware it's been turned down? Happy with water temperature?	
Worker conduct	Were they respectful? Professional? Were there any surprises along the way?	

Key discussion points:

- Mediation (in the case of client dissatisfaction)
- Taking corrective action as needed
- Documenting client feedback
- Client education

Additional scenarios for guided discussions

Approximate duration: 10 – 30 minutes depending how it is structured

If you would like to cover certain skills in more depth, use the following scenarios (or write your own) based on the fictional job they have been discussing to lead guided discussions.

Additional Scenario 1: During the client interview, you learn the Shut ‘er Up crew leader told the client they would have to damage the porch ceiling to fix the bypass, and made her decide between cold floors or damaged property. She chose cold floors so they didn’t address the bypass. The crew leader also told her that if they installed a new attic hatch it would be too heavy for her to open and asked her to sign off on refusing the measure. At final inspection you get a BD 2000 CFM50, with leakage around the attic hatch and evidence of the porch roof bypass with IR scans. What do you do?

Key discussion points:

- Listening/communication – you wouldn’t be aware of this issue if you weren’t a good listener; To determine how best to serve this client, you must see if she is open to having that work conducted when it is better explained.
- Remaining tactful – As a professional, it is important not to alarm or worry the client, so you should not disparage the crew leader who made her refuse measures. You will follow up as appropriate, but attempt not to cause client stress.
- Client education – You will have to present the missed opportunities in a way the client can understand.
- Training and Remaining Impartial – If you continue to work with Shut ‘er Up, you will need to train the crew leader on policies and make sure they do not unduly sway clients away from effective measures. They may not know techniques for accessing porch roof bypasses or repairing accesses to look neat.

Additional Scenario 2: Mrs. Robinson called your office after work was done but before your final inspection complaining that items were missing from the attic after the workers accessed it. There was a box containing old photos and her dearly departed husband’s war medals. She was very upset and wanted to prosecute the workers. The office worker who took the call assured her that you would follow-up right away. What do you do?

Key discussion points:

- Listening/communication – You must learn from the client what is missing and where it was stored.
- Remaining tactful and impartial– Until you are sure of a transgression, it does no good to accuse the workers of wrongdoing. Most likely, it will be helpful to check with the auditor if s/he noticed and/or documented the attic with photos during the initial audit so you can determine if anything was moved or went missing. Perhaps the crew simply moved something and didn't inform the client.
- Taking corrective actions, if appropriate – If it is determined that something went missing, what is the agency policy that guides your actions? If there isn't one, what is the best course of action in the short term, and in the longer-term, what should such a policy look like?
- Training – If the misunderstanding is due to materials being moved in the attic, inform the workers that in the future they should let the client know when they move things to avoid repeats of this incident.

KSAs for tasks covered

5/2 Confirm the allocation of public/private funds (Part 1)

Ability to:

- Review work orders
- Flag instances where work completed doesn't match funding requirements
- Guard against cost overruns
- Report disallowed costs

Knowledge of:

- Scopes of work
- Allowable activities under funding sources
- Maximum allowable caps on funding sources

Skill in:

- Analytical thinking
- Attention to detail

5/4 Close out the project (Part 1)

Ability to:

- Ensure all punch-list items have been completed
- Assemble all required documentation paperwork (certificates, photos, etc.)
- Confirm all required signatures were obtained
- Prepare completion reports (checklists, required agency reports, etc.)
- Submit authorization for payments/reimbursements/invoices

Knowledge of:

- Agency/company processes
- Program requirements
- Required paperwork
- Required signatures

Skill in:

- Organization
- Report writing

2/3 Evaluate client satisfaction (Part 2)

Ability to:

- Conduct client specific interview (behavior changes, client education, comfort, satisfaction)
- Conduct program specific interview (worker performance, process, scheduling, value, opportunities for improvement)
- Observe client behavior (thermostat settings, attire, manual weather stripping, windows open, etc.)
- Document client feedback
- Take corrective actions (as necessary)

Knowledge of:

- Client education
- Installed components

Skill in:

- Communication
- Listening
- Mediation
- Observation
- Remaining tactful

Exercise (4): SWS Scavenger Hunt

Approximate duration: 50 minutes total (25 min. intro and prep + 25 min. solution and debrief)

Note: This exercise is best split over 2 days or over lunch to give students ample time to create a scavenger hunt. If delivering all at once, base the time you allow to develop scavenger hunts on how long it takes students to solve the “Harry hunt” described below.

Students must have access to an internet-connected device for this exercise.

Activity: Students create SWS Scavenger Hunts and complete one created by a classmate. This activity will make them familiar with the SWS on-line tool, which includes program requirements for the WAP, and address the Attention to detail and Organization skills in the KSAs of this task.

Introduction and Prep: First provide a quick overview of the SWS on-line tool. This recorded webinar covers the required functionality from timestamp 25:09 to 28:53.

Using the SWS Online Tool Webinar: <https://sws.nrel.gov/webinar>

Or it may be more effective to display the tool yourself. Be sure to address these features:

- Overall organizational layout (section; topic; subtopic; detail)
- Navigation through “megamenu” (top blue bar listing sections)
- Navigating by expanding and collapsing sections, topics and subtopics in left navigation bar
- Search bar and filters (housing type, etc.)

Then present the following scenario: Harry the HVAC technician worked on a project run by Eternally Efficient, Inc. Eternally Efficient, Inc. requires that all work installed into project homes meet the minimum requirements of the Standard Work Specifications (SWS). During the final client interview, the QCI discovers the client has no warranty or service agreement on his new heating system that Harry just installed, and that one wasn’t offered to him. Harry is in trouble!

Where in the SWS does it indicate what Harry should have offered the client?

Allow students 10 minutes to search the SWS for the answer. This is a tough one; so if they aren’t getting it, remind them of the Search function. (Searching for the term “warranty” will bring up the right detail.)

Get a show of hands of how many people found the correct detail. Ask someone to announce it. The intended SWS is: 2.0702.1a Warranty and Service Agreement.

Ask how they arrived at the correct SWS and what Harry should have offered the client.

Create Their Own: Now it’s their turn. Have students work singly to develop a scavenger hunt that will lead someone to a specific SWS detail. It can be related to where an installer would look for specifics on how to install knee-wall insulation, or where an inspector would look to determine if a given job met the desired outcome. There are no limits. Each student should create one scavenger hunt that includes a scenario or problem that needs to be solved or information that needs to be found.

Solution and Debrief: Collect the scavenger hunts the class developed and redistribute, making sure everyone gets a new one (not one they wrote.) Allow 10 – 15 minutes to solve the scavenger hunts. If anyone finishes quickly provide an additional challenge that you created. Encourage them not to assist each other at this time. Computer learning is best retained when the individual performs the entire task.

Debrief first by asking if anyone was stumped. There’s nothing wrong with that. Present the “stumping” scavenger hunt(s) to the whole class and attempt to find the answers as a group.

Ask the class: Do you use the SWS in your work as inspectors? How? If not, how could you imagine using the SWS in your work as inspectors?

Possible Answers:

- Generate checklists for final inspections
- Provide to crews so they're aware of work requirements
- As a reference when installations are questioned

Key Concepts to hit upon:

- Program requirements
- Organization
- Consistency

KSAs for task(s) covered:

5/5 Maintain files and records

Ability to:

- Maintain job logs and notes in the files
- Maintain photos in the files
- Maintain information on any anomalies on the job
- Maintain information on any ongoing complaints
- Maintain documentation from program monitoring (federal, utility, etc.)

Knowledge of:

- Legal responsibilities
- Program requirements
- Recordkeeping best practices

Skill in:

- Attention to detail
- Organization

Integrating with standardized curricula QCI v 2.0

Suggested chapters to incorporate the exercises of this resource:

1. Intro to WAP for QCI
2. House as a System
- 3. Regulations and Standards**
 - Exercise 4 - SWS Scavenger Hunt
- 4. Purpose of Monitoring and Inspecting**
 - Exercise 3 - Final Inspection – Part 2 (if conducting independently of Part 1)
- 5. Desk Monitoring**
 - Exercise 3 - Final Inspection – Parts 1 and 2
6. Inspector's Toolbox
7. Building Assessment
8. Interpreting Infrared
- 9. In-Progress Monitoring and inspecting**
 - Exercise 1 - How Not to Weatherize
 - Exercise 2 - Dropping In – Guided Discussion
10. Report Writing

Guided Discussions: Tips and Guidelines

In a guided discussion you, as the instructor, don't give people information. You help them discover information.

If standing at the front of a classroom delivering lectures is the trainer's-equivalent to boxing, guided discussion is like Tae Kwan Do. Instead of using *your* energy to deliver them information, you use *their* energy lead them to the information. You shape the interaction, leading your students to the intended learning objective while making hardly a sound.

Some tips:

< 15 students (and that's a LOT) - Keep discussion groups as small as you can without awkwardly breaking up the class. Consider separating coworkers. It provides more open discussion and increases total learned knowledge for the company. 6 is a comfortable number. 3 is the minimum. If you have more than a few, consider splitting into smaller discussion groups and reporting out. In this case, as instructor you flow among groups during break out, and guide the ensuing discussion during report out.

Sit down - Set the space up to encourage discussion, and join the students at their level, literally, as you go from group to group.

Monitor the interactions - They may try to keep you in the "Instructor" role, not realizing you have assumed ninja status. When they address you directly during the discussion, use relay questions to draw other students into the discussion. "That's a good question, Bob. Renee (or Group X), do *you* think that crew worker should've asked the homeowner's permission first?"

Remember the objective - The discussion can easily get off track, especially if there is any bit of technical information that might be more fun to debate. If the objective is to get students to apply tact and good communication in a scenario, don't let them get caught up in whether R-19 is enough insulation in their program. The scenarios are frameworks for discussion, and include discussion points you can steer them toward. The OBJECTIVE is to get students to apply the KEY CONCEPTS to these scenarios.

Debrief Exercise - Report Out Session - Using the Key Concepts as a Report Out Tool

If you've split the class into smaller groups to discuss scenarios, you will want to debrief as a class before moving to the next lesson. There are many ways to debrief, here is one 3-step method:

1. **Report Decision** - Group X spokesperson describes their decision in the given scenario, including as much back-up as they want within the allotted time. Confirm whether anyone else in the group has any additions.
2. **Follow-up questions** - Other students and Instructor can ask follow up questions to clarify the thought process.
3. **Feedback from class** - Instructor leads discussion: "What does the class think of this decision? Agree? Disagree? Why?" Use the KEY CONCEPTS (below) to focus the discussion.

Options:

Put slips of paper with the KEY CONCEPTS printed on them into a hat or grab bag - 1 concept on each slip.

Have each group pull one slip and provide feedback to the reporting group on that topic: Does the final decision display good communication? Responsible decision-making?

Display the KEY CONCEPTS somewhere in the class space. When leading the feedback discussion, use them to pose your questions: “Group A, do you think Group B’s final decision for action displays professionalism?” and, “How would you change or add to it?”

Key Concepts

Use the following Key Concepts³ to steer discussions toward the skills and topics you intend for students to cover.

You may list them on a chart or overhead, or print the “cards” on the next 3 pages, cut them out, and use them in a grab bag in scenario-based exercises. Each person or group can draw one Key Concept from a hat and discuss how well that skill was used in a given response.

Key Concepts - Discussion Topics

Communication	Remaining tactful
Listening	Attention to detail
Observation techniques	Analytical thinking
Decision making	Consistency
Evaluation of the job site	Organization
Remaining impartial	Professionalism

³ Definitions on the cards are taken from Merriam Webster and Oxford on-line dictionaries and the University of Dayton’s “Personal Competency Dictionary.”

Key Concepts Discussion Cards

<p>Communication</p> <p>noun \kə-,myü-nə-'kā-shən\ The act or process of using words, sounds, signs, or behaviors to effectively express or exchange information or to express your ideas, thoughts, feelings, etc., to someone else.</p>	<p>Listening</p> <p>verb \ 'li-sən-iNG\ Paying attention to someone or something in order to hear what is being said, sung, played, etc. Attending to others to fully comprehend what they are communicating.</p>
<p>Observation</p> <p>noun \,äb-sər-'vā-shən\ The act of careful watching and listening: the activity of paying close attention to someone or something in order to get information.</p>	<p>Decision making</p> <p>noun \di'siZHən 'mākiNG\ The action or process of making decisions, especially important ones.</p>
<p>Evaluation (of the job site, etc.)</p> <p>noun \ i,valyoo-'āSHən\ The making of a judgment about the amount, number, or value of something; assessment.</p>	<p>Remaining impartial/Impartiality</p> <p>noun \ -,pärSHē'alitē\ Treating all rivals or disputants equally; fair and just.</p>

Key Concepts Discussion Cards

<p>Remaining tactful/Tact</p> <p>noun \takt\ Adroitness and sensitivity in dealing with others or with difficult issues.</p>	<p>Attention to detail</p> <p>noun \ə'tenCHən toō 'dētāl\ Ability to achieve thoroughness and accuracy when accomplishing a task through concern for all the areas involved.</p>
<p>Analytical thinking</p> <p>noun \,anl'itikəl 'THiNGkiNG\ A systematic way of thinking that breaks problems down into component parts in order to solve them.</p>	<p>Consistency</p> <p>noun \kən'sistənsē\ Conformity in the application of something, typically that which is necessary for the sake of logic, accuracy, or fairness. The achievement of a level of performance that does not vary greatly in quality over time.</p>
<p>Organization</p> <p>noun \ôrgəni'zāSHən\ An efficient and orderly approach to tasks.</p>	<p>Professionalism</p> <p>noun \prə'feSHənl ,izəm\ The skill, good judgment, and polite behavior that is expected from a person who is trained to do a job well.</p>