



WELCOME BACK!

ENGINEERING TECHNICAL COMMUNICATIONS

WEEK #7

LESSON 2

PRISMACOLOR®
Plastic Eraser
Gomme en plastique





RECAP

LAST CLASS

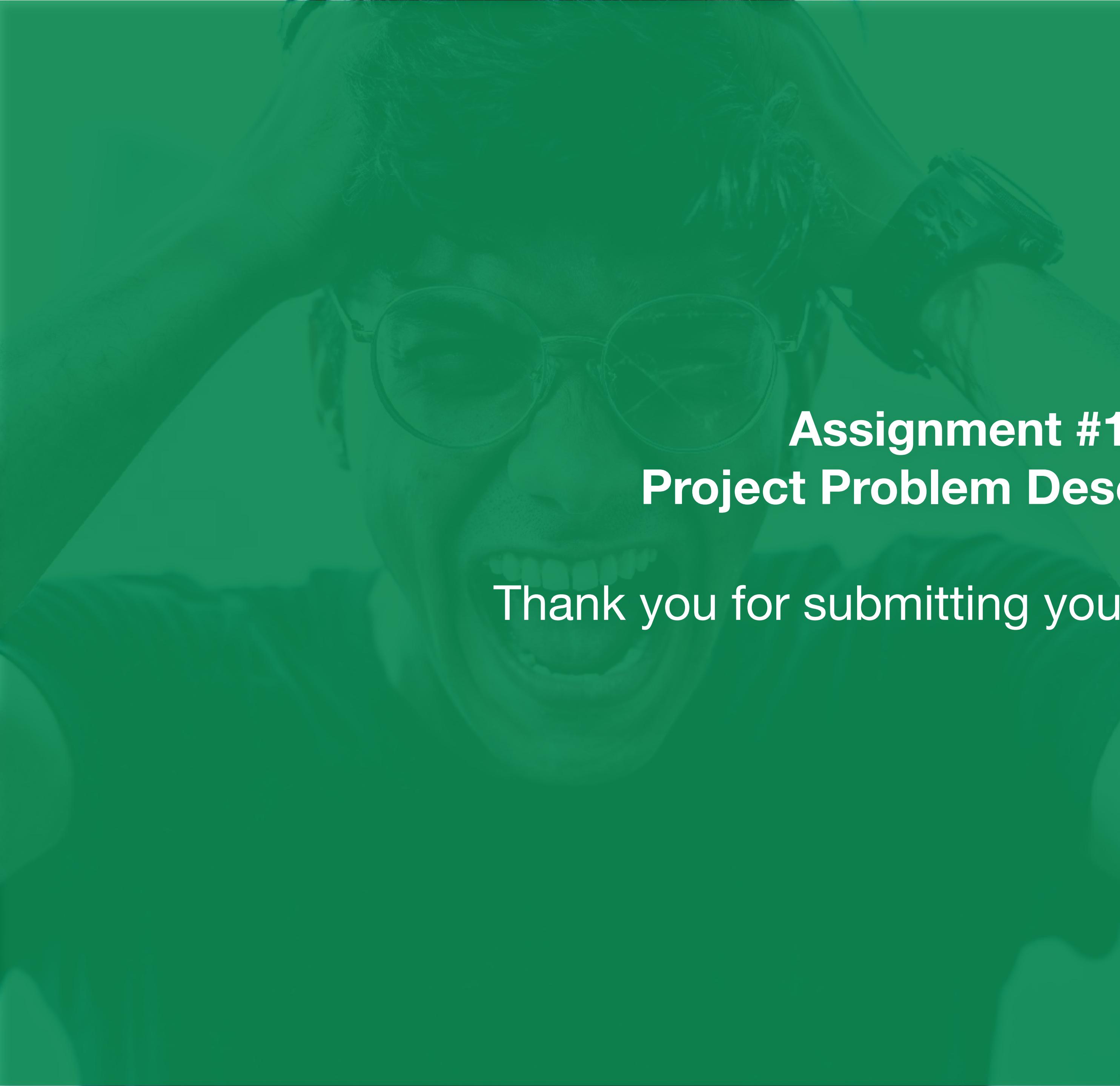
- Prompts: Assignments #3a and 3b
- Technical Graphics
- Technical Graphics Kahoot Quiz

Today:

- Announcements
- Stop-Start-Continue Survey Debrief
- Types of Informal Reports (Abbreviated)
- Extended Question-and-Answer Period



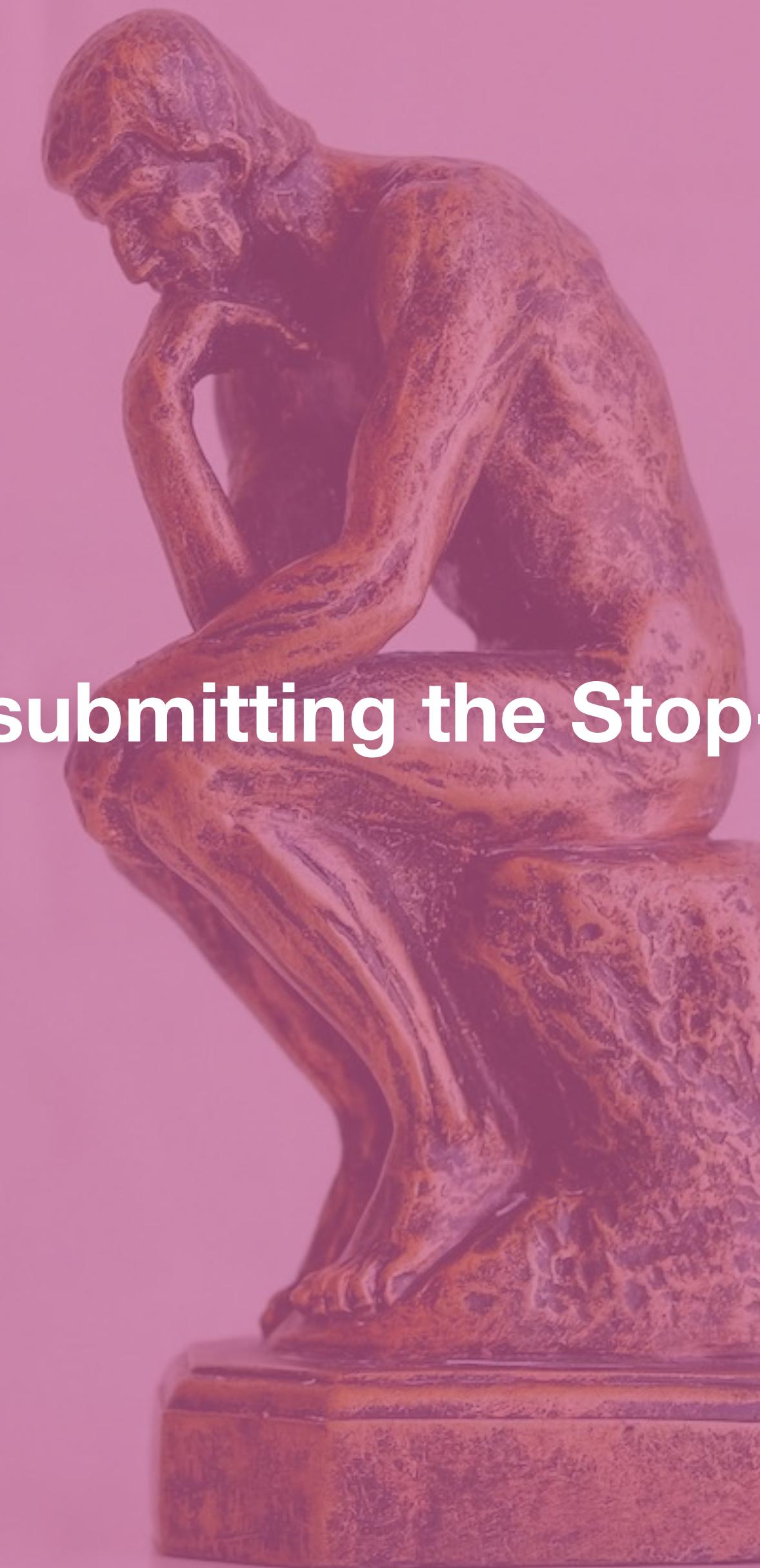
Announcements

A photograph of a person from the chest up. They are wearing round-rimmed glasses and a light-colored face mask. They are smiling broadly, showing their teeth. In the background, slightly out of focus, is a laptop computer.

Assignment #1: Project Problem Description

Thank you for submitting your assignments.

Thank you, again, for submitting the Stop-Start-Continue survey.

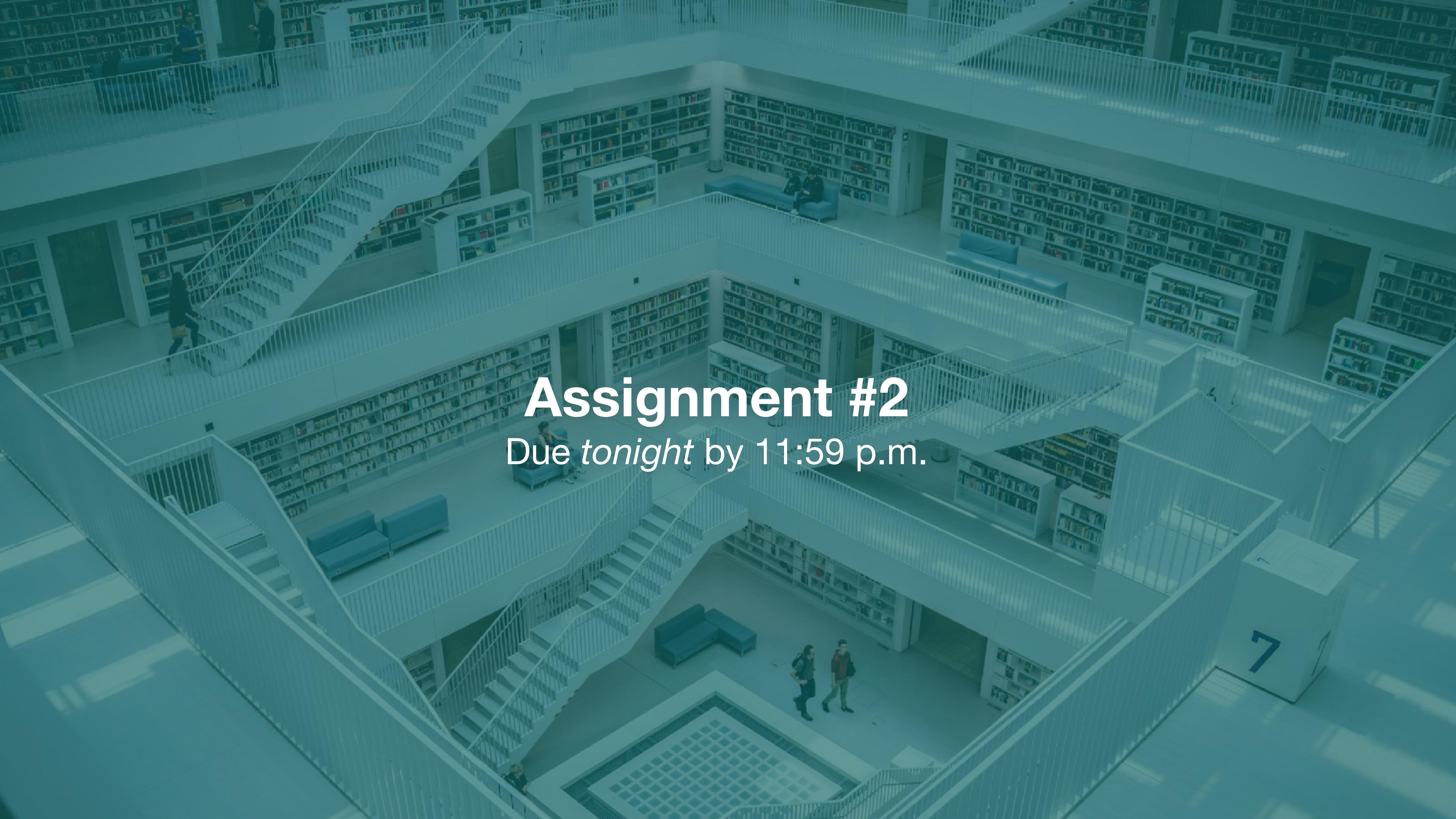




A photograph of a group of approximately ten people of diverse ages and ethnicities gathered around a large wooden dining table in a rustic, wood-paneled room. They are all smiling and appear to be engaged in a friendly conversation. The room has a warm, cozy atmosphere with hanging pendant lights and shelves filled with books and decorative items.

Discussion Post #2

Extended one week to March 8/10

The background image shows a modern, multi-story library. The architecture features a spiral staircase that winds its way through several levels. Bookshelves filled with books are built into the walls on every level. In the foreground, there is a large, open study area with a grid pattern on the floor. A few people are visible, some sitting on couches and others walking. The lighting is bright and even.

Assignment #2

Due *tonight* by 11:59 p.m.



Stop-Start-Continue Survey

“I would like him to continue his perfection in class. He has never taken an extra minute during lecture hours which clearly exhibits his time management skills. I would also like him to continue the way he pays attention to details.”

“In my opinion, he is best faculty in this subject. I have seen other faculty's work and they do not clarify properly about assignments. Prof. Ziter explain everything properly and thoroughly”

“His passion for teaching English ... is both admirable and inspiring.”

Continue: “wearing his wonderful coats because there is absolutely nothing wrong with them.”

“Continue: Nothing”

“Not a big fan of this course”

Things I can't do

Stop: “Giving too many assignments.”

Stop: “in-person lecture on Thursday. Rather than that, use hybrid system, one lecture in-person and another one in online mode”

“STOP: "Having two classes in a week, both classes could be combined to a class probably thursday's."

Stop :“requiring assignments to be completed in groups. I feel that making writing assignments groupwork takes away from the point of allowing students to practise their writing skills. In an ideal world, group responsibilities are split equally between members, but this is almost always never the case.”

Stop: "...to give assignment in group because other member of group give pressure on one person that is not fair I would say"

“I would like our Professor to start the Flip classes so that we will be prepared for the class before time with the help of material provided to us.”

“When Professor Ziter is teaching, I would like him to stop not being much about text-book oriented. Give more practical lectures so that class becomes more attractive.”

“I would like him to start giving more time in class for group assignment discussion. Group assignment requires meeting the groupmates, brainstorming, critiquing ideas put forth, coming up with the best possible idea, working together to document it and reviewing. While I understand that it is vital to meet outside classroom, unfortunately, it is difficult to fix a common free time that suits everyone, amidst the teammates' other priorities like part-time job, assignments and other subject classes. I do appreciate ending the class 10 mins early the other day, but it was hardly enough for introducing ourselves and we couldn't get started on the assignment objective. It would really be helpful if 30 mins at the end of a class was dedicated for group assignment discussion.”

Kahoot! Quizzes and Similar Interactive Activities



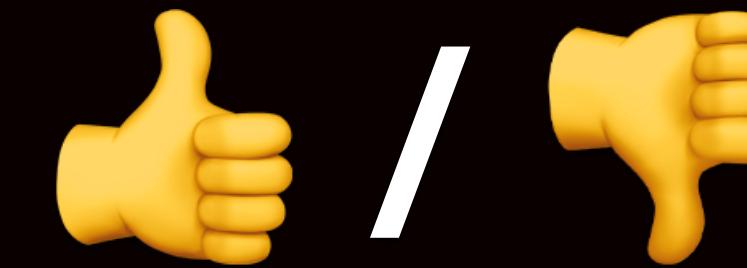
“I would like him to continue kahoot quizzes and in-class activities. Surprise Kahoot quizzes break the monotonous tone of the class and I really enjoy taking them. I feel rewarded and encouraged when I get top ranks. Also, when I get a question wrong, it helps me review and correct my understanding of the concept. I love doing in-class activities which help me apply what I listened in the lecture earlier. Therefore, I look forward to more kahoot quizzes and in-class activities.”

Allowing time for questions in class



“When Prof. Ziter is done teaching, I would like him to stop rushing to get out after classes. Maybe give at least 10 mins, if possible, before heading out. Some students have questions regarding projects or assignments. Thank you.”

Pace of Class



Stop: “taking extended pauses after each statement. Although I understand why this is being done, if the class is fine with picking up the pace a little bit, I would appreciate it.”

“When Prof. Ziter is teaching, I would like him to spend ... less time in basic and easy concept.”

“I would like him to stop fast forwarding slides quickly, so we can take notes in a detailed manner.”

Stop: “talking fast. sometimes it is hard to follow him. Additionally, although he has a beautiful accent, I do not understand some of the words because of that.”

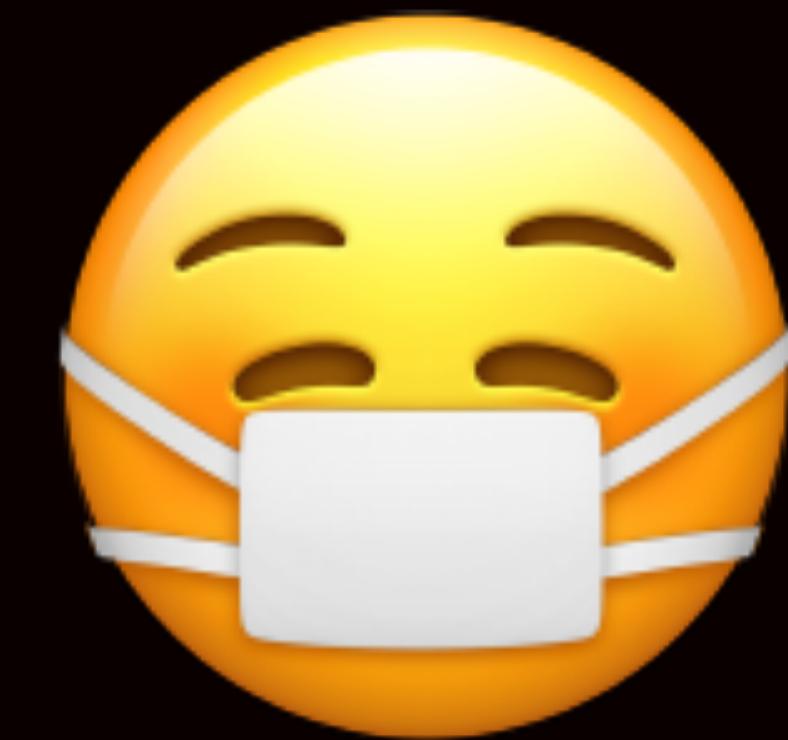
Stop: “Moving fast to different topics”

“When Prof. Ziter is teaching, I would like him to continue explaining and teaching at a slow pace so that we can understand the concept.”

Continue: “teaching at a good pace.”

Examples





Stop: “Wearing the mask”

Continue: “Wearing the mask”

Stop: “the mendatory rule of wearing mask during the class hour. Its suffocating sometimes to put on the mask for the whole period.”

Continue: “keeping his mask policy. Because, not only masks are essential against covid; but, at the same time it is also a very hygenic habbit that we all should try to adapt into our daily lives. Thanks!”

“I would like him to start wearing differnt designs of face masks. Like, funny designs of face masks.”

Lateness and Disruption

Stop: “Being so strict.”

“When rules and regulations are explained in a strict manner, students find it difficult to share their ideas and thoughts honestly. Therefore, explaining the rules in a more gentle manner will maintain open and honest communication. Even if they ignore your words, you can take harsh measures against them.”

“I would like him to continue to be punctual and keep the class silent when you are talking.”

Continue: “to enforce the ground rules in order to maintain discipline during lecture hours.”

“I would like Professor Ziter to stop allowing late arrivals into classroom. When Late students close ... doors and move their chairs, they make loud noise. It’s not fair to others who come on time. I’m disturbed by them and can’t focus on professor.”

“When Professor Ziter is teaching, I would like him to stop allowing students who come 5 minutes late to the scheduled time because it disturbs the whole class and prepare students to be punctual and arrive 5 minutes earlier before the course starts.”

“Be more strict about the students talking in the classroom or are late for the lecture”

“I want Professor Ziter to start being strict about students being punctual”

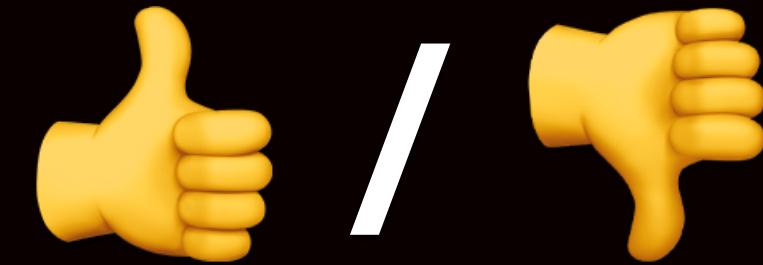
Practicality

Stop: “giving more of theoretical knowledge”

Start: "shifting his focus to the practical aspects of the course. As Master of Engineering students, it is unlikely that many of us will continue with academic research or pursue a Ph.D. Your emphasis on teaching academic research and writing academic articles does not apply to our career goals and may not be relevant to the majority of students in the class.”

“I would like Prof. Ziter to stop being so theoretical but want him to focus on more important information and keep it more concise.”

In-Class Exercises



“When Prof. Ziter is teaching, I would like him to stop surprising us with lengthy in-class activities and instead inform us beforehand of planned activities, while still incorporating occasional surprise activities to enhance our learning experience.”

Stop: “giving graded class exercises without announcing in advance. International students that are new to Canada are actively looking for part time jobs so it is possible that they are unable to reschedule an interview appointment and would have to take a leave from class for it.”

“in-class activities should not be mandatory.”

“The frequent in-class exercise is helpful”

Start: “doing more in-class exercise”

Continue: “providing the class with the opportunity to earn marks through in-class activities. These activities not only encourage class attendance and participation, but they also help boost student marks (which is always appreciated :)”

Employment-Related and Verbal Communications

Start: “giving us some knowledge about how to improve personality & talk professionally.”

Start: “Some activities based on technical communication speaking.”

Start: "To talk more about the Canadian workplace, and teach us how to communicate with natives"

Videos

“can you start the showing more videos rather than a text in PPT so that every now and then a change can be seen”

“Prof. Ziter can you stop the text heavy PPT and replace it with videos.”

Continue: “playing videos during the class. It would make the class more interesting. For example, one session he played a scene of The Lord of The Rings movie to explain a part of lecture, and it was great. Also giving some team practices is a good idea to make the class atmosphere less boring.”

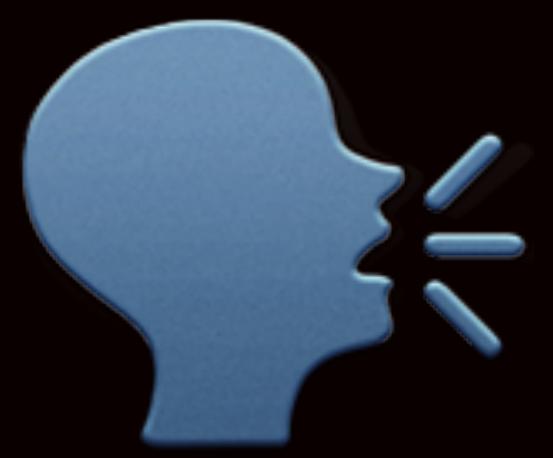
Presentations

“I would like him to continue his method of teaching and the way his slides are made are awesome.”

“Prof. Ziter makes the most effective and interactive presentations. I'd like him to continue that.”

Continue: "to teach with presentation slides because it helps us tremendously. For instance, we can go back to the slides and correct our confusions and remember things if we forget.

Continue: “to use graphics and pictures to communicate his points. Also, the frequent in-class exercise is helpful.”



Start: “to increase the volume of the speakers because the students sitting on the last row can't hear him properly.”

Stop: “speaking softly”

Start: “speaking a little louder because a) we can't hear properly at the back and b) the course itself is very boring, so it gets a lot more boring if you speak so softly. Thanks!”

Assignment Deadlines

“I would like him to stop giving assignments with shorter deadline.”

“There should not be any limitations on the deadline for submitting assignments. The time limit must be stopped because all assignments should be completed by the conclusion of the semester.”

“Stop: Jamming deadlines of assignments too close to each other”

“Stop: Giving due dates for some assignments very close to each other.”

“I would like him to continue providing assignment prompts earlier than expected ... This helped me efficiently plan my schedule.”

“Keep the students reminded of the upcoming assignment deadlines, this helped me be more cautious”

“Prof. Ziter's way of handling assignments is probably one of the best that I've seen. The assignment prompts are opened weeks before it is due, giving us plenty of time to work on it.”

“Continue reminding us of the deadlines for our upcoming assignments and taking us over the summary of the previous class.”

“I would love to get more assignments as it helps our team building and understand the industry standards.”

Assignment Prompts

“STOP Wasting time in including pdf of upcoming assignments. As it clearly described, everyone can read it and understand the information given.”

“I think it's better to stop talking about assignments.”

“To stop or dedicate less time talking about the future assignments”

“Continue: instructing clearly in the class about every due assignment. You remind us about every due assignment in each class and I want you to continue that”

“I appreciate how he clarifies the assignments before the due date. This is quite helpful as we struggle with many challenges in our projects. In addition, he does a superb job of explaining how things should be done beforehand. If he keeps doing this throughout the course, I would be extremely appreciative because it would be very helpful”

“Continue: Reminding the students about the assignments due date.”

Humour

Stop: “being so serious all the time. I mean, he could try cracking some jokes at times. I reckon this would help the students regain their attention and not feel sleepy all the time.
Thanks!”

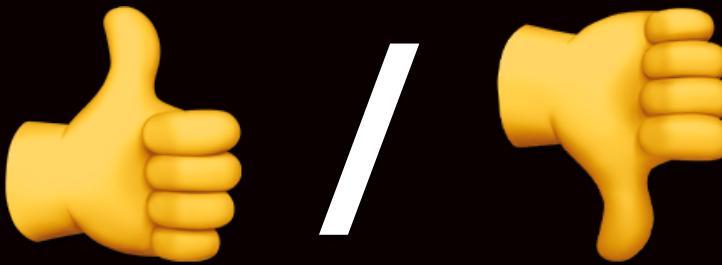
“Become a little chill”

“Laugh sometime”

Continue: “the sarcasm while teaching “

“Here I want to say that the ppt which he makes are sometimes funny and sarcastic which develops interests among students. So, i would like to continue professor Ziter doing this.”

Breaks



Stop: “in between the class for a small break to regain the concentration.”

“to get the best output from students he can start giving a 5 minutes brake in the middle of the lecture so that mind of every students get refreshed and by doing so one can grasp everytinhg smoothly.”

Group Discussions

“I would like him to start giving more group exercises during class. Because we now have the same problem and subject, we tend to communicate with each other more to solve it. This helps to understand my classmate's personality and working attitude through group exercises.”

“including more non-graded group activities or giving few minutes (say 2-3 minutes) prior to a group in-class assignment, just so that I can bond a little with the complete stranger sitting next to me and plan our approach to the assignment.”

Some interesting points

“I would like him to stop uploading the grades on brightspace at random times, for different students in the same class. The grade or score for the in-class activity is being reviewed and updated on the brightspace at different times for different students. When I came to know that my peer's in-class activity has been reviewed and graded and mine still showed "not completed" on the brightspace, I panicked and started thinking: "Did I do something wrong?". It was only updated the next day until which I was cross-verifying with other classmates, if their grade was updated. I do understand that with a heavy class strength, it is possible to review only in batches. However, I suggest to upload the reviewed response on brightspace on the same day for all students. This would greatly help avoid confusion and stop students from overthinking like: ‘Why is his/her activity graded and not mine?’; ‘Did I forget to hand the paper in?’; ‘Did I forget to mention my student number while handing the paper in?’.”

Start: “teaching english grammer rules in the form of class activity using short and engaging examples. It could be one or two examples a day targeting common grammer mistakes that students (with technical background) normally make.”

“When Prof. Ziter is teaching, I would like him to start asking questions throughout the lectures, so that the students are engaged”

“When you ask a question to the students, everyone answers together, and sometimes I miss the answers of some participants, so in the lecture, you should start by saying everyone to give an answer by raising their hand, so everyone can participate one at a time, and others can listen to them properly.”

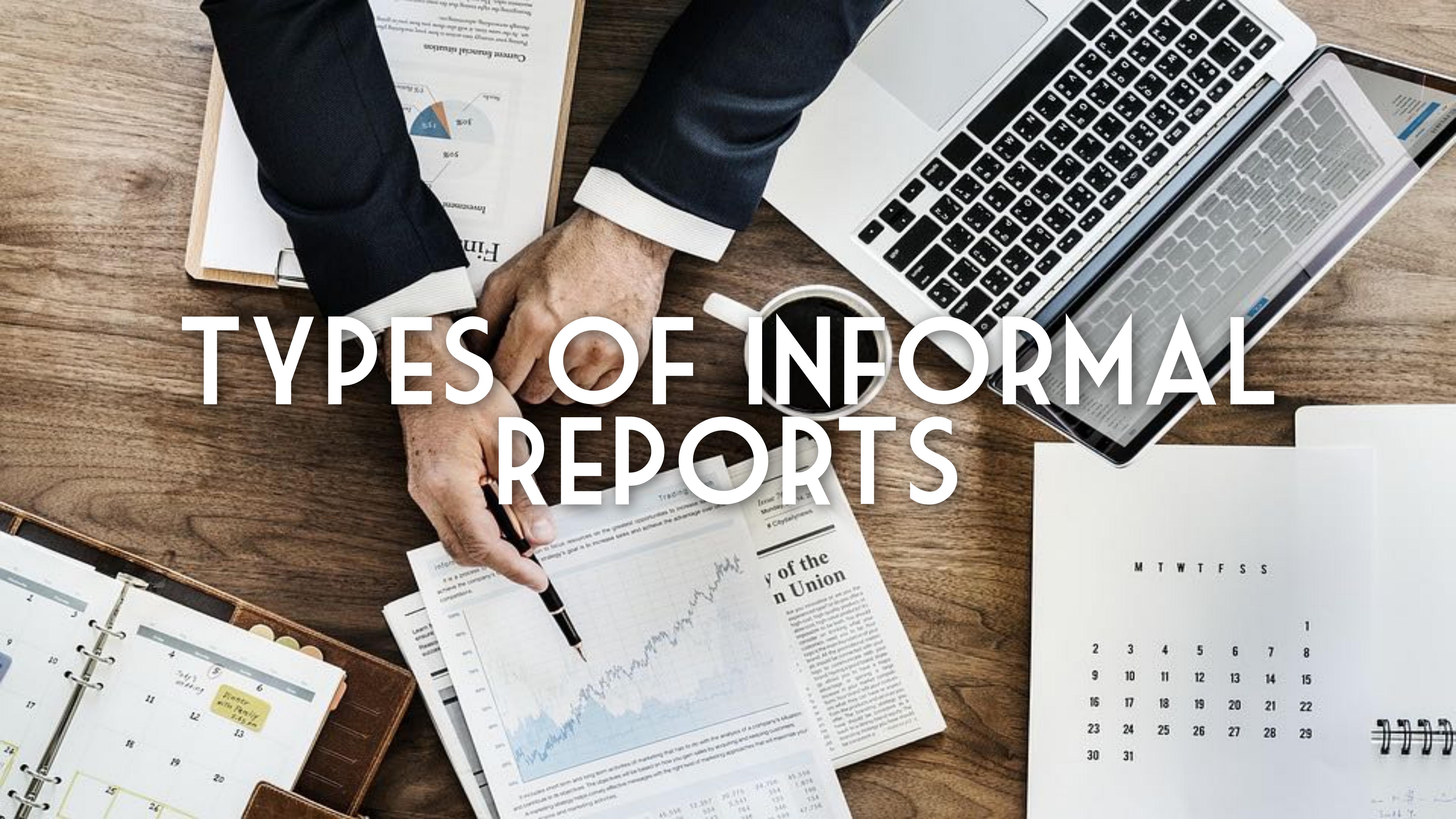
Continue: “Dressing the same the way.”

Next week:

PRESENTATIONS



TYPES OF INFORMAL REPORTS



TODAY'S AGENDA

Informal Reports

Reports on Future Tasks

Reports on Current Tasks

Reports on Completed Tasks

- Proposals
- Investigation reports
- Feasibility reports
- Recommendation reports
- Justification reports
- Inspection reports
- Trip reports
- Incident reports
- Progress reports

TYPES OF REPORTS

Types of reports:

- Reports on future tasks
- Reports on current tasks
- Reports on completed tasks

Note: Your textbook also discusses *specification reports* and *lab reports*.

INFORMAL REPORTS

- Most of the writing you will do in the workplace will be correspondence.
- Correspondence is quite personal, even if relating to business issues.
- Reports, on the other hand, are addressed more generally.
- Even if addressed to a primary reader, it may be duplicated and distributed organization-wide.

INFORMAL REPORTS

- Help people make decisions
- Can be internal or external
- Often written in memo, letter, or e-mail format
- Are often prepared quickly and are not as comprehensive as formal reports
- Do not generally include *front and back matter*



REPORTS ON FUTURE TASKS

PROPOSALS

- Proposals are important documents.
- Only way for companies and organizations to obtain contracts, research funding, project approvals, and so on.
- Come in different sizes, but quite often tend to be formal reports.



PROPOSALS

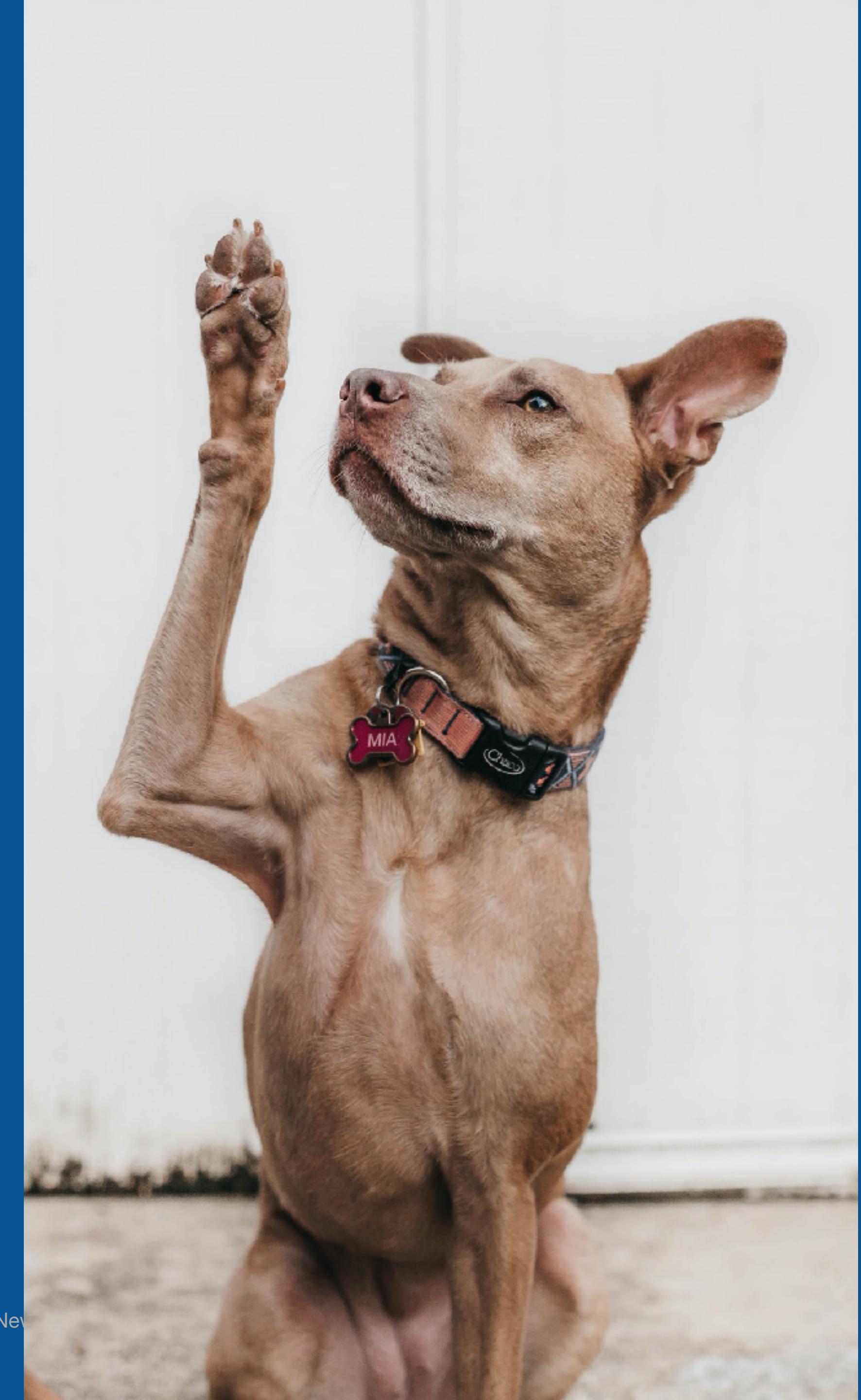
- Could be formal or informal, internal or external, solicited or unsolicited
- Goal is to persuade your audience to support, authorize, and fund your proposed work
- Three tasks define the writing of a proposal:
 1. Context
 2. Work
 3. Evaluation

PROPOSALS - CONTEXT

Explain why the proposed work is desirable (why the authorizer should consider the work important)

Anticipate the **authorizer's** questions:

- What is the background story?
- What are the relevant social, economic, and environmental conditions?
- Why should the work be done *now*?
- Why *by us*?
- What is the *total cost*?
- What are the expected funding sources?
- What are the *consequences* of not doing the work?
- What are your proposal's advantages and disadvantages compared to alternatives?
- Who else has done similar work in the past or is doing so at present?



PROPOSALS - WORK

- What you intend to do, when and where it will be done, who is affected, who is in charge, and what it costs
- Describe methods and materials, schedule, budget, and outcomes
- Details should be explicit, unambiguous, and measurable
- Describe expected effects on all stakeholders

PROPOSALS - EVALUATION

- Include a plan for **measuring** the success of the project, including precise milestones and outcomes
- Measurements should satisfy specific criteria based on research, prior experience, prototyping, or modelling
- Make these measurements explicit, detailed, and easy to find



PROPOSAL GUIDELINES

- Understand the audience's needs
- Perform research as needed
- Credit all information sources and contributors
- Use an appropriate format
- Provide a clear title or subject line and background information

PROPOSAL GUIDELINES

- Spell out the problem (and its causes)
- Point out the benefits of solving the problem
- Offer a realistic solution
- Address anticipated objections to your plan
- Include all necessary details, but don't overload

PROPOSAL GUIDELINES

- Write clearly and concisely
- Express confidence
- Make honest and supportable claims
- Induce readers to act



Source: Lannon, J.M. & Gurak, L.J. *Technical communication*. Toronto: Pearson Education, 2017.

RFP



REQUEST FOR PROPOSALS (RFP)

- Many engineering projects are initiated and controlled by a client's **RFP**
- Formats vary, but an RFP is likely to include:
 - The work to be done
 - Its background and context
 - Specifications and criteria for successful solutions
 - Criteria by which submitted proposals will be evaluated
 - Deadlines for proposal submission

RESPONDING TO RFPS

Three general rules:

1. An RFP's issuers and reviewers – especially those from government agencies – may prioritize *exact compliance* with detailed regulations and instructions, and so should you
2. When in doubt, follow the exact sequence of content in the RFP itself
3. Much of a proposal's content can be adapted from a firm's past proposals (boilerplate text)

RELATED REPORTS

Many informal report types resemble one another, but their purposes are different.

- Proposals
- Investigation Reports
- Feasibility Reports
- Recommendation Reports
- Justification Reports

INVESTIGATION REPORTS

- Attempt to identify a problem in the first place.
- Purpose is to describe an experimental or research methodology and what it reveals.
- Will generally present a solution or recommend further study.
- Answer the question, “What’s the problem?” or “What is going wrong?”



FEASIBILITY REPORTS

- Assess the likelihood that a previously proposed idea, solution, or recommendation will succeed.
- Generally make a yes-or-no recommendation.
- Managers and other decision makers are the primary audience.
- Answer the question, “Should we do this?”

FEASIBILITY REPORTS

Provides answers to questions like these:

- What is the problem/situation, and how should we deal with it?
- Is this course of action likely to succeed?
- Do the benefits outweigh the drawbacks or risks?
- What are the pros and cons, and the alternatives?
- Should anything be done at all? Should we wait? Is the timing right?

RECOMMENDATION REPORTS

- Compares several options and recommends one.
- For example, equipment for purchase, properties to develop, technology to adopt.
- Proves due diligence before major decisions.
- Answers the question, **“Which of these options should we choose?”**



RECOMMENDATION REPORTS

- While a feasibility report sets out to prove that a particular course of action is the right one, a recommendation report gets right to the recommendation
- “**Here’s what we should do and why**” rather than “**Should we do it?**”
- Decision makers are primary audience

JUSTIFICATION REPORTS

- Recommendation reports generally respond to reader requests for a solution to a problem
- Justification reports originate with the writer, who has recognized a problem and devised a solution
 - Justify the writer's position by answering this key question: *Why should we follow your recommendation?*
- Unsolicited recommendations carry the possibility of a hostile or defensive response

JUSTIFICATION REPORTS

- State the problem and your recommended solution
- Highlight the benefits of your plan before presenting the costs
- If needed, explain how your plan can be implemented
- Conclude by encouraging the reader to act

REPORTS ON CURRENT TASKS



PROGRESS/STATUS/ ACTIVITY REPORTS

- Progress reports monitor progress and problems on various projects
- Could be written for internal or external audience
- Progress reports inform management and clients about what employees are doing and how well they are doing it
- Many contracts stipulate dates and stages when progress will be reported; failing to report on time could invoke contractual penalties



PROGRESS/STATUS/ ACTIVITY REPORTS

- Progress reports summarize specific accomplishments on a particular project
- Activity reports summarize general activities during a particular period
 - Respond to a question like “What did you accomplish last month?”
 - Almost always internal
 - Help managers monitor work load

PROGRESS/STATUS/ACTIVITY REPORT GUIDELINES

- Provide a **clear subject line**
 - Clearly identify purpose in subject line of memo, e-mail, or letter
- Present information **efficiently**
 - Chunk the information into logically headed sections and use bulleted or numbered lists
- Use a **timeline structure** to answer anticipated questions
 - Identify what has been accomplished since the last report
 - Discuss any important details (outcomes of meetings, problems encountered, solutions implemented, deadlines met or missed, resources needed)
 - Conclude with steps to be completed in time for the next report, with specific dates, if available

PROGRESS REPORTS

Are you on schedule and on budget? If not, why not, and if appropriate, what are you doing about it?

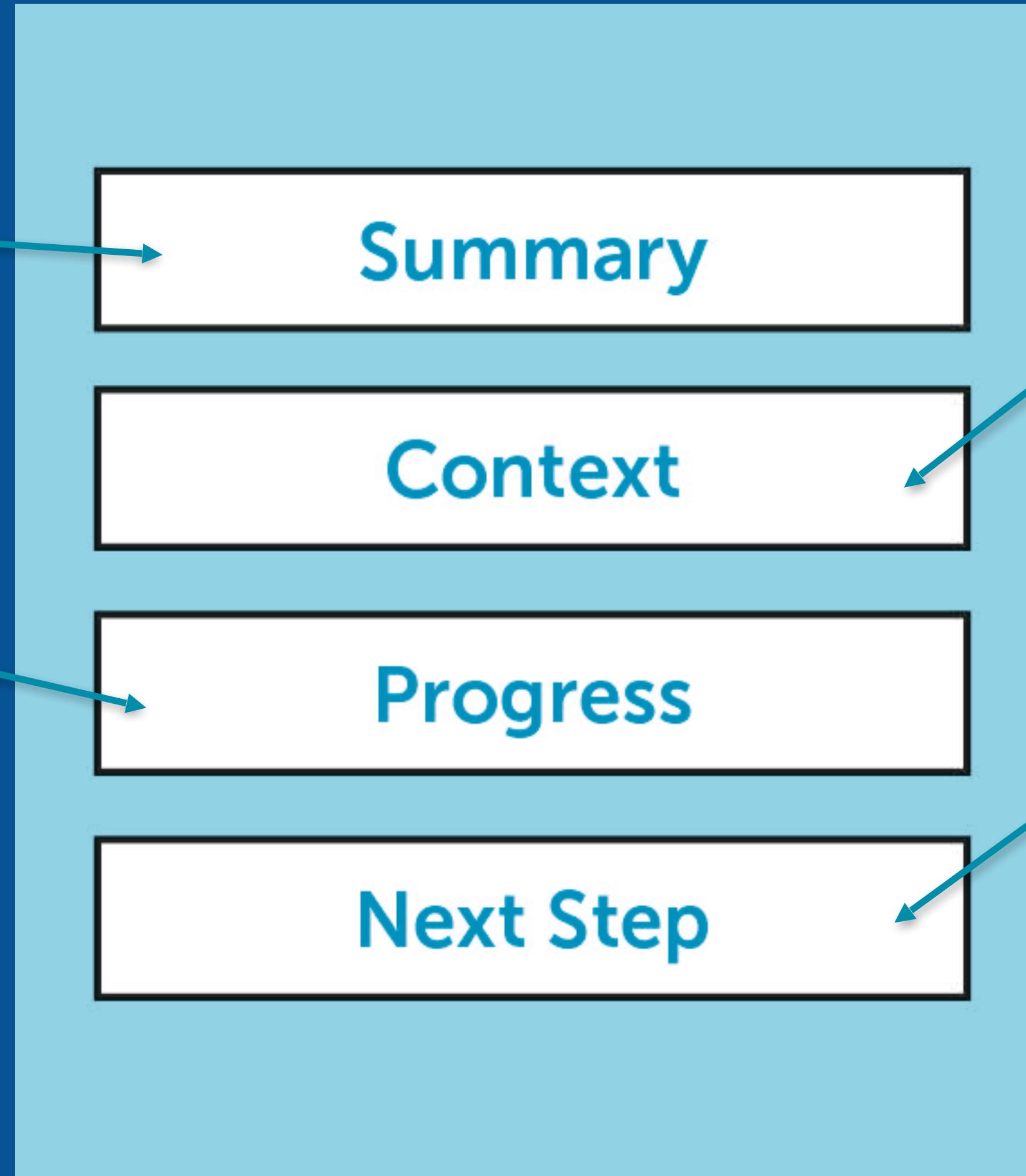
What's your revised completion date/final cost?

What were you supposed to have done by now?

What have you managed to get done?

What workarounds, if any, were necessary to get things done?

What have you not been able to get done and why not?



On what project are you reporting: purpose or goal, project number, client name?

What are you doing right now (to deal with the problems)?

What are you planning to do (to get back on schedule)?

What's your projected completion date or final cost?

OCCASIONAL PROGRESS REPORT

Summary: we are behind schedule but will complete the project on time.

Context: identifies the project on which you are reporting and gives those in the know an idea of how far the project should have progressed by now.

Progress: What have you got done so far?

To: Mike Smith, Exploration Manager
From: David John, Lead Geologist 
Date: August 21, 2017

Delay in Cascade Falls Area Exploration Program

Our preliminary prospecting of the Cascade Falls Area has been delayed four days so far by a forest fire. We are not sure when we can resume our work, but we should still be able to finish the project by the end of the season.

My crew and I are doing preliminary exploration for Cu and REE potential of the Cascade Falls area near Stewart, B.C.: project BC-17.011. By the end of this season we were to have determined whether it was worth pursuing a core drilling program and to have mapped out such a drill program.

Work had been progressing on schedule. We have so far mapped out the road-accessible terrain for the entire property (Lots 4–6, 9–11). Two weeks ago (Aug. 07) we began exploring areas accessible only from the air, for which we'd booked Hummingbird Helicopters August 7th–September 19th. We have to date completed the surveys of Lots 4 and 5 and half of 6.

OCCASIONAL PROGRESS REPORT

Progress: What has not been done? You don't need to state the obvious, as long as the information is clear. The "why not" needs to be explained, however. In this case, no workaround is possible.

Next Step: What have you done and/or will you do to complete the project?

Next Step: What is your revised completion date?

Unfortunately, a forest fire that started approximately 50 km northeast of Stewart five days ago (August 16th) is blanketing the valley with smoke. Because the fire is likely to travel quickly if winds pick up, the Forest Service has forbidden all work in the valley for safety reasons. The area has been in drought for months. We will be unable to continue our exploration until the fire has been brought under control or burned itself out.

Because we've worked the past 23 days straight, I've given the crew time off to visit their families; all three flew out this morning. I will stay in town to monitor the situation so I can call the crew back in good time as the fire is brought under control; I'll use the down time to get a start on the final report to the client, using the assay results we've obtained so far.

Unless the fire burns for more than three weeks, we should still easily be able to finish the project by the end of the season. I've checked with Hummingbird, and their helicopter is not booked again until the start of the heli-skiing season. I've provisionally booked it until the end of September.

PERIODIC PROGRESS REPORT

Summary: answers the most important questions in about one-tenth the length of the rest of the report.

Context: omitted because this is a report in a series that is filed together. The context would be identical in each report.

Progress: on complex projects, each subsection is written as a separate project report.

Each mini progress report answers all the usual questions: what was done, what required workarounds, what did not get done and why, and what have you done or are you going to do about the problems?

Progress Report #5: January 2017 Flyer F40 Fuel Cell Conversion (MTA)

All components for the conversion are ready except for the fuel cell stack, which is not producing the power that it should. We are redesigning the gas channels on the separator plates to increase the output, but we suspect that fabrication and testing will take at least a month, putting us three weeks behind schedule.

Progress

Fuel Cage

The fuel cage was delivered by Westcoast Fabrication on January 4th and installed, after inspection, on the 8th and 9th. The natural gas tanks were installed on the 15th and connected to the supply hoses to the converter location at the back of the bus. The whole system was tested on the 16th and proved free of leaks. This part of the project has been completed.

Catalytic Gas Converter

The converter can't be installed until after the stack has been put in place because of the geometry of the engine compartment, but all bench tests show the converter to be ready for installation. We found a 98% CH₄ to H₂ conversion rate, which is at the high end of our expectations and it is unlikely that we will get better efficiency out of this generation of converter.

We will need only about five hours to install the converter after installing the stack. This part of the project is also on schedule.

Fuel Cell Stack

We had hoped to have the fuel cell stack fully operational by the end of January, but we encountered a problem. Our bench test registered a power output 15% lower than expected—despite the fact that we'd resolved the problem with the gas leakage between the cell plates (see progress report for December 2016).

PERIODIC PROGRESS REPORT

In periodic progress reports, the Next Step section has a dual focus —one is on how to catch up on the work for the current reporting period, the other is a projection for the project as a whole.

This report is not addressed to any one in particular, so it wasn't written as a memo or a letter report. But someone has to take responsibility for it. Hence the signature block.

The actual output is too far below the theoretical to be accounted for by friction or flow rates. We engaged Dr. Weisz at U of T to design a different channel configuration to increase surface area for the reaction. He provided his design on January 27, but we'll need about a month to machine the plates. This puts us three weeks behind schedule for this part of the project.

Electrical Converter

The Canadex DC to AC inverter was delivered at the end of December and installed January 12th to 14th.

Plans

The fuel cell stack with the new plates should be ready for testing by March 03. If all goes well, we will be able to install the stack and converter and make all the connections on the 4th and 5th and conduct the actual driving tests on the 6th through 8th. Barring any problems, we can load the bus for delivery on the 10th. Delivery should take approximately three days by truck (March 13th).

I've spoken with Bill Chan at the MTA and he is okay with those dates. They are eager to drive and test the fuel cell bus and he has suggested that we could begin with the operational testing the following Monday, March 17th.

I have also prepared him that March 13th is not a firm delivery date. He has indicated that he understands that delays are an unfortunate part of prototype commercialization.

Reza Shahidi

Reza Shahidi
Design & Prototyping Team Lead
February 1, 2017

REPORTS ON COMPLETED TASKS

INSPECTION/ASSESSMENT REPORTS

Written to create a permanent record anytime you are examining something in order to

- determine its suitability for a purpose
- measure or ascertain how close it comes to specs or expectations
- check for the correct quality, quantity, or item.

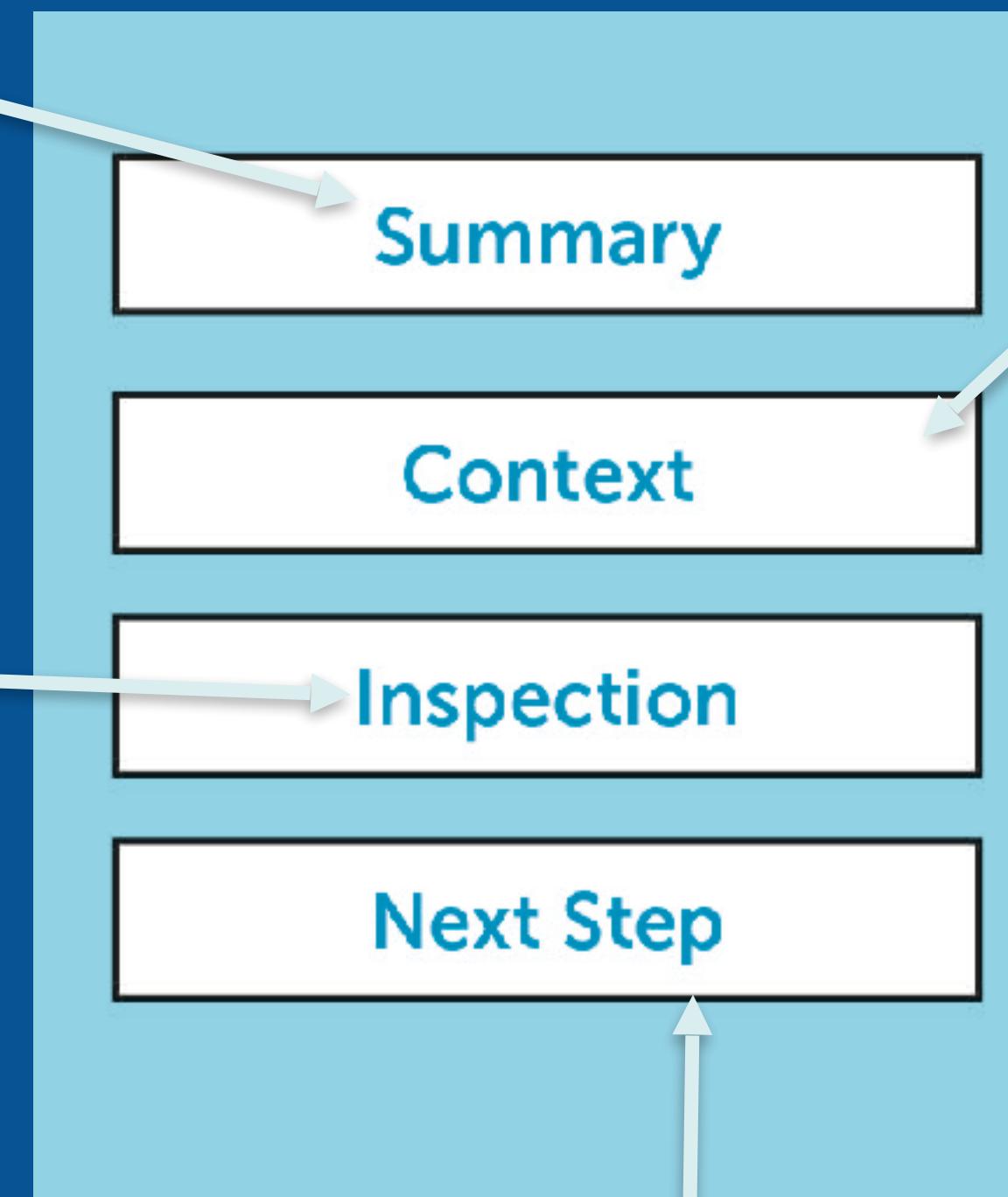
INSPECTION/ASSESSMENT REPORTS

What did you inspect and for what purpose?

Were there deficiencies?
Does the object/project pass inspection or not?

What was your overall initial impression?

What specific deficiencies did you find?



What did you inspect?
Purpose and authority.

How does the inspection fit into the larger context of your business or project:
project number, client name, location, date, time, duration, other people involved, and any other relevant establishing detail.

Does the inspected object/project pass inspection? What follow-up is required?

The summary provides the gist: what you inspected, what you found, and what you think should happen next.

Two paragraphs of context: how the report came to be written

General overview/impression of the object being inspected to help make sense of the inspection process and findings

To: Mike M. Abdullah, President, Ash Street Mews Strata Council
From: Alaine Gaspardi, Senior Building Technologist, Bender Harris Building Science Inc. *AG*
Date: February 27, 2017

Inspection of Pennington Mews (LMS 2714) for Water Ingress

The Ash Street Mews has high moisture content in all four elevations, suggesting flourishing fungal growth and potential compromise of the structure. The strata council should contract a more thorough survey of the structural integrity as soon as possible.

On February 12, 2017, the strata council of the Pennington Mews (LMS 2714), 620 Ash Street, Burnaby, contacted Bender Harris Building Sciences Inc. to conduct an envelope inspection to determine whether the structure has suffered water ingress.

I was assigned the inspection on February 15th and conducted the inspection on February 30th, accompanied by Junior Building Technologist Sven Olufson. The inspection took 7 hours.

The Pennington is a three-storey wood-frame structure clad with face-sealed stucco. It has minimal roof overhangs, which exposes the lower storeys to wind-driven rain. In places, particularly under windows and dormers, the stucco is discoloured, indicating prolonged exposure to moisture and probable mold growth (photos attached).

We drilled holes in 80 locations, focusing on areas around the decks, dormers, and bays, places where interfaces, penetrations, and poor workmanship most often permit water ingress.

We inserted the probes from a moisture meter into each hole and recorded the moisture content (MC). The test locations and the test values for each location are indicated on the attached drawing. Average values are listed in the table below.

Elevation	Average MC
North	36%
East	25%
South	28%
West	38%

Methodology creates credibility for the results.

Lists and tables make deficiencies easy to find and follow up on.

The results are interpreted for a nontechnical audience. This report will be read not just by Mike, but also by the strata council.

These values represent annual maximums because the measurements were taken toward the end of the Lower Mainland's wet season. Though these values will drop somewhat over the summer as the structure dries out, they are unlikely to drop below 19%, which is where fungal growth occurs.

I recommend that the strata council of the Pennington Mews conduct a more thorough investigation of the extent of fungal growth within the structure and the structural damage that may already have taken place. It's quite clear that remediation work will be required.

Atch: Photos of building exterior

Drawings of elevations with test locations and readings

The report concludes with the next step: what needs to be done now that the deficiencies have been identified

TRIP REPORT

- Trip reports focus on business-related travel during a given period
- Employers who pay travel expenses need to know that the company is getting its money's worth
- Employers also need to know what employees learn through their travels



TRIP REPORT GUIDELINES

- Take accurate notes
- Begin with a clear subject line and purpose statement
- Record the names of people and places
- Account for times and locations
- Describe findings completely and objectively
- Offer to follow up

TRIP REPORTS

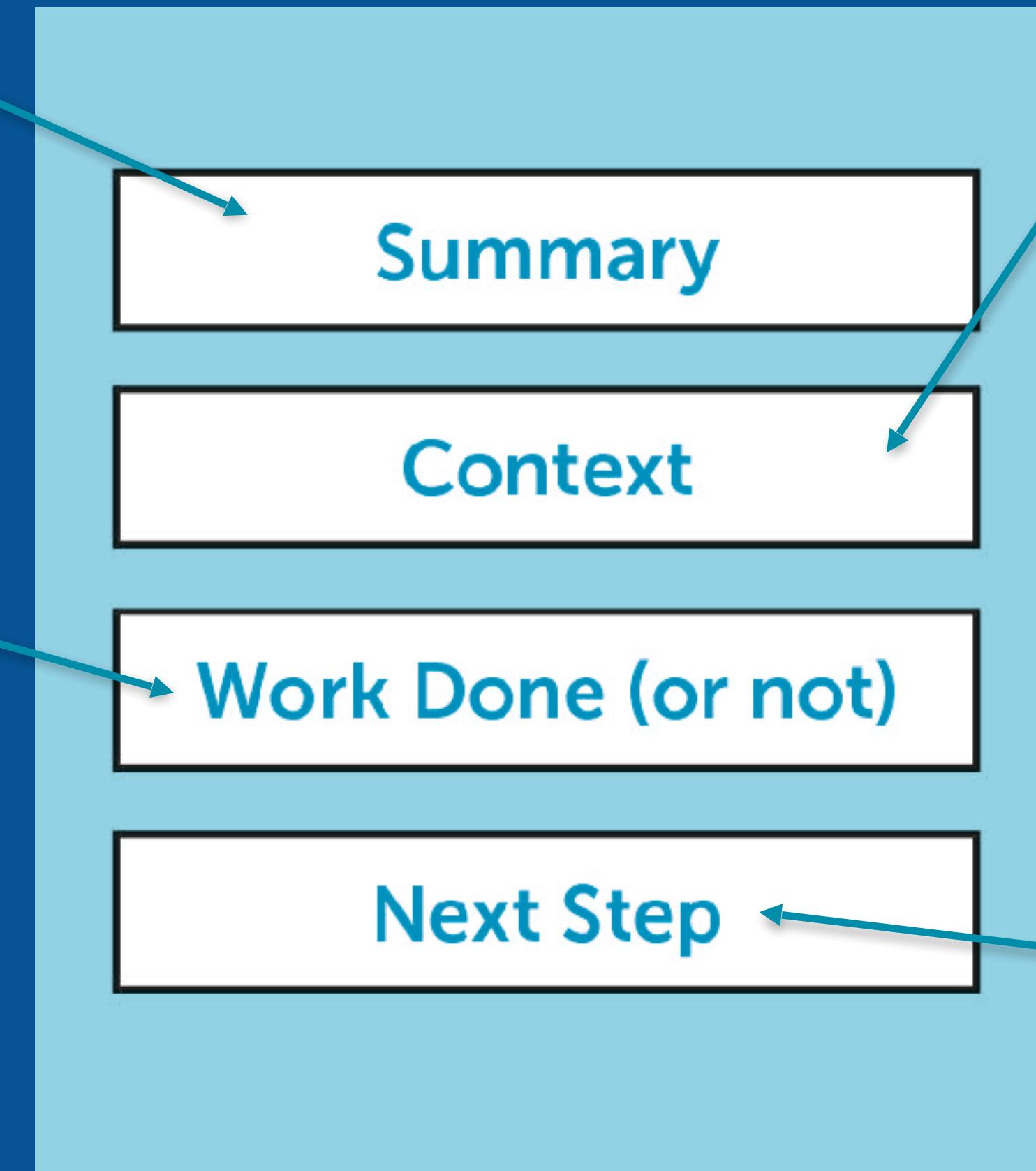
Purpose: Where did you go and to do what?

Accomplishment:
What did you get done and what still needs doing (briefly)?

What did you get done?
What workarounds were required, if any?

What were you not able to get done and why?

What, if anything, did you do that was not part of the original scope of work?



Where did you go and to do what? On whose authority?

How does the trip fit into the larger context of our business or project: project number, client name, location, date, time, duration, other people involved, and any other relevant establishing detail?

What follow-up do you recommend as a result of what happened on the trip?

TRIP REPORTS

Summary: highlights with emphasis on what happens next to get the job done.

Context: where, when, why, with whom, scope of work, filing/billing information and so on.

Work done: tells a largely chronological story that is easy to follow.

The first paragraph answers the question: What did you get done (according to plan)?

To: Mike Terrestre, Operations Manager
From: Ha-Joon Kim, Installations & Maintenance Technician *HJK*
Date: November 11, 2017

CHP Installation at Regina General Hospital (2017-027 CHP RGH1)

Our CHP unit has been successfully installed at the Regina General Hospital (RGH). A problem with the absorption chiller has been repaired, but the system will have to be charged by a local contractor and will be tested by the RGH facility manager. Her report is expected within the week.

From November 04 to November 10, 2017, I was in Regina to oversee the installation of our 3 MW CHP unit at the Regina General Hospital (project code 2017-027 CHP RGH1). The equipment had been delivered the week before but remained crated in the facility warehouse. My responsibility was to do a complete install with the help of local contractors. These contractors had already prepped the services connections (natural gas, electrical, and mechanical), according to the plans and specifications we sent on October 15.

Following uncrating and inspection, we moved all the components into the facility utility room in the basement. The assembly took four days, as expected. All the services connections had been properly set up and required no changes or workarounds. The contractors have been asked to submit their bills directly to accounting using our project code for identification.

TRIP REPORTS

What did you get done that required workarounds?

However, when we tested the assembled unit, we discovered one problem. The absorption chiller for the a/c did not work. After a number of mechanical tests that revealed no problem but took most of a day, I thought it might be a problem with the fluid. When I tried to get a pressure reading at the bleed valve, I got a reading of zero.

What did you not get done and why?

I called Carl (Struthers) in fabrication; he assured me that records indicate that the unit had been fully charged and sealed prior to shipment. He suspected a leak. Visual examination didn't show any problems, so I soaped the condensation coil and condenser, charged the system with air (invoice for air compressor rental attached), and discovered a crack in the lower joint between the condenser coil and the condenser unit. We used the facility soldering equipment to seal the leak.

What needs to happen next to get the job done?

I have engaged a local refrigeration specialist, Steve Horolochuck (Steve@prairiecoolrefrigeration.com), to recharge the system, but I was unable to stay in Regina to oversee the process because I had to return to headquarters to start assembly on another project.

The RGH facility manager, Sandra LeBaron (slebaron@rgh.sk.ca), will test the system within the week and report directly to you.

Atch: Rona invoice (air compressor rental)

INCIDENT/ACCIDENT REPORT

- An incident is anything unexpected, unusual, and generally negative that, perhaps dramatically, affects the project or job at hand
 - e.g., a workplace accident, a strike, an electrical failure, a traffic incident, equipment failure, etc.
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- It needs to be recorded, to justify project delays, materials costs, billable time, and requests for whatever follow-up action you deem necessary

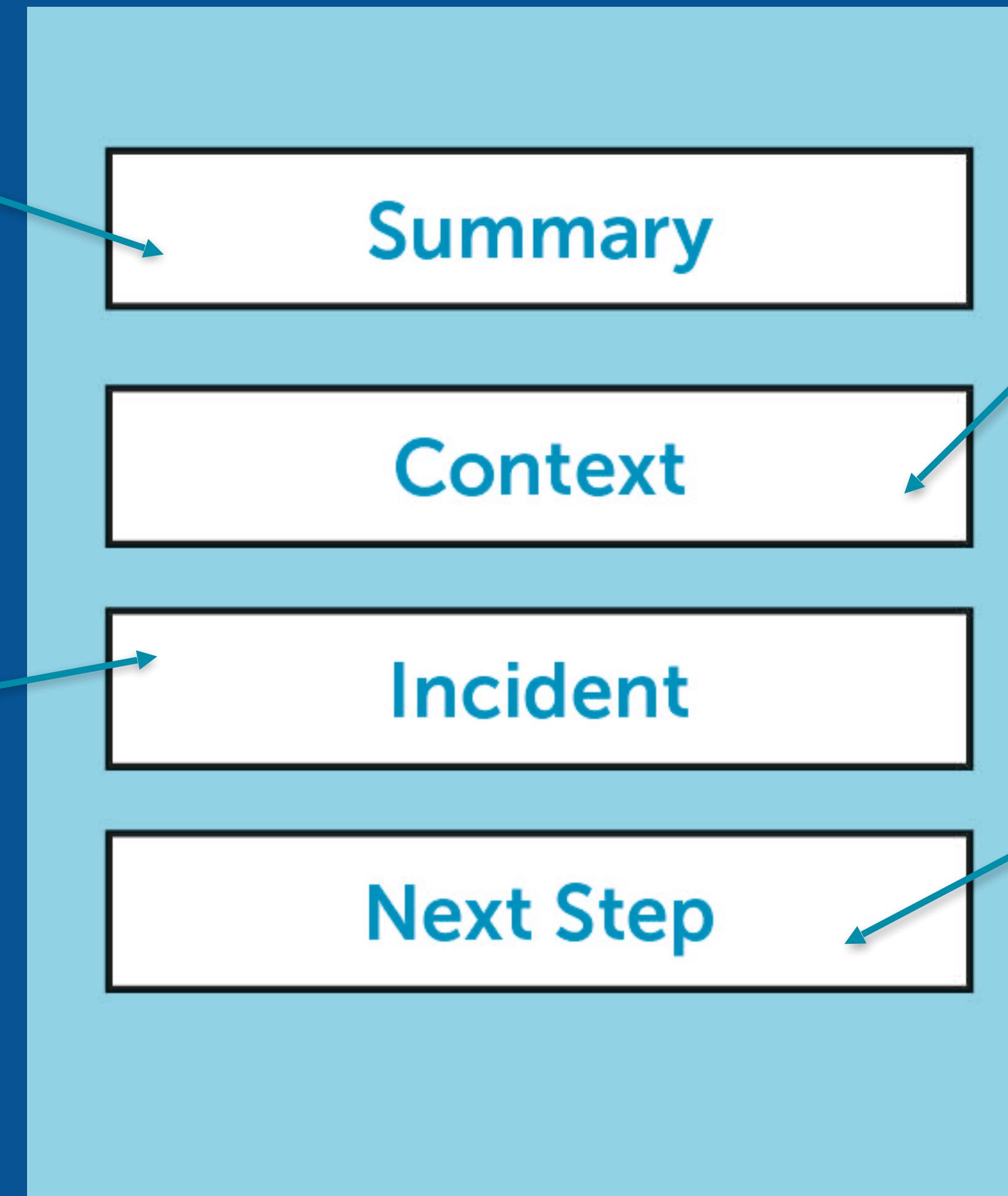


INCIDENT/ACCIDENT REPORT

What happened and what are the consequences?

Provide just enough context to make sense of the situation

What exactly happened?
Provide the play-by-play



To what project or work task or function does this accident relate: project number, client name, location, date, time, duration, other people involved?

What actions led up to the incident?

What have you done and what still needs to be done (by you or someone else) as a result of the incident?

What steps could be taken to prevent this from happening again?

INCIDENT/ACCIDENT REPORT

Summary answers the most important questions: what happened and how does this affect the project?

Context: describes the project or situation that the incident disrupted. Note the usual filing information.

To: Mike Smith, Exploration Manager
From: David John, Lead Geologist 
Date: August 02, 2017

Damage to work truck 017

Work truck 017 has been damaged by a bear and can no longer be operated safely. We have arranged for a rental replacement and for a repair estimate. Work progress will not be affected.

My crew and I are doing preliminary exploration for Cu and REE potential of the Cascade Falls area near Stewart, B.C.: project BC-13.011. On August 01, we were working an area near the Premier Mine (Lot 4) and were able to use the work truck (vehicle no. 017) rather than helicopter to get on location. We parked the truck on Granduc Road about 2.5 km short of the mine, approximately 20 km from Stewart (location is marked on the attached map), and went into the bush for the day.

When we returned at dusk, we found the truck badly damaged. The back passenger side window was smashed and the door had been pulled open by brute force. The door is badly deformed and the top hinge is loose. Also, the door frame has been damaged at the back edge, where the lock was pulled apart. The upholstery of the back bench is torn in places and dirty (photos attached).

INCIDENT/ACCIDENT REPORT

The incident section tells the story of what happened and why. It usually also follows your investigation chronologically

The next step section is also generally chronological. It tells the story of what you did as a result of the incident and/or what still needs to be done and by whom.

When we returned at dusk, we found the truck badly damaged. The back passenger side window was smashed and the door had been pulled open by brute force. The door is badly deformed and the top hinge is loose. Also, the door frame has been damaged at the back edge, where the lock was pulled apart. The upholstery of the back bench is torn in places and dirty (photos attached).

Tracks at the site (and the back bench) lead us to conclude it was a grizzly bear. However, neither of the two crew members who were sitting in the back on the way up have admitted to having left food in the truck and neither had mentioned that they were short of food over the course of the day.

We roped the door closed on the way back to town, but it leaves a five-inch gap; the truck is not safe for the occupant of the right rear seat and admits a lot of road dust. I have arranged for a rental from Terrace for the three weeks of work we have left (invoice from Off-Road Rentals attached). One of their employees will drive the rental up to us and take our work truck back to Terrace and will drop it off at Joe's Reliable Autobody (1-250-335-2221). I've asked Joe's Autobody to forward their repair estimate to you directly for approval. Please let us know what you decide.

Atch: Google Map
Photos of damage
Off-Road Rentals invoice

ANY QUESTIONS?