Module 92101-16 describes the shortage of craft professionals and the effect this shortage is having on the availability of the construction industry. The module focuses on the importance of recruiting, training, and retaining a skilled workforce to meet the demand for skilled workers in the construction industry. The module familiarizes trainees with the various sectors of the construction industry and provides an overview of workforce development activities and the skills that CWFD professionals need to develop in order to be successful.

### Objectives

**Learning Objective 1**
- Define a Construction Workforce Development (CWFD) professional and his/her role within the industry.
  - a. Define the attributes/critical skills of a CWFD professional.
  - b. Define the career path, roles, and responsibilities of a CWFD professional.
  - c. Identify and describe the various entities that participate in the workforce development process, including contractors, associations, schools, civic organizations, and government-funded organizations at the federal, state, and local levels.

**Learning Objective 2**
- Identify the various sectors of the construction industry and how the industry is affected by a skilled workforce shortage.
  - a. Identify the various sectors of the industry.
  - b. Define the impact of the skilled workforce shortage and skills gaps on the construction industry.

**Learning Objective 3**
- Define how training is funded through the business operations of contractors.
  - a. Define the hierarchy of construction personnel in a typical construction firm, from laborer to executive/CEO.
  - b. Identify how contracts affect business operation.
  - c. Define/describe the basic business relationships between construction users, contractors, subcontractors, and suppliers.

### Performance Tasks

There are no Performance Tasks for this module.

### Teaching Time: 12.5 hours

This Lesson Plan (LP) is divided into sections that correspond to the sections in the Trainee Guide module. As you plan your class times, review the objectives, content, and lesson plan outline for the section you plan to teach. Allow sufficient time for demonstrations, laboratories, field trips, and testing. Each class period should also allow time for administrative tasks and periodic breaks.

Be sure to gather the required equipment, materials, visual aids, and answer keys. The examination, Performance Profile Sheets, and Powerpoints® for this curricula have been provided on a flash drive; the exams are also available via the Testing Management System (TMS).

It is advisable to assign the reading of a module section prior to the classroom instruction. The Section Review and Module Review questions may be assigned as homework. At their discretion, instructors may assign additional homework to meet the teaching objectives.

The final class is generally reserved for a brief review and the written module examination. The passing score for submission into NCCER’s Registry is 70% or above for the written exam. Record the testing results for each trainee on the Registration of Training Modules form and submit the form to the Training Program Sponsor.
Additional Resources

This module presents thorough resources for task training. The following reference material is suggested for further study.

*Craft Workforce Development 2013 and Beyond.* Alachua FL: NCCER.


Instructors are encouraged to locate additional instructional aids that might be available on the internet to support this module.

Materials Checklist for Module 92101-16, Orientation to Construction Workforce Development

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<td>Module Examination</td>
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<td>Performance Profile Sheets</td>
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**LESSON OVERVIEW**

1. Open the module PowerPoint® presentation and review the module objectives.
2. Use the Kickoff Activity to get trainees engaged and give them an idea of what they will learn from this module.
3. Describe the responsibilities of a construction workforce development professional and the characteristics a CWFD professional must possess in order to fulfill these responsibilities.
4. Describe the career opportunities available in workforce development.
5. Identify and describe the organizations that participate in workforce development.
6. Describe the various sectors of the construction industry.
7. Explain how the shortage of trained craft professionals is affecting the construction industry.
8. Describe how construction contracting businesses are organized and the various contracting methods used in the industry.
9. Briefly review the module and have the trainees complete the module review test.
10. Administer the module exam.
11. Summarize the lesson and end the session.
Module 92102-16 provides guidance to CWFD professionals in the art of communication. Effective listening and speaking skills are clearly defined and presented, along with the reading and writing requirements associated with CWFD positions. CWFD personnel are often required to conduct or participate in meetings, where effective communication is essential for success. To that end, this module reviews meeting preparations and how to conduct an effective meeting and presentation.

**Objectives**

**Learning Objective 1**
- Define effective communication, listening, and speaking skills and their relationship to job performance.
  a. Explain the importance of listening and speaking skills.
  b. Define effective listening skills.
  c. Describe effective speaking skills.

**Learning Objective 2**
- Describe the role of reading and writing skills in relation to job performance.
  a. Identify job-related reading requirements.
  b. Identify job-related writing requirements.

**Learning Objective 3**
- Describe the responsibilities and skills required of a CWFD professional in conducting meetings.
  a. Describe how to prepare for a meeting.
  b. Describe how to conduct a meeting.
  c. Explain how to document meeting outcomes and assess meeting effectiveness.
  d. Explain how to make a presentation to a group.

**Performance Tasks**

**Performance Task 1 (Learning Objective 3)**
- Develop a meeting notice (email), meeting agenda, and a meeting evaluation to effectively gain feedback.

**Teaching Time: 10 hours**

This Lesson Plan (LP) is divided into sections that correspond to the sections in the Trainee Guide module. As you plan your class times, review the objectives, content, and lesson plan outline for the section you plan to teach. Allow sufficient time for demonstrations, laboratories, field trips, and testing. Each class period should also allow time for administrative tasks and periodic breaks.

Be sure to gather the required equipment, materials, visual aids, and answer keys. The examination, Performance Profile Sheets, and Powerpoints for this curricula have been provided on a flash drive; the exams are also available via the Testing Management System (TMS).

It is advisable to assign the reading of a module section prior to the classroom instruction. The Section Review and Module Review questions may be assigned as homework. At their discretion, instructors may assign additional homework to meet the teaching objectives.

Performance Testing may be administered at any suitable time in the course of the module training. Tasks are graded pass/fail. Trainee performance and proficiency during practice sessions that meets or exceeds the standards for a task can be accepted as Performance Task completion. Complete the Performance Profile Sheet for each trainee.

The final class is generally reserved for a brief review and the written module examination. The passing score for submission into NCCER’s Registry is 70% or above for the written exam. Record the testing results for each trainee on the Registration of Training Modules form and submit the form to the Training Program Sponsor.
Additional Resources
This module presents thorough resources for task training. The following reference material is suggested for further study.


*Conducting a Meeting*, last accessed November 20, 2014
http://www.skillsyouneed.com/ips/conduct-meeting.html


Instructors are encouraged to locate additional instructional aids that might be available on the internet to support this module.

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### Materials Checklist for Module 92102-16, Communicating Effectively

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<td>Performance Profile Sheets</td>
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</table>
COMMUNICATING EFFECTIVELY

LESSON OVERVIEW

1. Open the module PowerPoint® presentation and review the module objectives.
2. Use the Kickoff Activity to get trainees engaged and give them an idea of what they will learn from this module.
3. Discuss effective communication and how it serves the CWFD professional.
4. Define and describe effective listening and speaking skills.
5. Discuss the job-related reading and writing requirements.
6. Provide guidance for the improvement of reading and writing skills.
7. Talk about the importance of meetings in the CWFD career field.
8. Provide guidance in meeting and presentation preparation, management, and evaluation.
9. Have each trainee develop a meeting notice (email), meeting agenda, and an evaluation form to effectively gain feedback from meeting attendees. This activity corresponds to Performance Task 1.
10. Briefly review the module and have the trainees complete the Module Review.
11. Administer the module examination and any outstanding Performance Profile testing.
12. Summarize the lesson and end the session.
Module 92103-16 reviews the ethical standards a CWFD professional must maintain as well as policies and procedures common to CWFD programs. A CWFD professional fills a position of great trust, involving the management of funds, the maintenance of confidential records, and the custody of protected testing materials. Anyone taking on this role must be prepared to act with the utmost integrity and follow the guidelines of behavior set forth by the organization.

Objectives

Learning Objective 1
- Explain the importance of managing a CWFD program in an ethical manner.
  - a. Explain the importance of maintaining standards, program integrity, and accountability.
  - b. Explain the importance of ethics in relation to high-stakes assessments and certifications.
  - c. Identify the responsibilities of CWFD professionals to stakeholders.

Learning Objective 2
- Describe the purpose of policies and procedures in a CWFD program.
  - a. Explain the need for policies and procedures.
  - b. Identify the legal policies that affect an organization.

Performance Tasks
This is a knowledge-based module; there are no Performance Tasks.

Teaching Time: 10 hours

This Lesson Plan (LP) is divided into sections that correspond to the sections in the Trainee Guide module. As you plan your class times, review the objectives, content, and lesson plan outline for the section you plan to teach. Allow sufficient time for demonstrations, laboratories, field trips, and testing. Each class period should also allow time for administrative tasks and periodic breaks.

Be sure to gather the required equipment, materials, visual aids, and answer keys. The examination, Performance Profile Sheets, and Powerpoints® for this curricula have been provided on a flash drive; the exams are also available via the Testing Management System (TMS).

It is advisable to assign the reading of a module section prior to the classroom instruction. The Section Review and Module Review questions may be assigned as homework. At their discretion, instructors may assign additional homework to meet the teaching objectives.

The final class is generally reserved for a brief review and the written module examination. The passing score for submission into NCCER’s Registry is 70% or above for the written exam. Record the testing results for each trainee on the Registration of Training Modules form and submit the form to the Training Program Sponsor.
Additional Resources
This module presents thorough resources for task training. The following reference material is suggested for further study.


http://www.americanbar.org/newsletter/publications/gp_solo_magazine_home/gp_solo_magazine_index/farber.html

Instructors are encouraged to locate additional instructional aids that might be available on the internet to support this module.

Materials Checklist for Module 92103-16, Policies, Procedures, and Program Integrity

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Module 92103-16
POLICIES, PROCEDURES, AND PROGRAM INTEGRITY

LESSON OVERVIEW

1. Open the module PowerPoint® presentation and review the module objectives.
2. Use the Kickoff Activity to get trainees engaged and give them an idea of what they will learn from this module.
3. Introduce the concepts of ethics, integrity, and accountability.
4. Discuss the importance of ethics and integrity as it applies to craft-professional credentials and testing.
5. Describe various stakeholders in CWFD and the obligations of the CWFD professional to them.
6. Discuss the need for policies and procedures in CWFD programs and their sponsoring organizations.
7. Identify legal policies that affect organizations.
8. Briefly review the module and have the trainees complete the Module Review.
9. Administer the Module Examination.
10. Summarize the lesson and end the session.
Module 92104-16 is designed to prepare CWFD professionals for the many different types of training they are likely to encounter. The module concludes with a discussion of the roles that different organizations, including government entities, contractors, owners, and associations, play in CWFD and their importance to a CWFD professional.

### Objectives

#### Learning Objective 1
- Define and describe the various aspects of construction industry training.
  
  a. Describe the philosophy, purpose, and applications of the standardized training process.
  
  b. Describe the purpose, application, and requirements of safety training in the construction industry.
  
  c. Describe pre-apprenticeship training programs.
  
  d. Describe approved apprenticeship training programs.
  
  e. Describe craft (including multi-skill/multi-craft) training in the construction industry.
  
  f. Describe crew leader/foreman/supervisor/management training in the construction industry.

#### Learning Objective 2
- Define the roles that different organizations play in construction workforce training and their importance to a CWFD professional.
  
  a. Define associations and their role in construction workforce training.
  
  b. Define career and technical education and career colleges and the role each plays in construction workforce training.
  
  c. Define correctional institutions and their role in construction workforce training.
  
  d. Define the role of the federal, state, and local governments in construction workforce training.
  
  e. Define the role of an owner in construction workforce training.
  
  f. Define the role of a contractor, subcontractor, and supplier in construction workforce training.

### Performance Tasks

This is a knowledge-based module; there are no Performance Tasks.

### Teaching Time: 12.5 hours

This Lesson Plan (LP) is divided into sections that correspond to the sections in the Trainee Guide module. As you plan your class times, review the objectives, content, and lesson plan outline for the section you plan to teach. Allow sufficient time for demonstrations, laboratories, field trips, and testing. Each class period should also allow time for administrative tasks and periodic breaks.

Be sure to gather the required equipment, materials, visual aids, and answer keys. The examination, Performance Profile Sheets, and Powerpoints® for this curricula have been provided on a flash drive; the exams are also available via the Testing Management System (TMS).

It is advisable to assign the reading of a module section prior to the classroom instruction. The Section Review and Module Review questions may be assigned as homework. At their discretion, instructors may assign additional homework to meet the teaching objectives.

The final class is generally reserved for a brief review and the written module examination. The passing score for submission into NCCER’s Registry is 70% or above for the written exam. Record the testing results for each trainee on the Registration of Training Modules form and submit the form to the Training Program Sponsor.
Additional Resources
This module presents thorough resources for task training. The following resource material is suggested for further study.


*Craft Workforce Development 2013 and Beyond.* Alachua, FL: NCCER.


Instructors are encouraged to locate additional instructional aids that might be available on the internet to support this module.

Materials Checklist for Module 92104-16, Skilled Professional Training

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<td>Module Examination</td>
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<td>Performance Profile Sheets</td>
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LESSON OVERVIEW

1. Open the module PowerPoint® presentation and review the module objectives.
2. Use the Kickoff Activity to introduce the NCCER Curriculum Catalog and the many training programs NCCER offers.
3. Discuss the importance and value of standardized training in the construction industry.
4. Review the various types of safety training and the importance of such training to the success of the employer.
5. Discuss craft training programs and programs that help build management and leadership skills.
6. Describe associations and their role in CWFD.
7. Talk about the roles of educational and correctional institutions in CWFD.
8. Define the role of various government entities in CWFD.
9. Discuss how owners and their contractors are engaged in CWFD.
10. Administer the module examination.
11. Summarize the lesson and end the session.
Lesson Plans for Module 92105-16

REGISTERED APPRENTICESHIP PROGRAMS

Module 92105-16 provides information about registered apprenticeship programs. It describes the requirements for such programs, identifies different types of registered apprenticeship programs, and explains how these programs are used. This module also describes how to set up and administer a registered apprenticeship program. In addition, it identifies the funding sources for supporting apprenticeship training and explains the duties and responsibilities involved in the management of apprenticeship funds.

Objectives

Learning Objective 1
- Describe Registered Apprenticeship.
  a. Identify the laws and regulations governing registered apprenticeships.
  b. Describe the responsibilities of employers, apprentices, and federal and state governments in a registered apprenticeship program.
  c. Identify the different types of registered apprenticeship programs.
  d. Explain the requirements for wage progression in a registered apprenticeship program.
  e. Explain how interim apprenticeship credentials are used.

Learning Objective 2
- Describe how to set up and administer a registered apprenticeship program.
  a. Describe the requirements for setting up a registered apprenticeship program.
  b. Explain the requirements for apprenticeship standards and list the requirements for developing these standards.
  c. Explain the recordkeeping requirements for registered apprenticeship programs.
  d. Describe how on-the-job learning (OJL) is administered.
  e. Explain how related instruction is used in a registered apprenticeship program.
  f. Explain how to implement competency-based and hybrid apprenticeship programs.
  g. Describe apprenticeship program compliance reviews.

Learning Objective 3
- Describe the funding sources and the responsibility for management of apprenticeship funds.
  a. Identify the funding sources used to support apprenticeship training.
  b. Explain the duties and responsibilities of an apprenticeship trust.

Performance Tasks

Performance Task 1 (Learning Objective 1)
- Identify the federal or state agency that oversees apprenticeship in your state.

Performance Task 2 (Learning Objective 2)
- List the steps required to create program standards for a craft.

Performance Task 3 (Learning Objective 2)
- List the steps required to set up an apprenticeship committee.

Performance Task 4 (Learning Objective 2)
- List the steps required to perform a wage survey to determine the average journey-level worker rate.

Teaching Time: 15 hours

This Lesson Plan (LP) is divided into sections that correspond to the sections in the Trainee Guide module. As you plan your class times, review the objectives, content, and lesson plan outline for the section you plan to teach. Allow sufficient time for demonstrations, laboratories, field trips, and testing. Each class period should also allow time for administrative tasks and periodic breaks.

Be sure to gather the required equipment, materials, visual aids, and answer keys. The examination, Performance Profile Sheets, and Powerpoints® for this curricula have been provided on a flash drive; the exams are also available via the Testing Management System (TMS).
Teaching Time (continued)

It is advisable to assign the reading of a module section prior to the classroom instruction. The Section Review and Module Review questions may be assigned as homework. At their discretion, instructors may assign additional homework to meet the teaching objectives.

Performance Testing may be administered at any suitable time in the course of the module training. Tasks are graded pass/fail. Trainee performance and proficiency during practice sessions that meets or exceeds the standards for a task can be accepted as Performance Task completion. Complete the Performance Profile Sheet for each trainee.

The final class is generally reserved for a brief review and the written module examination. The passing score for submission into NCCER’s Registry is 70% or above for the written exam. Record the testing results for each trainee on the Registration of Training Modules form and submit the form to the Training Program Sponsor.

Additional Resources

This module presents thorough resources for task training. The following resource material is suggested for further study.

- US Department of Labor, answers to frequently asked questions on registered apprenticeships. [www.doleta.gov/oa/faqs.cfm](http://www.doleta.gov/oa/faqs.cfm)

Instructors are encouraged to locate additional instructional aids that might be available on the Internet to support this module.

Materials Checklist for Module 92105-16, Registered Apprenticeship Programs

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<td>Performance Profile Sheets</td>
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Module 92105-16
REGISTERED APPRENTICESHIP PROGRAMS

LESSON OVERVIEW

1. Open the module PowerPoint® presentation and review the module objectives.
2. Use the Kickoff Activity to provide an opportunity for the trainees to consider various aspects of registered apprenticeship programs before instruction has taken place.
3. Identify laws and regulations that govern registered apprenticeships.
4. Discuss the responsibilities of the various participants in a registered apprenticeship program.
5. Describe the different types of registered apprenticeship programs, the requirements for wage progression, and the use of interim apprenticeship credentials.
6. Describe the various requirements for setting up and administering a registered apprenticeship program.
7. Compare and contrast administering/implementing on-the-job learning versus competency-based and hybrid apprenticeship programs.
8. Describe and discuss the importance of apprenticeship program compliance reviews.
9. Talk about funding sources for apprenticeship training and the duties and responsibilities of an apprenticeship trust.
10. Briefly review the module and have the trainees complete the Module Review.
11. Administer the module examination and any outstanding Performance Profile testing.
12. Summarize the lesson and end the session.
Lesson Plans for Module 92106-16
MANAGING TRAINING

Module 92106-16 presents the responsibilities of a CWFD professional related to the establishment of training programs. This responsibility can involve setting up classrooms and labs, evaluating trainees, evaluating the effectiveness of the training programs, and acquiring the facilities, materials, and equipment needed to conduct training.

### Objectives

**Learning Objective 1**
- Explain how to set up a training facility.
  - a. Explain how to assess training facility needs.
  - b. Describe how to set up classrooms.
  - c. Explain how to set up and equip training labs.

**Learning Objective 2**
- Describe teaching strategies used in craft training programs.
  - a. Explain how to conduct classroom instruction.
  - b. Describe how to safely conduct a lab lesson.
  - c. Describe the purpose and applications of distance learning through online/web-based and computer-based instructional methods.

**Learning Objective 3**
- Identify common instructional aids.
  - a. Identify and describe physical instructional aids.
  - b. Identify and describe various technology-based instructional aids.

**Learning Objective 4**
- Identify and describe strategies for evaluating trainees.
  - a. Explain how written tests are used to evaluate trainees.
  - b. Explain how performance tests are used to evaluate trainees.
  - c. Explain how written assessments are used.

### Performance Tasks

**Performance Task 1 (Learning Objective 1)**
- Set up a classroom for the given parameters.

### Teaching Time: 10 Hours

This Lesson Plan (LP) is divided into sections that correspond to the sections in the Trainee Guide module. As you plan your class times, review the objectives, content, and lesson plan outline for the section you plan to teach. Allow sufficient time for demonstrations, laboratories, field trips, and testing. Each class period should also allow time for administrative tasks and periodic breaks.

Be sure to gather the required equipment, materials, visual aids, and answer keys. The examination, Performance Profile Sheets, and PowerPoints for this curricula have been provided on a flash drive; the exams are also available via the Testing Management System (TMS).

It is advisable to assign the reading of a module section prior to the classroom instruction. The Section Review and Module Review questions may be assigned as homework. At their discretion, instructors may assign additional homework to meet the teaching objectives.

Performance Testing may be administered at any suitable time in the course of the module training. Tasks are graded pass/fail. Trainee performance and proficiency during practice sessions that meets or exceeds the standards for a task can be accepted as Performance Task completion. Complete the Performance Profile Sheet for each trainee.

The final class is generally reserved for a brief review and the written module examination. The passing score for submission into NCCER's Registry is 70% or above for the written exam. Record the testing results for each trainee on the Registration of Training Modules form and submit the form to the Training Program Sponsor.
**Additional Resources**
This module presents thorough resources for task training. The following resource material is suggested for further study.


Instructors are encouraged to locate additional instructional aids that might be available on the internet to support this module.

**Materials Checklist for Module 92106-16, Managing Training**

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<td>Module Examination answer key</td>
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Lesson Overview

1. Open the module PowerPoint® presentation and review the module objectives.
2. Use the Kickoff Activity to introduce trainees to the topic of effective teaching strategies.
3. Discuss how to determine the type of training facilities needed.
4. Explain how training facilities and labs should be prepared.
5. Introduce the variety of teaching strategies required to effectively teach all types of learners.
6. Describe how classroom and lab instruction should be conducted.
7. Explore the concept of distance learning and how it applies to craft training.
8. Review the various types of instructional aids available and how they are best used.
9. Discuss evaluation processes and the different types of evaluations used in craft training.
10. Have trainees set up a classroom based on a set of parameters provided by the instructor. This activity corresponds to Performance Task 1.
11. Briefly review the module and have the trainees complete the Module Review.
12. Administer the module examination and any outstanding Performance Profile testing.
13. Summarize the lesson and end the session.
Lesson Plans for Module 92107-16

TRAINING PROGRAM DEVELOPMENT AND ADMINISTRATION

Module 92107-16 presents the basics of workforce training. It is the responsibility of the CWFD professional to determine who needs to be trained, along with the skills and knowledge that need to be conveyed by the training. This module covers the process of defining training requirements and recruiting the instructors needed to teach the required courses.

Objectives

Learning Objective 1
- Describe how to determine long-term and project-driven workforce needs.
  a. Describe the makeup of a typical project workforce.
  b. Identify the responsibilities of a CWFD professional in setting up and managing a workforce training program.
  c. Identify sources for workforce planning.
  d. Describe how to use training needs analysis in workforce planning.
  e. Describe how to use training needs analysis to identify project-related training requirements.
  f. Explain how to set up training facilities.

Learning Objective 2
- Describe how to recruit and retain faculty and staff.
  a. Describe the typical faculty and administrative staff requirements for contractors, associations, and schools.
  b. Describe how to recruit, evaluate, and retain instructors.
  c. Describe how to develop a program to recognize and reward the training achievements of employees and trainees.

Performance Task

Performance Task 1 (Objective 1)
- Perform a training needs analysis based on given parameters.

Teaching Time: 15 Hours

This Lesson Plan (LP) is divided into sections that correspond to the sections in the Trainee Guide module. As you plan your class times, review the objectives, content, and lesson plan outline for the section you plan to teach. Allow sufficient time for demonstrations, laboratories, field trips, and testing. Each class period should also allow time for administrative tasks and periodic breaks.

Be sure to gather the required equipment, materials, visual aids, and answer keys. The examination, Performance Profile Sheets, and PowerPoints® for this curricula have been provided on a flash drive; the exams are also available via the Testing Management System (TMS).

It is advisable to assign the reading of a module section prior to the classroom instruction. The Section Review and Module Review questions may be assigned as homework. At their discretion, instructors may assign additional homework to meet the teaching objectives.

Performance Testing may be administered at any suitable time in the course of the module training. Tasks are graded pass/fail. Trainee performance and proficiency during practice sessions that meets or exceeds the standards for a task can be accepted as Performance Task completion. Complete the Performance Profile Sheet for each trainee.

The final class is generally reserved for a brief review and the written module examination. The passing score for submission into NCCER’s Registry is 70% or above for the written exam. Record the testing results for each trainee on the Registration of Training Modules form and submit the form to the Training Program Sponsor.
### Additional Resources

This module presents thorough resources for task training. The following resource material is suggested for further study.

- *Craft Workforce Development 2013 and Beyond*. Alachua, FL: NCCER.

Instructors are encouraged to locate additional instructional aids that might be available on the internet to support this module.

### Materials Checklist for Module 92107-16, Training Program Development and Administration

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</table>
1. Open the module PowerPoint® presentation and review the module objectives.
2. Use the Kickoff Activity to introduce trainees to the relationship between the training needs analysis and a CWFD business plan.
3. Describe the purpose of a training needs analysis.
4. Discuss the structure of a typical project team.
5. Describe the role of a CWFD professional in a contractor organization and in an industry association or school.
6. Identify and discuss the various government and private sector sources available for estimating workforce needs.
7. Describe how to determine the training needs of a project workforce.
8. Discuss the criteria used in selecting and equipping a training site.
9. Explain the criteria used in recruiting administrative staff.
10. Discuss methods used to recruit, evaluate, and retain instructors.
11. Describe methods used to recognize the achievements of staff and trainees.
12. Briefly review the module and have the trainees complete the Module Review.
13. Administer the module examination and any outstanding Performance Profile testing.
14. Summarize the lesson and end the session.
Module 92108-16 will help the CWFD professionals acquire the knowledge of accounting and finance principles they need in order to operate as a business enterprise. The CWFD department receives revenue from various sources and has expenses for salaries, equipment, training facilities, recruiting costs, and other items. CWFD professionals must learn to keep revenues and expenses in balance and operate the program within established budgets.

Objectives

Learning Objective 1
- Explain accounting fundamentals.
  a. Describe the different types of business structures and their compliance requirements.
  b. Describe the CWFD professional’s relationship with the internal accounting staff or finance committee.
  c. Explain the purpose of the chart of accounts.
  d. Describe how to identify and categorize revenue streams.
  e. Describe how to identify and categorize expenses.
  f. Describe the difference between cash and accrual accounting.

Learning Objective 2
- Describe basic financial management principles.
  a. Explain how to develop and maintain a budget.
  b. Describe how balance sheets and income statements are used.
  c. Explain the purpose of an audit and how to comply with a financial audit.

Learning Objective 3
- Identify the various types of insurance required.
  a. Explain the purpose and requirements for workers compensation insurance.
  b. Explain the purpose and requirements for liability and property insurance.
  c. Explain the purpose and requirements for staff health insurance.
  d. Explain the purpose and requirements for unemployment insurance.

Performance Task

Performance Task 1 (Learning Objective 2)
- Set up a budget based on your training needs analysis and other given parameters using a budget spreadsheet.

Teaching Time: 12.5 Hours

This Lesson Plan (LP) is divided into sections that correspond to the sections in the Trainee Guide module. As you plan your class times, review the objectives, content, and lesson plan outline for the section you plan to teach. Allow sufficient time for demonstrations, laboratories, field trips, and testing. Each class period should also allow time for administrative tasks and periodic breaks.

Be sure to gather the required equipment, materials, visual aids, and answer keys. The examination, Performance Profile Sheets, and PowerPoints® for this curricula have been provided on a flash drive; the exams are also available via the Testing Management System (TMS).

It is advisable to assign the reading of a module section prior to the classroom instruction. The Section Review and Module Review questions may be assigned as homework. At their discretion, instructors may assign additional homework to meet the teaching objectives.

Performance Testing may be administered at any suitable time in the course of the module training. Tasks are graded pass/fail. Trainee performance and proficiency during practice sessions that meets or exceeds the standards for a task can be accepted as Performance Task completion. Complete the Performance Profile Sheet for each trainee.

The final class is generally reserved for a brief review and the written module examination. The passing score for submission into NCCER’s Registry is 70% or above for the written exam. Record the testing results for each trainee on the Registration of Training Modules form and submit the form to the Training Program Sponsor.
Additional Resources
This module presents thorough resources for task training. The following resource material is suggested for further study.

The following website is the single access point for more than 1,000 grant programs offered by all Federal grant-making agencies: http://www.grants.gov/. Last accessed August 6, 2015.


Instructors are encouraged to locate additional instructional aids that might be available on the Internet to support this module.

Materials Checklist for Module 92108-16, Financial Management and Budgeting

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Module 92108-16

FINANCIAL MANAGEMENT AND BUDGETING

LESSON OVERVIEW

1. Show the Lesson PowerPoint® presentation.
2. Use the Kickoff Activity to get trainees engaged and ensure that some terminology is understood before instruction begins.
3. Describe the various revenue sources used to fund workforce training.
4. Discuss the expenses encountered by training organizations.
5. Explain cash vs. accrual accounting.
6. Explain how to prepare a budget for training and have the trainees develop a budget using parameters you provide.
7. Explain how the shortage of trained craft professionals is affecting the construction industry.
8. Identify and describe the various types of financial statements CWFD professionals must be able to work with.
9. Discuss the different types of insurance that businesses are required to purchase.
10. Briefly review the module and have the trainees complete the Module Review.
11. Administer the module examination and any outstanding Performance Profile testing.
12. Summarize the lesson and end the session.
Module 92109-16 Construction contractors will need to invest in some serious recruiting of workers if they are to meet the anticipated demand for new industrial facilities, buildings, and infrastructure. They will also need to recruit qualified instructors to conduct the training required by the new workers. CWFD professionals must therefore make it their mission to ensure that recruitment is an integral part of their business strategy. They must also be familiar with the laws governing discrimination in hiring.

**Objectives**

**Learning Objective 1**
- Create a recruitment plan to attract workers.
  - a. Explain how and where to recruit potential workers.
  - b. Describe how contractor organizations facilitate craft training.

**Learning Objective 2**
- Identify human relations issues relative to recruiting a workforce.
  - a. Identify the elements of a hiring policy.
  - b. Identify and describe the laws that govern employee recruiting.
  - c. Identify the criteria used in trainee selection.

**Performance Tasks**

**Performance Task 1 (Objective 1)**
- Research your state's attrition/turnover rate and do a craft projection for five years.

**Teaching Time: 10 Hours**

This Lesson Plan (LP) is divided into sections that correspond to the sections in the Trainee Guide module. As you plan your class times, review the objectives, content, and lesson plan outline for the section you plan to teach. Allow sufficient time for demonstrations, laboratories, field trips, and testing. Each class period should also allow time for administrative tasks and periodic breaks.

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It is advisable to assign the reading of a module section prior to the classroom instruction. The Section Review and Module Review questions may be assigned as homework. At their discretion, instructors may assign additional homework to meet the teaching objectives.

Performance Testing may be administered at any suitable time in the course of the module training. Tasks are graded pass/fail. Trainee performance and proficiency during practice sessions that meets or exceeds the standards for a task can be accepted as Performance Task completion. Complete the Performance Profile Sheet for each trainee.

The final class is generally reserved for a brief review and the written module examination. The passing score for submission into NCCER’s Registry is 70% or above for the written exam. Record the testing results for each trainee on the Registration of Training Modules form and submit the form to the Training Program Sponsor.
**Additional Resources**

This module presents thorough resources for task training. The following resource material is suggested for further study.


EEOC press releases on discrimination cases in the construction industry.

[http://www.eeoc.gov/eeoc/newsroom/release](http://www.eeoc.gov/eeoc/newsroom/release)


Instructors are encouraged to locate additional instructional aids that might be available on the Internet to support this module.

**Materials Checklist for Module 92109-16, Workforce Recruitment**

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LESSON OVERVIEW

1. Open the module PowerPoint® presentation and review the module objectives.
2. Use the Kickoff Activity to get trainees engaged and considering criteria that should apply to the hiring process.
3. Discuss the growing demand for construction workers.
4. Identify and discuss the public and private resources available to support workforce recruiting.
5. Explain how CTE programs, job fair, and other resources such as NCCER’s Build Your Future program and industry association like ABC and AGC can help in recruiting.
6. Discuss programs designed to help at-risk youth enter the workforce.
7. Discuss the importance of having a well-defined hiring policy.
8. Describe the laws that govern employee recruiting and the criteria used in selecting trainees.
9. Briefly review the module and have the trainees complete the Module Review.
10. Administer the module examination and any outstanding Performance Profile testing.
11. Summarize the lesson and end the session.
Module 92110-16 explores the business side of workforce development. Whether you are setting up a permanent training organization or simply developing a new training program, planning is a key part of the process. The business plan provides a structure for this planning in a form that is generally recognized by business executives and financial organizations.

### Objectives

**Learning Objective 1**
- Explain how to build a workforce development business plan.
  - Describe the elements of a business plan.
  - Explain how the training needs analysis helps in building a business plan.

**Learning Objective 2**
- Identify sources of funding.
  - Identify public and private sources of funding for secondary and post-secondary CTE.
  - Identify sources of funding for associations, organizations, and business.
  - Explain how grants can be used to offset the cost of training.

### Performance Tasks

This is a knowledge-based module; there are no Performance Tasks.

### Teaching Time: 10 Hours

This Lesson Plan (LP) is divided into sections that correspond to the sections in the Trainee Guide module. As you plan your class times, review the objectives, content, and lesson plan outline for the section you plan to teach. Allow sufficient time for demonstrations, laboratories, field trips, and testing. Each class period should also allow time for administrative tasks and periodic breaks.

Be sure to gather the required equipment, materials, visual aids, and answer keys. The examination, Performance Profile Sheets, and PowerPoints® for this curricula have been provided on a flash drive; the exams are also available via the Testing Management System (TMS).

It is advisable to assign the reading of a module section prior to the classroom instruction. The Section Review and Module Review questions may be assigned as homework. At their discretion, instructors may assign additional homework to meet the teaching objectives.

The final class is generally reserved for a brief review and the written module examination. The passing score for submission into NCCER’s Registry is 70% or above for the written exam. Record the testing results for each trainee on the Registration of Training Modules form and submit the form to the Training Program Sponsor.
Additional Resources

This module presents thorough resources for task training. The following resource material is suggested for further study.


Instructors are encouraged to locate additional instructional aids that might be available on the internet to support this module.

Materials Checklist for Module 92110-16, Workforce Development Business Planning

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</table>
1. Open the module PowerPoint® presentation and review the module objectives.
2. Use the Kickoff Activity to introduce trainees to the relationship between the training needs analysis and a CWFD business plan.
3. Review the common elements of a business plan individually, with an emphasis on elements needed for a CWFD application.
4. Discuss the relationship between the training needs analysis and the CWFD business plan.
5. Talk about the importance of funding to all workforce development initiatives.
6. Discuss various funding sources for CTE programs operating through secondary and post-secondary school.
7. Identify various sources of funding programs for business and other non-educational groups.
8. Discuss grants and the potential for funding through grant programs.
9. Discuss the grant application process.
10. Briefly review the module and have the trainees complete the Module Review.
11. Administer the module examination.
12. Summarize the lesson and end the session.
Module 92111-16 is designed to help CWFD professionals understand the basic principles of marketing, public relations, and community outreach programs. It will also describe how to set marketing goals and metrics, the elements of a marketing plan, and the various methods used in electronic and print marketing. Public relations and community outreach opportunities are covered, along with methods used to demonstrate the cost benefits of training and education.

**Objectives**

**Learning Objective 1**
- Explain how to identify target audiences for marketing, public relations, and community outreach.
  a. Describe how to identify a target audience.
  b. Describe how to set marketing goals.

**Learning Objective 2**
- Explain how to develop a marketing plan.
  a. Identify the elements of a marketing plan.
  b. Describe how to prepare a marketing budget.
  c. Describe how to adapt a marketing plan to a specific audience.

**Learning Objective 3**
- Determine how to distribute the message to the target audience.
  a. Explain electronic marketing methods, including web sites, email marketing, electronic marketing, and social media.
  b. Explain traditional print marketing distribution methods.
  c. Explain in-person marketing techniques.

**Learning Objective 4**
- Identify potential outreach and public relations opportunities and describe how to build support for training and education.
  a. Identify potential outreach and public relations opportunities.
  b. Describe how to build support for training and education using return on investment (ROI).

**Performance Tasks**

**Performance Task 1 (Learning Objective 2)**
- Develop an outline for a marketing plan related to trainee recruitment.

**Performance Task 2 (Learning Objective 4)**
- Based on ROI, determine an organization’s benefit/cost (B/C) ratio, baseline rate, and unit cost rate.

**Teaching Time: 12.5 Hours**

This Lesson Plan (LP) is divided into sections that correspond to the sections in the Trainee Guide module. As you plan your class times, review the objectives, content, and lesson plan outline for the section you plan to teach. Allow sufficient time for demonstrations, laboratories, field trips, and testing. Each class period should also allow time for administrative tasks and periodic breaks.

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It is advisable to assign the reading of a module section prior to the classroom instruction. The Section Review and Module Review questions may be assigned as homework. At their discretion, instructors may assign additional homework to meet the teaching objectives.

Performance Testing may be administered at any suitable time in the course of the module training. Tasks are graded pass/fail. Trainee performance and proficiency during practice sessions that meets or exceeds the standards for a task can be accepted as Performance Task completion. Complete the Performance Profile Sheet for each trainee.

The final class is generally reserved for a brief review and the written module examination. The passing score for submission into NCCER’s Registry is 70% or above for the written exam. Record the testing results for each trainee on the Registration of Training Modules form and submit the form to the Training Program Sponsor.
Additional Resources

This module presents thorough resources for task training. The following resource material is suggested for further study.


Instructors are encouraged to locate additional instructional aids that might be available on the Internet to support this module.

Materials Checklist for Module 92111-16, Marketing, Public Relations, and Community Outreach

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- Flip chart
- LCD projector and screen
- Computer with Internet access
- Section Review and Module Review answer keys
- Module Examination answer key
- Sample business or organization scenario with the necessary information to calculate B/C ratios, baseline rate, and unit cost rates
- Sample business or organization scenario with the necessary information to devise a CWFD marketing plan (optional)
- Copies of the Module Examination
Module 92111-16
MARKETING, PUBLIC RELATIONS, AND COMMUNITY OUTREACH

LESSON OVERVIEW

1. Open the module PowerPoint® presentation and review the module objectives.
2. Use the Kickoff Activity to introduce trainees to the topic of setting valid marketing goals.
3. Discuss target audiences for CWFD marketing efforts and how they can be identified.
4. Review the process of establishing realistic goals and then apply the process to goal setting for the CWFD marketing effort.
5. Introduce marketing plans and their components.
6. Discuss marketing budget preparation.
7. Introduce various methods used to distribute a marketing message.
8. Compare and contrast the various social media sites and organizations and the target audience that each can likely reach.
9. Talk about career and job fairs.
10. Have trainees develop an outline for a marketing plan for trainee recruitment. This activity corresponds to Performance Task 1.
11. Identify and discuss some of the opportunities available for CWFD professionals to engage in local outreach and public relations work.
12. Review the calculations necessary to determine the financial impact of proposed training programs and how the information can be used to develop support for the plan.
13. Have trainees determine an organization’s B/C ratio, baseline rate, and unit cost rate for craft training. This activity corresponds to Performance Task 2.
14. Briefly review the module and have the trainees complete the Module Review.
15. Administer the module examination and any outstanding Performance Profile testing.
16. Summarize the lesson and end the session.
Module 92112-16 explains that a CWFD program must satisfy the standards that define a quality program. This module is designed to introduce CWFD professionals to the most popular and efficient tools for evaluating training programs. The module will explain the metrics used to evaluate a training program, including the use of the Contractor’s Workforce Development Assessment (CWDA).

### Objectives

#### Learning Objective 1
- Determine the effectiveness of a training program by evaluating various factors.
  a. Identify metrics used to evaluate a training program.
  b. Explain how the results of feedback can help evaluate a program.

#### Learning Objective 2
- Explain how a CWFD program is evaluated using industry-recognized metrics.
  a. Explain how a CWFD program is evaluated by measuring pre- and post-training productivity.
  b. Explain how a CWFD program is evaluated using other metrics.
  c. Explain how to address inefficiencies in the training program.

#### Learning Objective 3
- Determine a company’s commitment to training.
  a. Determine if there is top-down support for training within the organization by using the Contractor’s Workforce Development Assessment.
  b. Identify compensation tied to training.
  c. Identify financial support for training.

#### Learning Objective 4
- Explain the correlation between construction workforce development and safety, quality, productivity, and retention and how to communicate this information to stakeholders.

### Performance Tasks

#### Performance Task 1 (Learning Objective 1)
- Using an online tool such as SurveyMonkey, develop evaluation questions to obtain meaningful feedback on a craft training program.

### Teaching Time: 10 Hours

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The final class is generally reserved for a brief review and the written module examination. The passing score for submission into NCCER’s Registry is 70% or above for the written exam. Record the testing results for each trainee on the Registration of Training Modules form and submit the form to the Training Program Sponsor.
Additional Resources

This module presents thorough resources for task training. The following resource material is suggested for further study.


Instructors are encouraged to locate additional instructional aids that might be available on the Internet to support this module.

Materials Checklist for Module 92112-16, Workforce Development Program Evaluation

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<td>Pencils and paper</td>
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<tr>
<td>Module Examination answer key</td>
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<tr>
<td>Flash drive with the following components:</td>
</tr>
<tr>
<td>Construction Workforce Development Professional PowerPoint® Presentation Slides</td>
</tr>
<tr>
<td>Module Examination</td>
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<tr>
<td>Performance Profile Sheets</td>
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<tr>
<td>Copies of the Module Examination</td>
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Lesson Overview

1. Open the module PowerPoint® presentation and review the module objectives.
2. Use the Kickoff Activity to encourage trainee thought about criteria used to evaluate the quality of training.
3. Review the common training program goals and the metrics generally used to evaluate a training program.
4. Discuss Kirkpatrick’s Four-Step Evaluation Model.
5. Explain how feedback sheets are developed and used.
6. Describe how pre-testing, post-testing, field observation, and assessments are used to evaluate training.
7. Discuss resolution of training inefficiencies identified through evaluation.
8. Explain how the CWDA is used to evaluate a contractor’s commitment to workforce development.
9. Describe how training quality is tied to availability of funding.
10. Describe how to determine the training-related return on investment.
11. Briefly review the module and have the trainees complete the Module Review.
12. Administer the module examination and any outstanding Performance Profile testing.
13. Summarize the lesson and end the session.