

FUNDAMENTALS OF CREW LEADERSHIP

Module 46101-17 teaches skills needed to become an effective crew leader, as well as knowledge and abilities required to transition from craftworker to crew leader. The module also covers workforce diversity and organization, basic leadership skills, safety, and project control.

Objectives

Learning Objective 1

- Describe current issues and organizational structures in industry today.
 - a. Describe the leadership issues facing the construction industry.
 - b. Explain how gender and cultural issues affect the construction industry.
 - c. Explain the organization of construction businesses and the need for policies and procedures.

Learning Objective 2

- Explain how to incorporate leadership skills into work habits, including communications, motivation, team-building, problem-solving, and decision-making skills.
 - a. Describe the role of a leader on a construction crew.
 - b. Explain the importance of written and oral communication skills.
 - c. Describe methods for motivating team members.
 - d. Explain the importance of teamwork to a construction project.
 - e. Identify effective problem-solving and decision-making methods.

Learning Objective 3

- Identify a crew leader's typical safety responsibilities with respect to common safety issues, including awareness of safety regulations and the cost of accidents.
 - a. Explain how a strong safety program can enhance a company's success.
 - b. Explain the purpose of OSHA and describe the role of OSHA in administering worker safety.
 - c. Describe the role of employers in establishing and administering safety programs.
 - d. Explain how crew leaders are involved in administering safety policies and procedures.

Learning Objective 4

- Demonstrate a basic understanding of the planning process, scheduling, and cost and resource control.
 - a. Describe how construction contracts are structured.
 - b. Describe the project planning and scheduling processes.
 - c. Explain how to implement cost controls on a construction project.
 - d. Explain the crew leader's role in controlling project resources and productivity.

Performance Tasks

Performance Task 1 (Learning Objective 4)

- Develop and present a look-ahead schedule.

Performance Task 2 (Learning Objective 4)

- Develop an estimate for a given work activity.

Before You Begin

As you prepare for each session, allow sufficient time to review the course objectives, content, visual aids, including the PowerPoint® presentation, and these lesson plans, and to gather the required equipment and materials. Consider the time required for demonstrations, laboratories, field trips, and testing.

Using your access code, download the PowerPoint® presentations and Performance Profile Sheets from www.nccerirc.com. For information about accessing the Module Examinations, visit www.nccer.org/testing. The passing score for submission into NCCER's Registry is 70% or above for the module exam; performance testing is graded pass or fail.



Recommended Teaching Time: 22.5 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 class time for demonstrations, laboratories, field trips, and testing. Each class period should also include time for administrative tasks and periodic breaks.

Be sure to gather the required equipment, materials, visual aids, and answer keys. Using your access code, download the PowerPoint® presentations and Performance Sheets for this module from NCCER's Instructor Resource Center at www.nccerirc.com.

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. For information about accessing the Module Examinations, visit www.nccer.org/testing. 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.

Classroom Equipment and Materials

Whiteboard	LCD projector and screen	Blank copies of takeoff and summary worksheets
Markers	Computer with Internet access during class (optional)	Module Review answer key
Pencils and paper	Blank copies of a look-ahead schedule	Module examinations
<i>Fundamentals of Crew Leadership</i>		Performance Profile Sheets
PowerPoint® Presentation		



Additional Resources

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

- Construction Workforce Development Professional*, NCCER. 2016. New York, NY: Pearson Education, Inc.
- Mentoring for Craft Professionals*, NCCER. 2016. New York, NY: Pearson Education, Inc.
- Blueprint Reading for Construction*, James A. S. Fatzinger. 2003. New York, NY: Pearson Education, Inc.
- Construction Leadership from A to Z: 26 Words to Lead By*, Wally Adamchik. 2011. Live Oak Book Company.
- Generational Cohorts and their Attitudes Toward Work Related Issues in Central Kentucky*, Frank Fletcher, et al. 2009. Midway College, Midway, KY. www.kentucky.com
- It's Your Ship: Management Techniques from the Best Damn Ship in the Navy*, Captain D. Michael Abrashoff, USN. 2012. New York City, NY: Grand Central Publishing.
- Survival of the Fittest*, Mark Breslin. 2005. McNally International Press.
- The Definitive Book of Body Language: The Hidden Meaning Behind People's Gestures and Expressions*, Barbara Pease and Allan Pease. 2006. New York City, NY: Random House / Bantam Books.
- The Young Person's Guide to Wisdom, Power, and Life Success: Making Smart Choices*, Brian Gahran, PhD. 2014. San Diego, CA: Young Persons Press. www.WPGBlog.com

The following websites offer resources for products and training:

- Aging Workforce News, www.agingworkforcenews.com
- American Society for Training and Development (ASTD), www.astd.org
- Architecture, Engineering, and Construction Industry (AEC), www.aecinfo.com
- Equal Employment Opportunity Commission (EEOC), www.eeoc.gov
- National Association of Women in Construction (NAWIC), www.nawic.org
- National Census of Fatal Occupational Injuries (NCFOT), www.bls.gov
- National Institute of Occupational Safety and Health (NIOSH), www.cdc.gov/niosh
- National Safety Council, www.nsc.org
- Occupational Safety and Health Administration (OSHA), www.osha.gov
- Society for Human Resources Management (SHRM), www.shrm.org
- United States Census Bureau, www.census.gov
- United States Department of Labor, www.dol.gov
- US Green Building Council (USGBC), www.usgbc.org/leed
- Wi-Fi® is a registered trademark of the Wi-Fi Alliance, www.wi-fi.org

There are a number of online resources available for trainees who would like more information on effective leadership skills and professionalism in the construction industry. A search for additional information may be assigned as homework to interested trainees.

Instructors should view any videos that may be identified in the lesson plan before using them to ensure their suitability. The videos can provide examples of both proper and improper work processes and behaviors. Be prepared to stop the videos at appropriate times to point out and discuss both proper and improper conduct and techniques.

Instructors are encouraged to locate additional audiovisual aids available on the internet, make personal videos, and take still pictures related to the subject matter and add them to the PowerPoint® presentations throughout the program.

