

Module Overview

Today's leaders face a complex and challenging workforce, and having a capable leader is essential to the success of any team. This module introduces the trainee to the principles of leadership. Trainees will learn about:

- The construction industry today
- Business organizations
- Team building
- Gender and minority issues
- Communication
- Motivation
- Problem solving
- Decision making
- Safety
- Project control

Prerequisites

There are no prerequisites for this course.

Objectives

Upon completion of this course, the trainee will be able to:

1. Discuss current issues and organizational structure in industry today.
2. Understand and incorporate leadership skills into work habits, including communications, motivation, team building, problem solving, and decision-making skills.
3. Demonstrate an awareness of safety issues, including the cost of accidents and safety regulations.
4. Identify a crew leader's typical safety responsibilities.
5. Show a basic understanding of the planning process, scheduling, and cost and resource control.

Performance Tasks

Under the supervision of the instructor, the trainee should be able to do the following:

1. Develop an estimate for a given work activity.
2. Develop and present a look-ahead schedule.

Note to Instructors

If you are training under an Accredited NCCER Sponsor, note that you may be eligible for dual credentials for successful completion of *Fundamentals of Crew Leadership*. When submitting the Form 200, indicate completion of the two module numbers that apply to *Fundamentals of Crew Leadership – 46101-11* (from NCCER's Contren® Management Series) and the applicable craft module (if used as part of a craft training program) and transcripts will be issued to you accordingly.

Materials and Equipment

Markers/chalk
Pencils and scratch paper
Whiteboard/chalkboard
Fundamentals of Crew Leadership PowerPoint®
Presentation Slides (ISBN 978-0-13-257329-0)
Multimedia projector and screen
Computer
Several construction job descriptions, including one that is very vague and one that is overly detailed
Several MSDSs appropriate to the craft
Original and as-built drawings of the same project
A redline drawing
Sufficient copies of a roofing formwork detail drawing
Sufficient copies of the worksheet with entries

Examples of schedules:*

- Bar chart
- Network schedule
- Short-term or look-ahead schedule

Two or three typical job schedules
Two job plans and pictures of each site
Construction drawings of a work platform with a concrete footing, including specifications, to be built on site:
Materials cost list including lumber, concrete, and hardware
Labor cost list including concrete finishers, carpenters, and masonry workers
Photographs of the planned site
Set of construction drawings
Module Examinations*
Performance Profile Sheets*

* Because this module may be used for different industries, materials such as project schedules should be appropriate to the craft where possible.

**Use your access code to download this exam from the IRC.

Additional Resources

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

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.

CIT Group, www.citgroup.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 (NCFOD), www.bls.gov.

National Center for Construction Education and Research, www.nccer.org.

National Institute of Occupational Safety and Health (NIOSH), www.cdc.gov/niosh.

National Safety Council, www.nsc.org.

NCCER Publications:

- *Your Role in the Green Environment*
- *Sustainable Construction Supervisor*

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.

USA Today, www.usatoday.com.

Teaching Time for This Module

An outline for use in developing your lesson plan is presented below. This course is designed to be taught in one of two formats: two 8-hour sessions (such as all-day workshops) or eight 2-hour sessions (such as after-work training seminars). Because of this, each session below has a suggested time period of two hours. If leading 8-hour sessions, simply teach four of these 2-hour sessions both times your class meets. All instructors will need to adjust the time required for participant activities and testing based on class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of the trainees may be noted during these exercises for Performance Testing purposes.

Topic	Planned Time
Session I. Section One – The Basics	
A. Industry Today	_____
1. The Need for Training	_____
2. Impact of Technology	_____
B. Gender and Cultural Issues	_____
1. Communication Styles of Men and Women	_____
2. Language Barriers	_____
3. Cultural Differences	_____
4. Sexual Harassment	_____
5. Gender and Minority Discrimination	_____
C. Business Organizations	_____
1. Division of Responsibility	_____
2. Authority, Responsibility, and Accountability	_____
3. Job Descriptions	_____
4. Policies and Procedures	_____
Session II. Section Two – Leadership Skills, Part One	
A. Introduction to Leadership	_____
B. The Shift in Work Activities	_____
C. Becoming a Leader	_____
1. Characteristics of a Leader	_____
2. Functions of a Leader	_____
3. Leadership Styles	_____
4. Ethics in Leadership	_____
D. Communication	_____
1. Verbal Communication	_____
2. Nonverbal Communication	_____
3. Written or Visual Communication	_____
4. Communication Issues	_____
E. Motivation	_____
1. Employee Motivators	_____
2. Motivating Employees	_____
F. Team Building	_____
1. Successful Teams	_____
2. Building Successful Teams	_____

Session VI. Section Four – Project Control, Part Two

A. Planning

1. Why Plan?

2. Stages of Planning

B. Laboratory

Have the trainees develop and present a look-ahead schedule based on one of the plans. This laboratory corresponds to Performance Task 2.

C. The Planning Process

1. Establish a Goal

2. Identify the Work to Be Done

3. Identify Tasks to Be Performed

4. Communicating Responsibilities

5. Follow-Up Activities

D. Planning Resources

1. Safety Planning

2. Materials Planning

3. Site Planning

4. Equipment Planning

5. Tool Planning

6. Labor Planning

Session VII. Section Four – Project Control, Part Three

A. Scheduling

1. The Scheduling Process

2. Bar Chart Schedule

3. Network Schedule

4. Short-Term Scheduling

5. Updating a Schedule

B. Cost Control

1. Assessing Cost Performance

2. Field Reporting System

3. Crew Leader's Role in Cost Control

C. Resource Control

1. Materials Control

2. Equipment Control

3. Tool Control

4. Labor Control

D. Production and Productivity

Session VIII. Review; Testing

A. Module Review

B. Module Examination

1. Trainees must score 70 percent or higher to receive recognition from NCCER.

2. Record the testing results on Training Report Form 200, and submit the results to the Training Program Sponsor.

C. Performance Testing

1. Trainee must perform each task to the satisfaction of the instructor to receive recognition from NCCER.

2. Record the training results on Training Report Form 200, and submit the results to the Training Program Sponsor.