# Role of the Crew Leader

Crew Leader

**Learning Objectives**

By attending this session, participants will be able to:

* Describe all of the responsibilities of the crew leader.
* Identify with whom the crew leader interacts and communicates.
* Define the expectations of the crew leader necessary for successful weatherization.

**Key Terminology**

Crew leader

Indoor air quality (IAQ)

Inventory system

Work order

**Supplemental Materials**

**Handouts & Resources**

2009 Weatherization Works Video.

Kurnick, Chuck and Cynthia Woodley. “NREL Job Task Analysis: Crew Leader.” May 2011. <www.nrel.gov>

“This is the World of Weatherization.” *WxTV*. Montana Weatherization Training Center. <www.wxtvonline.org>.

**Online Platform Lessons**

Use these online interactive training modules as prerequisites before students attend the course or as in-class computer lab sessions. Users must first create an account at [www.nterlearning.org](http://www.nterlearning.org) to access the lessons.

i- 3.7 Building Variations (Animated Glossary)
<https://www.nterlearning.org/web/guest/course-details?cid=248>

**Class Overview**

* After introductions and general “housekeeping,” (i.e., explaining about breaks, locating the bathrooms, etc.) ask the class what they perceive the role of a crew leader to be. After some discussion, write the definition given in the scope section of the NREL JTA – Crew Leader on the whiteboard:

“A Crew Leader is a residential energy efficiency professional who is responsible for supervising the retrofitting activities specified in the scope of work.”

Explain that this course is specifically designed to meet the skills and knowledge identified in the Job Task Analysis (JTA) considered necessary to perform the job as described. Review the JTA quickly and try to get an idea of which are most typical in the working lives of the students. This can help you prepare for the rest of the course by focusing on areas completely new to the students, and reviewing familiar topics to make sure they are using up-to-date methods.

* Use the presentation as a framework to structure class discussion.
* Allow an opportunity for students to ask questions.
* Explore experiences of individuals in the class.