

Long-term, the task force recommends AOBA tackle these action items:

- Develop (and use) success stories for the website and to use in collateral materials
- Develop short videos (perhaps via a YouTube channel) about careers in building engineering
- Create web-based training for basic engineering skills (YouTube channel)
- Explore the possibility of creating a computer-based “test your knowledge” problem solving app that will help to create interest in the building engineering field. The idea is that, through a series of typical building engineering challenges, potential candidates can evaluate their critical thinking and problem solving skills via an on-line app. Hopefully, by having potential candidates spend time on the app – having fun while “solving” building engineering challenges – they will also spend more time on the “careers in engineering” website. Similarly, it might also be worthwhile to create an online engineering aptitude test – similar to the military’s Armed Services Vocational Aptitude Battery (ASVAB) – to allow potential candidates to “test their aptitude” for an engineering career in a fun, low stress environment. It might also be an option to develop a simulation app – similar to Sim City – that allows a potential candidate to run a commercial office building (and perhaps a portfolio of buildings) and manage all of the many issues that come up during a “typical” day
- Partner with entities to support a pre-employment training program to teach basic skills (like basic tool use) to candidates who have no formal, hands-on training in the trades. NAPE has an entry-level course called “Introduction to Engineering” that might be a formal program we can support. Ideally, the AOBA Foundation would offset all (or a large part of) the course cost so the basic knowledge is available to all potential candidates.
- Determine if there is a way to align the various education offerings so candidates receive credit from multiple sources (for example, align NAPE curriculum with Montgomery College’s engineering program – the student would receive a NAPE completion certificate and college credit).

The task force also believes it is important to create (or partner with entities to provide) courses as needed – particularly those focused on management and leadership – geared for upper-level (senior and executive) engineers. Borrowing from the NAA initiative, there is value in creating an industry-customized leadership training programs built in partnership with renowned leadership development firms like Gallup, Dale Carnegie, and Franklin Covey. Given the expansion of online training, we support the creation of online education opportunities, including scenario-based learning, simulations, mobile learning, apps, and virtual classrooms to accelerate preparation for and advancement in engineering careers.