

# Engineering Bootcamp

## Case Study

### Course Purpose

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Engineering Bootcamp (EBC) provides HPELs with the knowledge, skills, and attitudes they need to meet their performance goals as quickly as possible. Performance goals include performing the large amount of less complex work usually included in the work of more senior roles—and allowing senior roles to focus on the more complex work—all the while reducing overall people costs nearly 45%.

### On-the-Job Application

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- Respondents **use their new Engineering knowledge and skills during an average of 78% of each month's work.**
- **100%** of respondents **use their new Engineering knowledge and skills very effectively or effectively.**
- **100%** of responding **leaders-of-participants** said the participants **use their new Engineering knowledge and skills effectively or somewhat effectively.**

### Participant Learning

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- **Post-Class Measurement – 86**

### Participant Reaction to Course/Presenter

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**NOTE:** On a 1-5 scale with 5 being highest, 3 – 3.9 is normal for a good course, 4 is Talent Development minimum but will be improved, 4.5 is world class and the goal.

#### Course

- Overall **course satisfaction – 3.9**
- Participants **would recommend this course – 3.9**
- Will **use it on the job -- 4.1**

- **Objectives** were clear -- **3.8**
- **Content** logically organized – **4.6**
- Participant **materials** helped me learn – **4.2**
- Enough **time** to learn – **4.0**
- Course kept me **engaged/interested** – **3.5**
- How effective were the **training methods** --
  - In person -- **4.5**
  - Live webinar – **4.0**
  - Elearning – **4.4**
  - On-the-Job Activities Such as Projects – **4.2**

### Supports for Application

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- **75%** of respondents reported “I **retained the knowledge/skills** enough for me to be able to use them.”
- **50%** of respondents reported “There was **enough time** on my job for me to apply the knowledge/skills.”
- **50%** of respondents reported “My **leader encouraged me** to apply the knowledge/skills.”
- **50%** of respondents reported “My **peers encouraged me** to apply the knowledge/skills.”
- **0%** of respondents reported “There **were motivators** for me to apply the knowledge/skills.”
- **0%** of respondents reported “**Other** supports.”

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### Barriers to Application

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- 50% of respondents reported “I **did not** retain the knowledge/skills enough for me to be able to apply them.”
- 0% of respondents reported “There **was not** enough time for me use apply the knowledge/skills.”
- 50% of respondents reported “My **leader did not** encourage me to apply the knowledge/skills.”
- 50% of respondents reported “My **peers did not** encourage me to apply the knowledge/skills.”
- 50% of respondents reported “There were **no** motivators for me to apply the knowledge/skills.”
- 0% of respondents reported “**Other** barriers.”

### Qualitative Feedback

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The following are all the comments received from participants and their leaders

#### Most Effective Parts of the Course

- Presentations that described the day & life of a product.
- The question and answer part with the tutors.
- IT Engeneering. Agile.
- The tests definitely helped it stick.
- Immense help in getting the bigger picture, what our company is/does.
- The project has helped me the most, though I couldn't have done it without the in-class/webinar info. The material was good. Products introduction.

#### Least Effective Parts of the Course

- Host segment too much detail for my area. When there was too much technical information to recall.

- Architecture.
- Some of the presentations were pretty dry and just read directly off the slides rather than contextualizing or summarizing the information. I ended up learning more from rereading the slides later.
- The webinars because they are less engaging, but it can't be helped with part of engineering in San Diego.
- It was a lot of content in few days.
- HOS.

#### Recommendations for Improvement

- Reduce content depending on engineering area.
- More interactive tests after the session.
- Update powerpoints used in presentations.
- Some of the elearning material is good, but others of it, like the JIRA fundamentals, I wasn't sure how much I'd use since we may set up our Jira differently and a lot of it had to do with setting it up.
- Updating slide decks with current info. The content is too much. Less info bigger impact. Use less diagram, especially the big one. It's pointless if it is hard to read.

#### Other Comments

- Most the people were really nice; especially HR for helping with questions and settling in!
- You guys rock!
- Update the slide decks and see if you can get more synergy between presenters so they know what has been covered already.
- Second half of bootcamp is information that is interesting, but not relevant to my daily work.
- Presenters know about the topics, but don't always present well, can gets boring if they only talk and talk.