

Motivating Apprentice Chefs to Stay the Course

Understanding Expectations

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Earlier research findings

- Trainees and apprentices are now different learner workers with particular aspirations for their employment and learning
- A person's relationship with their boss/supervisor is important
- Workplace learning is still the most significant component of an apprenticeship
- The degradation of traditional skills is in part an unavoidable component of the changes in labour and technology

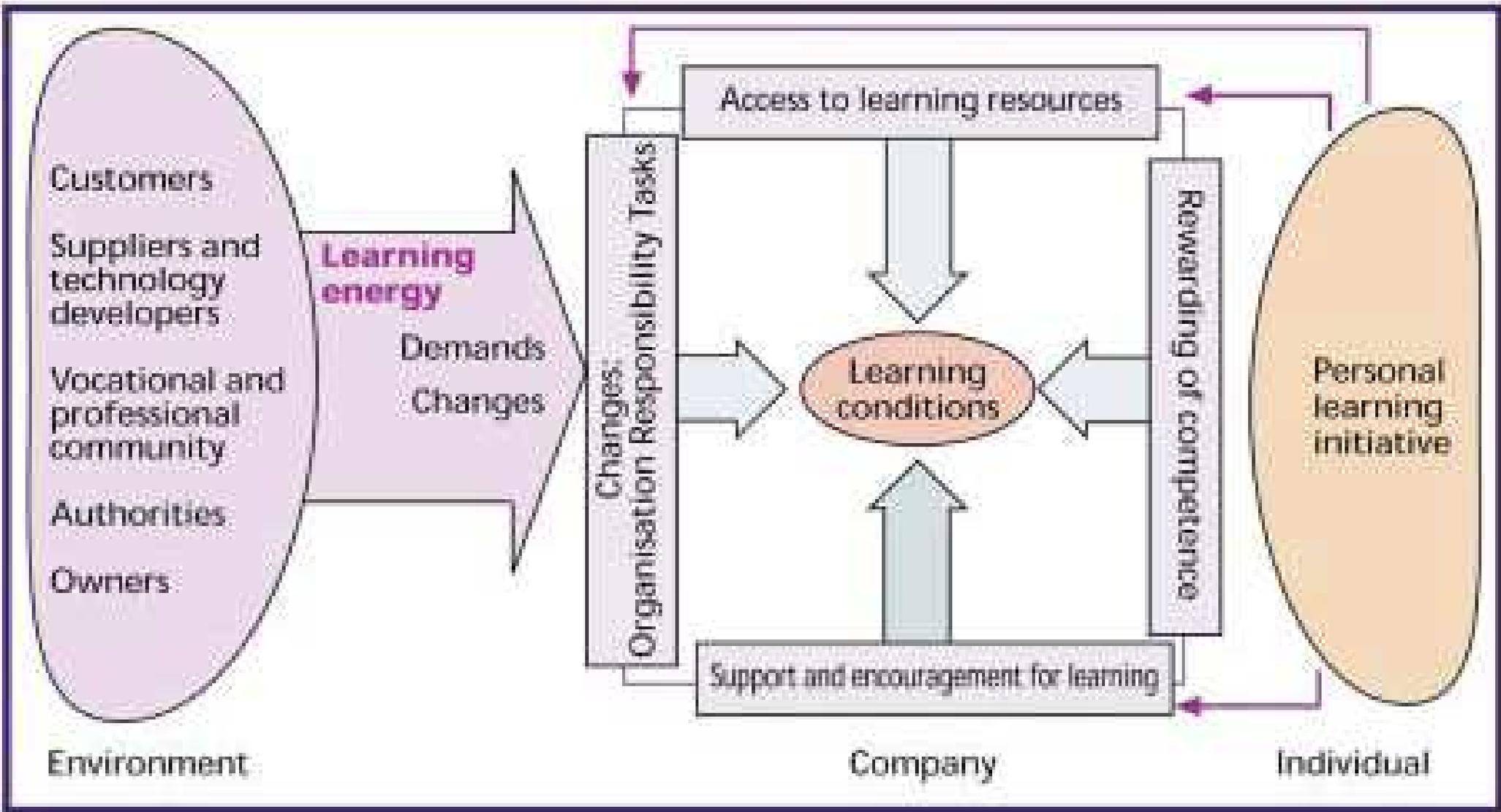
Research questions for the apprentices

- The range of activities they undertook.
- How much of their work activities were routine or non-routine.
- How much discretion they had in their work.
- Their degree of responsibility.
- The intensity of their work tasks.
- The knowledge required for their work practice.
- How much of their work was premised on interactions with others.
- The ease with which they could participate fully in the workplace.

Billett, S. 2002c, 'Workplace Pedagogic Practices: Co-Participation and Learning', *British Journal of Educational Studies*, vol. 50, no. 4, pp. 457-481.

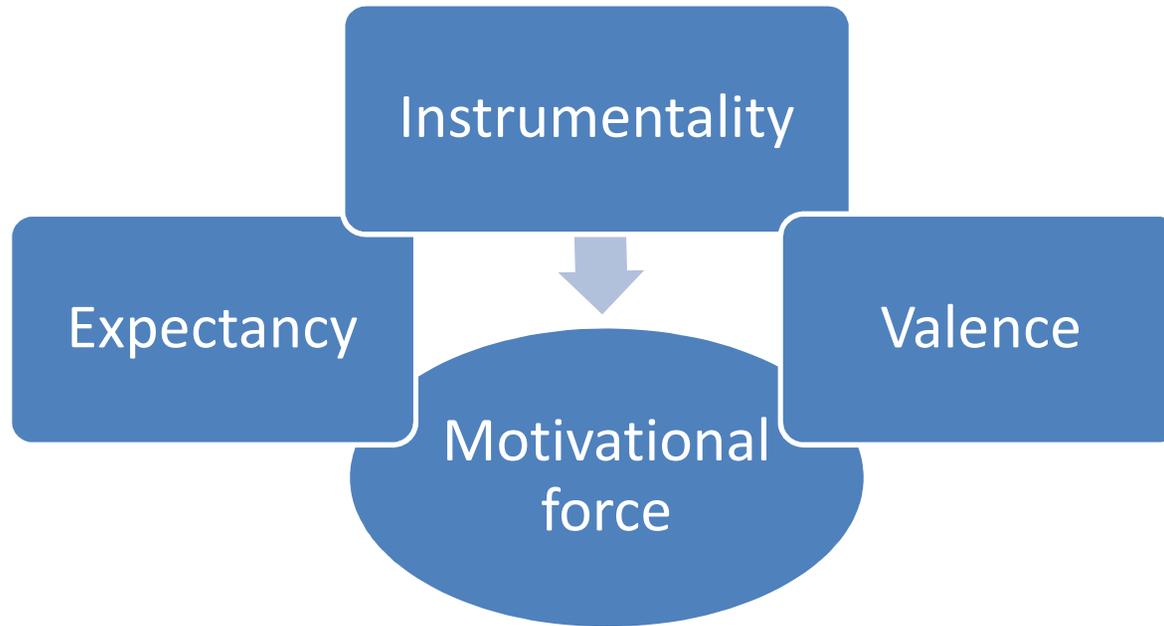
Key research literature

- The importance and limitations of Lave and Wenger's theory from novice to expert *Fuller, A. & Unwin, L. 2003, Fuller, A., Hodkinson, H., Hodkinson, P. & Unwin, L. 2005*
- Working conditions, poor quality training and lack of support *Snell, D. & Hart, A. 2007, 2008*
- The learning and retention of skilled workers *Smith, A., Oczkowski, E. & Selby-Smith, C. 2008*
- Motivation, work expectations and the apprentice's relationship with their boss *Gow, K., Hinschen, C., Anthony, D. & Warren, C. 2008*
- Affording workplace learning and coparticipation *Billett, S. 2001, 2001a*

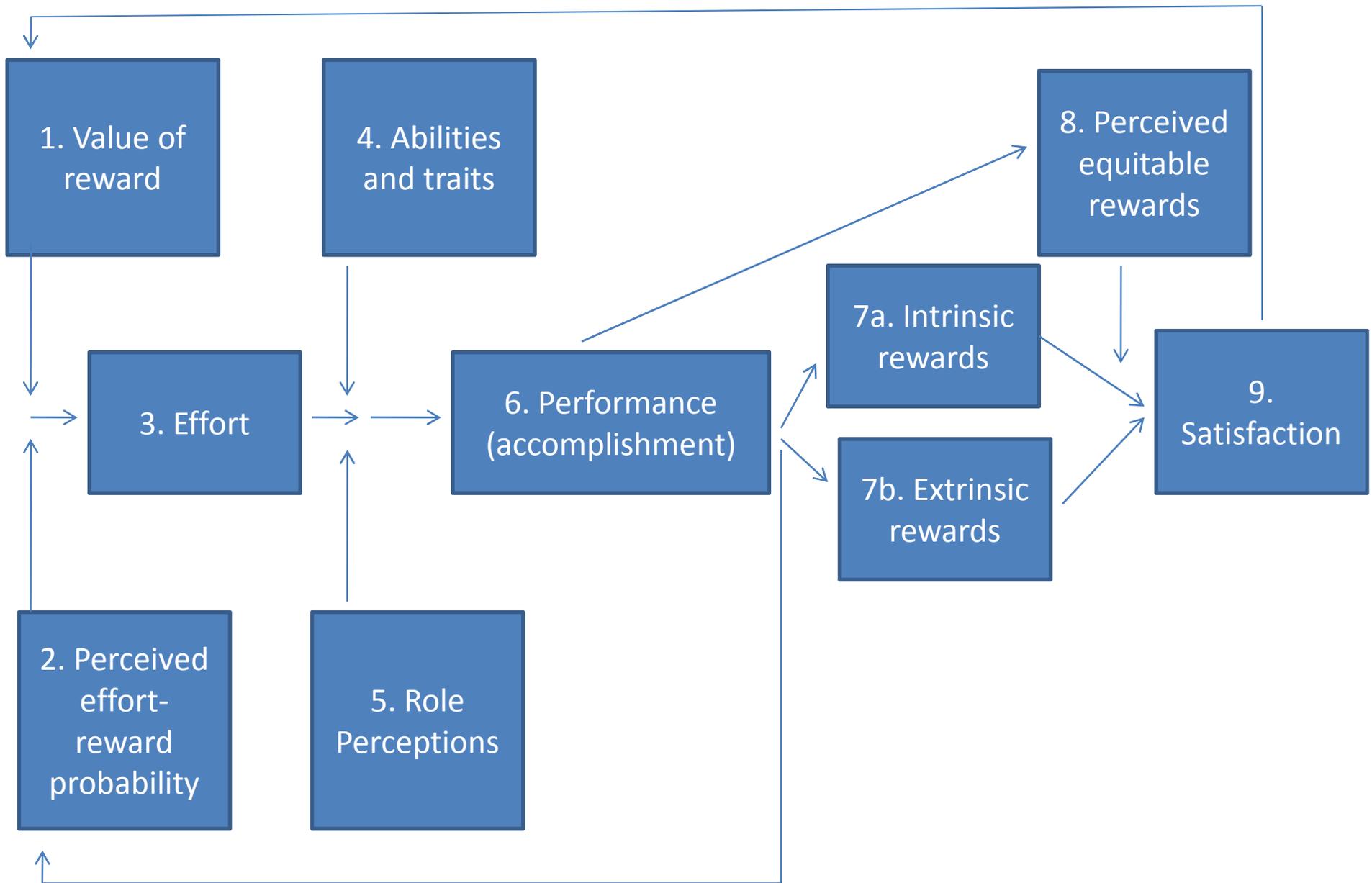


Skule, S. & Reichborn, A., N. 2002, *Learning Conducive Work: A survey of learning conditions in Norwegian workplaces*,

Vroom's VIE Theory (1964)



- **Expectancy:** the likelihood that working hard will result in satisfaction
- **Instrumentality:** the correlation between meeting performance requirements and receiving job related rewards
- **Valence:** the value of the rewards.



Concluding remarks

- Retaining enthusiastic, motivated individuals starts from their induction, this is a person not a condition.
- Knowledge is a shared commodity where all members of the group can make an important contribution.
- Find out what apprentices value and make the work valuable, share the low status work with everyone.
- Make the work doable, give them the skills and knowledge to motivate organisational as well as personal goals.
- Afford opportunities for them to stretch and shine, build their strengths and confidence.

“I was always encouraged to try new things and try new skills and work with different ingredients and if I couldn’t, like we didn’t have the budget at work, a couple of chefs bought me cook books. They would come in with different ingredients and say have you used this before and I'd say no.

Buying things, we'd go through it together and sit down after work and go through recipes and books and ingredients just to show me new things I probably wouldn't see if I wasn't in the industry or if I hadn't worked in places like that.

I wouldn't get that at home, they are only things you would get working in a commercial kitchen.”

Third year apprentice



**Thankyou for your time and any much valued comments and
questions on this research**

Comments and questions please