Investigating The Measurability of Generic Skills Of Apprentices in the Traditional Trades

AVETRA Conference
April 28-29 2011
Victoria University - Melbourne

Joe Pagnoccolo
PhD Candidate
jpagnoccolo@swin.edu.au
NCVER – Building Research Capacity Scholarship Recipient
Background

- This study is part of the research project titled
- “Emotional Intelligence and Generic Skills of Apprentices In The Traditional Trades”
Purpose Of The Research

- To assess an apprentice’s individual Generic Skills in the traditional trades.
- To investigate the relationship between an apprentice’s behaviour and their skills.
Literature Review

- **Generic Skills**
  Hawke (2004),
  Kearns (2001),
  Sanguinetti (2004),
  Clayton, Blom, Meyers, Bateman (2003),
  Yeung, Ng, Liu (2007)

- **Questionnaires** – Swinburne Student Experience Survey, Swinburne Outcome Survey

- **The Meaning Of Competency**
  Terence Hoffman (1999)

- **Validation Of A Trainability Test For Young Apprentices**
  Luis Higuera, Marina Casalls (2004)
These are the skills that an apprentice has gained through their previous secondary schooling as well as their previous work and life experiences interacting with people that apply across a variety of jobs and life contexts.

- They are also known by several other names, including:
  - key skills, core skills, essential skills, key competencies, necessary skills, transferable skills and employability skills.

- Industry’s preferred term is employability skills.
  (NCVER- Defining Generic Skills- 2003)
Why Generic Skills Are Important

- Trends and Developments Impacting on the Australian Economy
- Level of Skills Needed in the Future
- Attrition Rate of Apprentices
Methodology

- Phase 1 – Pilot Survey (2010)
  - 147 questions  n=342

- Phase 2 – Final Study Survey (2010)
  - 47 questions  n= 627

- Phase 3 – Data Analysis (2011) – in progress

- Phase 4 – Publish paper (2011) - NCVER
Study Questionnaire Design

- No. of Questions: 47
- 5 Point Likert Scale
  (never, seldom, sometimes, usually, always)

- Domain
  Initiative & Enterprise
  Teamwork
  Communication
  Learning
  Problem Solving
  Self management
The following demographic information was also collected from respondents:

- Age, Gender
- State, Country
- Highest level of education
- Type Of Apprenticeship, Type Of Apprenticeship Training
- Year Of Apprenticeship,
- RTO Type, RTO Location.
Demographics

- No. Of RTOs : 17
- Type Of Apprentice Trades: 20
- Countries:
  Australia(585), New Zealand(29), Scotland(9), USA (4)
- Gender: Male - 590  Female- 37
Raw Data - mode

- Number Of Respondents: 627
- Age: 21
- Country: Australia
- Gender: Male
- Year of Apprenticeship: 1st
- Type Of Apprenticeship: Electrical
- Type Of Apprenticeship Training: Day release
- RTO: Public
- Location: Metropolitan
Sample Responses

- **Domain: Self Management**
  - I can organise my time well       **Modal Response:** Usually

- **Domain: Learning**
  - I look for opportunities to learn new things
  - **Modal Response:** Usually

- **Domain: Problem Solving**
  - I can anticipate problems that may arise with my tasks
  - **Modal Response:** Usually
Sample Responses

- **Domain: Teamwork**
  - I work as part of a team.  
    
    **Modal Response:** Usually

- **Domain: Initiative and Enterprise**
  - I look for opportunities to learn new things
    
    **Modal Response:** Usually

- **Domain: Communication**
  - I have difficulty putting my thoughts into words.
    
    **Modal Response:** Sometimes
Benefits For Stakeholders

- Tested and supported skill sets to enhance retention for employers, training organisations, and stakeholders.

- Provide an evidence base for future recruitment strategies.

- Evidence based research to support skills most needed in training & education courses.
Thank You