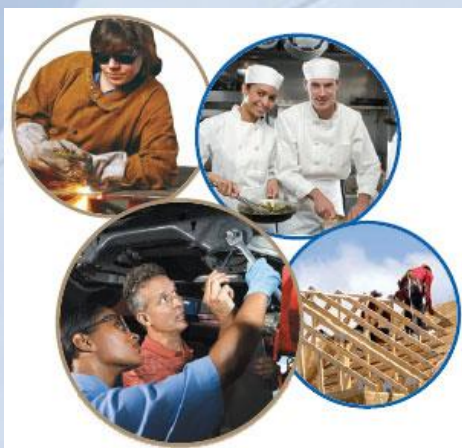




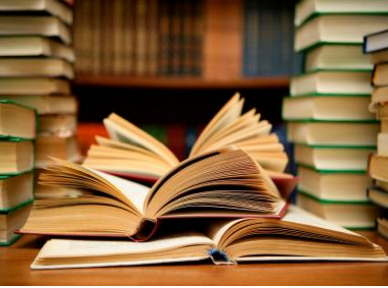
Emotional Intelligence and The Generic Skills Of Apprentices in the Traditional Trades



Phd Candidate: Joe Pagnoccolo

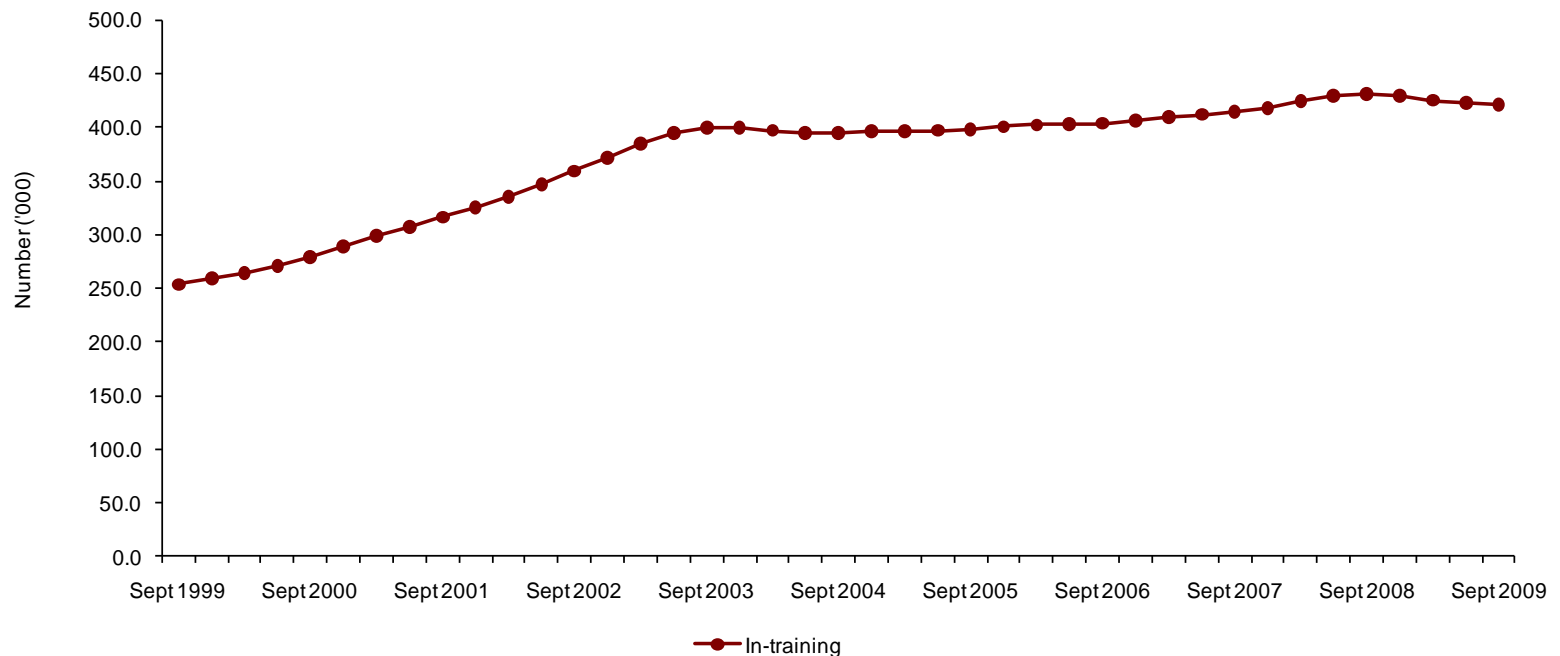
Supervisors: Prof. Con Stough & Dr. Karen Hansen

**NCVER – Building Research Capacity
Scholarship Recipient**



Apprentice Research

This graph shows the number of apprentices **In-training, seasonally adjusted¹, 1999–2009 ('000)**
(Australian vocational education and training statistics September Quarter 2009)





Apprentice Research

Statistics Of NCVER Research (September Quarter 2009)

- Of the apprentices who started their apprenticeship in 2004 and completed their course by September 2009 only **37.6 %** finished.
- Apprentices make up **3.8 %** of the Australian workforce as at December 2008 (NCVER – Apprentice Trainee Destinations 2008 publication)





Apprentice Research

Table 6 shows Completions in each quarter by state/territory, 2004–2009 ('000)(Australian vocational education and training statistics September Quarter 2009)

Quarter	NSW	Vic	Qld	SA	WA	Tas	NT	ACT	
30 September 2004	7.8	10.5	5.5	2.1	2.4	1.4	0.2	0.5	30.4
31 December 2004	9.4	12.4	8.2	1.9	2.6	1.4	0.3	0.9	37.2
31 March 2005	11.9	10.2	6.1	2.9	2.4	1.2	0.3	0.5	35.4
30 June 2005	8.8	11.3	6.6	2.4	2.1	1.4	0.3	0.6	33.4
30 September 2005	8.2	10.0	6.4	2.5	2.2	1.3	0.2	0.6	31.5
31 December 2005	8.4	12.2	8.4	2.2	3.0	1.2	0.3	0.8	36.6
31 March 2006	12.0	10.5	7.0	3.1	3.0	1.1	0.4	0.6	37.6
30 June 2006	9.4	10.7	6.6	2.3	2.6	1.2	0.2	0.5	33.6
30 September 2006	8.5	10.0	6.4	2.4	2.6	1.2	0.3	0.6	32.0
31 December 2006	9.6	12.1	9.4	2.5	3.0	1.2	0.3	0.8	38.9
31 March 2007	12.9	10.4	7.0	4.1	2.8	1.1	0.3	0.6	39.2
30 June 2007	9.4	9.6	7.7	3.1	2.3	1.1	0.2	0.5	33.8
30 September 2007	9.4	9.9	7.0	2.5	2.7	1.1	0.3	0.6	33.4
31 December 2007	9.6	12.1	9.9	3.1	3.2	1.3	0.3	0.8	40.4
31 March 2008	13.4	9.7	7.4	3.1	3.1	1.3	0.2	0.5	38.7
30 June 2008	10.7	9.3	8.6	2.5	2.7	1.3	0.2	0.5	35.8
30 September 2008	10.4	9.5	7.8	2.4	3.0	1.3	0.2	0.6	35.2
31 December 2008	11.8	11.9	10.4	3.1	3.7	1.7	0.4	0.9	43.9
31 March 2009	14.4	9.9	7.9	3.0	3.3	1.3	0.2	0.5	40.5
30 June 2009	10.8	9.5	8.3	2.7	3.5	1.2	0.2	0.6	36.8
30 September 2009	11.0	10.2	8.0	2.8	3.6	1.3	0.3	0.4	37.6



Apprentice Definition

- *Training program, usually lasting up to four years,*
- *Designed to provide employment*
- *Enables them to gain a nationally recognised qualification.*
 - *Structured training*
 - *The apprenticeship is a contract of training between the apprentice, the employer, and a training provider....”*
(Swinburne TAFE 2007 Handbook, pi).





Training Of Apprentices

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- Day release
- Block release
- School based
- Full time
- Mixed
- On The job





Types Of Apprenticeships

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- *Chef*
- *General Electrician*
- *Plumber*
- *Carpenter*
- *Painter and Decorator*
- *Hairdresser*
- *Automotive mechanic*





Purpose Of The Research

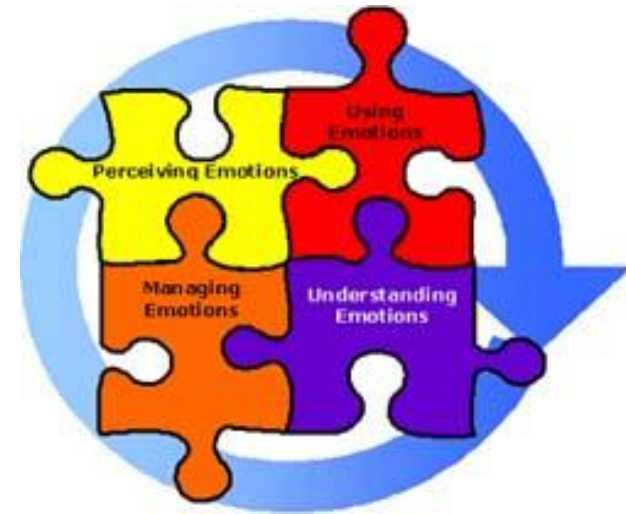
- To explore the relationship between EI and the Generic Skills of apprentices in the traditional trades studying in the VET sector.
- To seek what causal relationship exists between an apprentice's behaviour and their skills throughout the term of their contract of training.



Emotional Intelligence Definition

- *“the ability to understand feelings in the self and others and to use these feelings as informational guides for thinking and action”.*

(Salovey and Mayer, 1997)





The Swinburne Model of EI

- EI involves a set of skills that define how effectively we perceive, understand, reason with and manage our own and others' feelings.



The Swinburne Model of EI

- There are seven skills that underpin effective EI. They are:
 - Emotional Self Awareness
 - Emotional Expression
 - Emotional Awareness Of Others
 - Emotional Reasoning
 - Emotional Self Management
 - Emotional Management Of Others
 - Emotional Self Control





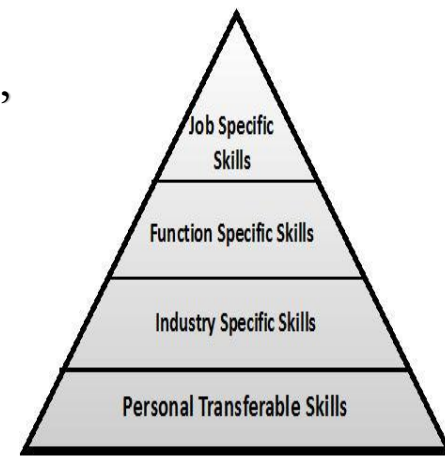
Generic Skills Definition

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.

The generic skills chosen for this research project are based on the elements used for employability skills (as seen in the Employability skills for the future report – 2002)

- Generic skills are those 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.

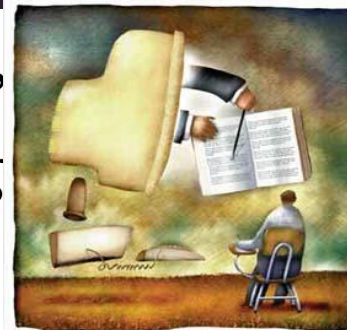
(NCVER Defining Generic Skills- 2003)



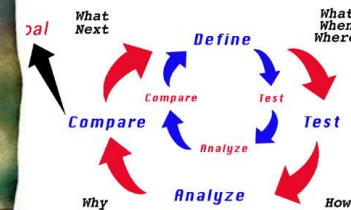


Elements Of Generic Skills used For the Research

- Communication,
- Teamwork,
- Problem Solving,
- Initiative and enterprise,
- Planning and organising
- Self management,
- Learning, and
- Technology



Problem Solving Process





Guiding Questions

- What impact does an apprentices Emotional Intelligence influence their Generic skills?
- What strategies can be used to influence the behaviour of either Emotional Intelligence or Generic skills of Apprentices?
- What influence does an apprentices training affect the development of their Emotional Intelligence and their Generic Skills?



Case Study

Floyd Industries

- Electrical, Refrigeration, Air-conditioning, & Switchboard manufacturing company .
- Based in Glenrowan – Central Victoria
- Has been in business for 34 years and has 20 staff.
- Very little staff turnover in the years they have been operating.
- Uses psychometric testing as a method for finding new staff

☒ <http://www.floydindustries.com.au/Home/tabid/185/Default.aspx>h



The Project

- To design a self report instrument based on an apprentices generic skills that can have a correlation with Emotional intelligence.
- The value added benefits will include:
 - Finding strategies for enhancing apprentice engagement in the classroom .
 - Determining suitable apprentices for particular trades.
 - Understanding the attrition and retention of apprentices .

Research Sequence


- Phase 1 – Completed (April 2010)
 - Design and test of the Generic Skills Self Report Instrument
 - (Exploratory survey to test the Generic Skills questionnaire)
 - 254 respondents answered 122 questions plus 7 demographic questions distributed to the following Participant organisations.
 - Illawara group Training (NSW) – 5
 - Southbank Institute Of Technology (Qld) – 17
 - Western Institute Of Tafe – Orange (NSW) – 16
 - Southern Group Training – Invercargill (NZ) - 59
 - Australian Trade College – (Qld) – 71
 - Skills Tech Australia – (Qld) - 86

Research Sequence

- Phase 2
 - Factor Analysis of the responses given to the questionnaire in Phase 1
 - Redesign of the questionnaire with fewer questions.
 - Submit to Ethics for approval.
 - Test for validity and reliability by retesting the questions to participants together with the self report instruments of EI and personality.



Research Sequence

- 
- Phase 3
 - Regression Analysis of the responses given to the questionnaire in Phase 2 to determine the correlations between the Generic skills and EI with personality.
 - Begin presentation of preliminary findings.

Research Sequence

- Phase 4
 - Design semi – structured questions to interview stakeholders to verify the quantitative data collected in phase 3.
 - Submit to Ethics for approval.
 - Test for validity and reliability to see if what was said in the interviews correlates with the data found in Phase 3
- Phase 5
 - End project.





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