A recipe for change: managing the learning of trainee/apprentice chefs at work

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AVETRA 2010

In this presentation
- About us
- Background and context
- What we were looking for
- Method
- What we found

About us
- Our research
  - Intersecting facets
  - Areas of mutual interest
- Context of our work
  - VET and VET organisations
- Work benefits from our research
  - Supervisors, workers and sustainability

Background and context
- Challenges of the industry and skills shortages
  - Adverse effects on apprentice chef engagement and retention
- Chef work - fine dining - Sydney
- Challenges with chef apprenticeship learning
- Supervising chefs – their roles

Argument
- the role of the supervising chef is critical to apprentice chef engagement but is not well understood by either supervisors, the industry or RTOs
- That apprentice chefs are now different

What we were looking for
- What positively engages an apprentice chef at work?
- What role does the supervising chef play in creating conducive learning conditions?
Method
- Case study - Interviews with:
  - apprentice chefs (who dropped out in yr 1 or 2)
  - chefs
  - managers
- Analysis
  - Themes - apprentice perceptions
  - work practices

Documents

Analysis

Themes - apprentice perceptions

work practices

What we found
- workplace hierarchy
- culture influences work satisfaction and learning – menial tasks
- Nature of work - not challenging
- Devolution of responsibility for training
- Support from supervisor most important to apprentice chefs
- Some supervisors don’t have skills to train others on the job

What we found cont.
- Constraints:
  - Apprentice feeling of not being supported
    “You see the way some chefs treat younger people in the industry and I think that puts a lot of people off”. Tim
  - Supervisor skills in providing on-the-job training
  - Time and resources
  - Inadequate link between RTO training, work and on-the-job training

Ways forward
- Need mix and balance
- Assist apprentices to feel supported at work
- To reconsider the role supervisors play in:
  - creating learning conducive conditions
  - fostering support in a diverse environment

Questions
- Thank you