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AGRICULTURE MODERN APPRENTICES: FACTORS AFFECTING COMPLETION

A thesis presented in partial fulfillment of the
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ABSTRACT

The Modern Apprentice Programme was introduced in 2001 to help target employment opportunities for young people in positions within industries giving them opportunities to gain industry-recognised national qualifications in a supported environment.

This Programme was targeted at young people aged 16 to 21 years with guidance and support being provided by Modern Apprenticeships Coordinators (MAC) appointed by the different industries they represented.

This research set out to identify the ways this scheme has assisted trainees within the Dairy Industry to achieve their goals, to identify what worked and what didn't, from the Modern Apprentices' (MA) point of view, the Employers and the Training Advisers (TA).

Glossary of Abbreviations

Modern Apprentice	MA
Training Adviser	TA
Industry Training Organisation	ITO
Modern Apprentice Coordinators	MAC
Skill New Zealand	SkillNZ
Generation Y	Gen Y or Y'ers

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CHAPTER ONE

INTRODUCTION

This chapter introduces the background of the Modern Apprenticeship and what factors were instrumental in the programmes development. It looks at the political and economic drives, the people involved in this process, the criteria and benefits of being involved in this programme. As I am a Training Adviser in the Agriculture Industry Training Organisation (ITO), how this programme is implemented and its effect of the young people I work with has been the driving force for this research.

The Modern Apprentice Programme was introduced in 2001 to help target employment opportunities for young people in positions within industries giving them opportunities to gain industry-recognised national qualifications in a supported environment. This Programme targeted young people aged 16 to 21 years with guidance and support being provided by Modern Apprenticeships Coordinators (MAC) appointed by the different industries they represented.

This Modern Apprentice Programme was not only involved in the process of recruitment and selection for prospective apprentices and employers, but more importantly, through a mentoring process, sought to ensure that successful training occurred for the Modern Apprentice (MA). By June 2005, thirty industries and forty eight MAC's had been appointed to support this drive with the number of Modern Apprentices rising from the original pilot of 500 in 2001, to 9,355 in September 2006, with the predicted numbers of 14,000 by 2008 already having been surpassed with 16,105 MA's reported September 1st. (TEC 2006, Jeffcoat & Jeffcoat 2006, Media@tec 2008).

Throughout New Zealand there are 30 Agriculture Training Advisers (TA) in the Agriculture Industry Training Organisation (ITO), with 17 in the North Island and

13 in the South Island. Most of these Training Advisers have Modern Apprentices (MA's) numbering between 14 to 22 MA's. As this process involves a large amount of time, money (Government figures of \$49 million per year nationwide to support the MA programmes -media@tec2008) and energy the success of this programme has had impact on a number of people groups, funding bodies and governing authorities.

Goals of this Research

This research set out to identify the ways this scheme has assisted Modern Apprentices to complete their apprenticeships, to identify what worked and what didn't, from the Modern Apprentices, their Employer/s and the Training Advisers point of view.

I have only attempted to identify the factors that have affected MA's in the Dairy Industry, mostly in the North Island and have not included any information from MA's in the sheep and cattle industry due to accessibility and to the differing needs of the sheep and cattle communities.

The main aims of this research were to identify:

- What factors contribute to the completion of Modern Apprenticeship training pathways?
- What factors create barriers to the completion of MA's training pathways?
- What effect does each of the parties involved within the Modern Apprenticeship programme contribute towards creating a successful environment for learning and the completion of the MA's training pathways?
- What factors within the Apprenticeship Programme process help or hinder success?

From these areas I hoped to find ways to improve the service the ITO provides to the Agriculture Modern Apprentices; to find ways to better support our

employers who are an integral part to this programme, and to the Industry which drives the need for well trained and competent farmers. As I am, at the time of printing, a Training Adviser for the ITO in the Taranaki region the results from this research will also assist me to indentify ways to assist the Modern Apprentices I work with to succeed and to complete their apprenticeships.

Background

Political and Economic Background

In the 1980s and 1990s several reforms were undertaken by successive governments looking at ways to improve the performance of the economy. One of the areas identified as impeding economic growth was the lack of effectiveness of low level training and the ineffectiveness of training provided to meet the needs of the industries and by this to drive the economic improvement.

From these reviews the Industry Strategy was formed not only to address the decline in apprenticeships and the need for trained people in industries, but also to align the industry training to the new National Qualifications Framework (Govt. NZ 2001). These reviews led to the establishment of the Industry Training Organisations (ITOs) in 1992. The numbers of trainees involved in industry training in September 2006 stood at over 125,000 (Govt. NZ 2001, Hall 2003, Green, Hipkins, Williams & Murdoch 2004; TEC 2006).

Prior to this review the original Apprenticeship Programmes were identified as not meeting the needs of the youth or of the industries they served. Jeffcoat & Jeffcoat (2006) identified the shortfall in youth employment by stating that

“...employers tended to offer structured industry training to older workers who had proved their reliability, rather than following the more traditional pattern of offering time-served apprenticeships to school leavers and young people. However, industry training arrangements at the time were not providing sufficient support systems for young people who were engaged in workplace learning.” (p13)

The reviews also identified that the traditional apprenticeship system did not meet the needs in that it was "...insufficiently responsive to the changing needs of the industry, it lacked coordination, was limited to traditional trades and the numbers of employees participating was in decline" (Green et al p4)

In March 2000 the Associate Minister of Education, Steve Maharey, announced the formation of the Modern Apprenticeship (MA) scheme describing it as a "high prestige training option which many young people will aspire to" (Hall 2003). This scheme was, according to the Associate Minister of Education, to "have a significant impact on the skills gap in the economy" by "delivering a practical response to an identified need in the community and a gap in our current education and training pathways" (Maharey 2000, p1; McGregor & Gray, 2003).

Modern Apprenticeship Coordinators

There are five types of Coordinators contracted to deliver the Modern Apprenticeship scheme. They include Polytechnics; Industry Training Organisations (ITOs), Private Training Establishments (PTEs), Group Training Organisations, and Community-based organisations.

The roles these Coordinators needed to undertake included:

- To market and promote the Modern Apprenticeship Programme within their regions or industries
- To recruit and screen potential Modern Apprentices through links with schools and other institutions and, if required, arrange work placements with employers
- To produce an Individual Training Plan in consultations with the employers and the MA that leads to achievement of credits towards a National Certificate
- To ensure that quality training is provided
- To support Modern Apprentices by visits with each employer and Modern Apprentice at least once a quarter and more often if required

- To ensure that disadvantaged groups in the labour market, are aware of the Modern Apprenticeships Programme, and the Programme is promoted to increase representation of these groups in industries.

(Adapted from p16 & 17 Jeffcoat et al 2006)

Although there were similarities to other training already in place within the Tertiary Education system the MA scheme differed in two main ways. The first main area was the employment relationship between the employer and the coordinator. To enroll a trainee into an apprenticeship there must be a formal training agreement between the Modern Apprentices, the Coordinator and the Employer. In some employments, where appropriate, there is also a Government subsidy available to employers to meet the cost of their MA's training.

The second main difference is the level of support provided by the Coordinators through their mentoring role in assisting the apprentices to be able to complete their training plans that have been individually designed for them. The training plan, and agreement, is to allow for the completion of National Certificate credits at Levels 3 or 4 of the National Qualifications Framework.

Other benefits include the opportunity to access funding to improve the quality of the MA's key skills, such as in numeracy and literacy, and for extra training that could assist the MA in their career, such as obtaining their Heavy Traffic Licence.

From 2001 to 2006 the New Zealand Government had subsidised industry training by more than \$110 million through the Modern Apprenticeship Programme. This Programme was seen as not only a major player in increasing the knowledge base of our country's workers but also a method to enable New Zealand to compete in a global market. Prime Minister Helen Clark has stated that with the MA Programme everyone benefits - especially New Zealand as a

whole. She said "Not only are Modern Apprenticeships proving a winner for business but they are providing a high value, prestige education pathway which is a practical response to an identified need in the community and a gap in our current education and training pathways." (NEON 2006 p1). The Government has further enforced its support by providing a budget to enable MA numbers to rise to 14,000 by December 2008.

Agriculture ITO Modern Apprenticeship

In the Modern Apprenticeship Programme of the Agriculture ITO there are a few differences on how this scheme is run from a number of other ITO's. One of the main differences is that the ITO does not recruit youth and arrange employment with a farmer. The MAs chosen are already in an employment agreement with a farmer and have been studying towards a National Certificate. In the initial set up of the Modern Apprenticeship Programme the Agriculture ITO took the position that there were enough suitable 16 to 21 year olds entering the industry anyway without having to specifically recruit potential MAs.

Criteria of selection

Our MA's are currently chosen from our ordinary industry trainees that have shown they have the right attitude and commitment to complete training and who, the Training Adviser who works with them, believes have the ability to progress well within the industry and they fit within the government given criteria. The main governmental criteria for an MA is that they are aged from 16 to 21 or they are eligible through being in an under represented category such as gender or cultural background. Input is also sought from the class tutor and from their employer as to the trainees' suitability for becoming an MA.

Process

The MA then continues with the same training s/he has had up till this time but will have the extra input of the three monthly meetings and the mentoring that occurs within these meetings. They will also have access to extra funding and

will also have opportunities to attend different events as arranged such as Future Farmers.

The Employer must also be supportive of this training and provide a positive environment and the opportunities to enable their MA to complete their apprenticeship. With this process the Employer, or the person they work with mostly on farm, also have the role of mentorship with the MA. This three-strand training environment provides ideal support for the MA throughout their on farm practice and in completing their qualifications. If, as has happened in a number of situations, the MA shifts farms and employers then the Apprenticeship is able to go with the MA to another place of work but a new agreement must be signed, under the same conditions, with the new Employer.

The Training Plan, which is designed for each MA and is agreed on by all three parties (Training Adviser, Employer and the MA), allows for two National Certificates to be completed within the Apprentices' pathway. Which two National Certificates is decided on after discussions on what best suits the MA's experience on farm and their ability to complete theory assessments. If the MA is young and has had little experience on farm they will normally be put onto a level three and four pathway. If they have had a reasonable amount of experience on farm or have been working elsewhere and have gained life, study and work skills they may be placed on a pathway that enables them to complete two level four qualifications. Key skill (Numeracy/literacy) requirements are identified at this stage and if required, processes are put in place to meet these needs. Other areas outside of normal training that may be required to assist in the MA's farming career are also identified at this time, (e.g. heavy traffic license, reference books) and some of these needs can be met throughout the apprenticeship during the quarterly review meetings.

After the initial setup of the Training Plan, goals will be set for the MA to achieve over the next three months. These goals could cover farm activities, such as

assisting with calving cows or helping with feed management, theory assignments from class, or they could be personal goals such as budgeting to buy a car. Strategies are devised for ways to help the MA to meet these goals.

A meeting is arranged three months later to see whether these goals have been achieved and to set new goals for the next three months. These three monthly meetings are continued throughout the apprenticeship where the success of the goals that have been met can be applauded and areas where different strategies need to be set to enable the trainee to meet goals can be acknowledged. To keep the momentum up, ongoing contact will be kept with the MA and the Employer between these meetings through meetings in-class, by phone, or through general catch-ups as required.

CHAPTER TWO

LITERATURE REVIEW

Introduction

For a MA to be successful with their Apprenticeship there are a number of people and factors that have an influence on their ability to succeed. These influences include the employers they work with and their ability to mentor and encourage their employee; the trainee's experiences both with training/education and the farming industry; the tutor's ability to encourage positive learning in the classroom; the TA's ability to identify what motivates their MA and sets the environment for this to happen, to be able to build positive learning relationships and to mentor others; and the MA's personal issues such as family support either from their parents or partners, financial and family responsibilities, and social needs.

To understand how these factors, or influences, may affect people in the completion of their apprenticeship I undertook a review of literature on the following areas.

Previous Research

This was to help identify common trends and to provide insights from other researchers into possible identified problem areas and possible solutions with MA programmes both in New Zealand and overseas. The information gained helped to identify common threads and similarities in the programmes and the issues they faced.

Motivation

What motivates a Modern Apprentice to succeed within the Dairy Industry? Is the main motivational drive from intrinsic or extrinsic factors; the value of the achievement or the acceptance of others? What processes or factors have been identified by theorists to help motivate not only personal success and achievement but also success within the workplace?

What is 'of value' to the generation who are targeted to become MA's and what motivates this age-group of people who are referred to as the Generation Y'ers? What are the forces that motivate them and how do the goals that drive this generation differ from the older generation that they are in partnership within the MA Programme?

Mentoring

The most important factor identified in the implementation of the Modern Apprenticeship programme was the process of mentoring. This process was identified as being critical to the success, or otherwise, of the MA and thereby the programme. This factor was also the main difference between the old apprenticeship programme and the new, or modern, apprenticeship. What skills are required for those that assist these youth to becoming successful and fulfilled within their careers/lives and how can this tool be used to its fullest extent?

Review of Previous Research Undertaken on Modern Apprenticeship Schemes

There are a number of similarities between the Modern Apprenticeship Programmes run in England and Scotland, and the New Zealand Programme, not only in the process and procedures. The reason for the implementation of these programmes was primarily for enhancing the economic and knowledge growth of their respective work forces.

The key factors identified by a IFF Research (2000) as to the reasons for non completion of Apprenticeships in England were:

- Getting a new job – leaving to obtain better pay and job prospects
- Difficulty of completing training while working fulltime
- Being dismissed or being made redundant
- Personal issues (10% of the females who terminated their apprenticeship were pregnant).

Harris, Simons & Clayton, (2001) interviewed 437 apprentices and trainees who had recently completed or were about to finish their qualifications in Australia, where they identified factors and the circumstances in their learning environments that played a major role in retention. These were a positive and supportive learning environment, positive relationships between the apprentices and their trainers, high quality teaching and learning material, and flexible and relevant learning opportunities.

They then identified some of the important factors enabling them to complete their training as:

- An interest in the occupation
- Having medium and long term goals
- Support of family and friends

- The qualification to be seen as valuable
- Having the resources to cope with changes in personal or workplace circumstances
- Hours and demands of work to be realistic
- Management are supportive
- Trainers are seen to be experienced in the industry, effective and supportive.

Skill NZ (2001) identified a number of factors that assisted with completions during their formative review on the success of the MA Programme. Some of the factors identified were:

- Having an individualised training plan as this was helpful in keeping the MA's motivated
- Breaking down the learning into smaller achievable chunks
- More frequent contact between the Coordinator/Training Adviser which strengthens the relationships and hence the completion rates (most MAC were phoning weekly to keep MAs motivated)
- The understanding of how the process of the MA programme works known by both the employer and the apprentice was vital to success.

Gallacher, Whittaker & Crossan (2004) undertook research on completion rates for apprenticeships in Scotland and the main factors that they believe had an influence on completion rates were:

- A supportive workplace – involving employers who understood the MA process, took an interest in their employees training; and where training was valued and prioritized creating a positive training culture.
- Apprentices who understood the MA process

- The way training was delivered both at work and at the off job courses (Training Providers).
- The quality of training given both on-job and off
- Good relationship between training adviser and apprentice.

Age was not seen as an issue and personal problems were not a primary reason for non completion. Although core or key skills are identified by the Training Providers as a concern they were also not identified as a major issue by the employers or the apprentices. The role of incentives was also not necessarily a great factor in whether an MA completed or not, but those employers paying low wages could affect the numbers staying at their job and showed this by the large turnover in staff, and that in turn did affect completion.

Cully and Curtain (2002) undertook research in Australia to look at, among other things, why new apprentices did not carry on. One of the main reasons they identified was the employee leaving that employer. Just over half of all new apprentices stopped their training for job related purposes – one in five because the employer initiated it (redundant or dismissal), one in six for reasons to do with training (transfer to another apprenticeship) and one in ten for personal or other reasons. The employers interviewed had reasons for stopping similar to the apprentices.

Jeffcoat & Jeffcoat (2006) undertook an evaluation review scheme throughout New Zealand for the Tertiary Education Commission to “determine to what extent the Modern Apprenticeships Programme had delivered on the Government’s policy intention that young people aged 16 – 21 are encouraged and helped to take up, and complete apprenticeship training.” (p8)

This large survey involved getting feedback from Modern Apprentices, their Employers and their MA Coordinators across New Zealand. The main reasons

identified (in order of priority) for non-completion by the Modern Apprentices were:

- Personal reasons not related to their job (such as relationships)
- Change of industry careers and trades
- The Employer ended the employment or the business itself ended
- The Employee wanted to leave the place of work.

Jeffcoat & Jeffcoat go onto qualify that the personal reasons were often tied to what they called “the life-stage of Modern Apprentices – rather than the programme design or delivery” (p10). In other words, life circumstances were greater than the ability of the youth to handle the work and training they had joined up to do. Another factor identified as a deterrent to staying on the job was the effect of the job on the social life of the MA where it had been difficult to have contact with their friends due to work hours. This can be a factor especially for those a long distance from town.

The two main reasons Jeffcoat & Jeffcoat reported for employees not completing as identified by the Employers were

- Personal issues
- The attitude of the employee – these covered areas such a lack of desire to enhance their skills, a lack of commitment and the lack of fit between employer and employee.

Another factor thought of as important and originally identified in the reasons for the MA programme, was the need to improve MA's key skills (Numeracy & Literacy). It has long been thought, especially in the Agriculture Industry, that difficulty with writing created barriers in completing assignment work and hence their apprenticeships. From Jeffcoat's (ibid) research, it shows that a greater percentage of the completed MA's identified difficulties with written work than with the terminated MA's (see Table 1). This suggests that even though there

are perceived difficulties with writing this area may not be as much of a concern or barrier as originally thought.

Although there are similarities in the same table for lack of support for written work and for problems with coordinators, the difference in the area for employer difficulties has marked differences with no difficulties being identified with MA's who completed compared to 19.4% for those who were terminated (See Table 1). This area, and relationship, is obviously one of the major factors concerning completion.

Table 1:
Nature of Problems or Difficulties Experienced by Modern Apprentices

Problems or Difficulties Experienced	Completed MAs %	Terminated MAs %
Difficulties with written work (understanding)	59.1	35.5
Employer / employment related difficulties	0	19.4
Lack of support for written work (includes time available)	36.4	38.7
Problems with Coordinator	4.5	4.8
Wage related	0	1.6

(Jeffcoat & Jeffcoat 2006 p 65)

One of the areas identified in this research as being an indicator of completion was in the length of time a trainee had been working before becoming an MA. Only 8.9% of MA's who had been working 3 months or less before becoming an MA had completed their programme, in comparison with 21.4% for 1-2 years employed and 42.9 % for 2 years or longer. This would allow for MAs to work in the industry and to be able to see whether they liked the industry before taking up an apprenticeship. This factor also shows up with the number of MAs leaving their apprenticeship within six months into the apprenticeship.

Also from the same research, Jeffcoat et al, it was identified that the completed MAs more were likely (72.2%) to have talked their MA Coordinators of their concerns in comparison with the terminated MA's (48.8%). This identifies the importance of the Coordinators, or in the Agriculture industry, the Training Advisers' role in assisting the completion of the apprenticeship.

With the contact between the MA's and the Coordinators identified as being of great importance one might assume that the more contact they could have the greater the effect on completions. Jeffcoats et al research showed that a meeting every three months appeared to be the best time span for those with 51% of those completing with compared with 41% of those not completed. Interestingly, the second largest area in the terminated MA's was in the meetings 'once a month or more' challenging the more (meetings) is the best. (see Table 2 below). Alternatively this negative result showing the higher numbers of meetings may reflect there more regular meetings with those that are at a high risk of failing to keep them motivated and on track but despite this the student still does not complete.

Table 2: Frequency of Face-to-Face Meetings with Modern Apprenticeships Coordinators

Frequency of Meetings	Completed MAs %	Terminated MAs %
Once a month or more often	17.8	30.8
Once every 2 months (6 times a year)	17.8	10.9
Once every 3 months (once a quarter)	51.1	41.0
Once every 4 – 6 months	7.8	5.1
Once every 6 months (twice a year)	2.2	3.2
Once a year	1.1	4.5
Less often than once a year	2.2	4.5

(Jeffcoat & Jeffcoat 2006 p 71)

Relationships between Mentors and Mentees

Another very important aspect identified in research was the importance of the relationship between the MA (Mentee) and the Training Adviser (Mentor) and the way this relationship worked affected the outcome for the MA. Table 3 identifies the different aspects of this relationship from Jeffcoat et al research. From the results it can be seen that there are few differences in the perceptions of the MA's from the completed MAs to the terminated ones, as to their Training coordinators/Training Advisers attributes. The only one of any notable difference was in the area of how easy they thought they were to talk to.

Table 3: Modern Apprentices' Percentage Rating of Coordinator Performance as 'Pretty Good' or 'Excellent' on Performance Attributes

Coordinator Attribute	Completed MAs %	Terminated MAs %
How easy they are to get in contact with	75.3	71.6
How easy they are to talk to	86.6	77.5
How much they know about the industry they are working in	79.4	79.9
How professional they are	87.7	84.1
How much they challenge you to perform well	76.3	71.6

(Jeffcoat & Jeffcoat 2006 p 75)

Motivation

Motivation is the influences exerted on our thoughts, emotions, and bodies that prompt us to take action and move toward what we believe will be of benefit to us in the short or long term. Motivation is about peoples' needs which determine how they behave. Although we can not motivate people we can set an environment where they have the opportunity to attain success. In the nineteenth century theorists such as Jeremy Bentham had the view that all employees were interested in was themselves and were motivated by the desire to either avoid pain or to find pleasure. He believed that anyone would work hard if the rewards were big enough, or if the punishment was sufficiently unpleasant. This motivation theory was commonly known as the Carrot and Stick approach. (Bentham 1995)

Robert Owen was a nineteenth century Scottish Textile mill owner who believed that people were like machines in that if they were well maintained and looked after they would perform better. He presented a report to the County of Lanark for the purpose of "Relieving Public Distress and Removing Discontent by Giving Permanent, Productive Employment to the Poor and working classes" (Owen 1980, p1). His belief was that if the 'working class' was trained and given the knowledge to work the land better they would prosper and by this would be motivated to continue improving production and thereby their own living and working conditions. This 'revolutionary view' did not find favour amongst the other industrialists of that time.

At the turn of the century Frederick Taylor based his theories of motivation on the principle that money was the main motivator needed for people to work better. He believed that workers were lazy by nature but were eager for money. This gave rise to well supervised workplaces and workers being paid on quotas and incentives. This was not a particularly successful method of motivation as people saw themselves as only being part of the machinery and were viewed as someone of low status (Taylor, 2003).

Taylor's assistant, Mayo, saw a number of shortcomings in Taylor's theory and during the 1920's and 1930's investigated the effect lighting had on the quality of and the assembly rates in the Hawthorne Works of the General Electric Company in Chicago. With one group he increased the lighting in the work place and was pleased to note not only the increased production but also better quality. The bigger surprise came from the control group that did not have the lighting increased but were found to have also increased their rate of production and quality also. Mayo believed that the real reason behind the improvement was that the supervisors and the management were taking a personal interest in the workers while observing them to see how they were doing and that it had nothing to do with the lighting at all. Mayo saw that the real meanings of success lie in the people's attitudes and with the interest and respect shown, the fellowship and the personal freedom in their job. (Envision Software Incorporated 2007).

Motivation has been defined as what moves people as a state of drive or arousal, that impels behaviour towards a goal object. This means motivation has two components: (1) The drive or arousal and (2) Goal-object. A drive is an internal desire that motivates a person to take actions towards fulfilling or meeting the drive or arousal and a goal object provides a direction in which to work. (Sheth & Mittal 2004)

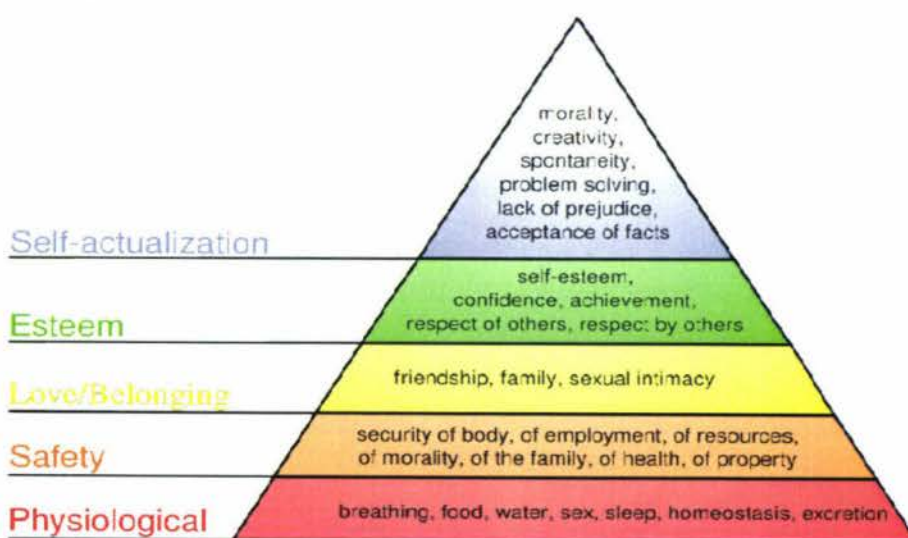
Drives and Incentives

Earlier research into motivation believed that all motivated behaviour was influenced by two factors, the internal factors called 'drives' (or 'needs') and external factors called 'incentives' (Santrock 2002). It identified the most prominent needs of human beings and divided them into two areas, biological and social needs. The biological needs identified as important in humans were hunger, thirst, sex, temperature, excretory, sleep, rest, aggression and activity. The examples of social needs were achievement, affiliation, autonomy, nurturance, dominance, exhibition, order and play.

Another model of motivation is the Expectancy – Value Model (Santrock 2002). According to the expectancy value model the motivation to pursue a particular goal will depend on two factors: 1) The expectancy of one's chance of attaining the goal or incentive and 2) The value of this incentive. If someone thinks that the goal they are heading for can be achieved and it is something they consider to be important then they will be motivated to achieve this goal, (Santrock 2002).

Hierarchy of Needs

Abraham Maslow proposed that all humans have universal needs and these needs consist of five levels that are hierarchical with the most basic needs needing to be fulfilled before graduating to the next level. These needs fell into the categories of physiological, security, social, esteem, and self-actualisation (See Illustration below). To enable a person to progress to the next 'level' they needed first to fulfill the need of the preceding level. This meant to be able to process to the second stage they would need to fulfill the physiological needs, such as food and water, before progressing up to the second level of security and so on.



This idea of needs, or motivation, of Maslow's was built onto by Herzberg who attempted to identify what motivated workers in organisations. He described

two groups of activities that meet worker's needs: hygiene (physiological and safety) and motivators (belonging, esteem, self-actualization). The Hygiene Factors were related to the environment of the job, rather than the job itself such as pay, a secure job, good working conditions, supervision, policies, a good pension and interpersonal relationships. Motivators were aspects of work related to job satisfaction such as recognition of good work, independence, achievement, opportunity for advancement, participation and responsibility of work. (Herzberg, Mauser & Synderman 1995, Marlow & Lechinby 1999, Herzberg 2003)

As people work within an industry they need to see that the job will meet their needs more than just money. Howell (2003) believes that there are three main current theories on what motivates staff.

The Reactance Theory says that people need to feel they have some control over their work and freedom in their work.

The Expectance Theory identifies what results come from the effort that is required from them to be able to complete the job.

The Goal Theory identifies where payment is given in relation to achieving goals. This theory ties in well with the Y'ers need to have their achievements recognised and the recognition that what they do is of value.

Cole (2003) also states that although money can be identified as a motivator of sorts, he believes that beyond the monetary rewards the "working conditions, advancement opportunities (delayed rewards) and lifestyle opportunities" are as important, if not more important factors in attracting and retaining of staff. (p5).

The existence needs of the Existence Relatedness Growth(ERG) Theory by Alderfer (Blanchard & Thacker 1999) corresponds to Maslow's physiological security needs, self actualization and internal self esteem needs. The

Relatedness Needs reflects peoples need to be valued and accepted by others; interpersonal relationships and group membership such as family work and friends work on this area; the growth needs cover our feelings of self worth, competency and achieving our potential. In other words people work to satisfy their needs. Blanchard et. al. (1999) looks at motivation factors through the medium of self efficacy and self needs. This theory studies feelings about their own competency and whether they can and will perform successfully.

“In a training concept research shows that those with high efficacy beliefs are more motivated to learn and are more likely to transfer that learning. Several factors combine to provide employees with an estimate of their ability to be successful” (p75).

These are:

- Prior experience
- Behavioural models of successes and failures of those around them
- Other's feedback - encouragement or discouragement from those around them
- Physical and emotional state. The physical or emotional limitations believed to affect the ability to perform

A number of the young people that come through into the farming industry have not necessarily lived in an environment of success, especially within the schooling system. I have found that a number of people who are drawn to farming are very practical hands on people who love to get out there and just do it whereas writing what they're doing down on paper isn't necessarily their strong point. By that I am not saying that these young people are not very intelligent, just that their intelligence may not be best shown on paper, but more so by what they do.

Understanding the MA's needs and setting a programme and goals to meet those needs is a recipe for success. Within the process of the MA scheme the time of mentoring and goal setting is the pivotal point of difference between the

MAAs and the 'normal' trainees and is seen as crucial to the success of the programme. In this context goal setting is defined as a motivational incentive where the training is designed so that difficult tasks are broken down into a smaller set of tasks that are more easily mastered and provide a measure of success when completed.

Generation Y

Generation Y is loosely defined as those born from 1978 -1994. Even though a definition of people born in a certain period of time cannot be exhaustive the social, technological and cultural factors present during their formative years provide a template of influences that may define how they view the world.

One of the main areas that needed to be addressed in this research was in recognising what motivates the young MAAs from their perspective, and understanding that as much as an older generations perspective has been formed by the experiences and social values of the time when they were growing up, so too have the young MA's. Recognising and acknowledging the difference between these two sets of views and values must be a good part of the driving force for improvement and change within the MA process.

According to Sheahan (2005) the older generation are working with a generation of young people who work under different rules and with different end goals in sight. He states that in jobs the typical Y'ers (Generation Y person) can often be, just to name a few characteristics, ambitious, "always on the lookout for something better. A desire to be involved in the process of designing their workplace activities and how they do them.... eager to learn and do more" (p90).

They prefer to have a boss that empowers them who will mentor them rather than one that just tells them what to do. In trying to understand the needs of these young people, who we have in training in our Modern Apprenticeship Programme, we need to realise that what they feel is important and needed for

them to be successful, and what they define as success is not necessarily what the previous generations think. What motivates them may well differ to those, such as myself, who are in the position to make decisions on the most successful process for MA's to succeed.

Sheahan believes that one of the big factors in the Y Generation that is that Yers will take the 'Good Now' over the 'Great Later'. This is a factor that I have seen in many ways over the time I have been working with this generation where the need to experience the best now – even if not as positive for the future – drives them to take up positions on farms they may not be ready for and in situations they may be ill prepared for. Examples of this would include moving on to share-milking positions before their skill base and knowledge is sufficient to handle the challenges of being the 'one in charge'.

Martin & Tulgan (2001) describe Gen Y'ers as being

- A generation of new confidence, upbeat and full of self esteem
- The most education minded generation in history
- A generation paving the way to a more open, tolerant society
- A generation leading to a new wave of volunteerism (p4)

They believe the new generation have got this way being "Influenced by parents who value education and a workplace that demands it, most Gen Y'ers recognise that the key to their success lies in advanced learning." (p7)

Sheahan (2005) goes on to identify the characteristics of this generation as being mature, resilient, fast learners, practical, enterprising and manipulative. Gen Yers at work must believe that what they're doing must be meaningful producing something that is worthwhile. This factor has been identified by all as being one of the most important factors in any workplace where Gen Y'ers will be working successfully. To fulfill these goals Sheahan identifies what Gen Y'ers need from their job.

The job must

- Have purpose and meaning
- Have increasing responsibility
- Have promotional opportunity
- Be treated individually and creatively
- Be provided with new challenges and experiences
- Be given a fair compensation
- Have increased employability
- To feel like they belong and to be engaged.

They expect their workplace to be

- Flexible
- Ethical
- Fun
- Modern and edgy
- Passionate and optimistic.

They expect from a boss

- Empowerment
- To be mentored not directed
- To be treated with fairness
- To have recognition for what they do
- To have a personal connection
- To be involved and valued.

Martin & Tulgan (2001) say that for Gen Y'ers to feel successful at work they must be getting the rewards they feel they have earned, they have to be part of a highly motivated team of committed people and they fully expect to meet their own lofty financial and personal goals. They want a job that will challenge them.

They are eager for responsibility and attempt innovations

"This generation won't be lured by promises of climbing ladders, paying dues, and cashing out at retirement

They want to know

- What value can I add today
- What can I learn today
- What will you offer me today
- How will I be rewarded today" (p48)

The difference between what the Y'ers and those of the 'older generation' working with them, is the definition of the effort required and the 'value' of what has been achieved – and hence the reward.

Most of these factors, to varying degrees, I believe are inherent not only in the Gen Y'ers but also in most people that work regardless of which generation. The difference appears to be in the fact that Generation Y'ers expect this as a right and will move quite easily to another workplace or job that is seen to meet their needs and expectations. To be able to deliver this type of workplace to our Y'ers is a challenge that needs to be met by our employers and the Industry especially in a time of low unemployment rates where finding employees in the market place is proving a challenge not only in agriculture but across all industries in New Zealand.

Research undertaken by Speight in 2006 identifies that the Y'ers in farming also expect variety and challenges and aren't necessarily interested in moving up the 'traditional' pathway to farm ownership/management. The waiting for 'X' numbers of years before they move onto the next step is not seen as the only way to go. They want new experiences, new challenges, responsibility, promotion, meaning and rewards, and they want it now. They expect to progress through the ranks quickly and will willingly move on if this doesn't happen. To be able to implement a workplace programme to meet the high demands of this generation we need to have in place systems that will support not only the

business needs and goals but will support the Y'ers desires to succeed, to feel valued and important in what they do and achieve the rewards that they crave.

One possible outcome from the Yers perceived view points as stated above, and from the expectations required from workplaces and Employers, is the perceived ability or more importantly 'attitude' as seen by Employers. A number of Employers, in the traditional farming areas, have become farm owners/managers by 'starting at the bottom', 'working their way up through the ranks' and doing the 'hard yards'. They then employ a group of people who want to be where the boss is within 5-10 years and believe they have a right to have well paid, challenging, interesting jobs with their needs being catered for. In the section on previous research the MAs are often viewed as 'not having the right attitude' for success, in the employers and TA's viewpoint. This may well not be a reflection on the 'right attitude' but rather pointing out the differences in perceptions of a right attitude.

Sheahan (2005) believes that Generation Yers are passionate for experience and that they want to be active in choosing and moulding that experience. To keep them motivated, he believes they need a career that not only gives them the factors such as a challenge, fair compensation, recognition and responsibility, but they need a safe and positive learning environment. This showed it fulfilled not only their expectations in a career but fulfilled the needs that they find worthwhile not only for themselves but for others. This I would say would be fairly valid for most, if not all, of us.

Mentoring

One of the key factors in the formation process of the MA scheme was the recognition of the valuable contribution and positive effect that mentoring had in assisting people to succeed. This mentoring is a crucial part in the MA process according to Skill NZ where they advertise to prospective MA's that to assist them in completing their programme "you'll be assigned your own personal

mentor and Modern Apprentice Coordinator – whose job will be to help you succeed” (2002 p1).

Luecke (2004) identifies a Mentor as “... simply someone who helps someone else learn something that he or she would have learnt less well, more slowly or not at all if left alone” (p2). The process of mentoring is where one person with skills and knowledge (Mentor) helps another (Mentee) to reach their own potential by addresses the goals the mentee needs to achieve and looking at ways or solutions together to enable the mentee to reach them successfully. This mentoring is best when it is self directed by mentees to reach their goals made by their own decisions,, with a mentor to give guidance and direction, encouragement or correction as necessary.

According to Aurora (2004) “Effective mentoring... deals with issues of the present and future, rather than that of the past and guides students to create plans for the future. Commitment is fostered by giving feedback and reinforcement, allowing plans the time to work, while not allowing excuses for non-performance.” (p7). Aurora then goes on to define the main factor in successful mentoring: “Mentoring is first and foremost the relationship from which learning follows.” (p33).

Throughout the literature it is agreed that the main factor in a successful mentoring partnership was in the strength and quality of the relationship between the mentor and the mentee. The factors that enhance this relationship are with the regularity and frequency of contact between the mentor and the mentee and the length or duration of the relationship. (Rhodes 2002). Rhodes goes onto say that “Mentoring programmes are only effective when mentors become significant adults in the lives of youth” (p21) and that it is the “ youths perception of the relationships” which is a reliable predictor of the outcomes of success - or otherwise.

To help understand the factors that affect how learning is put into practice and training for relevance, Brinkerhoff has developed a process called High Impact Learning. This process identifies the skill/competency/capability factors that a workplace needs of an employee to make that person successful within that business. It identifies what that person requires for training, how that training can be put into practice in the workplace and the factors that make it successful. Brinkerhoff challenges the process of previous training schemes by looking at the effect the 'person of change' has on the information learnt (Kirkpatrick 1998, Brinkerhoff & Dressler 1990, Brinkerhoff & Apking 2002, Brinkerhoff 2003).

This 'person of change' is the supervisor (Farmer/Employer) the employee works with and Brinkerhoff sees this person as the one to effect change through the mentoring of the employee – or in this case the MA. The ability to target an employee's training needs to not only meet the employees needs but the needs of the business as well. This goes a long way towards providing a job for our Yers that is of value, gives purpose and meaning to what they do, enabling them to increasingly progress up the industry ranks with promotional opportunities. This mentoring, and the relationship formed within this mentorship, is the crucial point for success, or otherwise. According to Martin (2005), "The number one factor affecting employee performance as well as retention is the relationship people have with their immediate supervisor" (p50).

The Mentors Role

Although there are many ideas on 'how to mentor' throughout the literature there is consistent agreement with the main areas. The main area of agreement is that the match between the mentor (TA) and the mentee (or MA) needs to be right. As the bond between the mentor and the mentee is one of the most important factors in a successful outcome then the initial choice must be made with careful consideration to compatibility.

Luecke (2004) goes so far as to say that the coaching/mentoring relationship is held together by an emotional bond between the participants and to be a good mentor you need to: -

1. Manage the relationship

As stated before mentoring is a relationship from which learning will come. Time spent on forming a strong relationship, especially at the beginning when boundaries and expectations are first made set the pattern for the continuing relationship (i.e. become a significant person in the MAs' life).

2. Affirm, affirm, affirm

"Always and unconditionally affirm your protégé as a person of great value" (Johnson & Ridley 2004). Affirmation is needed to continue to grow the relationship and to provide the environment for the mentee to grow in.

3. Encourage and support

As a Mentor one of the main functions is to encourage MAs to support their growth by providing the encouragement to try, to have belief in their ability, to provide support while they are taking on new learnings and to provide the challenges that will make them grow. As Johnson and Ridley (2004) say,

"People thrive when they feel safe, valued and well supported. When a mentor is open, approachable and consistently encouraging, protégés are more at ease with risk taking, more assured they can succeed and more comfortable asking for advice and assistance." (p16). They go on to say 'For what ever reason failure to encourage and support diminishes the strength and value of the mentorship' (p17).

4. Expect excellence

Display confidence in your MA, that they are capable people and that they can achieve. Expect more from them than they expect from themselves, help them to raise their own expectations and have confidence in themselves. Never endorse perfection as a goal as "A perfectionist is motivated by a fear of failure

and a sense of duty rather than enthusiasm for the creative process". (Johnson et al p54)

5. Narrate their growth and development

Tell them how well they are growing, what they are succeeding in and have the courage to identify areas that need improvement. If they are not meeting their goals then either the goals were too far away from their ability or they are not committed to achieving them.

6. Be dependable and trustworthy

Do what you say you are going to do so that the MA knows they can rely on you.

7. Offers mutual respect

If the Mentee does not respect or trust the mentors opinions, and vice versa, the benefits from this relationship will be severely limited.

Connor and Pokora (2007) studied the outcomes of positive mentoring and coaching and identified the importance of the learning relationships which "help people take charge of their own development, to release their potential and to achieve results which they value." (p6) They use the expressions 'coaching and mentoring' almost as one and recognise that although there are differences between the two concepts the base of the learning relationship and helping people to take charge of their own development is similar enough to use the two together. Mentoring usually involves personal, professional and career development while coaching works more towards effectiveness in their lives and careers through specific, focused learning.

For effective coaching and mentoring practice to be in place Connor and Pokora (2007) have identified nine principles.

1. The learning relationship is at the heart of change. The importance of the interactions between the mentor and the mentee (client) is "not just an interaction, an event, an opportunity. Two people meet. They share

knowledge, values attitudes skills and experience..... and if the relationship is effective they will connect with one another." (p6)

2. The context is work. An effective mentor values the client as a whole person within their work context with the best results being produced when they focus on developing the person's strengths and resources rather than looking at what needs fixing.
3. The client sets the agenda and is resourceful. To be effective the mentee must be a partner in the learning relationship and must see a purpose in the meetings.
4. The coach or mentor facilitates learning and development. The mentor needs to support and challenge the client to learn not by telling them what to do but by facilitating the meetings. "A good facilitator asks good questions rather than having the right answers."(p9)
5. The outcome is change. The change that occurs should be according to what is important to the client and their goals.
6. The framework for the change process provides movement and direction. The process of the meeting provides a map for the journey and a sense of direction giving opportunity to identify successes along the way.
7. The skills develop insight, realise potential and deliver results. The skills of the mentor should show belief in and value of the client plus providing support and challenge to the mentee to move on.
8. The qualities of a mentor affirm, enable and sustain the client. "The client who experience affirmation and positive challenge from a coach or mentor is likely to value themselves more. The more a client values themselves, the more they value others" (p10).
9. Ethical practice safeguards and enhances coaching and mentoring. The safeguards protect both parties and helps the client to feel safe

The importance of the learning relationship and the truthful interactions within this relationship, are two of the most important factors for success in mentoring.

“Being aware of ourselves and our reactions and being willing to engage with the person, to be fully part of the learning relationship. The more we can be fully present and genuine in the relationship, the more likely is the client to be freed up to do likewise.” (938)

Starr (2008) also identifies the importance of building rapport to successfully coach another person and adds to that the abilities to listen effectively, use intuition, ask questions with purpose and influence, and give supportive feedback.

Traits of the good and not so good mentors

Some of the top qualities or traits a mentor needs to have, according to Cranwell-Ward, Bossons, & Gover (2004). are:

- Drive and energy
- Commitment to the process
- Respect and values
- Trust and integrity
- Perceived approachability
- Individuals agenda is key
- Supportive

(p160)

They go on to say what distinguishes the really effective mentor is:

- Genuine care for the development of the people
- Commitment to work
- Readiness to spend time and thought on the mentoring activity
- Knowledge of how things really happen
- A desire to create and work in a relationship of trust and confidentiality on both sides.

(P87)

Bell (2002) adds the further attributes of a good mentor are to be abundant in giving, passionate about learning and to have the courage to take risks.

The other side of good mentoring is the type of mentoring that plays a part in destroying, not only a good relationship, but has the possibility to cause harm to the employee's work life and abilities. Aurora (2004) identifies the negative aspects of mentoring that cause problems such as a mismatch of mentor and mentees, inadequately trained mentors, manipulative mentors, lack of mentor experience, lack of support for the learner, and mentors who are overly critical. Cranwell-Ward, et al (2004) describes mentors who have the habits of talking too much, failing to listen and losing control of their emotions as having major negative impacts on mentees. Even with the possibilities of making errors with mentees the strength of the mentoring process in assisting young people to grow within their chosen industries is still one of the most effective tools that we have and as Johnson et. al. states (2004): "Change typically comes about through a deliberate process. Normally it does not take place overnight or with one try. Know where they are up to – challenge them to move ..." (p10).

Sheahan (2005) says that :

"Mentoring as a management approach will transform the skills and qualities of those involved, making both the leader and the team player more powerful and effective people" (p 180).

Summary

Previous Research

Throughout the previous research undertaken there were a number of common threads as to why MA's finished their apprenticeship and to those that did not.

The most common with those that completed were:

- Positive and supportive workplaces where the employer viewed the training as worthwhile
- A positive working relationship with the Training Coordinator who maintained contact, was interested in the MA's growth and provided encouragement
- The qualification was seen as valuable by all parties and industry
- The MA's had goals they wanted to achieve and the training was geared to help them achieve this – a positive attitude
- Ability to deal with changes in life/personal and workplace situations
- Support of family and friends
- Knowledge of the MA programme and process was known by all parties involved

The most common with those that did not complete were

- Workplace issues, from having non-supportive managers to being able to manage both having to work and train at the same time
- Lack of drive – a negative attitude to work/training
- Personal issues and inability to cope with these issues
- Change of career or moving to better jobs
- Unsupportive Training Coordinators

Motivation

To be motivated and to succeed in the workplace requires factors, or environments, that will support the employees, whether they are MA's or not.

Motivational theories have identified over the years a number of corresponding

needs that are required to be met for people to succeed. Although there are differing ideas as to what is important for people to succeed there a number of ideas that most theorists agree on.

- They want a job that is challenging, gives a fair compensation for what they do, allows them responsibility and a chance to be promoted.
- They want a work environment where they feel valued, safe, where there are positive interpersonal relationships, and where they are empowered to reach their potential.
- They want job satisfaction which gives them independence, where they are recognised for what they do and who they are, to enhance feelings of self worth, to feel competent and challenged and to know their job is meaningful.

Generation Y'ers, as with most generations, want all of the above, they just want it now.

Mentoring

All research states in one form or another that the relationship between the mentor and the mentee is the base from which everything grows. A mentors ability to affirm, encourage, support, guide within the learning relationship is often the key to the mentors success. The process of mentoring must be one of facilitation rather than telling them what to do. It needs to be formed within a relationship that is honest, trustworthy, confidential and respectful. It must be safe, with the outcome being change and progression in their lives both in business and their personal growth.

To be an effective mentor the person needs to genuinely care for the people and be passionate about the learning and willing to become a significant person in the life of the youth they are mentoring.

CHAPTER THREE

RESEARCH PROCESS

Introduction

This chapter identifies the people involved, the sample sizes, the process of gaining this information, the design of the questionnaire, the ethical considerations, analysis of the data and the limitations of this research.

Research Questions

- What factors contribute to the completion of Modern Apprenticeship training pathways?
- What factors create barriers to the completion of MA's training pathways?
- What effect does each of the parties involved within the Modern Apprenticeship programme have towards creating a successful environment for learning and the completion of the MA's training pathways?
- What factors within the Apprenticeship Programme process help or hinder success?

Choice of Research Process

I used mainly a quantitative approach in this research to get as many other viewpoints on this topic and to be able identify consistencies of answers across the range of participants. This would give an opportunity to identify and generalise about the areas of factors of influence. Quantitative research looks at gaining facts and information that can be analysed in terms of numbers, where information is formatted along pathways that are predetermined and more

easily interpreted. Taylor (2000) states that quantitative research is where the researcher attempts to “achieve objectivity” by not letting their personal biases influence the analysis of the information “and personal contacts are kept at a minimum” (p69). One of my main objectives to not have my own biases and experiences driving the outcome of the research as I wanted to know what others thought rather than just confirming my own thoughts.

In identifying areas in research from both overseas and in New Zealand, and by taking the areas the researchers have identified as being factors in completions or non-completions, this formed the bases for the questions in the questionnaire (See Design of Questionnaire below). The final section of the questionnaire asked for suggestions for improvements in the MA Programme. Within the questionnaire there were given opportunities for the participant to give their reasons for their answer and opportunity for me, as a researcher, to contact them if they agreed to be contacted. This adds value to the research by having qualitative, non-mathematical judgments where the “researcher is not controlling them but looking for cause and effect” (Higgs 1998, p9).

The research I have carried out was more quantitative in the use of tools such as in the questionnaires, but included elements of qualitative in looking underneath to the meanings and reasons behind the comments. As the MA scheme is very ‘people orientated’, I wanted to get input from as wide a group of people throughout New Zealand as possible so people’s individual skills weren’t so much identified, as much as identifying commonalities amongst a geographically diverse group of people.

Interviews

Two of both the Training Advisers and the Modern Apprentices were asked to be involved with an interview to further identify possible areas of help or hindrance factors. This gave opportunity to discuss further any ideas or comments.

Participants

The Training Advisers involved in this research were those involved in the Dairy Industry and mostly from the North Island. These TA's were involved due to face to face access at a Cluster Group meeting held in June 2007. These Cluster group meetings are held 2- 4 times a year and are used to help implement and train in any new requirements by the ITO, and to allow for group interactions in what is normally a fairly isolated job. TA's normally work within their own regional areas and as they travel a great distance during their week their 'offices' are usually in the back of their cars or in their homes. Having this time together allowed me to introduce what I was studying, the reasons for the research and the importance of their views and insights.

The Modern Apprentices were identified from a list of MA's who had had their apprenticeship agreements terminated (Meaning the Training Agreement the MA had with the ITO has been stopped) in the last eighteen months whether they had completed their apprenticeship or not. The participants excluded from participating in this research were:

1. MA's from the sheep and cattle industry due to accessibility and to possible differing needs of the sheep and cattle communities from the dairy farming industry
2. MA's who had been in the programme less than six months before their training agreements were terminated. As their involvement within the programme was minimal then their ability to comment on the effectiveness or otherwise would not have been informed.

From this list of Modern Apprentices fifty of their Employers were chosen to complete the questionnaires. One of the factors for selection was taken on how long they had had an MA for. For those who had only had an MA for a short period of time (under six months) I did not feel that they would have had sufficient exposure to the process of the Apprenticeship to give an informed

opinion. I chose the fifty employers that had had an MA six months or longer and were involved in the dairy industry side of farming. Another factor in the choice was those who had had an MA more recently so their recollections of the how and why things happen would be easier to recall.

Process and timelines

Questionnaires

The questionnaires were originally trialed in May 2007 with two of my MA's to look at the clarity of the questions and to check for ambiguity. Both of the MA's seemed to understand the questions easily, so I did not alter them significantly. The meeting with the Training Advisers was held during our August quarterly meetings in 2007. As the questionnaires were similar in outline between the three groups of people, approaching the TA's to do this first allowed for another trial of the questions. After this meeting some alterations were made to the questionnaires and they were then sent to some departments within the ITO to check for clarity and for approval.

The questionnaires to the MA's and their employers were sent out in March 2008. To help assist in getting as many replies as possible, the posting out of the questionnaires was then left till March as this was considered a quieter time of farm and farmers were more likely to have more time to fill in the questionnaires.

Interviews

The questionnaires for the TA's were completed at a Cluster meeting with the interviews with the two Training Advisers being undertaken in the August Cluster meeting using the same topics as the TA questionnaires but giving them opportunity to go into further depth as to the 'why' of their ideas/answers. These answers were collated into the rest of the TA's answers.

The two Modern Apprentices were interviewed in April. I had contacted other Training Advisers asking them for suggestions for MA's to interview, looking for those that would be able to tell their story effectively and who they believed would be able to identify what had had an effect on them being able to complete their apprenticeship. I rang the two MA's soon after they received their letters and requested to have an interview with them explaining that we would be covering the same areas as the questionnaires. This would have given them the opportunity to have time to reflect over the factors and effects prior to the meeting.

Design of the questionnaire

Previous research identified several factors or areas it was believed had an effect on completions with other Apprenticeship programmes, both in New Zealand and overseas. There were a number of similarities across these research findings and it was these findings that shaped the design of the questionnaire and the interview formats.

The questionnaires set out to find information in a number of areas.

1. Statistical Data –age, gender, friends, family isolation, childhood experiences, how long they were MA's and whether still farming.
2. MA Programme – How well was the process of the programme known
3. Personal Issues – Were there any and was the effect positive or negative
4. MA's – What was seen as important to the MA's
5. Employers – The numbers of employers per MA and the perceived support and interest
6. Training Advisers – Numbers of and were they supportive and interested
7. Class Tutors – How well did they relate to MA's and teach, was the information taught relevant
8. Factors – they believed helped or hindered their completions
9. Suggestions for improvements to the MA Programme.

The questionnaires and interview format were then altered to incorporate these areas depending on who the questionnaire went to. (See Appendices 3 – 8)

Ethical considerations

To ensure the confidentiality no names of any participants' were used in any of the research data or findings covering both the replies to the questionnaires or those in the interview processes. At the end of each questionnaire there was a box to complete with their details and contact details if they were willing for me to contact them for any clarifications on what they had written. Their name or details from this was also not identified in any of the data. A letter was included giving them the background and reason for this research (Appendix 2) and stating that all information would be kept totally confidential and that they would not be identified in any way, written or verbal, even if they gave permission for further contact. They were also informed that all questionnaires will be destroyed after 5 years.

A possible point of conflict could have been with my own Modern Apprentices and Employers with their willingness to be totally honest if there were things that I did that were detrimental to their completions. I included a hand written note on the information letter stating that they would not be identified in anyway as all questionnaires were anonymous when they replied unless they chose to give their name. A consent/disclosure form was given to those whom I interviewed and the same information and anonymity was assured.

Permission was obtained from my Employers the Agriculture ITO to access names and addresses from their database for those whom I wanted to contact and the research questionnaire was approved for use.

I completed an application for a low risk research notification for the Massey University Human Ethic Committee which was evaluated by peer review and was agreed to be of low risk.

Analysis of data

Questionnaires - As most questionnaires were formatted in a similar way, this allowed for easy comparisons not only just in identifying common themes within the groups but across the participants' replies. In the interviews it again identified common areas of discussion which allowed for easy data capture into these common themes. Discussion on each point in the interviews went into greater depths to confirm points of similarity or clarify points of difference. The factual data was firstly identified to identify common details such as age groupings, distances from towns, numbers of employers etc. Then themes or ideas were put into comparison charts or into tables as can be seen in the Results Chapter to allow the common ideas to be identified.

Limitations of this Research

Workers in farming communities are very transient so a number of MA's were no longer at the place of employment that I had on record. Where I was unsure whether they were still at the place of employment I sent the questionnaires anyway and hoped that if the forwarding addresses were known by the people who were at those addresses they might be forwarded on. Twenty five were either returned as gone no address or not known – others presumably were thrown out or were not completed by the MA's or Employers as the numbers that were returned were only around 35% (including those returned) of those sent out. This low response rate is the greatest limitation factor for accuracy as the numbers of replies did not give sufficient breath of positive and negative factors on completion but rather gave focus to the few who reply – especially with the non-completing MA's.

One question in the Employers' questionnaire (Appendix 4) was not correct and was not noticed until the replies came back. Question 16 asks Employers to give three factors that helped their MA to complete. This was able to be answered for those Employers who had an MA that did complete but it did not allow for any suggestions for those that did not complete. I believe though that there were

opportunities to discuss the non completion factors within other parts of the questionnaire.

A limitation with using questionnaires within the farming community is that a number of MA's and Employers prefer to talk about their experiences rather than to write things down on paper (This is from my own experience with MAs and Employers, and from feedback from other TAs) so they may have not fully answered the questions or may not have completed the questionnaire at all for that reason. For this reason I rang three MAs who had given their details on their questionnaire and was given permission to discuss their answers further with them.

The main area, in hindsight that should have been covered in more detail was to have interviewed Employers who had had both completed and non completed MA's to gain insight from their involvement in this scheme. These interviews could possibly have identified the motivational factors practiced by those that had completing MA's and support that could have been implemented for those that had non completing MA's.

CHAPTER FOUR

RESULTS

Introduction

In August 2007 questionnaires were given out to ten Training Advisers from the Agriculture ITO; in March 2008 147 questionnaires were sent out to Modern Apprentices who had finished with their apprenticeships whether completed or not, and 50 to some of their Employers. Two of the TA's and MA's were interviewed to give further views of their training journeys. What follows is an insight into what these groups of people identify as being the important factors in helping Modern Apprentices to complete their apprenticeships.

Of these questionnaires sent out to the MA's twenty five were returned as 'gone no address'. This was expected as farm employees have become more transient and more willing to travel throughout New Zealand to find the job they want with the conditions they believe are necessary for their careers.

Participation Summary

Questionnaires sent

Sent to		Total Sent	Total Replies
Employers of Completed MA's	18		
Employers of Non Completed MA's	<u>32</u>	50	20
Completed MA's	52		
Non Completed MA's	<u>93</u>	145	26
Training Advisers	<u>12</u>	12	12
Total Number of participants			58
% of returned questionnaires			23.4%

Interviews

The two TA's who were interviewed showed no major differences in their replies from the answers obtained from the questionnaires, but rather gave opportunity to discuss some areas in more detail, so I have put them in with the other answers and have identified their answers where appropriate. The two MA's who had completed their apprenticeship within the last six months were interviewed at their respective towns in the Waikato. These discussions were very informal with both of them easily being able to communicate their journeys well. Although they did not necessarily bring up any new points they did confirm the answers given by those who had completed the questionnaires. Their replies and comments were then collated into the findings along with the other questionnaires. Where their answers have added value these have been identified separately as their comments.

Areas identified through the Influence of Personal Issues

The definition of 'personal issue' and the factors identified under this headings differs from Jeffcoats', as being issues not being related to the job, in that all the three groups of participants included work issues within their answers as having an effect so I have chosen to follow the participants' direction. The issues each group identifies as personal, and their effect, are described below.

Personal Issues as identified by Modern Apprentices

Of those who completed there was only one issue that they identified as having a negative effect and that was the long hours at work which prevented them completing their assignments. The positive aspects identified included 'pushy' mothers and two said having a partner in the industry made it a lot easier.

Five of the six MA's who didn't complete identified issues impacting negatively as

- Not liking dairy farming
- Didn't get along with tutor or TA
- Got sick of farming and getting up early – couldn't socialise with his mates
- Break up with girlfriend
- Wanting to go overseas (Although not necessarily a negative issue for the MA – but for staying farming and completing the apprenticeship)

Personal Issues as identified by Employers

The Employers noted more areas of negative impact of personal issues identifying the following issues:-

- Friends who he hung round with
- He liked to socialise in town and his friends wouldn't visit him so he ended up wanting to be in town
- He didn't always want to make time for assignments because it interfered with his social life
- Busy family with young children (Stated as both positive and negative)
- Loss of partner or partner relationship issues
- Money issues (usually lack of)
- AB (Artificial Insemination/breeding) runs (2) – taking time/focus away from farm needs
- Inability to sit down and complete assignments despite support and incentives
- Felt he had moved past it and could not find effort to complete
- They took time out to travel overseas

Personal Issues as identified by Training Advisers

11 of the 12 TA's stated personal issues having a negative effect on the MAs ability to complete their apprenticeship. Their issues included:-

- Depression
- Strained relationship with employer
- Not a good tutor (2)
- Relationship issues and breakups (4)
- Friends
- Time constraints
- Drinking and drugs (2)
- Overseas travel
- Poor communication skills
- No family support
- Literacy
- Pregnancy
- Wanting to try something different

Personal issues identified with a positive effect from the TA's were

- Family and parents can have a positive impact especially if from a strong farming background
- Relationships where a 'progressing MA' was in a relationship with an 'unfocused or non progressing MA' – vast improvements would occur in the later MA when in a relationship with the first.

These personal issues will always be the unknown factor whenever an MA is signed into an apprenticeship but with the knowledge of possible areas of conflict these areas can be looked for and where the likelihood of personal issues being disruptive to the trainee then the decision to sign them on needs to be well thought out first. For example if a trainee is very new to the industry and is signed up as an MA before they have had an opportunity to see whether

this lifestyle/career is what suits them (such as the MA who had never been on farm before) then the decision to take them on as an MA is likely to be at fault rather than the trainee.

The main factors of effect as identified by the above 'Personal issues' and by the results obtained from the number of the groups involved in this research has provided a rich amount of information which has been divided into six areas for feedback. They are:-

1. The MA's life and experience factors covering their age, gender; farm experiences, isolation factors, friends, family, current careers
2. Their work environment, the people they work with and the conditions they work under
3. The interactions and mentoring relationships between the Training Advisers and the Modern Apprentices
4. The influence of the class and the tutors on an MA's success
5. The Modern Apprenticeship Programme and process, the factors or skills looked for in a possible MA and Employer
6. Completions, Non-completions and Suggestions

1. The Modern Apprentice life and experience factors

Table 4: Modern Apprentices Life and experience factors

		Completed			Not Completed		
Variable	Defining Factors	Data from MA	Data from employer	Total	Data from MA	Data from employer	Total
Age	16-19	1	1	2	2	1	3
	19-22	13	5	18	3	5	8
	22-25	3	5	8	1	2	3
	>25	1	1	1	0	0	0
Gender	Male	15	10		6	7	
	Female	3	2		0	1	
Distances from town	1-5 km	2	0	2	1	2	3
	5-15	6	6	12	0	3	3
	16-30	5	5	10	4	2	6
	>30	3	1	4	1	1	2
Experiences of Farm Life	On Farm	15			3		
	Farm experiences	3			2		
	No farm experience	0			1		
Friends	Yes	6	2	8	2	4	6
	No	3	3	6	2	2	4
	Some	9	8	17	2	1	3
	Don't know		0	0		1	1
Supportive family	Yes	18			5	1	6
	No	0			1	0	1
	Don't know					5	5
Still Farming	Yes	17			5		
	No	1			1		

Ages

The first area was the age of the participants which not only showed that the greater numbers of MA's were in the 19-22 year age group but also that this age group had the largest number of those who had completed their apprenticeship. (See Table 4 above)

Gender of MA's

As with most trade industry figures the male apprentices (92%) outnumber the female apprentices (8%) (Statistic NZ, 2008). The replies from the MA's showed a greater number from the males at eighteen (66.6%) than from the females at six (33.3%) which is close to the gender percentages in the Agriculture ITO with June 2008 showing 78% of our MA's were male and 22% were female.

Experience of farm life when growing up

Previous research has shown that having experience on a farm is a strong factor in attracting people to work within the industry. With the question of the MA's experience on farming before they started it as a career, all but one replied that they had either grown up on a farm (not necessarily in dairy farming though, a number had lifestyle block experiences and other sheep/beef experience) or lived in town but visited farms with friends and family. Only one of the participants had no experience of farm life before starting it as a career. This person did not complete his apprenticeship though he is still farming. (See table 4)

Isolation Factors

Isolation from friends and a place to socialise with them has been identified as a factor for lack of retention in farming in previous research. From table 4 this has not been fully supported as the results of the two longest distances from town (16-30 and over 30), from the MA's completed, had the same percentages as the groups in the two nearest to town (1-5 and 5-15). Although this may not have been a factor in the ones who did complete there may be an effect as far as the numbers in the non-completed MA's, as five of the six in the non-completed MA's were on farms 16 kilometres or over. In the discussions with the interviewed MAs they said that it did not really matter that much as long as they had opportunity to socialise when they had time off or were close to other farming friends. This positive viewpoint, rather than the distance may be the deciding factor rather than the distance to travel.

Friends in the Farming Industry

Nearly all MA's identified as having all or some of their friends that they associated and socialised with, within the farming industry. (See table 4). In identifying the effect of having friends in the industry of the six not completed a third said they had no friends in the farming area which may have been a factor in whether they stayed in the industry. Of the completing MA's though, a sixth of the MAs did not have any friends in the industry either.

Previous farm experiences

I originally inserted this question to see if there was any effect on the MA's ability to complete with their previous experiences of farming life. The replies showed that a greater number of completed MAs replied identified as living on a farm and with the remainder having ties to farming.

Support of family

The support of family is usually one of the strong influence in assisting young people in making career decisions. As large numbers of the MAs had come from farming backgrounds it would be expected that family would support them in a career similar to what the MA had chosen.

Of all the participants surveyed only one MA, who did not complete his Apprenticeship, said that his family was not supportive – all others, completed or not, said that their families were supportive of them working and studying in the dairy industry. The only point of note was that of the employers whose MA's did not complete, five marked as 'Didn't Know' whether the family was supportive. (This option of 'Didn't Know' was only on the employers' questionnaire). This result could suggest that the knowledge of the family support, and maybe the family itself, by the employers was important factor in MA completion.

Career Continuing in Farming

One of the possible factors that may have had an influence on completion was that the MAs who had not completed may have found the career in farming not to their liking. The results showed that of the completed MA's 17 out of the 18 are still farming. The results also showed that of the non-completed 5 of the 6 are still farming which shows that the farming itself may not be the issue that stops them from completing but something within the Programme itself or from the effect of personal issues.

2. The Work Environment

Table 5: The Influence of Employers

		Completed	Not Completed
Variable	Defining factors	Data from MA	Data from MA
Numbers of Employers	1	11	1
	2	6	4
	3	1	1
Perceived Interest of Employers	Very Interested	13	2
	Interested	4	2
	Mildly Interested	1	2

The Influence of Employers

One of the major positive factors identified in previous research is the mentors (TA's plus Employers) and the MA's perceived interest or value shown by these people. In Table 5 there is a correlation of those who had only had one employer or at most two, to those who had completed. With the MAs, who hadn't completed their apprenticeship, most had had two employers with one having had three. The perceived interest of these employers is fairly similar between the completed and the non-completed MA's, but the comments from the non-completed MA's included below, identify that it is the first employer that the MA is with when they sign up as an apprentice, as being the person of positive influence. This has been upheld by comments from MAs who didn't complete stating that the first employer was really supportive but the second was not.

Comments about employers from Completed MA's included:

- Employers wanted you to get training but didn't want to give you time off.
- Very supportive – paid fees and gave time off
- My employer was very interested in any programme that will improve my skill
- It was a great help to be encouraged to learn new skills on farm by my boss.
- Never asked about what I was doing but was happy to let me go to class and answer questions
- Had performance appraisal every 6 months.

Comments about employers from Non-completed MA's included:

- 1st boss was great, 2nd didn't like it – 3rd pushed me along
- 1st okay, 2nd not much – he kept forgetting I was doing the MA
- 1st farm definitely keen – 2nd not as keen but still supportive.

3. The Interactions and mentoring relationships between the Training Advisers and the Modern Apprentices

The number of Training Advisers a Modern Apprentice has during his apprenticeship is a major factor in how well the MA continues with his training as it is often the relationship and the ‘fit’ of the two that drives the selection of the MA in the first place. As the workforce in farming is fairly transient, to have MA’s stay with the same TA can be difficult because if the MA’s shift to another area then their TA will probably change (See Table 6). Added to this, TA’s do move on for reasons such as career changes, personal issues such as pregnancies and as area they service changes. Later in the thesis an Employer who had three TA’s while the MA was doing his apprenticeship, suggested that consistency in TA’s is an important factor in completion.

Table 6: The Influence of Training Advisers

		Completed	Not Completed
Variable	Defining factors	Data from MA	Data from MA
Numbers of TAs	1	8	2
	2	10	1
	3	0	2
	4	0	1
Perceived Interest of TAs in MAs	Very Interested	15	2
	Interested	2	2
	Mildly Interested	1	1
	Not Much		1

As noted in previous research and the literature reviewed the role of the Training Adviser and their ability to engage the Apprentice and the Employer is of great importance. The influence of the TA's in the MA's progress was identified as very positive in all but three of the MAs – completed or not (See Table 6). This mentorship relationship I believe is the strongest driving force in completions and is shown by the comments given by the MAs about the TAs.

Comments from completed MA's included

- Really helpful and friendly
- Was always encouraging me to succeed & further my training
- She made sure I kept up with my work
- Outstanding. Was very good at motivating me
- (Name) was very organized, on time and made time to talk about the farm and course.
- Really nice – had fun
- 1st wasn't as involved – 2nd always around – came and helped, rung, saw at class
- Was the driving force
- Very good and really nice

Comments from non-completed MA's included:

- I felt they were more interested in making themselves look good than how I was going.
- (Name) was excellent help & very great to work with
- All 3 were good – the first one was the best.
- She was alright I guess
- (Name) was great and was really disappointed when I left

How well did the TA relate to the MA's and Employers

As the MA scheme is based on the strength of the relationship between the three parties (Employers, TA's & MA's), the TA's ability to relate to the other two parties is of paramount importance. All Training Advisers were identified as relating well to and by both the MA's and the Employers as either to a 'Great extent' or 'Reasonably well' so I didn't feel the TAs ability to relate to the Employers or MA's to be an issue.

Comments from the Employers were:-

- Did their best to try and motivate MA
- She could not be faulted – very supportive
- We and the apprentices found they really supported us
- Very good TA(Name) had 2 excellent TAs
- TA was wonderful
- He (MA) had about 4 TA's over 4 years and some were easier to work with than others

4. The Influence of the Tutor

The third group of people who have influence over the success or otherwise is the tutor of the off-job components. This quality of teaching has been identified by the TA's and they believe that a poor tutor can be a major factor in an MA not completing. This factor was supported by the MA's views with nearly all of the completing MA's identifying the classes as interesting and easy to understand and with those who did not complete by rating them lower.

Table 7: The Influence of the Tutors

		Completed	Not Completed
Variable	Defining factors	Data from MA	Data from MA
Perceived Interest of Tutors in MAs	Very	15	3
	Interested		
	Interested	0	2
	Mildly Interested	2	1
	Not Much	0	0
	Not at all	0	1
Class presentation interesting and easy to understand?	Always	10	0
	Usually	6	4
	Sometimes	1	1
	Seldom	0	0
	Never	0	1
How useful/relevant was the information taught in class	Always	9	0
	Usually	3	3
	Sometimes	3	2
	Seldom	0	0
	Never	0	1
1 was in correspondence			

Was class presented in an interesting and easy way to understand

This identification of interesting could be affected by the trainees' perception of how interested the tutor was in them personally - tutors ranged high in this except for two negative comments, how the material was presented – the tutors rated high in this for those who had completed and lower for those who did not and how useful and relevant the material they were taught was to what they did on farm.

Comments about how interested the completed MA's believed the Tutor were in them included:

- Was always talking about what we were doing
- Often had class discussions about how we are doing
- I found my tutor to be excellent
- Fantastic
- Flexible fun interesting

The comments from the non-completed MA's were

- There were a lot of people that were not very familiar with farming and needed a lot of help – I did not
- Not interested in me at all
- (Name) tutor was really good
- Always started class with discussion on what we doing on farm

The question that asked the MA's whether the class was presented in an interesting and easy way to understand evoked comments from the completed MA's:

- The building the class was held in got really hot
- Again an awesome tutor
- Really fun and interesting
- Enjoyed classes and the discussions

and from the non-completed MA's:

- By the time I got to Production Management it was just too hard to understand
- Never enjoyed class
- Was good
- Really good with those who wanted to learn.

How useful or relevant was the information taught in class

The comments from the completed MA's included

- It matters what style of farming you do – old style or new school
- Always relevant, followed the day to day task with and when doing on farm
- I learnt a lot more on farm than in class, but I did learn a lot and it was beneficial
- Both tutors good – had group activities, quizzes, maths
- 1 chalk & talk plus 2 good ones

The comments from the non-completed MA's included:

- Level 2,3 & 4 were very helpful
- I already had a lot of training by growing up on a farm & knew most of what was being taught.
- All good – learnt a lot but was unable to apply it on farm so lost it.
- Helped me move up the farm system fast

This area was a topic that the Employers were asked to comment on as well and the comments were:

- A very good course and if he (MA) had completed it he would have made a good farmer
- I feel the level for a 'pass' was not high enough

- Don't know all the topics taught but feel that he and our business certainly got value from what he was taught
- As long as farmers that apprentices are with, use modern industry standard, then the course is relevant
- Everything seemed to fit well

The relationship between the Tutor and the MA

The TAs believed that the relationship with the tutor and their ability to teach were a major factor as to whether the MA completed or not. Of the 10 TA's, 7 identified that the relationship with the tutor was 'Very important' and the remaining 3 identified as important.

Their supporting comments included

- I believe the relationship is very important and it is often the theory that trainees struggle with. Needs to be an effective tutor and one that holds respect, especially if the trainees are quite smart.
- Tutors can make or break the classroom process
- A good tutor can make a big difference (not just relationships but the tutors ability)
- Prompt results reporting are essential.
- Tutors ability to teach and motivate is important. I think the relationship between TA/Employer/MA is more important

5. The MA Programme and Process

What factors or skills are looked for in a possible Modern Apprentice and Employer?

There were three questions that were asked of the TAs only. As they are more often the instigator of an MA starting the programme they were asked to identify what factors they look for in a successful MA and a possible employer.

The factors the TA's took into account when choosing in a possible MA were:

Modern Apprentices

- Having a supportive farmer working with them (8)
- Being dedicated and committed to training (5)
- To be keen & motivated on farm & in class (5)
- To have a passion for the job (4)
- To have the right attitude (3)
- To have good literacy skills (3)

Employers

- Willingness/ability to mentor (5)
- Interested in the individual to achieve (3)
- Passion for the industry (2)
- Positive attitude to young people/employees (2)
- Provide opportunities on farm for learning
- Good farming practices
- Nice Guy
- To be able to commit to and encourage the trainee
- Has had successful trainees on farm before
- Values their employees and takes interest in their development and growth

Understanding of the MA process

All three of the groups of participants were asked about their understanding of the MA process when they started, 6 months later and at the end. Most showed a 'reasonable' to 'great extent' of understanding with improvement as time went on. The results did not show any great lacking of knowledge overall, and there by had little effect on the success or not of the apprenticeship. Only 1 of the Non-completed MA's had difficulty with the process. The two replies that identified the least understanding of the process were two Employers of the MAs who had completed showing that this lack of knowledge of the process does not necessarily have an effect on the completions.

Duration of apprenticeships

The duration of the apprenticeships were thought to be a factor in non completions especially for our Y'ers who want to have their success identified and rewarded quickly. For those who completed their apprenticeship the time for completion spanned from 1 to 4 years.

Length to complete - Numbers of MA's

1 year	-	2
2 years	-	5
3 Years	-	7

For those who didn't complete their apprenticeship, the time till termination was between 18 months to 3 years.

18 months	-	1
2 years	-	4
3 Years	-	1

The length of time that completion of an MA pathway did not appear to be a major factor for those that completed, with 7 of them being prepared to continue for 3 years. One of the non-completed MA's who was contacted by phone, said this issue was the greatest for him. His thoughts were that "... he could have

learnt all that sh..t in one year” and that he had been an “MA for 3 years and had only got my level 2” (Level 2 is a pre-requisite to level 3).

6. Completions, Non-completions and Suggestions

The final part of the questionnaires sought to find out from the groups involved what they thought helped and hinder their completions. What follows are the ideas or perceptions from each of the groups involved and their suggestions for improving the programme.

Factors that helped MA's complete

In looking at the factors that those involved in the process identified as the most important that helped the MA's to complete, I have chosen to separate the summary into two tables: one, the MA's who had completed and two, those assisting the MAs. What the supporters might perceive as being the greatest driving force for those they assist may not be the ones the MA's identify as having the greatest influence.

I have summarised the reasons identified for what helped them into the following Tables 8 & 9, and the combined ideas into Table 10. The full answers for each section can be found in Appendices 9, 10 and 11

Table 8: Summary of the Factors that helped MA's complete from the MAs' viewpoint – 18 Replies

Factor One		Factor Two		Factor Three	
Training Advisers	7	Training Advisers	2	Training Advisers	1
Personal Drive	4	Personal Drive	4	Personal Drive	2
Employers	2	Employers	4	Employers	5
Family	3	Family	2	Family	2
Tutor	1	Tutor	0	Tutor	1
Qualifications	1	Qualifications	0	Qualifications	2
Other	1	Other	0	Other	4

(Appendix 9 has answers in full)

Table 9: Summary of the Factors that helped MA's complete from the Training Advisers and Employers' viewpoint – 32 Replies

Factor One		Factor Two		Factor Three	
Personal Drive	15	Personal Drive	2	Personal Drive	4
Training Advisers	5	Training Advisers	8	Training Advisers	7
Employers	3	Employers	7	Employers	3
Family	0	Family	4	Family	1
Tutor	2	Tutor	1	Tutor	1
Qualifications	0	Qualifications	0	Qualifications	0
Other		Other	2	Other	4

(Appendices 10 & 11 have answers in full)

These results show that the top three factors in completion are: the Training Advisers, the MAs' Personal Drive, and the Employers. For the MAs the Training Advisers input was identified as the greatest factor for completion and for the Employers and the Training Advisers they identified the MAs personal drive as the greatest factor.

Table 10: All over summary of helping factors

Factor One		Factor Two		Factor Three	
Personal Drive	19	Personal Drive	9	Personal Drive	5
Training Advisers	10	Training Advisers	10	Training Advisers	8
Employers	4	Employers	10	Employers	8
Family	3	Family	6	Family	3
Tutor	2	Tutor	1	Tutor	1
Qualifications	1	Qualifications	0	Qualifications	2

* Not all participants gave 3 answers and some put more than 1 factor per answer

Factors that Hinder Completion

To find out what factors were thought to hinder completion, the non completing MAs were asked to identify in order of importance what made them decide to stop doing their apprenticeship. The MA's who didn't complete identified the personal factors of their life such as going overseas, or leaving farming (as did Jeffcoat et. al. (2006) in their research), but also identified the other people in their lives as having the greatest effect from the relationship they were in or from the interactions with Employers or Tutors.

What were the final factor/s that made the Non Completed MA's stop their Apprenticeships

- Got too busy on farm
- They (tutor) took too long to get papers back
- Not great Employers
- Length of MA pathway – took too long to get too little done
- Didn't enjoy the job – left farming
- Relationship break down with partner
- Employer didn't care about apprenticeship
- Went overseas

TA's were asked to identify in order of importance as to what had they thought hindered MA's from completing their apprenticeship. As with the MAs, the effect of the Employers or the work place was identified as the major factor in non completions. Four of the six MA's indicated that they had two employers while they were doing their apprenticeship and the effect of not staying within the first environment where they originally started may have been one of the major factors in them not continuing. In comparison the greater number of the

completed MAs had only one employer and rated employers being the third most important factor that helped them complete.

Table 11 summarises the main factors TAs thought hindered completion and Appendix 12 has their comments in full.

Table 11: Summary of TAs Thoughts on Hindering Factors

Factor One	Factor Two	Factor Three
Employer or place of employment (6)	Employers (2)	Training Adviser (1)
Job dissatisfaction (2)	Personal commitments and choices (3)	Wrong programme
Qualification too long (2)	Personal problems/home problems (2)	Age of MAs (1)
Literacy (1)	Tutor effect (2)	Poor tutor (1)
	Length of Qualification (1)	Life happens (1)

Suggestions given for improving the MA Programme

All three groups of people involved within the MA process were asked for their suggestions for ways to improve the programme. A number of them said that everything worked well and nothing needed improving.

The main suggestions that were given fell into seven categories

1. More Information on the Apprenticeships
2. Point of difference – to add value
3. Employer knowledge and support
4. Class/tutor/assessments
5. Incentives
6. Length of Apprenticeships
7. Choosing the right people
 - Training Advisers
 - Modern Apprentices
 - Employers

1. More information on the Apprenticeships

The suggestions covered areas such as more advertising of the programme so people were more informed about what was in the programme, what the MA's could achieve and what benefits there were. This greater information would then also enhance the value of this programme especially amongst the employers – the greater the perceived value of a programme, the more people will want to be involved.

2. Point of difference – to add value

This point of difference/value is to make it more desirable to employers and to those that are within the programme, thus encouraging them to continue and helping completions. The suggestions were to have extra classes especially for MAs covering topics such as financial management, staff management etc.

There was the suggestion for the MAs to be involved in more of the competitive programmes such as 'Dairy Trainee of the Year' to make those within the programme more elite.

3. Employer knowledge and support.

This area looked at a number of factors in support for the employers from training them in staff/MA management, encouraging them to work towards the MAs' gaps in the apprenticeships, having more information about the programme and generally more support provided for the employers. These suggestions recognise the importance of the employer in the programme.

4. Class/tutor/assessments.

These areas were mentioned by both groups of the MAs and the employers showing this to be an area of importance in suggestions for improvements. These were also identified as areas for the TAs in what they thought hindered MA's from completing. This area divides into three sections of the tutor input, the make up of the class and the assessments.

The quality of the tutors has been brought up throughout the questionnaire with their abilities being a factor as to whether an MA completes and to the suggestions that the quality of the tutors needs to be improved in some areas. One non-completing MA mentioned that the delay in getting assessments marked was a major de-motivating factor for him.

The class makeup covers such areas as making sure the trainees are put into the correct class for their experience and knowledge levels. This prevents classes being held up by those lacking in knowledge in the higher level classes and MA's being discouraged by being in the wrong pathway whether too high or too low.

The assessments needed to be relevant to what the MAs did on farm and it was suggested to have more assessments on farm rather than written in class. Some

employers also requested there be more time for assessments to be completed in class.

5. Incentives – motivation.

Although previous research has shown that incentives are not necessarily a good motivation for completions the employers thought that to make a difference between an MA and other employees there needed to be more benefits or incentives which they believed would make them more likely to succeed. The completed MA's thought that the extras such as more licenses and artificial insemination classes would be good incentives. The non-completed MA's didn't mention incentives at all, possibly reinforcing the thought that they are not the great motivators as previous research has said.

6. Length of Apprenticeships.

As the length of time it takes to complete an apprenticeship was mentioned by the non-completing MA's as being a factor that prevented them from completing, then this factor needs to be addressed. This could also include making sure the pathway is the correct one for the MA. For example if the pathway is level 3 and 4 and the MA has been farming for a while then they may be better to continue with two level 4 classes so as to keep them interested and challenged in what they are learning.

7. Choosing the right people.

- Training Advisers. The TA's need to be knowledgeable in what is happening on farm. They need to be consistent to enable the MAs to work within the relationships formed and to be secure in that relationship and for the TA's to have mentoring skills not only for the MAs but to be able to teach the Employers how to do this. The TA's particularly need the passion for the MAs and this passion will drive their interest and input.
- Modern Apprentices. The MAs need to be ready to commit to the two qualifications required and to be able to, and to be in a position to,

practically implement the material taught in class to the work they do on farm. They need a secure personal life while in training and working, or at least the resources and skills to cope with changes if they occur and the personal drive to want to complete.

- Employers. They need to be able to provide opportunities for their MA's to learn on farm, to have an understanding of the processes of the MA programme, to know how to mentor MAs, especially the Generation Y employees and to have an understanding of this generations' motivational factors

Two other suggestions were given that have merit. One is that there needs to be provision for people who want to put their apprenticeship on hold while they do something else. After talking with the MA who went overseas I felt that his reasons for going were valid and had been made with thought, it was not just a random decision. If there was a way that MA's could put their apprenticeship on hold rather than terminating it, this would give an opportunity to continue and complete the apprenticeship at a later date. Secondly, there should be given the opportunity be to give career changers to do an apprenticeship. These people are generally more prepared to complete their training as they tend to be a more mature in their outlook as they have been at other jobs and often know how to learn and how to apply themselves within a job. Some of these career change people are eligible under the categories of gender and cultural identity or some are still 21 or younger when they join the farming industry but most are outside these categories.

The suggestions for improving the Modern Apprenticeship from each of the participants are given in full in the following pages.

Table 12: Suggestions from MA's Who Completed

Area	Specific Comments
Nothing needed	<ul style="list-style-type: none"> • Can't think of anything (2) • I don't think anything is wrong with the programme • It worked well for me • Not a lot. System worked well for me. I think it is already pretty good (2)
Information	<ul style="list-style-type: none"> • More advertising of the programme • Make it available to more people - inform people about it • Let them know more about what is entailed in the programme and what they can achieve • More info about what benefits are in it for MA's
Point of difference	<ul style="list-style-type: none"> • Extra assessments for MA's – maybe fun ones – more advanced • Get more people involved in Dairy Trainee of the Year programmes etc.
Incentives	<ul style="list-style-type: none"> • Do joint training e.g. heavy transport rather than individually • Encourage more people to gain more licenses & maybe have an AB course involved.
Classes	<ul style="list-style-type: none"> • Improve the qualities of the tutors. They need more knowledge and maybe younger tutors for level 2

Table 13: Suggestions from MA's Who Didn't Complete

Area	Specific Comments
Class & assessment factors	<ul style="list-style-type: none"> • Level 5 too much hard work. Assessments could have been smaller • Speed up the marking process – too long in getting back • Have 2 classes – 1 for the people with little farming skills & 1 for the ones with more • Have more on farm assessments rather than in class.
Length of apprenticeship	<ul style="list-style-type: none"> • Speed it up. It has taken 3 years & I only finished Level 2. I am a confident farmer and was held back in MA through others • Could have learnt all that s#*t in one year – make it shorter
One offs	<ul style="list-style-type: none"> • Nothing • Make allowance for those wanting to go overseas

Table 14: Suggestions from Training Advisers

Area	Specific Comments
Selection process	<ul style="list-style-type: none"> • Careful selection of MAs • Choosing the right people • TAs not feeling pressured to put MA on to meet targets
Work with Employers	<ul style="list-style-type: none"> • More training for TAs in mentoring and supporting and educating employers/farmer trainers in staff management • Active support of employers • Encouraging employers and MAs to work towards the gaps in the apprenticeship
General	<ul style="list-style-type: none"> • Keeping really good track of progress • More time spent with MAs • Some point of difference – to be part of a group • Separate MA Co-coordinator

Table 15: Suggestions from Employers

Area	Specific Comments
Nothing needed	<ul style="list-style-type: none"> • A great scheme – you simply need an apprentice who wants to complete the course. The degree of difficulty is minimal – the support is amazing. • It's all good I feel. Just plenty of encouragement from employers and advisers • I think they are doing a very good job and I think the awards evening to celebrate their MA's in front of their friends, family's and employers is a great thing. Keep it up.

Perceived Valued	<ul style="list-style-type: none"> • It needs greater awareness amongst employers so the MA has more perceived value to both trainees and employers. • Somehow by showing young apprentices what and how they can achieve at completion. • We need to make it more elite – something to stand out from everything else. • Better promotion of it as an option, does tend to get lost in amongst L2 & 3 awards • Greater vetting of those entering the programme so more likely to succeed, thus improving outcomes and reputation of programme
Class – off jobs	<ul style="list-style-type: none"> • Do more assignment work in class. • Ensure assignments are relevant to what has been taught
Incentives – motivation	<ul style="list-style-type: none"> • Needs more incentives/benefits for the MA's compared with the other employees – more likely to succeed. • Some incentive to finish. Put the value of the importance of an MA
Training Advisers	<ul style="list-style-type: none"> • TA's need to have a good knowledge of other activities on farm rather than just what's in books. • Try to keep more of their TA's in one place for longer so the MA has more consistency.
One Offs	<ul style="list-style-type: none"> • The training needs to be at a higher level • Pathways work best in lower levels • Offer MAs to career change

The Training Advisers were asked for their suggestions as to how they could assist an MA to complete and their ideas are as follows.

- Build a good relationship with MA
- Build a good relationship with employers
- Work with the employer to mentor MA Regular goal setting
- Get MA's to own the goals
- Regular visits
- By making them feel special
- Setting good goals
- Giving feedback
- Giving encouragement, guidance and support
- Rewards along the way
- Acknowledge progress
- Encouraging, mentoring
- Do what you say you will do
- Follow up on any activities needed

If these attributes and skills of the Modern Apprentice, the Employer they work with and the Training Adviser were in place for each apprenticeship then the issue of completions should not be a problem. As we live in a world of pressure to meet target numbers of MAs, with Employers whose mentoring skills are not always present, and with a generation of those who do not think as or value the same things as those of us who are trying to mentor them, then this challenge of completions will remain.

Summary

The Modern Apprentice life and experience factors

- Age does not appear to be a great factor in completions though those in the 19 – 22 year age groups have the greater numbers and completions
- Male MA's far outweigh the numbers than females
- Those that grew up on a farm or had experiences with farming life are more likely to complete as an MA
- The distances from town does not appear to be a major factor in non completions though be able to socialise with friends does have an effect
- Family and friend support is important to the success of the MA
- Continuing in farming as a career does not always correlate with completing Apprenticeships
- Commitment is a necessary attribute for a potential MA
- Personal situations of an MA have an effect on an MAs ability to complete

Their work environment factors

- The interest and support provided from an employer or work place is of the utmost importance.
- The first Employer an MA has is often the most supportive and interested – increased numbers of Employers can negatively effect completion
- The Employer needs to have a passion for the industry and for supporting young people to grow and learn
- The Employer needs to be able to mentor effectively

The relationships between the TA's and the MA's

- The relationship formed with the TA is important to the success of the MA programme
- The larger the number of changes of TA's the less the prospect of completion
- The relationship built with the first TA is normally the stronger and more successful

The class and the tutor effects

- TA's identified the relationship with the tutor to be very important and their ability to teach was important
- Topic relevance was more positive for those who completed
- Topics were identified as valuable by employers
- Tutors could have a very negative effect on the number of completions

The Modern Apprenticeship Programme and process

- Information about the MA programme needs to be clear for all parties
- Duration of the programme did not appear to have that much of an effect, more so the appropriateness of the programme to the MA's farm experiences/requirements and motivation needs of the MA
- The value of the programme needs to be enhanced for MA's, the employers and the Industry

Completions, Non-completions and Suggestions

The main factors identified affecting completion (in order of Importance) were:

Personal drive of the MA

The Training Adviser

Supportive Employers

Family support

Tutor

Qualifications

The main factors identified hindering completion

The employer and work environment - Job dissatisfaction

Personal problems

Tutor

Personal commitment

Qualification was too long

Personal commitment due to circumstances or habit choice

Participants Suggestions for Improvement

- More information on the Apprenticeships needed for employers and the MAs
- Point of difference to other 'ordinary' trainees – to add perceived value to the MA programme
- Employer knowledge and support
- Class topics/assessments need to be relevant and the tutor needs to be positive and interested
- More appropriate incentives need to be given
- Length of Apprenticeships - shorter
- Choosing the right people – TAs' MAs and employers

What can the TAs do to assist MAs complete

- Build good relationships with the MA's and the employers
- Goals are owned by the MA, made in collaboration with all 3 parties
- Enhance the value of the programme
- Give good feedback, encouragement, rewards and provide a positive environment for success
- Provide timely follow up and maintain regular contact

CHAPTER FIVE

DISCUSSION

Introduction

This chapter deals with the results obtained from the research and what the implications of these findings may mean in practice. There are five main areas identified that have an impact on whether a Modern Apprentice completes his apprenticeship or not. They are the Modern Apprentices themselves; the Employers they work with and the environments they work in; the Training Advisers; the Tutors and the process of the Apprenticeship Programme.

The biggest limitation of this research was the small numbers of replies that were received. With the replies that were obtained some valuable insight was gained from the MAs, TAs and employers thoughts, but the ability to make accurate judgments calls was from this number could be made with as much confidence as I would like. In my personal work practice I have identified that farmers in general are very practical people and in making that observation possibly sending out a written questionnaire may not have been the best way to gain information from these groups of people. A better method would have been to complete a phone call to an equal number of employers, completed MAs and non-completed MAs to gain a more consistent and balanced viewpoint of contributing factors.

Modern Apprentices

There were a number of factors identified from previous research that had an effect on whether MA's completed their apprenticeships or not. Some factors, such as the age of an MA being important as stated by Gallacher, Whittaker & Crossan (2004), did not show as important factors in this research. Age was

also not identified as a factor in completions in this research. Although there is a much stronger representation of males in the farming industry gender was also not identified as being an important factor as to whether the apprenticeship was completed.

The experiences on farm that MA's had while growing up were identified as a factor in completions. All completed MA's identifying as either growing up on farm (83%) with the remainder as having farm experiences while they were young (see Table 4). The results of those who had not completed showed that half of them had grown up on farm or had experiences with farming life while young. Although this may not necessarily be a factor that defines whether they will complete their Apprenticeship it may be a factor to consider when choosing an MA as the MA may not have the understanding of what the job entails and so be more likely to leave when the going gets tough.

While the isolation and the distances from town appeared to not be a factor of importance to those who did complete their apprenticeship it did appear to be a factor with the non-completed MA's. Five of the six of the non-completed MA's were on farms 16 kilometres or over (see Table 4). In the discussions with the interviewed completed MAs they said that it did not really matter that much as long as they had opportunity to socialise when they had time off or were close to other farming friends. This positive view point, rather than the distance maybe the deciding factor rather than the distance to travel, and the perceived feeling of isolation.

Having friends within the same industry appears to have a positive effect on whether people stay in the industry and if they are an MA then they are more likely to complete (See Table 4). This may be due to the common pressure of the work hours which hinders social activities such as having regular late nights during the week and sometimes the distances they need to travel home after a party. As with the distances from town section above, being able to socialise

with their friends is important to them and having their friends in a job with similar hours of work and pressures contributes to not only MA completions but to retention in the industry. One of the non completing MA's identified that the long hours of work which prevented him from being able to socialise with his friends as being one of the reasons he didn't complete his apprenticeship. This factor Jeffcoat & Jeffcoat (2006) also identified as a factor for non completion in previous research findings.

The support by the family of the MA is recognised by all parties concerned as important. But as all one non completer stated that they had supportive family so this issue in itself has not shown to be a major issue as far as completions were concerned but as with the above section on farm experiences though this may well be a factor to be considered when a Training Adviser is choosing an MA.

Of the MA's who replied to the survey nearly all were still in farming whether they had completed their apprenticeship or not. This factor may show more of an issue with possibly the training, or the perception of the trainings' worth, rather than necessarily the industry itself - or a career in that industry for that matter.

Previous research of Jeffcoat & Jeffcoat (ibid) showed the biggest factor in MA's not completing as identified by the MA's and the Employers was personal issues – those issues not related to the job. One question asked them whether they had had personal issues that had an effect on them completing their apprenticeship, whether this was a positive or negative issue, and to explain the situation if they wanted to. Of the non completed MA's 5 of the 6 identified personal issues as the reason they left – whether through relationship issues or wanting to leave the job/industry – showing a correlation with Jeffcoats' et. al. research.

Although there was no specific section to identify the life-stage of the trainee, or their ability to cope with changes in circumstances, this factor showed throughout the questionnaire as being important, especially with the comments raised on the effect of personal Issues. Jeffcoat & Jeffcoat (2006) identified that there may be no problem with the MA Programme itself but with the life stage of the person and their ability to handle difficult situations. These personal issues such as relationship breakups, inability to get on with their boss, money issues, pregnancy and so on may more reflect the age or the emotional ability and stability of the MA to deal with issues that arise, rather than their ability to complete an apprenticeship. To be able to identify a potential MA these issues of life stages would need to be addressed and the support available to the MA would also have to be identified and supplied. As we are targeting youth aged from 16 upwards the need for support for coping with personal issues is, and will continue to be, a major factor for success.

Employers and their work environment

In previous research the effects of the employer or work place is often identified as one of the most important factors affecting completions. This was shown in the negative examples such as leaving employment for better pay and job prospects, being dismissed or being made redundant, lack of fit between the employer and employee and having non supportive managers. (IFF Research, 2000; Cull & Curtain, 2002; Jeffcoat & Jeffcoat, 2006). The positive aspects such as having a workplace where the training was valued by the employer, where the MA is supported and encouraged into training both on and off farm, and where the employers took an interest in their employees training creates a positive training culture (Harris, Simon & Clayton 2001, Gallacher, Whittaker & Crossan, 2004). According to Sheahan (2005) the Generation Y'ers not only need the challenge within their workplace they also need that work place to be safe and positive.

Blanchard et al (1999) identify two factors they believe are of importance, the behavioural models of success of those around them and the feedback given from these people that create an environment of success. The importance of support from the employers is identified throughout this research results with the perceived interest in the MAs to identifying the Employers as the third highest factor in assisting completions in the viewpoint of the TAs, MAs and the Employers themselves.

The ability of the Employer to provide learning opportunities and a positive environment is of the utmost importance to their MAs ability to complete their apprenticeship. The first relationship an MA makes in the process of becoming an MA is with the Employer and it is normally this first employer who has the greatest effect on the MA's success. This is shown by the results where there are greater completion rates where there is one employer than with the increased numbers of changes of employers. Five of the six non completed MA's indicated that they had two or more employer changes while they were doing their apprenticeship. In comparison the greater percentage of the completed MAs had only one employer and rated employers being the third most important factor that helped them complete.

If as Sheahan (2005) and Speight (2006) suggest, the motivating factors Gen Yers need to have from a job, are to have purpose and meaning, to be treated creatively, to feel like they belong amongst other things, then surely the input of the employers and the TAs, would be the factors that drive and enhance the worth of the MA, thus strongly affecting completion rates. Back in the 1920-30's Mayo (Envision 2007) identified that it was the interest, respect and fellowship shown towards the employees that make for a successful and productive workplace, much the same as is seen today.

As the Employer is one of the two mentors that an MA has, their skills and abilities need to be of those of a mentor. This ability to foster growth, to show

genuine care for, to question, to guide and develop a youth requires skills and abilities that are not common to all people. Aurora (2004) and Cranwell-Ward et. al. (2004) both identify that while good mentors can help a mentee to progress extremely well within a career, a mentor that has little skills in this areas can play a large part in the destruction of not only a working relationship but possibly the employees' work life and abilities.

Identified within the suggestions for improving the MA Programme the TAs believed they (TAs) needed more training to be able to support and educate the Employers, to enable them to be more effective trainers. Either the TAs should be given further training in this area or this training is offered to the Employers. This specific training for the Employers would be of great value as mentoring skills do not necessarily come with the role of employer, but the biggest difficulties would be the employers having the time to go to training and their willingness, or perceived value, in attending a course such as this.

The Training Advisers

The relationship formed with the TA is the crucial and most important point of the success of the MA programme. It is this learning relationship which will hold together the fabric of this programme and will provide the base on which everything else will be built. Research states that a mentors ability to affirm, encourage, support and guide within the learning relationship is often the key to the mentor's success (Bell 2002, Johnson & Ridley 2004 Cranwell et. al. 2004, Aurora 2004, Connor & Pokora 2007, Starr 2008).

The Training Adviser is the person who has the opportunity to put this mentorship into place as they are normally the one who instigates the apprenticeship and chooses the person who is to become the MA. The effect of the TA's is identified from the MA's viewpoint when they were asked to identify in order the factors that helped them complete their apprenticeship (see Table

8). For the MAs the Training Advisers input was identified as the greatest factor, but with the Employers and the TA's they identified the MAs personal drive as the greatest factor.

Much has been said about the personal drive of the MAs and their abilities, having the right attitude, being keen, motivated and committed to completing their apprenticeship. Although this has been identified as the main issue by both the Employers and the TAs, and as an important factor by the MAs, the MA's identify the TAs as being the main factor in completions as often as they did their own personal drive. I believe this difference in these viewpoints has come about because the Training Advisers are unaware of what effect they have on the MA's and what they perceive as the drive of the MA is actually the response to the TAs mentoring. This is more attributable to the Training Adviser's ability to motivate, enthuse and encourage the MA to succeed, than the MA's personal drive. This is then seen by the TA and the Employer as the 'MAs personal drive' rather than the input of the TAs. There is no doubt that an MA needs to have the drive to succeed and the desire to work in the farming industry to be able to complete their apprenticeship. Recognition must also be given to the TAs ability to continue to activate and motivate these attributes in the MA they have chosen to work with. This too may be a factor when an MA transfers to another region or area where the TA changes, as the same abilities or relationship skills may not be present in the next TA to continue to motivate the MA and thus reinforce completions and the larger the number of TAs the less the prospect of completion (see Table 6). As it is often the relationship between the first TA in the apprenticeship and the 'fit' of the two that drives the selection of the MA in the first place the effect of this relationship that sets the scene for success .

To be an effective mentor the person needs to genuinely care for people, to be passionate about the learning and willing to become a significant person in the life of the youth they are mentoring (Rhodes, 2002) and even though the Employer has more opportunity for interaction and time spent with the MA I

believe it is the TA that drives the success in a majority of the cases. This can be seen by how often the MAs identified the TAs as the main factor in their completions as shown in table 8.

To add to these mentoring skills TA's, according to the Employers, need to know what is happening on farm so they can help set goals that relate to the season the farmers are in. The Employers also identified that the TA's needed to be consistent to enable the MA's to work within the relationship formed and for the MA to feel secure within that relationship. Where TA's have changed a number of times it has been difficult to complete apprenticeships.

The TA's are also required to build good relationships with both the MA's and the Employers, provide timely follow up, maintain regular contact, give feedback on their progress, assist to make goals in collaboration with all three parties and generally provide the drive to keep this progress on going.

The Tutors

Tutors, although they do not have as much input into the MA's careers as the Employers and TAs, have the opportunity to enhance the learnings of the MAs to become more effective within the farming industry and to encourage the MA to continue to train at higher levels. The Training Advisers believed that the relationship with the tutor and their ability to teach were a major factor as to whether the MA completed or not. This quality and ability to teach has been identified in previous research as an important factor by Gallacher et. al. (2004) and Jeffcoat & Jeffcoat (2006) and as to whether a MA will continue to train. This positive effect of the tutors was identified by the MAs not so much in their comments but more in their responses showing the tutors appeared as being more interested in them in the MA's that had completed than in those that didn't. The topic relevance was also identified as more positive for those who completed. There were some suggestions for improvements in the need for

class topics and assessments' to be relevant to what was happening on farm and for the tutor needing to be positive.

The process of the Modern Apprenticeship Programme

Although most of the replies identified a reasonable understanding of the actual MA process, the Employers particularly thought that there was a need to get the information out into the Industry of what an MA is so there was a greater awareness amongst employers, thus giving the MA more perceived value to both trainees and employers.

These thoughts underline the point that a number of participants made comment on which was the Apprenticeship scheme had to have something 'different' that would give value to the apprenticeship and to the MA. This point of difference was to make it more desirable to employers and to those who are within the programme, thus enhancing completions. This could be done by having extra classes and assessments on farm especially for MA's with more 'fun ones' and more advanced courses. To add to this MA's should be involved in more of the competitive programmes such as 'Dairy Trainee of the Year' to make those within the programme more elite (see Tables 12- 14).

There were also suggestions of having a greater vetting process of those entering the programme so more would be likely to succeed, thus improving outcomes and the reputation of programme. There was also a suggestion of making these apprenticeships available to more people but I believe that would defeat the purpose of the 'point of difference' and the perceived value.

Incentives

Some suggestions for incentives were mentioned by employers and TAs, there were minimal suggestions as to what would be effective other than what is already supplied but to do them as joint training. For example doing the heavy transport licenses as groups rather than doing them as individuals. Although

previous research has shown that incentives are not necessarily a good motivation for completions (Gallacher et. al. 2004) the employers thought that to make a difference between an MA and other employees there needed to be more benefits or incentives which they believed would make them more likely to succeed. The completed MA's thought that the extras such as gaining their driving licenses and doing the artificial insemination classes were good incentives but the non-completed MA's didn't mention the incentives at all, possibly reinforcing the thought that they aren't the great motivators as previous research has said.

The duration of the programme did not appear to have that much of an effect on completions but the appropriateness of the pathway did. As identified by Brinkerhoff (2003) the need to identify the experiences and requirements of the MA particularly in their workplace means any training given must meet the needs of the MA in the workplace they work in. If the MA is expected to be in charge of the farm on a number of occasions, and the farmer is expecting a degree of decision making from them (Level 4 qualification) then there is little, if any, point on having them in a level 3 qualification (Level 3 targets those mainly assisting on the farm) as this training will be irrelevant. As was commented on by a non-completing Ma, the programme was too long and what they learnt was not where they were at in learning nor in what was required on farm. To match the training to what the trainee needs in his workplace is what Brinkerhoff calls linking the business needs to the individual so making the learning of importance and value.

The suggestion given of shortening the length of the apprenticeship would not be of benefit as it would go against the need to have a qualification that needs to be seen as of value reinforcing this programme as being a more elite qualification.

One of the MA's didn't identify a negative factor as the reason for leaving and I rang him up to clarify his thoughts on what he had written. His reason for leaving was to experience his O.E. before continuing farming. He said that he had gone as far as he could on the size of farm he was on and needed to move up to the next level on a bigger farm. His concerns were that if he started the bigger job he might be stuck in that job and never get the opportunity to do his O.E. so he took the break at this point – went overseas - and has come back ready to start the new season on a larger dairy farm. This is what Jeffcoat & Jeffcoat called the 'life stage' of the Modern Apprentices where this MA chose to identify possible issues that could affect his career further on – the desire to gain overseas experience and took action to ensure this did not happen and then has continued with his career. This same MA said elsewhere on the questionnaire that he felt his TA was very disappointed that he hadn't completed his apprenticeship (especially with only 6 units to go) and said he felt "stink" about it. The suggestion for improvement was to allow for 'Time Out' which would allow for MA's to have a period of time when they could put their apprenticeship on hold and return to complete it without it being identified as a non completion.

To enhance the worth of this training not only to the MAs but to the employers and the industry itself the ITO needs to improve the training that is offered to provide, as Brinkerhoff and Apking (2002) state, a 'learning for improvement process'. There needs to be a goal for learning and this cannot happen "consistently and effectively without careful preparation and focus, practice and feedback and support and encouragement" (p49). The MAs and Employers deserve nothing less.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

CONCLUSION

The main results from this research have identified that it is the people involved within the programme of the Modern Apprenticeship, and their input, that hold the key to success of the Modern Apprentices. Although this may not come as a surprise to most, it is how the ITO, as a Company, and as individuals, support these groups of individuals that need addressing. The main groups involved are the Modern Apprentices, the Training Advisers, the Employers and to a lesser degree the Tutors.

The final area that needs addressing is the process and implementation of the Apprenticeship Programme and looking at ways that will strengthen and improve the service provided to all concerned.

Modern Apprentices

In choosing a trainee to become an MA there can be a number of factors to consider first. Factors that may have an impact on their success or completion may be in the experience they have had in farm life while growing up and how well they understand the impact it will have on their life not only on farm but on their social life and the friends they associate with. Are they supported by family in their decision to farm and to train and what time do they have give to this commitment? Are they willing to continue training and is farming a a career where they see themselves going? What support systems, resources or skills do they have for when life becomes difficult? These questions need to be addressed when taking on an MA, to identify those who are more likely to

succeed and the issues that may need to be faced during their apprenticeship though as this research shows this can be hard to predict.

Employers

As Employers are essential to the success of a Modern Apprentice the selection of these people is a very important part of the process. For an Employer to be a good trainer on farm they have to have an understanding of the process of the MAs Programme and the way that it can be incorporated to assist not only the MA to achieve but also to improve their business and ultimately their industry. To do this they need to be able to form a positive relationship with the MA and to be able to provide opportunities for them to learn on farm. They need to know how to mentor MAs, especially the Generation Y employees, and to have understanding of what drives this generation to succeed. They need to be passionate for the industry and be able to provide a supportive environment which together with the Training Advisers will help achieve the best outcome for their MA.

Training Advisers

The Training Adviser is one of the main driving factor within this programme. It is their selection, skills and relationship abilities which provide the pivotal point on which all other relationships and successes hinge on. It how this group of people works that often decides the direction and final destination of the MAs.

To have successful MA's we need Training Advisers who are effective in mentoring with a genuine care for the development of the people and for the industry. They need to be willing to spend time planning for success and have the skills to mentor not only their MA's but the Employers as well.

Above all they need to create an effective, mentoring, learning relationship with the MA's and with the Employers. The relationship the TA's builds is the corner stone of the MA process and the foundation for building success. Their ability to be able to mentor should be a platform to provide the challenge that is needed to keep Y'ers interested, valued and moving forward. The Training Advisers also need to have the passion for the industry and for the MAs, and it is this passion that will drive the MAs interest, input and successes.

Tutors

Another part of the team that assists the MA to complete is the class tutors. Even though the tutors do not form as strong a relationship as the Employers or Training Advisers their input can greatly affect the success or otherwise of an MA. If the tutor cannot relate to the trainees they will have difficulty in being able to teach them. Most of the tutors are or were farmers and they usually are very up to date with farming knowledge but it is their experience with how to deliver that knowledge that may need to be addressed.

The tutors need to be passionate about the topics they teach as this enthusiasm transfers to the MAs and the other trainees and if this enthusiasm is lacking this too transfers over. As most agricultural trainees/MAs are not that keen on writing (being practical hands on people as a rule), if they had a 'less than' enthusiastic tutor this would confound the situation making it more difficult to have MAs complete their written work. It is not only the tutors that need to be of a high quality, the materials and resources need to be of the same high standard to add value to the MAs learning.

The MA Process

To create value for the MA Programme it needs to be promoted more to the industry itself showing what it means if someone is an MA and reinforcing the importance and the reputation of the programme. The Programme needs to define the point of difference to other 'ordinary' qualifications and by that also added the value of having the qualification to the MA but also showing value to prospective employers. This added value will make it more appealing to the MA's and by that more desirable to have.

Incentives

To motivate our Y'ers we need to remember that they will take the good now over the great later and to provide points of success along the way through rather than leaving it to the attaining of the National Certificate and then finally the MA Certificate. Currently there are extrinsic motivation incentives given along the way such as reference books, licenses, welding courses, firearms and so on. These are used to reward successes, such as units being completed, but it does appear to have a very short lived motivational drive. Incentives that continue to motivate MA's need to be implemented to keep them driving forward.

Flexibility

The MA pathways need to be more flexible to meet the needs of the MA's, the Employers and the ever changing industry. As it stands they have two pathways (In Dairy), the level 3 & 4 qualifications or the two level 4 qualifications. If there was flexibility in the topics undertaken which will allow training to be given that is more appropriate for the farm that the MA is working on and for their interest, then completions will be greater and of more value to the MA. The certificates issued would then need to identify the skills and capabilities acquired during the apprenticeship time and the programme topics they undertook.

Flexibility in enabling apprenticeships to be able to be put on hold to accommodate the MA's needs may also assist the rate of completions.

We have within the Modern Apprenticeship programme, a system that can encourage appropriate behaviour and learning, provide incentives that have meaning and to give them the individual plan for recognition of their successes. We can achieve this by effective mentoring, by providing a series of small steps to create a feeling of success, by celebrating success and by providing support to the Employers to help assist them with their valuable role of mentoring.

In the following section I make a number of recommendations which will support those involved within this Programme and will enhance the success of our Modern Apprentices.

RECOMMENDATIONS

Modern Apprentices

Selection of Modern Apprentices

The selection process of an MA needs to be more defined and the background and support factors need to be considered for selection of those most likely to complete.

Factors to be considered when choosing an MA are

- How long they have been farming and what experience have they had on farm? How far will they be from their friends that they socialise with, what is their social scene and how many of those friends have similar work constraints?
- What family support is there at home? This would include time involved with completing assessments and support for their decision to create a career in farming.
- How long have they been in employment with the Employer they are working with? Does the fit appear to be positive with the Employer and does the Employer give support for their training?
- Has the prospective MA shown enthusiasm and desire to learn skills on farm?
- What commitment have they shown towards training so far (e.g. have they kept up to date with their assignments in class and do they participate in class activities)?
- Is their long term goal to be still in the farming industry and if so in what position (e.g. farm ownership, farm manager or worker)?

To enable the best choice to be made the factors above, if addressed, will create a profile of the MA which can be used to determine appropriateness for selection. This information could then be shared with other Training Advisers if

the Apprentice shifts into another region allowing the new TA to understand where they are coming from and so make decisions on how best to support them. This behind the scene information may also identify what motivates them and what they consider is important to achieve.

Employers

As Employers are the Mentors that spend more time with the MA's their input is crucial to the success of the MA and the Programme. As mentioned before the ability to mentor does not always come just because they are employers and these skills need to be learnt and applied within the work place.

- Employers need to be trained to be able to mentor effectively and to provide a positive working place.
- Specific training for MA Employers could be offered to help assist them to bring out the best in their apprentice/employee but this training would be optional.
- One or both of the Rural Staff Management workshops dealing with Staff management and Team building could be offered to the Employers of MA's free of charge to help them get the best from their MA and to help them progress.
- Further training could be offered to support this in one day workshops that identify motivational factors, specifically for the Generation Y.

Training Advisers

To successfully mentor the MA's, quality training on mentoring and relationship building is required for all Training Advisers as it is this mentorship and relationship that is the core for success in this Modern Apprenticeship Programme. It is this relationship that the apprenticeship program is built on and those that have this privilege to work with the MA's need to be trained to deal effectively with the challenges this role brings.

Training could also be required if the Employer of the MA chooses not to take up the offer of training as suggested above. The TA may then need to be able to support and 'train on the job' the Employer to mentor the MA and to help build a professional and effective relationship between the two if the need arises.

One of the factors identified in previous research as reasons for non-completions is the impact of life situations that cause issues for the MAs. Where the TA's would be unable to provide training for all MAs on dealing with life issues, they are in the position to provide support in times such as these and may be able to provide strategies, or people, to access for help. Training on how to safely offer this help and guidance to an MA needs to be thorough to enable safety for both the Modern Apprentice and the Training Adviser.

A support system would also need to be in place for TA's to discuss these situations in a confidential and professional manner to ensure boundaries are not broken and to ensure safety for all.

Transfer Processes

The relationship between the starting TA with the MA is often the tie that is the strongest. As the first relationship is often the strongest emotional tie and when the MA transfer they often leave the person they know believes in them. If they don't get that emotional tie with the next Training Advisers then the completion of that MA could be in jeopardy. This process of transferring needs to be more thorough.

As most trainees are chosen as MA's through the relationship and 'fit' with the original TA then there needs to be a greater sharing of their personality and motivational factors between the transferring TA's, instead of the general 's/he's a nice kid and is really motivated', to enable the new TA to create as good a relationship as possible. The Training Adviser needs to be aware of the strength of the initial tie to first TA and needs to set time aside to build the new

relationship. The recognition that you might not jell with the MA has to be acknowledged and extra strategies need to be put in place to ensure the professionalism of the TA's position is upheld in forming the relationship even if the 'fit' doesn't seem right. Training in these strategies will be needed. If as recommended under the section above titled Selection of Modern Apprentices, written Profiles are made then this assist the new TA in getting to know the person who is now under their care and could create the basis for relationship forming.

Tutors

To be effective tutors they need not only be able to teach their subject well they also need to know how to build relationships. To have effective tutors they need to be trained in up to date methods in adult education – not the chalk and talk as mentioned by some MA's – and in how to create positive relationships within the classrooms. Although the ITO is responsible for the training of their trainees/MA's they contract Providers in to take the theory side of the qualifications. This means that it is the Providers responsibility to have their tutors trained properly and does not fall into the ITO area for development. In saying that though because the tutors are in partnership with the TA's to help the MA's to complete, there needs to be some accountability of the skills and abilities of the tutor and to have input for improvements from the TA's taken into consideration. There are currently processes in place for evaluations of the classroom teaching but the fact that a number of TA's, MA's and Employers identify this as an area of concern then this issue is not currently being deal with effectively enough. More professional evaluations and training provided needs to be implemented and driven from the ITO because of the impact they have on our trainees and MA's.

The Modern Apprentice Programme

Information needed

For the apprenticeship programme to be recognised for the work that it does and the support it gives to the MA's more information is required to be given to the prospective MA's, Employers and the industry. This can be done by publishing success stories, or profiles, either in the Agriculture ITO regional newsletters or within the local newspapers. Promotion of this programme could also be the target of a mail out to farmers showing what is offered to MA's, the point of difference from the 'ordinary' trainee and what it means for the farming industry.

Point of difference – added value

There needs to be a point of difference between an ordinary trainee and an MA to create a sense of belonging to a special group and to reinforce the 'elite' part of the apprenticeship. Not only does this add value to the MA's perception of what they are doing (And as a Yerr this value is important) it can also show value to the employers of the MA and to the farming industry.

The MA Programme needs to be more elite by having a more stringent selection processes creating more successful MA's, thus enhancing the reputation of the programme.

Extra classes/workshops need to be held for MA's for topics such as financial management, leadership, business development, sharemilker requirements and farm ownership to encourage and enable them to continue in their careers.

There needs to be more public exposure of the MA's with entry into competitions such as Dairy Trainee of the year being an accepted part of the MA's training.

Incentives

We need to retain the incentives we have already as they provide short term motivation as it does acknowledge progress steps along the way.

The ITO could also financially support memberships of outside farming groups such as young farmers and to provide extra classes, as identified above, for those who want to continue on into share milking or farm ownership. There needs to be continuing, and possibly more, support into programmes such as Future Farmers providing our MA's with as much information to enable them to choose their career direction.

Flexibility

As the qualifications and delivery has recently been changed by the ITO to accommodate people who want to learn in smaller blocks, looking at 'Can Do' skills rather than focusing directly on unit standards, there has been provided the opportunity for trainees to 'pick and choose' what areas they want to study in rather than having to complete the full qualification, and still be recognised for what they have learnt. If the MA qualifications were to take this 'choose what is relevant for me and my employment' view then this would allow for MA's to identify what they would like to learn and what they believe is needed on the farm they are working on, in consultation with their Employers. If they had this opportunity to identify their own pathway it would be more likely to be completed and seen as more valuable to them. This could include a selection of areas and levels to choose from and if these MA pathways were given parameters of either credit values or number of courses completed, then this would define the areas of study for their apprenticeship. For example, if there were four topic areas in level 3, four topic areas in level 4 and two topic areas in Production Management Stage 2 (Second year of the level 4) then a MA pathway could include two topics in level 3, three in level 4 and one on the PM stage 2 programme. If they then wanted to do the extra course as suggested in the point of difference section above this then could be added on as an Apprenticeship Plus or a Grade A Apprenticeship, recognising the extra studying they have done.

To support the suggestion above of the MA's defining their own pathway, the MA qualification at the end would then need to identify the skills and the competencies they have achieved so future employers are aware of the areas they have trained in, and those they haven't.

As with the situation of the MA who wanted to go overseas before going onto a bigger farm, I believe there needs to be flexibility to allow MAs to put their apprenticeships on hold for a period of time, and allowing them to pick it up again, if they return within this time. This could also allow for life situations that they may need time out for allowing them the breathing space to deal with the situation and then returning when they are ready.

With improved selection and transfer processes; targeted training for Training Advisers and Employers; by adding value and exposure to the MA's and the Programme and rewards to improved processes I believe that the completion and success rate of the MA's - success not only to the MAs, but to the Industry as a whole - can't help but be improved.

Summary

Discussion

1. The selection process of MA's needs to be thorough to identify factors that may enhance success and areas of support
2. Employers need to be trained to mentor and create relationships of worth
3. The Employers need to be passionate for the Industry and for youth
4. Training Advisers need to have good mentoring and relationship skills to successfully help MA's to complete
5. TA's need to be effective in mentoring
6. TA's need to create effective relationships with Employers
7. TA's need to plan for success
8. The Learning Relationship between the TA and MA is the cornerstone of the MA Programme
9. TA's need to be passionate about the growth and success of their MA's
10. Tutors need to be able to relate to youth and to be able to present their information in an interesting way and have useable knowledge of adult learning methods
11. The tutors need to be passionate and enthusiastic about what they are teaching
12. MA's need to have a point of difference or added value shown to the MA Programme
13. Incentives need to meet the immediate needs of the MA's and provide for needs further down the track
14. Pathways need to be flexible to meet the MA's and Employer needs

Recommendations

1. Have a written profile of each MA that will assist in identifying those who will be more likely to succeed
2. Employers need training in how to mentor and how to motivate MA's
3. TA's need quality training on how to be mentor and how to build relationships
4. Transfer processes need to be thorough and strategies to be developed for MA's transferring
5. TA's need extra training to assist and train Employers to encourage and motivate MA's to grow and to provide a positive learning environment
6. TA's need training to identify life stages of MA's and how to deal with them safely
7. Tutors need to be trained in adult education training and how to build relationships
8. Professional evaluations and identified training is needed for tutors
9. Information on apprenticeships needs to be marketed to Employers and industry more thoroughly
10. The Point of Difference or added value needs to be identified and strengthened
11. Incentives need to be of value and motivating
12. MA pathways need to be flexible and meet the needs of the MA and their workplace
13. Extra skills to create and A Grade Apprentice
14. Skills learnt knowledge learnt need to be identified on the qualification certificate
15. Opportunities to have apprenticeships put 'on hold' needs to be addressed

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Appendix 1 – Participants consent form - interviews

***Agriculture Modern Apprentices
Factors Affecting Completion***

PARTICIPANT CONSENT FORM

This consent form will be held for a period of five (5) years

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I agree to participate in this study under the conditions set out in the Information Sheet.

Signature: **Date:**

Full Name - printed

Appendix 2 – Letter for questionnaires

.. March 2008

Bev Jackson

[REDACTED]

[REDACTED]

Dear

Over the last two and a half years I have had the pleasure of working as a Training Adviser for North Taranaki with the Agriculture Industry Training Organisation and have during this time worked with a number of Modern Apprentices (MA's) and their employers.

To complete my own training for a Masters in Education (Adult Education) I have chosen, for my thesis topic, to find out what has helped Modern Apprentices complete their apprenticeship and what has stopped them. To do this I need to gain as much information from people, such as yourself, who have been directly involved within the Modern Apprenticeship programme. With the information gained I will look for ways that will help MA's complete their training and will share these findings with my employers, the Agriculture ITO.

To do this I am contacting all MA's who have finished their apprenticeship in the last 18 months, whether they have completed or not, and the employers involved with these Apprenticeships. Most of this information will be obtained by questionnaire with some further clarification by interviews as required. All information will be kept totally confidential and you will not be identified in any way, written or verbal, even if you do give permission for further contact. (See the last page of the questionnaire). All questionnaires will be destroyed after 5 years.

I look forward to receiving your feedback as any information and insight gained will be used to improve the outcomes for all involved in the Modern Apprenticeship programme.

If you have any concerns or queries please feel free to contact me directly on the numbers listed below.

Participant's Rights.

Completion and return of the questionnaire implies consent. You have the right to decline to answer any particular question.

My Supervisors for this project are M Gilling and G Slater and can be contacted at Massey University.

This project has been evaluated by peer review and judged to be low risk. Consequently, it has not been reviewed by one of the University's Human Ethics Committees. The researcher(s) named above are responsible for the ethical conduct of this research.

If you have any concerns about the conduct of this research that you wish to raise with someone other than the researcher, please contact Professor Sylvia Rumball, Assistant to the Vice-Chancellor (Ethics & Equity), telephone 06 350 5249, email humanethics@massey.ac.nz.

With Thanks

Bev Jackson

Office

[REDACTED]

Mobile

[REDACTED]

Appendix – 3 Completed Modern Apprenticeship Questionnaire

Please answer the following questions as fully as you can

1. What is your current age?

16 - 19 ☐ 19 - 22 ☐ 22 – 25 ☐ Over 25 ☐

2. Gender

Male ☐ Female ☐

3. Where did you live when you were a child?

a. Mostly on farm ☐ If so what type of farming?

b. Mostly in town ☐ If so did you spend anytime on a farm? Yes ☐
No ☐

If yes, was it with

Friends ☐

Family ☐

Other ☐ Please explain _____

c. Or Other ☐ Please explain _____

4. How far away is the farm you worked on while you were doing your apprenticeship from the nearest town that you visited to socialise and shop?

1 - 5kms ☐ 5 - 15kms ☐ 16 – 30 kms ☐ Over 30 kms ☐

5. Are your friends, who you go out with, involved in the farming industry as well?

Yes ☐

No ☐

Some of them ☐

6. Did your family and friends support your decision to go farming?

Yes ☐

No ☐

7. When did you complete your Modern Apprenticeship? (I.e. Month, year approx)

8. How long did your Modern Apprenticeship take to complete? (Approx)

9. Are you still in farming? Yes ☐ No ☐

a. If yes
Do you see yourself continuing in farming as a career?

Yes ☐ No ☐

Please explain your answer.

—

10. How well did you understand what was involved in the Modern Apprenticeship programme? (✓ for each time period)

	To a great extent	A Reasonable extent	Some what	Very little	Not at all
a. When you started?					
b. 6 months later?					
c. At the end?					

11. a. Did you have any personal issues or situations that had an effect on your ability to complete your apprenticeship?

Yes ☐ No ☐

b. Was this a positive effect? Yes ☐ No ☐
Please explain
(Optional)

12. How many Employers did you have while doing your Modern Apprenticeship?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 or more ☐

13. With the Employers you did your apprenticeship with, how interested did you feel they were in your training and in you completing your Modern Apprenticeship?

Very interested interested mildly interested not much not at all

--	--	--	--	--

Any Comments?

14. How many different Training Advisers did you have during your MA training?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 or more ☐

a. If you had more than one can you explain why? (Answers could be you shifted areas, they changed etc.)

15. How interested did you think the Training Adviser/s was in your training?

Very at all	Quite a bit	Some what	Not much	Not

Any comments?

16. Was the information taught in class presented in an interesting and easy way to understand?

Always Never	Usually	Sometimes	Seldom

Any comments?

17. Did your tutor seem interested in what you were doing with your training both in class and on farm?

Very all	Quite a bit	Some what	Not much	Not at

Any comments?

18. How relevant what was taught in class to what you do/did on the farm?

Always Never	Usually	Sometimes	Seldom

Any comments?

19. Please put in order of importance three factors that helped you complete your Modern Apprenticeship. (They could be: people involved in the programme, your own personal drive, family, situations, finance, etc) and explain why they did.

1

Why?

2.

Why?

3.

Why?

20. What suggestions would you give, that may help improve the Modern Apprenticeship programme for other people who may want to join?

**Thank you for taking the time to complete this questionnaire.
Your information and comments will be kept confidential.**

If you **ARE** willing to be contacted to clarify anything you have written, please **COMPLETE** the contact details below.

If you prefer **NOT** to be contacted then **DO NOT COMPLETE** the contact details below.

Agree to be contacted Yes ☐ No ☐

Name :- _____ Contact Number:-

Appendix – 4

Employer Questionnaire

Please answer the following questions as fully as possible.

1. Did your employee Modern Apprentice (MA) complete their Apprenticeship?

Yes ☐

No ☐

Don't know ☐

2. What was the approximate age of your Modern Apprentice when they finished?

16 - 19 ☐
25 ☐

19 - 22 ☐

22 – 25 ☐

Over

3. What is their gender?

Male ☐

Female ☐

4. How far away is your farm from the nearest town that your MA visited to socialise and shop?

1 - 5kms ☐
☐

5 - 15kms ☐

16 – 30 kms ☐

Over 30 kms

5. Were his/her friends involved in the farming industry as well?

Yes ☐
know ☐

No ☐

Some of them ☐

Don't

6. Did the MA's family support their decision to go farming?

Yes ☐

No ☐

Don't know ☐

7. Is the Modern Apprentice still involved with farming today?

Yes ☐

No ☐

Don't know ☐

8. How well did you understand what was involved the Modern Apprentice programme? (✓ for each time period)

	To a great extent	A Reasonable extent	Some what	Very little	Not at all
a. When they started?					
b. 6 months later?					
c. At the end?					

Any comments?

9. Do you believe that there were any personal issues that had an effect on their ability to complete their training?

Yes ☐

No ☐

a. Was this a positive affect?

Yes ☐

No ☐

Can you explain? (Optional)

10. Did your last Modern Apprentice start and finish his apprenticeship with you?

Yes ☐

No ☐

a. If no how many other Employers do you think they had while doing their Apprenticeship?

1 ☐

2 ☐

3 ☐

4 or more ☐

Don't know ☐

11. As their Employer how involved were you in their training and in assisting them to complete their Modern Apprenticeship?

Very involved
all

involved

mildly involved

not much

not at
all

Any comments?

12. How interested did you think the Training Adviser was in their training?

Very interested

interested

mildly interested

not much

not at all

Any comments?

13. How well did the Training Adviser relate to your Modern Apprentice and to you? (✓ or x for each person)

	To a great extent	Reasonably well	Some what	Very little	Not at all
A. MA					
B To You					

Any comments?

14. How well did the Modern Apprentice seem to understand what their tutor was teaching in class?

Never	Always	Usually	Sometimes	Seldom

Don't know ☐

Any comments?

15. How relevant and useful were the topics that were taught in class to what your apprentice did on your farm?

Never	Always	Usually	Sometimes	Seldom

Don't know ☐

Any comments?

16. Please put in order of importance up to three factors that you believe helped your Modern Apprenticeship to complete their Modern Apprenticeship? (They could be: people involved in the process, your own personal drive, family, situations, finance, etc.)

a

Why? _____

b

Why? _____

c.

Why? _____

17. What suggestions would you give, that may help improve the Modern Apprenticeship programme?

Thank you for taking the time to complete this questionnaire.
Your information and comments will be kept confidential.

If you **ARE** willing to be contacted to clarify anything you have written, please **COMPLETE** the contact details below.

If you prefer **NOT** to be contacted then **DO NOT COMPLETE** the contact details below.

Agree to be contacted Yes ☐ No ☐

Name :- _____ Contact Phone Number:-

Modern Apprentice Questionnaire

(Not completed) – this statement not on original questionnaire)

Please answer the following questions as fully as you can.

1. What is your current age?

16 - 19 ☐ 19 - 22 ☐ 22 – 25 ☐ Over
25 ☐

2. Gender

Male ☐ Female ☐

3. Where did you live when you were a child?

a. Mostly on farm ☐ If so what type of farming?

b. Mostly in town ☐ If so did you spend anytime on a farm? Yes ☐
No ☐

If yes, was it with

Friends ☐

Family ☐

Other ☐ Please explain _____

4. About how far away was the farm you worked on while you were doing your apprenticeship from the nearest town that you visited to socialise and shop?

1 - 5kms ☐ 5 - 15kms ☐ 16 – 30 kms ☐ Over 30 kms
☐

5. Are the friends you go out with involved in the farming industry as well?

Yes ☐ No ☐ Some of
them ☐

6. Did your family and friends support your decision to go farming?

Yes ☐ No ☐
Can you explain how? (Optional)

7. How long were you doing your Modern Apprenticeship? (Approx)

8. Are you still in farming? Yes ☐ No ☐

a. If yes

Do you see yourself continuing in farming as a career?

Yes ☐ No ☐

Please explain your answer.

9. How well did you understand what was involved in the Modern Apprentice programme:- (✓ for each time)

	To a great extent	A Reasonable extent	Some what	Very little	Not at all
a. When you started?					
b. 6 months later?					
c. At the end?					

10a. Did you have any personal issues or situations that had an effect on your ability to complete your apprenticeship?

Yes ☐ No ☐

b. Was this a positive effect? Yes ☐ No ☐

Can you explain (Optional)

11. How many Employers did you have while doing your Modern Apprenticeship?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 or more ☐

12. With the Employers you did your apprenticeship with, how interested did you feel they were in your training and in you completing your Modern Apprenticeship?

Very interested Interested Mildly interested not much not at all

--	--	--	--	--

Comments_____

13. How many different Training Advisers did you have during your MA training?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 or more ☐

a. If you had more than one can you explain why? (Answers could be you shifted areas, they changed etc.)

14. How interested did you think the Training Adviser/s was in your training?

Very at all	Quite a bit	Some what	Not much	Not

Any comments? _____

15. Was the information taught in class presented in an interesting and easy way to understand?

Always Never	Usually	Sometimes	Seldom

Any comments? _____

16. Did your tutor seem interested in what you were doing with your training both in class and on farm?

Very at all	Quite a bit	Some what	Not much	Not

Any comments? _____

17. How useful was what you learnt in class to what you do/did on farm?

Very useful at all	Quite useful	Of some use	A little bit	Not

Any comments? _____

18. What made you decide to stop doing your Apprenticeship?

19. Please describe two ways that we might have helped you complete your Modern Apprenticeship and explain why they might have helped.

1.

Why?_____

2.

Why?_____

20. What suggestions would you give, that may help improve the Modern Apprenticeship programme for other people who may want to join?

Thank you for taking the time to complete this questionnaire.
Your information and comments will be kept confidential.

If you **ARE** willing to be contacted to clarify anything you have written, please **COMPLETE** the contact details below.

If you prefer **NOT** to be contacted then **DO NOT COMPLETE** the contact details below.

Agree to be contacted Yes ☐ No ☐

Name :- _____ Contact Phone Number:-

Training Adviser Questionnaire
on Modern Apprentices

Please answer the following questions as fully as possible.

1. What do you feel are the greatest attributes or skills that you should look for in a potential Modern Apprentice? List in order of importance.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

If any more _____

2. What do you think are the most important ways that you can assist or support an MA to complete their pathway?

3. What attributes, skills or capability do you look for in a supporting Farmer Trainer?

4. Do you believe that personal issues impact on your MA's ability to complete their training?

Yes ☐ No ☐

Explain, and if possible give examples of, personal issues that you believe have impacted on a MA's ability to complete his apprenticeship. These can be positive or negative issues. (Do not include names)

5. How well do you feel that you relate to your Modern Apprentice?

Really Well this well	Usually fairly good	Okay	Not well	Don't do

Any comments?

6. What do you do to create a positive relationship with your MA?

7. How well do you feel that you relate to your Farmer Trainers?

Really Well this well	Usually fairly good	Okay	Not well	Don't do

Any comments?

8. What do you do to create a positive relationship with your Farmer Trainers?

9. How important is the tutor's relationship with the MA on the MA's ability to complete their training?

Very important important	Important	Somewhat	A little	Not

Any comments?

10. Please put in order of importance up to three factors that you believe **help** your MA's ability to complete their Apprenticeships? (They could be: people involved in the process, your own personal drive or input, family, situations, finance, funding, MA process etc.)

i.

why? _____

ii.

why? _____

iii. _____

why? _____

11. Please put in order of importance up to three factors that you believe **hinder** your MA's ability to complete their Apprenticeships?
i.

why? _____

ii.

why? _____

iii. _____

why? _____

12. What suggestions would you give, that may help improve the Modern Apprenticeship process?

(Continue on back of this sheet if you have more comments you want to make)

**Thank you for taking the time to complete this
questionnaire.**

Your information and comments will be kept confidential.

If you **ARE** willing to be contacted to clarify anything you have written,
please **COMPLETE** the contact details below.

If you prefer **NOT** to be contacted then **DO NOT COMPLETE** the contact
details below.

Agree to be contacted Yes ☐ No ☐

Name :- _____

Preferred Contact Phone Number:- _____

Modern Apprentice Interview Sheet

(Areas for comment has been condensed for the purpose of this presentation)

1. What is your current age?

16 - 19 ☐

19 - 22 ☐

22 – 25 ☐

Over 25 ☐

2. Gender

Male ☐

Female ☐

3. Where did you live when you were a child?

a. Mostly on farm ☐ If so what type of farming?

b. Mostly in town ☐ If so did you spend anytime on a farm? Yes ☐
No ☐

If yes, was it with

Friends ☐

Family ☐

Other ☐ Please explain _____

c. Or Other ☐

Comments

4. How far away is the farm you work on, from the nearest town that you visit to socialise and shop?

1 - 5kms ☐

5 - 15kms ☐

16 – 30 kms ☐

Over 30 kms ☐

5. Are your friends, who you socialise with, involved in the farming industry as well?

Yes ☐

No ☐

Some of them ☐

6. How long have you been in training with the Agriculture ITO?

1-2 yrs ☐

2-5yrs ☐

over 5yrs ☐

7. When did you approximately complete your Modern Apprenticeship?

8. How long did your Modern Apprentice take to complete? (Approx)

_____ Years _____ months

9. Are you still in farming? Yes ☐ No ☐

a. If yes

Do you see yourself continuing in farming as a career?

Yes ☐ No ☐

Comments

10. How well did you understand the Modern Apprenticeship process:- (✓ or x for each time)

	To a great extent	A Reasonable extent	Some what	Very little	Not at all
a. When you started?					
b. 6 months later?					
c. At the end?					

Comments

11 a. Did any personal issue impact on your ability to complete your training?

Yes ☐

No ☐

b. Was this a positive impact? Yes ☐ No ☐

Comments as appropriate

12. How many Farmer Trainers/Employers did you have while doing your Modern Apprenticeship? (The farmer trainer/Employer was the person from the farm who worked with you and was present at the goal setting activities at the MA meetings)

1 ☐

2 ☐

3 ☐

4 ☐

5 or more ☐

Comments

13. With the Farmer Trainer/s who you were with, how interested do you feel they were in your training and in you completing your Modern Apprenticeship?

Very interested interested mildly interested not much not at all

--	--	--	--	--

Comments

14. How many different Training Advisers did you have during your MA training?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 or more ☐

a. If you had more than one can you explain why? (Answers could be you shifted areas, they changed etc.)

15 How interested did you think the Training Adviser/s was in your training?

Always Never	Usually	Sometimes	Seldom

Comments

16. How supported did you feel from your Training Adviser?

Always Never	Usually	Sometimes	Seldom

Comments

17. How well did you understand your tutor in class?

Always Never	Usually	Sometimes	Seldom

Comments

18. Did your tutor seem interested in your training??

Always Never	Usually	Sometimes	Seldom

Comments

19. How relevant what was taught in class to what you do on the farm??

Always Never	Usually	Sometimes	Seldom

Comments

20. Please put in order of importance three factors that helped you complete your Modern Apprenticeship. (They could be: people involved in the process, your own personal drive, family, situations, finance, etc.)

i.

Comment

ii.

Comment

iii

Comment

20. What suggestions would you give, that may help improve the Modern Apprenticeship process?

Comment

I have read the above answers and comments and agree to what is written says what I expressed at the interview.

(Tick 1)

In the final report I would prefer a pseudonym (false name) to be used ☐

Or to use my first name only ☐

Signed _____ **Date** _____

Training Adviser Interview

1. What do you feel are the greatest attributes or skills that you should look for in a potential Modern Apprentice? List in order of importance.

6.

7.

8.

9.

10.

Further comments

2. What do you think are the most important ways that you can assist or support an MA to complete their pathway?

Comments

3. What attributes, skills or capability do you look for in a supporting Farmer Trainer?

Comments

4. Do you believe that personal issues impact on your MA's ability to complete their training?

Yes ☐

No ☐

Explain, and if possible give examples of, personal issues that you believe have impacted on a MA's ability to complete his apprenticeship. These can be positive or negative issues. (Do not include names)

Comments

5. How well do you feel that you relate to your Modern Apprentice?

Really Well this well	Usually fairly good	Okay	Not well	Don't do
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Comments

6. What do you do to create a positive relationship with your MA?

Comments

7. How well do you feel that you relate to your Farmer Trainers?

Really Well Usually fairly good Okay Not well Don't do
this well

Comments

8. What do you do to create a positive relationship with your Farmer Trainers?

Comments

9. How important is the tutor's relationship with the MA on the MA's ability to complete their training?

Very important Important Somewhat A little Not
important

Comments

10. Please put in order of importance up to three factors that you believe help your MA's ability to complete their Apprenticeships?

i.

Comment

ii.

Comment

iii.

Comment

11. Please put in order of importance up to three factors that you believe **hinder** your MA's ability to complete their Apprenticeships?

i.

Comment

ii.

Comment

iii.

Comment

12. What suggestions would you give, that may help improve the Modern Apprenticeship process and completions?

Comment

I have read the above answers and comments and agree to what is written says what I expressed at the interview.

(Tick 1)

In the final report I would prefer a pseudonym (false name) to be used ☐

Or to use my first name only ☐

Signed _____ **Date** _____

Appendix 9

Answers for Helps for Completion in Full

Factors that MAs believed helped them complete their apprenticeship - in order of importance

Factor One	Factor Two	Factor Three
Family wanting to achieve higher	Personal drive to complete course and to move onto the next level	Changing jobs often making it hard to find course info & units in the shift
Learn more – wanted to know why we do things.	Determination & personal drive – wanted quals & understanding	New employer will be more keen when you're looking for a new job
Training Adviser – kept me on track – gave me goals to work towards	Employer – wanted me to succeed	Myself – upskilling – gaining quals
Mother – pushy and persistent in the later stages	Training Adviser also pushy & persistent	
Personal drive I am driven person & want to be successful	Father – didn't want to disappoint him	Recognition/Qualification – when I apply for a new job
Family support. Dad worked me hard, taught me to be mature	Personal drive to be a young farm owner & to prove myself	Employer – gave responsibility & backed me through the apprenticeship
Personal drive – keen to succeed in the industry	Great Training Adviser support – encouraging me to complete things	Employer – both my bosses saw the benefit this could bring to their business
Personal drive – because I enjoy farming	Family – wanted to see me with qualifications	Employer – very supportive and paid for the courses
People – they supported -kept me focused	Myself I was determined to finish it	Great experience – I enjoyed it
TA always consistent & cheerful. Enthusiastic about meetings and goals	Employer – helped accomplish goals and created a good learning environment	Good opportunity to learn more and setting goals to help in the future
Career Prospects/ Qualification – improve my CV	Employer – wanted me to complete so gave me plenty of help	Training Adviser – she put pressure on me to complete
TA – (name) encouraged me to complete it even when I was tired	Personal drive I set the goal to achieve the MA	Family They supported me during my training
Class tutor & Training Adviser motivated me a huge deal to finish	Personal drive . I wanted to get it done & finished for my CV & personal satisfaction	Family – wanted me to succeed and do well
Time to go to class – correspondence didn't work	Personal drive – I wanted to get to top of dairy farming game asap	Work environment on to it boss & good role model
TA their interest – contact and nagging to help keep focused, on track	Tutor – made the classes fund and interesting	Friends/classmates – going to class to catch up with them – different nationalities
My own drive , wanted it on CV – wanted to do more	Employer support	Going to class to meet everyone

Appendix 10

Factors that Employers believed helped their MAs to complete their apprenticeship - in order of importance

Factor One	Factor Two	Factor Three
MA attitude in wanting to achieve a goal	Choice of studying part time & working rather than attending university	Combination of Training Adviser & us providing support
Desire to Learn more and to become more knowledgeable in his profession	Encouragement from family . Kept him on track when he felt bogged down	To be able to reach own goal of running his own farm
Personal drive of the person – wanting to further themselves in the industry	TA encouragement, guidance, knowledge of what is out there	Employers encouraging people to develop & seeing the value for their business
Personal drive	-	-
Own determination	Slightly older than most – career change – had tried other jobs	Working with other experienced staff
Desire to succeed – didn't achieve at school so success made him feel good	Training Advisers – so supportive and encouraging	Wanted to do well in front of friends at class
Good learning e.g. relevant	Subsidised skills	They can see long term benefit
Tutor related well to her	Personal goals – she wanted to achieve this and move on up in industry	Family – wanted to show family what could be done with farm
His dedication to achieve	Our assistance (Employer) with both training financially & physically	Great TA
Personal Drive	People involved in the process	
Personal Drive	The people involved in the process	
His own keenness – he was a hard worker	Family support – they wanted to see him achieve	Drive to succeed – wanted to go share milking
Support from TA – encouraging and supporting and believing in him	Support from employers	To have the MA so subsidised & financially achievable is a gift

Appendix 11

Factors that Training Advisers believed helped their MA's to complete their apprenticeship - in order of importance

Factor One	Factor Two	Factor Three
Employer , support on farm, encourage to complete, allowing them to attend class, endorsing work of ITO	Tutor , the ability to encourage theory completion, ability to teach, to mentor	TA , we have less time with them than employers & tutors but effective relationship, effective mentors and be willing to achieve for us
TA time – to set achievable goals, listen to concerns, find ways to make things happen	Encouragement, praise for good done, build expectations to lift performance	Consistency – regular well tutored classes , farmer buy in for training, TA input on regular basis
Trainees commitment & buy in	TA input – you need to drive them and make sure they are achieving	
Personal drive – if they don't have drive to succeed they won't	Employer - has to have a supportive environment	TA mentoring and support
Their own drive factors	Following up on results they are behind in – backing of farmer	
Desire by the MA to complete	Employer support	TA support
Team work Employer /TA/MA – tutor all parties to keep MA focused	Rewards and encouragement each & every completed steps	Needs recognition – builds motivation to continue
People – must have good employer & TA	Personal Drive & belief in the training – some need more support - they all love positive feedback . Consistency in MA visits important	Funding – it is a perk when talking to others - feel they're getting something extra
Visits (TA) constant tracking where they're at – set goals where need to improve	Active support of employer to achieve goal Supportive employer is vital	The right MA Choose the MA with the right attitude – wants to succeed

Appendix 12

What TA's thought hindered MAs from completing – in Full

Factor One	Factor Two	Factor Three
Employer training. If they (Employers) do not respect the ITO course or do not support their trainees then it is virtually hopeless	Personal problems i.e. health, break up with girlfriend/boyfriend	
Employer – no time off farm to attend classes – disinterested in training – does not see value	No buy in from partner – too many distraction at home – financial hardships	Moving regions – not all TAs have the same passion with MAs
Qualification pathway too big Level $\frac{3}{4}$	Tutor buy in – poor tutor – makes assessment very hard	Wrong MA put into wrong programme
Job dissatisfaction – lack of support. Instability shifting from 1 job to another	Time factor – young people loosing focus in a qual because of time length	Age of trainees. Younger people not generally as settled. May not be sure of farming long term
Length of course	Changing employers often	
Employers		
Employer. If he/she does not see value in whole MA process doomed to failure	Personal commitment-focus on industry. Need reason to complete – can see benefit in training	
Shift around too much – inconsistency – no development time- no follow through on goals or achievement	Employers who don't have buy in – give message that MA scheme not important	
Literacy	Non supportive Employer	
(Interview) Difficult work environment – creates dissatisfaction and removes motivation	Career choices or personal choices/experiences	Poor tutor , poor achievement Great tutor, great achievement
(Interview) Poor farmer trainer (employer or those they work with on farm)	Poor tutor	'Life happens' Drugs – drinking – deaths Boy racers