

Careers in Everyday Industries: Potential benefits of increased visibility

Project report



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<https://federation.edu.au/research-everyday-careers>

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Introduction

This two-year research project (2021-2023), funded by the National Careers Institute, set out to examine important but undervalued jobs in retail, hospitality, and allied industries, and attitudes towards them. These industries employ up to 20% of the workforce (17% in the retail, accommodation and food service sections on which we focused), especially but only Australia's young people. But little is known about the careers that exist in the industries. Jobs in the industries suffer from low prestige, affecting the self-esteem and future prospects of those who work in them. Yet the recent COVID-19 pandemic has underlined the importance of these jobs to Australian society and to the economy. The project examined the careers that are available in the industries. It investigated the reasons for the low image of these industries, and the lack of awareness about careers in the industries among young people and adults and those who advise them, and proposed ways in which more awareness would benefit career seekers, the industries, and society and the economy more generally.

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The COVID pandemic impacted on the research, affecting companies' willingness and ability to participate, and requiring some activities to be rescheduled. The two industries suffered in different ways during the pandemic, and were both affected by labour shortages towards the end of the research. The schools-based research that had been planned was not allowed by Education departments due to COVID and post-COVID restrictions, and was replaced by research with recent school-leavers.

Overview of the report

Rather than being a fully-analysed piece of scholarly work, this report aims to present the method and findings for each phase of the research, followed by a general concluding section.

This introductory chapter provides the project background and an overview of relevant literature, and a brief snapshot of the activities undertaken. The main body of the report provides analysed data for all stages of the project. Not all data can be included, but we provide enough data for each phase of the project to give a flavour of the findings. In each instance, a summary of the method for the project phase precedes the findings.

The conclusion has four sections: The key messages from the project (summary of the findings); some theoretical frameworks through which the data can be further analysed for presentations, stakeholder engagement and scholarly publications; implications for the future focused on five groups of actors; and implications for future research.

The bibliography that was compiled during the project's life is presented as an Appendix under seven sections, and includes a brief introduction to each section.

In addition to this report, we produced a series of 'At a glance' documents for the five stakeholder groups; these are on the project web site. <https://federation.edu.au/research-everyday-careers>

Background and literature

Why are the retail and hospitality industries deserving of a new look at careers?

The project was focused on the retail and hospitality industries. Why are these industries especially deserving of a new look at careers? The first reason is that they are major employers of Australian

people. Using figures from before the COVID-19 crisis), in 2019, retail (10%) with wholesale (3%) accounted for 13% of the workforce, with only health care and social assistance employing more people; the ABS category 'Accommodation and food services' was the sixth largest employing industry with 7% of the workforce (Vandenbroek, 2019). The job of 'sales assistant' employed nearly half a million people in 2019 and 'retail manager' nearly a quarter of a million. These proportions are in line with other advanced economies such as the US and the UK (Bozkurt and Grugulis, 2011).

Australia's National Skills Commissioner, interviewed in *The Australian* on 17.6.20, emphasised the importance of these two industries for young people in the labour market. The importance of the hospitality industry to the economy and to Australian people was evident from the huge job losses during the COVID-19 crisis as soon as cafes and restaurants were closed.

The other imperative for this research was that the low status of these two industries and their constituent occupations discourages people from imagining long-term careers in the industries. This factor restricts the view of young people and mature people alike of available careers, removing those careers that are in fact most attainable. Jobs and careers are abundantly present in the industries; yet Smith, Smith, Hampson and Junor (2015) found that the occupations of retail assistant, waiter, and hotel receptionist, occupations included in their study, have 'hidden skills, hidden career pathways, hidden qualifications and hidden workforces'.

Most Australians, however, work in these industries while at school (e.g. Smith & Wilson, 2002). Smith & Patton (2011) found that some young workers have extensive careers in these industries even while still studying at school or university, with some moving up to management positions in their part-time jobs. These experiences sometimes lead to full-time careers (Huddlestone, 2011). Stahl et al (2020) found some retail employers worked hard to retain student-workers, with young men choosing to stay in their student-workplaces in higher-level jobs rather than going to university. Yet while part-time jobs are often cited as contributing to young people's self-confidence (e.g. Fitzsimmons et al, 2018) they are rarely cited as places where young people learn about careers.

Richardson and colleagues (2019) point out that hospitality and retail industries are 'ubiquitous like few others' – and thus available to nearly all Australians, wherever they live - and they are able to accommodate those looking for careers, as well as those looking for temporary work. While these attributes may seem desirable, it is also possible that both of these attributes are instrumental in the low status of careers in these industries. Smith and Teicher (2017) found that retail's low status was partly attributable to its 'everydayness', and also to the higher proportion of women and young people in the workforce, which was partly allied to the relatively low proportion of permanent work. Thus, because the jobs are conveniently located, and available to people who do not want to stay in them for ever, their perceived status is low.

Why does it matter?

Vallas (1990, 379-80) notes the potential public policy implications of views about skill, which include consequences for industrial relations, equity and education consequences. For individuals, location within occupations that are commonly labelled 'unskilled' or 'low-skilled' can lead to low self-esteem, limited career prospects, limited access to qualification pathways and low wages (Somerville 2006). Smith and Teicher (2017) argue that a better understanding of skill in retail work would improve training and also enable workers to move to higher level work. Judgements about skill in occupations also affects whether training is funded or not (Smith & Teicher, 2017).

Certainly, both retail and hospitality have low levels of qualification among their workers compared with other industry sectors (e.g. Richardson, 2009). Apart from a few occupations such as chef and butcher, training is not a formal requirement of retail or hospitality jobs; and sometimes, since

qualification-based training is relatively new in these two industries, it may be less than optimal (Roberts, 2011; Smith 2004). It must not be forgotten, either, that pay rates in retail are low (Bozkurt & Grugulis, 2011). Traineeships are available in some occupations in the industries, such as waiter and retail assistant, but many disappeared in the early part of the 2010s when government funding was withdrawn or severely reduced, both for employers and for training providers; training provision for these jobs ceased in many geographical areas (Guthrie et al, 2014). Also, even in countries where retail and front-of-house hospitality jobs have apprenticeships, their status is lower than that of technical apprenticeships (e.g. Duemmler & Caprani, 2017, writing about retail in Switzerland) leading to low self-esteem for the apprentices. Thus, this is not an easy matter to address.

For these industries, the perception of a lack of careers pathways affects their ability to attract workers and to retain them (SkillsIQ, 2019a, 2019b). SkillsIQ points out that the 'predominance of young and casual workers in the hospitality industry creates the perception that there is a lack of long-term career pathways' (SkillsIQ2019b, p. 14). To start to address this issue, for retail, SkillsIQ developed sample career pathways (SkillsIQ, 2019a, p.11). Retail does not tend to be seen as a university graduate destination (Broadbridge, 2003). Even those studying to enter the industries do not have a high opinion of available career paths, as has been found in studies both in Australia and Vietnam (Richardson, 2009; Hai Le et al, 2018), although the latter study found higher perceptions among vocational education and training (VET) students than higher education students. Both industries are strongly differentiated between major employers and small employers, affecting career paths. However, this is the case in many other industries, which do not similar suffer from low status. The diversity of the retail industry, with some sectors being routine yet others requiring advanced product knowledge and technical skills (Bozkurt & Grugulis, 2011), has also been said to contribute to unbalanced perceptions of skill and careers.

A further complication arises for males, as retail in particular is often seen as a female industry, although in fact employment numbers are relatively evenly balanced between the genders; thus men may reject the possibility of careers in retail. Roberts (2011) referred to such young men as 'lost boys'. Smith and Foley (2019) noted, in their study of the school-to- work transition in non-metropolitan Victoria, that male apprentices were less likely than others to have had prior part-time employment while at school; it could be that they did not want to undertake jobs which were seen as feminised. This matter needs further investigation, given that employers of apprentices so often complain about applicants' lack of employability skills.

Perceptions of the industries and the careers in them

In the study of skill by Smith *et al* (2015) public perceptions were identified as important to people's views about skill in occupations and therefore to their decisions to enter them. Public perceptions of retail and hospitality work have not been researched previously, yet as those looking for careers are heavily influenced by family and friends (Smith & Foley, 2019; National Careers Institute [NCI], 2019), it is important to find out what these influencers think about these jobs, which are ubiquitous and flexible, yet whose career paths are hidden. As NCI (2019) states, influencers can often provide misguided advice due to their own 'values, assumptions and a limited understanding of the labour market'. Careers advisers, however well trained and well intentioned, may also have a limited understanding, and their own experiences of retail and hospitality may have been as student-workers, providing them with a distorted view of the industries.

The OECD found recently, using 'PISA' data, that young people's careers expectations were 'unrealistic, poorly informed and distorted by gender, social class and migrant status' (Schoon and Mann, 2020, p. 3). It is likely that this is also true for mature people. These problems are not unique, then, to Australia. Worryingly, the OECD states in the recent 'Dream Jobs' report (Mann et al, 2020)

that, over the past 20 years, young people's career aspirations have become progressively narrower, with 53% of girls now choosing one of only 10 occupations¹ as a job they expected to do at the age of 30. Australia was around the average for both boys and girls. It is notable that the top ten occupations have very clear occupational boundaries (e.g. 'doctor', 'engineer', 'teacher, motor vehicle mechanic' which potentially have lifelong careers associated with the practice of the 'trade', while the industries of retail and hospitality are more likely to have organisational career paths, as pointed out by Smith (2004), which are more difficult to imagine.

The Schoon and Mann OECD paper (2020) singles out specifically how the COVID-19 crisis has lifted appreciation of essential workers because of the extent to which the public depends on them. In Australia, retail has been included among those workers in many addresses by the Prime Minister. Schoon and Mann (2020) state:

Most of these occupations do not score high in social prestige, are generally poorly paid and without sufficient job security. In times of crisis however, we are strongly dependent on them. Making the positive contributions of these 'essential industries' more visible could broaden the aspirations of young people. At the same time, the case grows stronger for properly rewarding those employed in 'essential industries', providing opportunities for further training and upskilling, and movement up the occupational hierarchy.

What are the implications for career development?

While much of the discussion relating to careers is about young people, as the feedback co-design process for the National Careers Institute concluded (NCI, 2020), careers are also important for mature people. The NCI (2019) notes that there is little career guidance and advice outside education institutions except for unemployment programs. Beddie et al (2005, p. 17) state that 'a recurring problem for older adults seeking to re-enter the workforce or to change jobs was knowing where to start'. Callan et al (2020) found that some displaced workers had difficulty imagining new careers in different industries; most typical were those made redundant from manufacturing jobs

Careers frameworks such as the Australian Blueprint for Career Development often focus on the individual person and his or her development, rather than on availability of opportunities. Career advice such as that provided by commercial products (for example the Morrisby tool www.morrisby.com or the JIIG-Caal Career Compass Survey <https://jiig-cal.com.au>), loosely based on the career orientations of Holland (1979), involve trait analysis. They depend on a third party linking potential careers² - selected by the authors of the tools - to measured attributes. In, the presentation of government data contributes to the hidden nature of the occupations and possibly influences the way that such tools present potential careers. For example, in the ABS occupational data, which are used for the 'Australian Jobs' web site, retail is included under 'sales' which includes other types of sales work (such as real estate work); and fast food cooks and kitchenhands are included under 'labourers'. There is no category that explicitly signals hospitality or associated occupations <https://australianjobs.employment.gov.au/jobs-occupation>.

At the Canberra co-design workshop for the National Careers Institute (1.11.19), participants raised the issue of many people being intimidated by the word 'career'. It implies a job seen as aspirational and a large commitment; and there is perceived pressure to select the 'right' career. For many people, working in everyday industries might seem less intimidating, and information about careers in readily-accessible local workplaces would seem an ideal place to start (Beddie et al 2005). The careers theory which fits best with this approach is career construction theory (Savickas, 2006; Busacca, 2007) which states simply that a career consists of the meaning that people place on the

¹ Each country had a different 'top ten' list.

² From the publicly-available information, retail and hospitality do not feature as careers in these tools.

succession of jobs that they have. It views people's traits as something they deploy at work not something that determines what work they do. The theory has the advantage of allowing for the increasingly rapid job changes experienced by many people as well as the changes in jobs.

A career construction approach takes the pressure away from choosing 'a career' and also readily incorporates the part-time working experiences of young people – and which older people would have had when they were at school. It fits well with the 'hidden careers' of retail and hospitality. '

One of the ten key findings of the 'Young Futures' research project in Victoria (Smith & Foley, 2019)³ was: 'Part-time jobs while studying are fundamental parts of young people's lives, and often their school-days jobs continue well into their post-school careers. Little value is ascribed to these jobs by key players.' The project included, among its recommendations, that all stakeholders should validate ordinary jobs rather than focusing on high-status occupations, that schools should better harness the employers who provide part-time work for their senior school students, and that more traineeships should be created, particularly in rural/regional areas, to create more jobs-with-training. While these recommendations are specifically about young people, they can be applied to adults too, where adults may be discouraged by stakeholders, influencers and available information from considering careers in retail and hospitality.

What are the implications for policy development?

This research aimed to provide Governments, industry bodies and others that influence policy with new insights about issues that need further attention around how careers and various industries are promoted to Australian youth and adults, re-thinking the current roles of key agents like school staff and youth agencies in assisting the school-to-work transition, and areas for continued labour market reform. There is an increasing disjuncture between the realities of the 21st century labour market and popular perceptions of what constitutes a 'good' job and a 'good' career. Perceptions of careers are still based on mid-20th century views about the prestige of certain types of occupations (lawyers, doctors, accountants etc) and the value to society of certain industries/employment categories (manufacturing, public service and the 'professions'). However, the labour market in developed economies has been transformed since the mid-20th century by the demise and shrinkage of these traditional employment groups, and the rise of service industries such as retail, tourism and hospitality. These industries now employ many more people than previously, but are held in low esteem by the public and, arguably, by policy makers in governments. These poor perceptions are underpinned, as we have shown, by the seeming 'everydayness' of many of the jobs in these industries – sales assistants and waiters etc – compared to the relative invisibility (yet strong public perception about) jobs in more traditional industries and the professions. The issue is complicated by the relatively low pay and poor working conditions in these industries, themselves the result of low status and of the predominance of women in many of the more visible jobs in these industries.

The poor public perception of jobs in the service industries is complemented by the old-fashioned notion of careers as structured pathways to ever more prestigious and better paid jobs that attaches to defined careers – often those with a high level of public approval (see above). Thus the career prospects that abound in service industries remain 'hidden in plain sight' because of the essential invisibility of these industries in the minds of the public. This contrasts with more realistic thinking about careers (e.g. in career construction theory) that emphasises the agency of the individual in

³ The project, in six communities, involved interviews with 24 principals and school careers staff, 57 community interviewees - including employers - who worked with young people, 92 year 11 and 12 students, 32 'second-year-out young people and analysis of 'On Track' data of Victorian school-leavers.

creating and constituting their own successful career paths in a variety of industries and professions or in large service industry organisations.

Taken together, these twin dynamics of entrenched, mid-20th century thinking about the relative prestige of certain occupations and industries and outmoded notions of careers have rendered these occupations and employment groups that form large parts of the labour markets of developed economies invisible to people trying to make decisions about jobs and education as well as the influencers consciously or sub-consciously guiding their decision-making processes. The result of this disjuncture between commonly held perceptions and the realities of the 21st century labour market is sub-optimal outcomes for both the service industries which are starved of high quality recruits, and job seekers who may make poor career choices or may feel dissatisfied with the careers they have because they feel they are inferior.

A brief snapshot of the project activities undertaken

The list below shows the research activities that were planned, and the actual activities we undertook. As will be seen from the list, we undertook a great deal more research than we had originally envisaged, with additions in red font. In total, 264 people were involved in our research.

- i. Analysis of relevant data from antecedent projects: Two ARC-funded projects and one Victorian government project.
- ii. Analysis of secondary data sets – ABS census data, LSAY (Longitudinal Survey of Australian Youth) data, NCVET VET data, Victorian 'On Track' data.

For the research fieldwork, we show the planned fieldwork activities and **major changes**:

1. **Industry stakeholders**: For each industry, we planned to interview representatives from the industry peak bodies and relevant trade unions, and up to two other experts identified by these interviewees. **15 interviews completed.**
2. **Research in companies**: We planned to interview head office human resource managers in four companies; and, at each of four case study sites, interview line managers, full-time workers at early career, mid-career and established career stages, and student-workers. Research with the student-workers were to focus on their perceptions of the industries as long-term career options and what would facilitate or prevent them staying in the industry. **Seven case studies; two sites at each.**
3. **Interviews with academic experts** (n=6) We planned to interview academics undertaking research and teaching work in hospitality, tourism, retail and events management, drawing on their deep experience to address the research questions. **Expanded to four groups.**
4. **School careers advisers**: We planned to administer an on-line survey of careers advisers via a careers membership organisation (CEAV). **Expanded to all national careers associations.**
5. **Young people focus groups** - at four schools. We planned to access groups in Years 11 and 12 for group interviews, and to administer a short paper survey to the participants on attitudes to careers in the two industries. **Undertaken instead with first year tertiary students; access to schools was not possible due to COVID restrictions in 2021 or 2022.**
6. **Tertiary student survey and focus groups**: We planned to access business students at a dual-sector university, from both TAFE and higher education courses. The student groups were expected to be of varied ages. **Two additional universities were added.**
7. **General public survey**: We planned to explore public perceptions of employment and careers in retail and hospitality seek attitudes, via a survey of staff working at a dual-sector university, which covers higher education and TAFE. With a substantial number of staff working in a range of occupations, this method had been successful in previous projects. **One additional dual-sector university was added.**

- 8. International comparison:** Via academic apprenticeship contacts in Germany and Switzerland, where the apprenticeship systems are more comprehensive in their occupational coverage, we planned to access data about retail and hospitality apprenticeships, their curriculum, and career paths. **Most interviews were carried out face to face; and meetings with a government body in each country were added.**

Data analysis from antecedent research projects

Method for analysis of antecedent projects

Three antecedent projects by members of the team were further analysed, to extract information relevant to the 'Careers in Everyday Industries' project. Details of the three projects are below:

- A. 'Changing the way that Australian enter the workforce: Part-time working careers of young full-time school and tertiary students'. Australian Research Council funded Linkage project with investigators Erica Smith & Wendy Patton (2006-08). Industry partners: Service Skills Australia, McDonald's Australia, The Reject Shop, Bakers Delight.
- B. 'Recognising the skill in jobs traditionally considered unskilled'. Australian Research Council funded Linkage project with investigators Erica Smith, Andy Smith, Ian Hampson, Anne Junor. (2011-15). Industry partners: Manufacturing Skills Australia, Service Skills Australia, and United Voice.
- C. 'Young Futures: Education, training and employment decision-making in non-metropolitan areas'. (2018-19). Strategic research project funded by the Victorian Department of Education and Training. Researchers Erica Smith and Annette Foley.

The method used was as follows:

- A. We extracted findings about progression from student-working to management careers from reports compiled for the three industry partner organisations, who were major employers in retail and hospitality. This project covered university student-working as well as school student-working, and involved surveys and interviews with multiple stakeholders, young people, and detailed company case studies. We also analysed journal articles written from the project.
- B. For the occupations of chef, waiter, retail assistant and guest service agent (Hotel receptionist) we extracted information about careers from multiple interviews with industry stakeholders, and with multiple managers and workers in case study companies (two companies per occupation). Project web site: <https://federation.edu.au/institutes-and-schools/ieac/research/rave-researching-adult-and-vocational-education/recent-research/recognising-the-skill-in-jobs-traditionally-considered-unskilled>
- C. We extracted relevant data about careers from Year 11 and 12 focus groups and short surveys (number of participants=92), interviews and short surveys from 'second-year-out' interviewees(n=32), interviews with careers advisers (n=12), and four retail employer interviews in. Project web site: <https://federation.edu.au/schools/school-of-education/research/research-groups/rave-researching-adult-and-vocational-education/current-research>

A different researcher analysed the data from each project, to disseminate understandings among the project team. The focus of the analyses was on data relating to careers. Summaries of the analyses are provided below.

Career-related findings from antecedent research projects

A. Changing the way that Australians enter the workforce: Part-time working careers of young full-time school and tertiary students. Smith, E. & Patton, W. (2006-2008).

This project was funded by the Australian Research Council and four Industry partners: Service Skills Australia, McDonald's Australia, The Reject Shop, Bakers Delight.

Student-working was examined both as part of young people's career development and as part of employers' strategic human resource practices. Through surveys of school students, focus groups with university students, and workplace-based case study research in the retail and food service industries, a detailed understanding of student-working careers and their significance for individuals, employers and the national economy was developed. Three sites for each of two companies were visited, annually for three years; the third company had fewer visits. In each company, head office staff were also interviewed.

Summary of career-related findings:

- All companies reported that their workers generally started aged 14 or 15 while at school, and then attained more responsibility as they grew older, e.g. moving to crew trainer, department manager.
- People were often managing shifts before they were 20 years old.
- Talented workers were identified early and were given targeted training, often via traineeships. A great deal of management effort went into identifying and developing talent e.g. by mentoring. The bakery store was looking at introducing school-based apprenticeships (in baking) and traineeships (in retail).
- Managers were flexible with shifts, time off for study, breaks while travelling etc to encourage them to stay with the company. In one company moving young workers from casual contracts to permanent part-time was routine.
- Young interviewees tended to be aware of career possibilities within stores, but many (not all) were unaware of opportunities in Head Office or in other occupational areas.
- Store managers had generally begun as student workers. This was not the case for franchise managers.
- In stakeholder interviews, there was often limited understanding of the role of student-working as the entry point to the workforce for the overwhelming majority of the workforce.
- On education policy official described retail and hospitality industries as 'low skilled' and expressed concern that they 'may become long term careers'.
- Union officials tended to focus on health and safety aspects of work in the industries, rather than careers.

B. Recognising the skill in jobs traditionally considered unskilled. Smith, E., Smith, A., Hampson, I., Junor, A. (2011-15).

This Australian Research Council-funded Linkage project aimed to achieve better recognition of under-valued skills within 'low'-skilled processes and occupations, examine the effects on policy and practice at both company and national levels, and investigate the potential outcomes of the occupations for national Training Packages and the VET sector to improve government policy, training practices and company-based management practices. The project had seven phases, the first two consisting of interviews with stakeholders in industry bodies, and company level case studies including managers and workers. This summary only relates to the four occupations that

were in the retail and hospitality sectors: Chef, Waiter, Guest Service Agent (GSA) – hotel receptionist, Sales Assistant.

Summary of career-related findings:

Hospitality Occupations

1. The hospitality industry includes occupations such as chef or barista which tend towards a glamorous perception amongst the public. It also includes other occupations such as waiter and GSA which do not enjoy this public prestige. In all hospitality and tourism workplaces, the difficult and often stressful working conditions contrast with the glamour of some occupations.
2. Hospitality employers place more emphasis on experience rather qualifications in hiring staff except for chef/commercial cook where qualifications are required. In hotels, experience across departments helps to progress careers.
3. Many occupations in the industry have not been traditionally viewed as having good career pathways. Even within the industry, they are sometimes seen as 'stop-hap' jobs. There are mixed messages within the industry about how to progress careers, and the skills that need to be acquired to facilitate career pathways.
4. There are more defined career pathways in the chef occupation where young people may move quite quickly into kitchen management positions. This sometimes occurs without adequate recognition of the skills and experience needed to navigate kitchen hierarchies.
5. In general, high labour turnover facilitates career progression.

Retail

6. The use of qualifications in the retail industry is very low. Employers will hire and promote staff on the basis of prior experience and aptitude.
7. A key element in retail occupations is the ability to deal with people. Employers value the interpersonal skills of staff very highly.
8. Career progression within retail can occur very quickly, with younger people moving from sales positions into management jobs in their early 20s. This fast career progression is often the result of organisational opportunities rather than the existence of well-defined career pathways in the industry.
9. Although retail occupations are generally viewed by the public as low skilled, interviewees in the industry rated the skill levels as medium to high.

C. Young Futures: Education, training and employment decision-making in non-metropolitan areas. Smith, E and Foley, A (2018-19).

This project was carried out with a grant from the Victorian Department of Education and Training. The aim of the project was to examine the processes that young people in rural, regional and peri-urban areas go through as they make choices about their post-school employment trajectories. The project web page, including an 'Executive Summary' and a published short paper, is at <https://federation.edu.au/schools/school-of-education/research/research-groups/rave-researching-adult-and-vocational-education/recent-research/young-futures-education,-training-and-employment-decision-making-in-non-metropolitan-areas>

The research was carried out in six regional rural and peri-urban areas in Victoria. It comprised:

- Interviews with community stakeholders, including two employers per site.
- Interviews with key staff at each of 12 schools (2 per location) and focus groups of Year 11 and 12 students. Each student also completed a short pre-focus group survey indicating demographic details and part-time employment details.
- Interviews with, and short surveys from, 32 young people who had left school one year earlier (2017) focusing on actual career and educational choices that they had exercised.
- Analysis of Victorian Government "On Track" data.

Summary of career-related findings:

- The young people often worked in retail and hospitality during their school careers and, in many cases, took these part-time jobs with them if they transitioned to university or full-time TAFE study.
- However, their own views and those of their careers teachers at school often disregarded the industries as presenting serious career options.
- The research suggested that whilst young people will often work part time in retail and hospitality, employers may try to work with young people and/or schools to counter these perceptions, but the perceptions seem to be very ingrained.
- The career histories of the senior staff employed in the retail workplaces demonstrated the variety of career opportunities available in large scale retail, and the speed with which people could be promoted into very responsible management positions.

Analysis of secondary data sets

Method for analysis of secondary data sets

We examined several extant data sets for relevant statistical evidence.

The four sources were:

- ABS employment data, from 2011 and 2016 censuses.
- Longitudinal Surveys of Australian Youth (LSAY), extracts.
- Enrolment data from 'Total VET Activity' datasets (National Centre for Vocational Education Research).
- 'On Track' data, Victorian government.

The method was as follows:

- We analysed Australian Bureau of Statistics census data for employment in each occupational classification in the industries, including management roles, thus gaining industry overviews.
- With the assistance of NCVER staff, we examined LSAY (Longitudinal Surveys of Australian Youth) 2009 wave data (collected by National Centre for Vocational Education Research (NCVER) for employment in retail and hospitality. LSAY cohorts start at age 15 and they are surveyed over a period of 10 years. <https://www.lsay.edu.au/publications/search-for-lsay-publications/lsay-2009-cohort-wave-10-2018-questionnaire-and-frequency-tables> We had also set out to analyse Australian 'careers aspiration' data collected for the PISA (Programme for International Student Assessment) program managed by the OECD (Organisation for Economic Co-operation and Development) <https://www.oecd.org/pisa/data/>. PISA is administered to 15-year olds. We were then informed that all relevant questions are included in the LSAY data and so there was no need to look at PISA data
- With the assistance of NCVER staff, we analysed NCVER's Total VET Activity (TVA) data on students in retail and hospitality qualifications and apprentices/trainees in retail and hospitality, for the previous ten years.
- We carried out, as far as possible, analysis of Victorian Department of Education and Training 'On Track' school leaver destination survey reports for past ten years, for information on employment and study in retail and hospitality. However, the summary data provided in reports were not entirely reliable, as the depth and nature of data reporting methods varied from year to year, and we were not able to resolve those issues in correspondence with the staff.

A detailed report on these analyses was written and provided to the National Careers Institute. Due to the length of that report, rather than including all the data, instead we have included here a summary journal article (see next page). The journal article does not include the Victorian 'On Track' data due to the data difficulties mentioned above.

Findings of analysis of secondary data sets

As explained above, this is a summary that was published as a journal article.

‘Employment and training in everyday industries: What public data tell us’

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Retail and hospitality/ tourism industries employ around 20% of the Australian workforce (Vandenbroek, 2019), yet the industries suffer from low prestige (Smith & Teicher, 2017). This historically low perception discourages people from imagining worthwhile careers in those sectors, and can contribute to poor self-image for those working in the industries. Yet the COVID-19 crisis has shown just how vital both sectors are for the Australian public and the national economy. They are recognised internationally, for example by the OECD, as low-status occupations which have become more valued during the crisis (Schoon & Mann, 2020). It has been well known for decades (e.g., Smith & Green, 2001) that many young people find their first jobs in the hospitality and retail industries, often while full-time students in school and tertiary education. These jobs could - and often do - turn into satisfying careers, but the fact seems to be rarely acknowledged by those who advise on careers.

A major research project, ‘Careers in everyday industries’, is focusing on investigating and publicising available career paths, and the reasons for poor public perceptions among various groups. It involves research with industry stakeholders, school, VET and university students, the general public, and careers advisers, as well as detailed company case studies with managers and workers. The project is funded by the National Careers Institute Partnership Grant scheme, and involves researchers from three universities and the Skills Service Organisation SkillsIQ. The research began in April 2021 and aims to conclude by the end of 2022. The project web site is at <https://federation.edu.au/research-everyday-careers>

The project began with analysis of available statistical data sources on employment and training, to provide base data to answer the first of the four research questions for the project: ‘What careers are available in the retail, hospitality and allied industries?’ We wanted to evaluate the importance of retail and hospitality in the workforce, in post-school pathways, and in vocational education and training. The sources were:

- Australian Bureau of Census (ABS) data for employment in each occupational classification in the industries, including management roles, thus gaining industry overviews.
- LSAY (Longitudinal Surveys of Australian Youth) data (collected by National Centre for Vocational Education Research (NCVER) for employment in retail and hospitality.
- NCVER vocational education and training (VET) data on students in retail and hospitality qualifications.

Census data

As the project is about careers, and because careers advice currently tends to focus on occupations rather than industries, we decided to base our analysis on particular occupations within the two industries. We identified all the relevant ANZSCO (Australian and New Zealand Standard Classification of Occupations) occupation codes in retail, and, within hospitality, in food services and accommodation (we excluded travel, tourism and guiding). In an iterative process we removed codes that were peripheral to these industries or that overlapped with other industries. Our occupational code selection is guiding the project as a whole.

We included 13 retail occupations and 19 hospitality (accommodation and food service) occupations at what is known as the ANZSCO '4-digit level'. 2011 and 2016 ABS Census data were analysed for numbers working in these occupations as their main job. In the census, people are asked to write their occupation, and their responses are then coded.

The snapshot table below compares the numbers in the relevant retail and hospitality occupations with all occupations. It can be seen that the selected occupations grew much faster than the average over the five years.

Table 1: Snapshot of employment in the relevant occupations ('main job'), compared with all employment, ABS census data

Hospitality and retail occupations in scope	2011: 1,516,338	2016: 1,656,314	9.23% increase 2011-16
All occupations	2011: 10,058,364	2016: 10,683,822	6.22% increase 2011-16

Table 1 shows that 15.08% (2011) and 15.50% (2016) of employed people reported one of these hospitality and retail occupations as their main job. There are of course many other employees working in the industry sectors, for example accountants, clerical workers, HR managers and labourers, who are counted in generic ANZSCO codes. These account for the difference between the figures in Table 1 and the industry employment figure of 20% (Vandenbroek, 20%).

Over the 2011-2016 period, hospitality and accommodation occupations grew by 15.67% Chefs (40% growth) and housekeepers (35%) grew the most. The retail occupations' increase (5.09%) was modest - in fact, less than the 'all occupations' percentage increase. Sales Assistant (General) increased by 15.1%, and service station attendants increased by 22%.

These two industries contain some of the largest numbers in single occupations, including the largest of all, Sales Assistant (General), an occupation undertaken by over half a million Australians as their main job. Quite a few were at or around 100,000 (Table 2a).

Table 2a: Employment ('main job') above or near 100,000 in the relevant occupations, ABS census data, 2016

Retail 2016	Hospitality and accommodation 2016
<ul style="list-style-type: none"> 526,013 Sales Assistants (General) 184,571 Retail Managers 102,183 Checkout Operators and Office Cashiers 	<ul style="list-style-type: none"> 109,631 Kitchenhands 106,357 Waiters 83,915 Bar Attendants and Baristas 80,719 Chefs

As a comparison, only sixteen other occupations had more than 100,000 workers in 2016, with only two of these having more than 200,000: Nurses (220,981) and General Clerks (219,845).

Management jobs are shown in Table 2b. As can be seen, one ANZSCO code spans both industries.

Table 2b: Employment ('main job') in management occupations in retail and hospitality ('Main job') ABS census data, 2016

Retail 2016	Hospitality and accommodation 2016
<ul style="list-style-type: none"> 184,571 Retail Managers 27,527 Retail Supervisors 	<ul style="list-style-type: none"> 53,892 Café and Restaurant Managers 19,943 Hotel and Motel Managers 7,247 Hotel Service Managers 6,338 Other Accommodation & Hospitality Managers 5,758 Licensed Club Managers 3,298 Caravan Park and Camping Ground Managers
<ul style="list-style-type: none"> 52,997 'Other Hospitality, Retail and Service managers' ANZSCO code 1499 	

Distributing the 1499-coded people equally between retail and hospitality, the total numbers in all of the occupations we studied, and the proportions which were managers, were as follows:

- Retail occupations: 970,080 ; Retail managers: 238,598 (25.29%)
- Hospitality occupations: 686,237; Hospitality managers: 122,967 (17.92%)

It should be remembered that the relevant ABS census question asks only about the 'main' occupation. It is reasonably common for people to work in some of these occupations as their second or third job, so the figures will under-represent total occupational numbers, but to what extent is unknown.

LSAY ('Longitudinal Surveys of Australia Youth') data

LSAY, managed by the National Centre for Vocational Education Research (NCVER) tracks Australians from ages 15 to 25 through annual telephone surveys of a large cohort of young people. Their responses about occupations are coded to ANZSCO occupational codes.

NCVER provided us with data for relevant questions for the 2009 cohort (known as YO9) whose last survey year was 2019, for our selected retail and hospitality occupational codes. To cover the 11 waves, we requested data from Waves 1, 5, 8 and 11 (ages approximately 15, 19, 22 and 25).

In every wave, the respondents were asked what jobs they expected to have when they are about 30 years old. In public commentary on LSAY data this is often presented incorrectly as occupational 'aspirations' (e.g. De Bortoli, 2021). Only a small proportion of young people expected to be working in the selected retail and hospitality occupations at age 30), ranging from 3% -5%. The specific occupations most often cited were chef (especially for younger students), and retail manager.

By age 19, 78% of the respondents were working, and that continued to rise until the final wave, aged 25. Although not many young people expected to work in retail and hospitality when they were aged 30, there was substantial actual employment in these occupations among the LSAY participants over the 10 years. At age 15, when only one-third were working, three-quarters of these were working in retail and hospitality. The proportion declined to one-half at age 19 and through to 11% at age 25. The substantial decline over time in the proportion in retail and hospitality jobs is to be expected as the young people moved from part-time working while studying into post-school and/or post-university employment, where more diverse occupations are available. By age 19, 15% of those working in retail and hospitality reported working as managers, more often in retail than hospitality.

Enrolments in VET qualifications

Two national Training Packages contain specific qualifications for the industries that cater for the relevant occupations: SIR (Retail Services Training Package) and SIT (Tourism, Travel and Hospitality Training Package). The qualifications relating to the selected ANZSCO occupational codes (8 qualifications in retail and 24 in hospitality) were the majority of the qualifications in the Training Packages. NCVER assisted with data extraction from the Total VET Activity (TVA) data collection, providing data for both government-funded and non-government funded enrolments.

Overall enrolments: 2017 data

Two versions of both Training Packages were in operation in the 2010s. We selected 2017 for the analysis for this paper, as data for both versions were readily available for that year. In retail, the largest enrolments were in the Certificate II Retail Services (34,357) and the Certificate III Retail ('Retail Operations' in the 2012 Package) (15,826). No other qualifications came near those numbers. Hospitality and accommodation had substantial enrolments in more qualifications: 48,651 (Cert II Hospitality), 36,320 (Certificate II Kitchen Operations), 34,975 (Cert III Hospitality) and 28,762 (Cert III Commercial Cookery), with two other qualifications at around 14,000.

In the qualifications selected, Hospitality had a total of 210,378 enrolments (of which only 250 were in accommodation) and Retail had 53,383. Thus the overall picture is of healthy enrolments in hospitality, and modest enrolments in retail.

Government funded versus non-government funded training

For the totals of all qualifications within the project's scope, retail had a slightly greater proportion of government-funded enrolments (between 55% to 60% government-funded annually) than hospitality (47% to 59%).

The most-often-funded qualification in retail was the Cert III in Retail, with others lagging far behind. Four qualifications in hospitality each contributed 10% or more of government-funded hospitality training each year: in descending numerical order, Cert II in Hospitality, Cert II in Kitchen Operations, Cert III in Hospitality and Cert III in Commercial Cookery.

Discussion

The data show that retail and hospitality occupations form a substantial proportion (15%) of the Australian workforce, even when considering only those working in the occupations as their main job. 40% more people work in retail occupations than in hospitality occupations. Almost 1 in 20 workers alone are retail sales assistants. The analysis shows that there are excellent chances for career advancement: one-quarter of all retail workers and nearly 18% of hospitality workers are in management positions. The LSAY data confirm that young people start in retail and hospitality at a very young age and move into management positions in the industries before they are 20. And yet very few expect to be working in retail or hospitality at age 30.

The total number of VET enrolments in qualifications in 2017 was 3.4 million; yet the combined totals for the hospitality and retail qualifications we studied was 263,761 – that is, only 7.75% of the training total, for occupations which employ 15.50% of the workforce. Hospitality is relatively well served by the VET system compared with retail, with almost four times the number of people in qualifications.

Comparing numbers training in, or for, the occupations with employment numbers, five people per 100 employed (2016 figures) were receiving retail qualifications (2017 figures), compared with 31 people per 100 employed receiving hospitality qualifications. While retail students are slightly more likely to be government-funded than hospitality students, far less government funding accrues to retail training because so few people receive retail training.

The general picture from the data is that retail and hospitality occupations are very important to the economy and to people's lives. They offer good prospects for advancement. But they are poorly served by the VET system.

The picture presented above is not able to account for the effects of COVID-19. 2020 and 2021 statistics for these two industries will be affected by COVID, particularly hospitality and accommodation. Unfortunately, the 2021 census data will not be available for some time yet. COVID has affected not only employment with the sectors (e.g. Baum *et al*, 2020, on hospitality) but also the nature of the work (e.g. Cai *et al*, 2021, on retail). A methodological issue that will occupy the research team during the remainder of the research will be how to address the effects of COVID while still focusing on the main aims of the project.

An issue that emerged in this phase of the research was the complexity and inaccessibility of the data. For example, VET qualifications data from NCVER are no longer available in reports; and LSAY data is quite difficult to interpret. We had tried to utilise a Victorian survey of young people six months out of school – 'On Track' – but detailed reports are no longer produced. It seems that 'everyday researchers' (as opposed to statistical experts), and arguably more importantly, careers practitioners, are now less well served by national collections than previously.

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Interviews with stakeholders

Method for stakeholder interviews

We originally planned, for each of the two industries, to interview representatives from the industry peak bodies and relevant trade unions, and up to two other experts identified by these interviewees. We decided to augment this phase with interviews drawn from other stakeholder organisations: career practitioner associations, SkillsIQ Skills Service Organisation, and a peak cross- industry body. 14 interviews were carried out altogether.

The interviews were carried out between November 2021 and March 2022, as follows:

Industry and Type	Organisation
Retail	
Trade union	Shop Distributive and Allied (SDA)
Employer association	Australian Retailers Association (ARA)
Employer association	National Retail Association (NRA)
Large Registered Training Organisation	Australian Retailers Association's RTO
Hospitality	
Trade union	United Workers Union (UWU) (Two interviewees)
Employer association	Queensland Tourism Industry Council (QTIC)
Employer association	Restaurant and Catering Australia (RCA)
Employer association	Australian Hotels Association (AHA) (Victoria)
Large Registered Training Organisation	William Angliss TAFE
Other	
Employer peak body	Australian Chamber of Commerce and Industry (ACCI)
Careers association	Careers Industry Council of Australia (CICA)
Careers association	Careers Education Association of Victoria (CEAV)
Skills Service Organisation	SkillsIQ
Skills Service Organisation	SkillsIQ

The questions are provided below. The semi-structured interviews were carried out by Teams or phone. Three researchers carried out the interviews, each undertaking all interviews within a specific category. All interviews were transcribed, with participant agreement, and the researchers produced short summaries of each interview.

Industry stakeholder interview questions

1. Please tell me about your own career – in which industries and occupations have you worked?
2. Please tell me about the role of your organisation in the retail/tourism/hospitality industry.
3. Please outline the careers that you see available in the XX industry.
4. What qualifications are required/available in the XX industry?
5. Please say which of those careers are eventual possibilities for people beginning work at the entry level.
6. Do you have any examples of senior or mid-level people in the XX industry who commenced at entry level?
7. What do you think are the perceptions of careers in the XX industry among (a) the general public (b) school-leavers (c) mature people looking to change careers (d) careers advisers?
8. Do you have any specific examples of such perceptions?
9. Can you offer some thoughts about why the perceptions are as they are?
10. What are the effects (and on whom) of a mismatch (if there is one) between perceptions of careers and actual careers?

11. Can you offer some suggestions about how perceptions might be changed and who needs to do that?
12. If you had a large budget and staff, what would you do to change perceptions of careers in the XX industry?
13. Would you have any suggestions for questions we might ask in surveys that we are planning, of (a) young people in years 11 and 12; (b) careers advisers; (c) business studies students at universities; (d) a survey of the general public.

Careers/policy stakeholder interview questions

1. Please tell me about your own career – in which industries and occupations have you worked?
2. Please tell me about the role of your organisation in the careers/employment landscape in Australia. Does it have any specific engagement with industry, including retail/hospitality industry?
3. Please tell me about the main groups of front-line workers in your organisation/ your organisation's member organisations (*where relevant*)
4. Please tell me about the main target groups with which these workers interact (*where relevant*).
5. Can you tell me about the level of knowledge that these workers might have about careers in retail and hospitality (including accommodation) and from where they might gain that knowledge? (*adapt where necessary*)
6. What is your own view of careers in retail and hospitality?
7. What do you think are the perceptions of careers in retail and hospitality among (a) the general public (b) school-leavers (c) mature people looking to change careers (d) careers practitioners (in different settings)
8. Do you have any specific examples of such perceptions?
9. Can you offer some thoughts about why the perceptions are as they are?
10. What are the effects (and on whom) of a mismatch (if there is one) between perceptions of careers and actual careers?
11. Can you offer some suggestions about how perceptions might be changed and who needs to do that?
12. Would you have any suggestions for questions we might ask in surveys that we are planning, of careers practitioners and the general public?
13. Do you think COVID has affected careers and perceptions of careers in these and other industries, and if so, how?

Summaries were written for each of the interviews. As examples, selected interview summaries (two from each of the three categories) are provided below in the Findings section. To maintain privacy, the answers to the first question, which was about the interviewees' own careers, have been removed from the summaries.

Summaries were sent to the interviewees for checking; they were also asked to add extra comments if they wished, and these extra comments were then incorporated into the summaries.

Findings from stakeholder interviews

Six summaries are provided below as examples: two from each of retail and hospitality, and two from the 'other' category. The examples consist of employer associations and trade union representatives from each industry area, a careers industry representative and a representative of the then Skills Service organisation, Skills IQ.

Industry and Type	Organisation
Retail	
Trade union	Shop Distributive and Allied (SDA)
Employer association	Australian Retailers Association (ARA)
Hospitality	
Trade union	United Workers Union (UWU)
Employer association	Australian Hotels Association (AHA) (Victoria)
Other	
Careers association	Careers Industry Council of Australia (CICA)
Skills Service Organisation	SkillsIQ

Selected stakeholder Interview summaries by industry

Retail

Shop, Distributive and Allied Workers Union

Please tell me about the role of your organisation in the retail/tourism/hospitality industry.

The SDA covers a broad range of service industries including retail, fast food, storage services (warehousing including distribution centres), hair and beauty, community pharmacies and models and mannequins. The interviewee sits on the Industry Reference Committees for these industries. Current foci are: the role of retail in the post-COVID economic recovery, superannuation in the industries and the impact of digitisation and automation.

What qualifications are required/available/utilised in the retail industry? What are the implications for careers?

Generally, apart from the trades located in stores (e.g., butchers etc), formal qualifications are not required and are not taken up either by employers or employees. The interviewee feels that the qualifications are seen as too general by the major employers and that they are more focused on delivering enterprise specific training. This may be undermined by the spread of digitisation, AI and automation which require higher level, general qualifications. The Industry Skills Councils and other committees tend to be dominated by the larger employers who run their own RTOs and thus approach the training question from an RTO rather than an industry perspective. The interviewee supports industry specific training in certain areas that will improve working conditions in the industry:

"I would say the beauty of retail is, that classic version of retail, is that you don't actually have to have a qualification when you walk in the door. Actually, if we increase the number of people who work in the door without a qualification and then encourage training and industry specific training on the skills that are in this industry, you will end up with people having a better work environment that they stay in longer and creating those career paths that I described."

Please outline the careers that you see available in the retail industry.

The interviewee sees a very broad range of careers that are not necessarily visible to the general public. In particular, there are burgeoning career pathways in corporate HQs outside the Store Manager pathway. Careers can be made in buying, merchandising as well as operations (store

management). An emerging career pathway is in logistics which is being accelerated by the switch to on-line retail and the growth of large distribution centres which, as a result of COVID, are now interacting increasingly directly with customers.

Please say which of those careers are eventual possibilities for people beginning work at the entry level. What are the barriers/opportunities to movement up the career ladder?

There is a growing disjuncture between stores (operations) and the other HQ-centred occupations. Thus, it is difficult for store staff to move into the other functions in retail. Also, all the retail occupations have been impacted by the shift to on-line and the increasing use of IT/automation and AI across all the retail functions e.g., staff rostering. Career paths are not communicated well within the enterprises.

"The logistics, the rise of online is very real and how that's merging into all of our parts. If you're a 17- or 18-year-old and you've got your first casual job, or you might have been 15 and in Kmart, you've got a casual job on the shop floor but there's also entry points around distribution centres. The large retailers all have distribution centres which are different to a warehouse. It's like a bit a shop with no front door. Those are worth thinking about how that growth is occurring and that it's integrated. It does lead to a \$150,000 a year job at Aldi as a logistics manager but you have to understand the I.T. aspects of it."

Do you have any examples of senior or mid-level people in the retail industry who commenced at entry level?

A CEO who started as a trolley boy: the CEO of the ARA started in retail and became the CEO of David Jones. The interviewee started in retail and is now on the board of the retail super fund.

What do you think are the perceptions of careers in the retail industry among (a) the general public (b) school-leavers (c) mature people looking to change careers (d) careers advisers?

Do you have any specific examples of such perceptions?

Perceptions of retail as a career are poor amongst careers practitioners in schools. The interviewee considers that careers practitioners and teachers in school tend to see retail as a temporary job in an otherwise different career trajectory for young people.

"I think the perception is that retail is a good casual job to get you through university because a lot of teachers have done that themselves. ... and then they think about well, if this student can't go to uni, they should get a trade and if they're not going to get a trade or they're not suited to a trade, they should therefore get a job in retail because it will mean that they're productively contributing to society."

Perceptions amongst the public and workers are also poor. This may be due to the prevalence of threat factors in retail such as workplace harassment and customer abuse/violence. These are issues that should be addressed in industry specific training.

Can you offer some thoughts about why the perceptions are as they are?

The perceptions are related to poor communication from the industry with schools and careers practitioners, and the inability of the industry to eradicate workplace threats and poor management practices. A particular focus for the SDA is the practice of on-demand rostering for casual employees who may be given very short periods of work in a week, or much longer hours, but are only informed by text or phone call. This restricts the ability of staff to organise their lives outside work or work for other employers.

What are the effects (and on whom) of a mismatch (if there is one) between perceptions of careers and actual careers? Can you offer some suggestions about how perceptions might be changed and who needs to do that? If you had a large budget and staff, what would you do to change perceptions of careers in the retail industry?

The interviewee would institute industry-specific training. It should fund staff time for training, for those who do not have qualifications. It would also be good for recruitment purposes for those who work in the industry who have, or are studying towards, a degree.

How has COVID-19 affected careers in the industry, and perceptions of careers in the industry?

COVID has had a major impact on the retail industry. There has been an increase in customer abuse and violence creating a far less safe and secure working environment for staff. COVID has dramatically shifted retail to on-line operations. Many more retailers are doing a greater share of their business through on-line sales. This has transformed distribution centres from supplying shops to interacting directly with customers. This will have a major impact on careers and jobs in the industry. An interesting observation was that, in many households, parents might be working at home, but their children have had to continue to go to work in a shop.

"I think what has been interesting about that is the number of people whose kids had a part time retail job or a casual retail job and then have continued to work through the pandemic while their parents are at home on a computer working. So, there's been an interesting dynamic about awareness by those people in desk-based jobs of the fact that people on the supply chain..."

What are some current issues affecting career opportunities in the industry and perceptions of careers in the industry (Prompts: online/home delivery – if not mentioned under COVID; franchising; other)

The interviewee was concerned about the impact of the spread of digitisation and AI in this industry.

Other things of interest.

The interviewee provided the following information and reports:

- a. Impact of COVID on retail in the regions - See pages 33 to 52 of: 'A snapshot of regional Australia in a time of pandemic', <https://www.sda.org.au/wp-content/uploads/2021/09/Submission-to-the-House-of-Representatives-Standing-Committee-on-Tax-and-Revenue-Inquiry-into-Housing-Affordability-and-Supply-i.pdf>
- b. Impact of digital and the opportunity for training responses to assist - See Recommendation 6 of "Rethinking Redundancy - McKell Institute": <https://mckellinstitute.org.au/research/reports/rethinking-redundancy>
- c. "Who Cares" report from the University of New South Wales. Available at <https://national.sda.com.au/care/>

Australian Retailers Association

Please tell me about the role of your organisation in the retail/tourism/hospitality industry.

The Australian Retailers Association (ARA) is Australia's largest employer association in the retail industry, rivalled by the NRA. The interviewee estimates that the ARA represents about two-thirds of the retail industry and has grown significantly in recent years with the advent of a number of large retailing groups to the ARA including Bunnings, Officeworks, David Jones and Myer. The ARA provides a range of services to its members including training through the Australian Retail Institute, IR, payment, health and safety and supply chain management. As CEO, the interviewee has worked to increase the public and governmental profile of the ARA.

What qualifications are required/available/utilised in the retail industry? What are the implications for careers?

The comments were more focused on management roles in retail than on front-line workers. The interviewee thinks that qualifications are becoming more important and that the days of people like the interviewee moving to the top of large retail organisations are passing. The nature of the industry, with its relentless demands and long hours, militates against people undertaking longer qualifications when working. The interviewee feels that degree and other programs are too long and need to be broken into micro credentials that can be taken more quickly, citing own experience of doing the Stanford Executive Program in a two-month sabbatical. A greater role for RPL and the recognition of “learned experience” is envisaged:

So, I think there's a piece around the move towards this idea of having to have this three-year degree. It has to be thought through in a different way, I believe, to try and get more attraction to people into formal qualifications. But I do see the importance of them, and I see the value in them. I think there's a piece around also learned experience, and how do you not put somebody through that process, it's just for the sake of a process. The things I knew that I was really strong at and I didn't need the time on and I really excelled in. Others where I probably needed to do that unit in a much deeper way that I didn't get, because again I had to follow it. You are sort of into this cookie cutter approach. It's not great for everybody.

The interviewee feels that there is a need for universities to work more closely with the retail industry, citing the former Monash Centre for Retail Excellence as an example of what can be achieved. There are currently no real partnerships with universities in the industry; such partnerships could open the way for more tailored and effective qualifications to be developed for the retail workforce.

Please outline the careers that you see available in the retail industry.

Please say which of those careers are eventual possibilities for people beginning work at the entry level. What are the barriers/opportunities to movement up the career ladder?

Drawing on the interviewee's own career trajectory: retail offers a very wide variety of careers to those who decide to stay in the industry. There are great opportunities for entrants at the lowest levels to move up to Store Manager level and thence into more specialised corporate roles in the industry. The variety of career opportunities is becoming wider as the industry grows and develops.

“Variety, yes, but it's becoming much broader because from marketing to operational to science based, the data, analytics, logistics, warehousing, human resources, it's very broad and the opportunities are great. So, somebody can enter into a frontline role, and way I saw it, I think, was that when I was doing my HSC, and I was actually working at Target, I saw this as a way of expediting my career, because I was getting learning on the job, whilst studying, and that was the way I saw that I could work my way up quickly and thoroughly, and partly because I needed – I had to work because I had no choice not to work. I didn't have the choice to go to university. It sorts of drove the impetus for me to be successful. So, I was looking for that learning and work experience on the job, and retail does that because there's a lot of on the job learning that's required. Dealing with the general public is a massive skill in itself.”

People management skills are a key to success in retail in terms of staff management but also in customer relations.

Do you have any examples of senior or mid-level people in the retail industry who commenced at entry level?

The interviewee mentioned other CEOs in the retail industry, such as the CEO at Bunnings, who had taken a similar route from the lowest level in the industry to the top. However, this is becoming less

frequent now, and companies are often hiring highly educated managers as CEOs or into senior positions as the complexity of retail increases.

What do you think are the perceptions of careers in the retail industry among (a) the general public (b) school-leavers (c) mature people looking to change careers (d) careers advisers? Do you have any specific examples of such perceptions?

Broadly speaking, public perceptions of the industry are negative. COVID made the public perception of the industry worse, as people saw examples of retail workers having to deal with difficult and abusive customers at different stages in the pandemic. This has reinforced the notion that retail is a difficult and demanding industry to work in.

"It's negative, and that's a simple view, and I think COVID has made it worse. So, I think it's made it worse because I think what's happened is that people have seen there is a real – what COVID did, it drove anxiety amongst consumers, and as a result there was significant customer abuse towards retail workers, and that has changed the way the industry is being perceived in a negative way. I think also a lot of the roles have been dumbed down. So, the skill at the front levels becoming – in many ways it's becoming more important, but the skillset is becoming less."

Can you offer some thoughts about why the perceptions are as they are?

The interviewee feels that the industry has not been good at presenting a positive image and counteracting negative public perceptions. While there are many success stories to be told about retail, these stories are not being developed and disseminated by the industry. In some cases the types of senior managers being recruited into the industry may not have the people skills that would enable them to develop and project the true nature of the industry.

"...and that's part of the wider perception. We don't have a unified approach to that careers messaging. We don't – the retailers themselves haven't invested in careers. That's why I think we're ending up now with some organisations who through all these financial collapses, continue the brand and each time they've appointed a new consultant as a CEO thinking that's the way they're going to solve the problem. But in fact, what they need is somebody that can understand the machinations from the behaviour, the consumer mindset, but more importantly that are able to be a trader, to understand where there's opportunity and value."

Can you offer some suggestions about how perceptions might be changed and who needs to do that? If you had a large budget and staff, what would you do to change perceptions of careers in the retail industry?

The interviewee feels that the industry fails to consciously target students and other people who might be thinking of entering the retail industry. The skills that the companies have developed at targeting customers could be used to target potential recruits. This would involve developing the success stories of the industry with a people orientation, and then projecting these to the labour market. Government and bodies such as the National Careers Institute have a major role to play in help the industry to develop and communicate these stories.

Would you have any suggestions for questions we might ask in surveys that we are planning, of (a) young people in years 11 and 12; (b) careers advisers; (c) business studies students at universities; (d) a survey of the general public?

The interviewee suggested that we include questions for students on the extent to which they think they possess the skills he thinks are necessary for success and whether they would consider working in the industry:

"I think the way I would say, the way I'd put the questions would be, do you have an interest in human behaviour, in consumer behaviour? Ask about the skillset first, and then the final question is,

have you worked in the retail industry? Would you consider working in the retail industry? Have you considered retail as a career? Because what would be interesting is that I wonder how many people have the skillset that would align them? Not even just the skills but their values as well. To be successful in the retail industry, you've got to have this real sense of community, sense of actually wanting to help solve problems. So, you ask pretty generic questions, which are the skills required to be successful, and then you'd be interested to see if they said yes to these questions whether they would consider retail industry. I reckon many people would say, no, they wouldn't."

How has COVID-19 affected careers in the industry, and perceptions of careers in the industry?

Covered earlier.

What are some current issues affecting career opportunities in the industry and perceptions of careers in the industry?

The interviewee feels that COVID has accelerated changes that had already been occurring in the industry, especially the move to on-line retailing. This has led to the emergence of a major requirement for digital skills. Retailers are finding it very difficult to attract people with these skills but also across the board as a result of the decreasing unemployment rate. COVID accelerated the move towards more flexible working. The ARA itself is an example of where many staff that traditionally worked in the office were now working partly from home. He cites his own appointment as an example:

"Definitely, they'll have to rethink the way that – I think as a good example – I mean, and this is a personal example, when I joined the ARA, we were very much fixed in the way of people being in an office, working 9:00 to 5:00, in Melbourne. So, I'm in Sydney, I nearly did not get the job because one of the board members had a real view that I had to be in the office managing the team. Now, of course, the world's changed, we don't necessarily see it that way, we can prove we can operate. So, we've changed, we've moved to flexible working, we are allowing work from home, we are now even allowing working from anywhere in Australia. So, it's definitely, I think, the war on talent. If you want to attract talent, you've got to go, it's an employee market, so are you open to be flexible? If you're not, and you take a – you'll be losing people, there's no doubt."

Hospitality

United Workers Union [UWU] / Hospo Voice (Two interviewees)

Please tell me about the role of your organisation in the tourism/hospitality industry.

UWU is an amalgamation of a bunch of different unions, made up of different types of occupations and industries. Largely, these jobs are characterised by low pay, insecure work and lack of respect: *"they're the ones that see themselves as sitting at the bottom of the food chain".*

The interviewees mentioned that union density in this country is at an all-time low, even in the public sector these days, and hospitality membership is at the lowest end, of what is a really small number (less than 10%, but giving an exact number is impossible).

Hospo Voice is an initiative of the union that started three years ago in Victoria, trialling new ways of organising hospitality workers. They created a digital union and set up some methodology around how you collectivise young people, how you talk to hospitality workers, that was really focused on that part of the industry that was most atomised.

The interviewees referred to the atomised nature of the industry and its very complex composition - everything from mum-and-dad-owned local coffee shops, right through to Crown Casino. There is a full spectrum of organisational types and sizes within the one industry, and different models of employment (i.e., different ways subcontracting work, different ways franchising work...). *"It's really*

hard to call it an industry". Major issues include wage theft (i.e., "Wage theft we say, is a business model, that hospitality uses to get a competitive advantage"), sexual harassment, cash in hand and threatening – all these are things that hospitality workers get conditioned to.

What qualifications are required/available/utilised in the hospitality industry? What are the implications for careers?

There are low barriers to entry into hospitality - some legal minimum around service of alcohol; legal requirements around gambling, around those venues; certain occupations (e.g., chefs) require a certain certificate.

The interviewees said that qualifications can assist in career progression (if you wish to move into more management positions), but they aren't necessarily dependent on career progression.

Please outline the careers that you see available in the hospitality industry.

Chef is the obvious one. But the aspiration of today's junior hospitality workers is rather to be one's own boss, rather than think about a particular career that's linked to an occupation:

"It's not to be a wage slave forever and hope that one day you're made a manager and then one day you're made a general manager, it's that – I think that's far more of an outdated view of thinking about careers and aspirations.... I'll be my own my brand, I'll be my own business."

Please say which of those careers are eventual possibilities for people beginning work at the entry level. What are the barriers/opportunities to movement up the career ladder?

An example is entry level in an InterContinental hotel - would *"depend very much on where you were entering"*. If you were entering for example, a front of house role in concierge, your pathway would look very different to if you were entering in as a housekeeper. Housekeepers would be largely migrant women, probably paid per room, and it was considered that they will stay housekeepers forever. In the front of house roles will be white people who are more highly educated people, quickly progress through probably up into sales roles and into management roles. There were hints of 'profiling' regarding roles within the industry.

"In other countries hospitality is more of a career". The interviewees said that some people (with a more professional view of the industry perhaps, because of their international exposure) are thinking how to manoeuvre through the industry from the start, as opposed to the students or the 'in-betweeners' who are not thinking about a career in hospitality from the start.

Do you have any examples of senior or mid-level people in the hospitality industry who commenced at entry level?

The interviewees thought of some progressive /positive examples of hospitality businesses who during COVID were able to flip their business model around and look after staff (wondering if those were the type of people) but could not think of any specific examples for this question.

What do you think are the perceptions of careers in the hospitality industry among (a) the general public (b) school-leavers (c) mature people looking to change careers (d) careers advisers?

General public: *"The general public does have some experience with hospitality, but they've seen that ugly side of it and they – and it's been a short stop for them, so they probably think they're dead-end jobs."*

School leavers: *"they're more willing to put up with poor working conditions and a bad experience, because in their mind they've got an end game in sight, and they've got a time cap on their time there."*

Careers advisers: *"I would have no idea what school advisers [laughs] are saying about hospitality."*

Mature workers looking to change careers: *"Trying to avoid hospitality, because they had experience of it in their youth, so 'It's just what I did when I was 21, I don't want to do that again.'"*

Can you offer some thoughts about why the perceptions are as they are?

The interviewees mentioned perceived low skill/low status work, casualisation/insecurity, the low pay, precariousness etc.

What are the effects (and on whom) of a mismatch (if there is one) between perceptions of careers and actual careers?

Many people enter the industry without doing enough background on what it would take to be successful. Shows like MasterChef portray the industry as 'sexy', but it's not the reality of the industry. The interviewees said that there was an explosion of people entering the industry coinciding with the popularity of those TV genres, but also an explosion of industrial relations problems at that time.

Can you offer some suggestions about how perceptions might be changed and who needs to do that?

"...you've got to do it from all levels and all angles". The interviewees said that it was Government's responsibility in terms of regulation: everything from the qualifications that people need to have, to the economic side of running a business, to health and safety, to regulation around issues of sexual harassment, looking at wage theft laws (*"It's not a criminal offence to steal money off your workers in this country"*).

They emphasised that it is the responsibility of employers to clean up their industry. The industry suffers from a bad reputation because of that business model of play hard, play fast, don't follow the rules, and you can skate by if you play it close to the line (because there's no real penalties involved for doing anything wrong).

"We need secure jobs in the industry... The workers will take responsibility for fixing up the industry when the conditions will allow them to do it."

If you had a large budget and staff, what would you do to change perceptions of careers in the hospitality industry?

The interviewees would try to fix it at both ends, i.e., doing a lot more political campaigning to look at fixing sexual harassment laws, looking at how to turn so many of those casual jobs into permanent part time jobs or other ways to increase job security.

Also they would increase penalties for employers who aren't doing the right thing. *"There's got to be punishment attached to giving the industry a bad name."*

Finally, *"If we had unlimited resources, we'd be going to the places where people do not have voices (i.e. migrant workers)."*

How has COVID-19 affected careers in the industry, and perceptions of careers in the industry?

The interviewees felt that COVID had proved how hard a career in hospitality was; whether one was on the minimum wage serving drinks or if one was a business owner. They felt the loss of their jobs, and they felt sharply that a sudden loss of income hurts, when you have no fat in your budget. The desire for permanent employment *"went through the roof"*. Many left during COVID, and just have not gone back.

What are some current issues affecting career opportunities in the industry and perceptions of careers in the industry (Prompts: online/home delivery; franchising; other)

There is nothing positive about the gig economy from the workers' rights point of view, at this point in time. *"That's an emerging model that does absolutely nothing towards worker safety or secure work ... there is nothing surrounding the emerging business models, to regulate it, to protect workers."*

"Franchises are repeat offenders for certain behaviours ... the ability for businesses to train people to very deliberately work around the laws, – it's easy to do that in that model."

Australian Hotels Association Victoria

Please tell me about the role of your organisation in the tourism/hospitality industry.

AHA is an advocacy body for the industry, but is principally interested in industrial relations reforms that advantage organisations/employers, and lobbies for appropriate training needs and agendas.

What qualifications are required/available/utilised in the hospitality industry? What are the implications for careers?

The interviewee indicated there had been a large shift in the last 20-30 years around qualifications. There were no specified qualifications needed (besides cookery), and it is accumulated experience and mobility that are key to development. However, citing a family member who was a hotel General Manager and degree-qualified as an example, the interviewee concedes this is quite different now. Multi-national Corporation (MNC) hoteliers, as an example, have a commitment to ongoing qualifications, training, and development, but the SMEs do not have this capacity.

"I don't see there's any push whatsoever by any of the governments around Australia to want to recognise the career paths and opportunities that can be created within the hospitality industry."

"We (AHAV) did some work on qualifications of hotel managers across the country, and it was probably not surprising that there was a significant proportion of managers who probably didn't have any formal qualification whatsoever"

The interviewee was critical of the time it takes to get changes to the Training Packages.

Please outline the careers that you see available in the hospitality industry.

The interviewee mentioned chefs/cooks and bottle shop and venue attendants/managers, and careers with the multinational (MNC) hoteliers as those that are somewhat well structured. He spoke about the international mobility that hospitality careers afforded and that the training in, say, Swiss hotel schools might reap benefits. Elsewhere in the interview the interviewee talked about how hospitality was characterised by 'working your way up from the bottom' e.g., kitchen hands and bell-boys

However, it was stated that 85% of the industry is casualised and so the inference was that this affects the possibility of clear career pathways. Mobility is key.

Please say which of those careers are eventual possibilities for people beginning work at the entry level. What are the barriers/opportunities to movement up the career ladder?

As above, plus an example:

"Little Jimmy started in the kitchen washing dishes or something like that and now he's maître d' here or he's the head of room service. Or he may be an assistant manager and there's probably a couple of hotel general managers now."

Do you have any examples of senior or mid-level people in the Hospitality industry who commenced at entry level?

The interview did not mention names, but thought it was common.

What do you think are the perceptions of careers in the Hospitality industry among (a) the general public (b) school-leavers (c) mature people looking to change careers (d) careers advisers?

General public: *"I think the general public are of the view that it's only a job while you're studying and all the rest of it. ... probably less than 10 per cent who get into the higher management levels and that. But it's a job for young people whilst they're going to school... it's not a real job, it's a fill-in job"*

Careers practitioners in schools: The perceptions are poor: *"Again, it's the image created by governments at secondary schools, secondary schools' career teachers, there's nobody out there now saying this is a real industry"* *"[Careers advisors] no, yeah I don't think they make any contribution to the industry."* The interviewee suggested the focus is all on Higher Education, and so VET options, apart from HE pathways, get a bit lost. Graduates of HE have different (unrealistic) expectations.

School leavers: The interviewee was up-beat about this and spoke about stakeholders who worked hard in the schools (Careers Teachers Association?). Also mentioned positive attitudes amongst international students.

Mature people: The interviewee spoke positively about perceptions of mature workers in regional areas, particularly for seasonal roles (which is not really career-aligned, though). Return-to-work mothers were mentioned as a key cohort, who might access funded traineeships.

Can you offer some thoughts about why the perceptions are as they are?

"...it does appear in government circles, in some private circles, amongst career advisors in secondary schools. It's (hospitality) a job that you get when you're going to uni or while you're studying, and not seen that way. Disappointingly, that's the focus we need to be breaking at the moment."

What are the effects (and on whom) of a mismatch (if there is one) between perceptions of careers and actual careers? Can you offer some suggestions about how perceptions might be changed and who needs to do that?

The interviewee points the blame squarely at government, for not acknowledging the contribution that tourism and hospitality industry makes to the economy. A barrier is the fractured SME nature of the industry that doesn't have the resources. Another key barrier is the disjointed training and education sector; it differs across states, and competes with in-house training programs – inferentially sending mixed messaging to the labour market. Funding cuts to the VET sector are an issue (Victoria specifically).

Broadly, *"How do you convince mum and dad that little Jimmy who is doing Year 12 this year... ..is not going to get into medicine or not going to be a lawyer? The parents – 'you don't want to get into hospitality'. Then how many students coming out of Year 12 with their HSC or whatever, drop back into hospitality as a second or third choice?"*

If you had a large budget and staff, what would you do to change perceptions of careers in the hospitality industry?

The interviewee advocated for industry ambassadors but also talked about seasonal mobility programs and programs between employers.

How has COVID-19 affected careers in the industry, and perceptions of careers in the industry?

The interviewee said that COVID had been "disastrous" – generated insecurity and complacency and ambivalence about long-term planning:

"They [workers] were placed on JobKeeper, and they got their \$1500 a fortnight and then that phased out. We opened, we closed, we opened, we closed and then in more recent times they got the \$1500 in Services Australia under the employer disaster fund."

The interviewee said that housing prices and migration into regional areas were impacting the workforce. But vice-versa, convincing kids to not move to the “big smoke”.

What are some current issues affecting career opportunities in the industry and perceptions of careers in the industry (Prompts: online/home delivery – if not mentioned under COVID; franchising; other)

Food delivery is a major trend impacting careers, but also creating opportunities for innovators/entrepreneurs – so by implication that is a career opportunity.

Other

Career Industry Council of Australia

The role of your organisation in the careers/employment landscape and for retail/hospitality in particular

The interviewee explained that CICA is the national peak body of careers associations. It is ‘the keeper of’ the professional standards for career development practitioners – entry level qualifications etc as well as specialised competencies. CICA undertakes QA and benchmarking for the industry, works with governments at Federal and State level, works with NCI and with the National Skills Commission. With States, CICA organisations work with education departments but also, for example in Vic, with the Jobs Victoria initiative. COVID is leading to a focus on people changing their careers. Currently there is also a focus on older people working longer, and the implications for careers.

The career development standards were developed in 2006 (requested by the Howard government) and took two years to develop. As qualifications were involved, the implementation had a six-year lead-in period: implemented 1st Jan. 2012, and revised in 2019. All career practitioners who are members of a CICA member association have to meet the standards, e.g., in schools. The standards have required hours of CPD per annum, and some associations go beyond the CICA minimum of 15 hours.

Originally CICA was a volunteer association with no secretariat. CICA has no funding; it survives on commercial contracts. This funding tends to go up and down. Government projects included a few to raise profile of VET, and one for the National Careers Institute called ‘Little Ripples’, which is for parents of primary school aged children.

Also, CICA has done work for companies, e.g., Qantas wanting to increase numbers of females as engineers and pilots. Advised KFC (free of charge) on online learning modules for managers.

Relevance to retail and hospitality:

“If I’m in Year 3 and my parents constantly tell me ‘You don’t want a job in retail or hospitality because that’s just for part-time careers’ or ‘that’s a dead-end job’. If that message is continually perpetuated through your formative years, how is there any chance that when you get to Year 11 and 12, you’re ever going to choose the career path that’s just going to lead to retail and hospitality.”

The main groups of your organisation’s frontline workers and their target groups, and their knowledge

There are 11 member organisations which probably include 5000-6000 career practitioners. Does not know how many career practitioners there are overall in Australia.

There are no state based associations in SA and Tasmania. In some states the member associations are school-specific, in others they are not.

Most of members are in schools; some in private practice; some in rehabilitation counselling. There are HE and VET careers people via NAGCAS (National Association of Graduate Career Advisory services) and some working with elite athletes and coaches, or career transition.

When asked about employment services, the interviewee did not think there were any who are qualified career practitioners. Might be a member of CDAA (Career Development Association of Aust.) [NB: This is a member association of CICA]. The interviewee would like more of these people to be qualified, but the government resists it because they would want to be paid more. – although, he says, with better qualified career advisers, there would be fewer clients churning through jobs.

In schools it is often the school principal who appoints the practitioner and he/she decides whether the practitioner should have qualifications or not. Only one-third work full-time in the role, and of those working part-time in the role, most have only a small amount of time on careers. There are increased requirements to integrate career development and curriculum. Industry says it's hard to engage with career practitioners-this is why.

Career practitioners do not tell or advise students what they should be doing – the interviewee was very insistent about this.

What is your own view of careers in retail and hospitality?

The interviewee was well aware of the successful careers that were possible in retail and hospitality.

Perceptions of careers in retail and hospitality among groups of people?

“So, if you go to sort of Myfuture, or you go to JobOutlook, or whatever, and you click on, I don't know, hospitality work or a hotel manager or something, it generally lists the skills and attributes that an individual needs to exhibit for those types of roles, so that's sort of around. I think the great challenge for retail and hospitality is - and I don't think this is just for career practitioners - I think there's a societal lack of understanding about the career opportunities that are available within those industries. Because I think most Australians think of retail or hospitality as, let's work in a café, it's part time and it's not a career, it's something that you do while you're doing something else, right?”

“The general perception of young people is that that's not a real career”

Why are the perceptions as they are?

‘There's probably a lack of understanding and I'm not saying just with young people, I think there's a lack of understanding of what the career progression pathway options are in retail and hospitality.’

The interviewee thinks it's very important that companies open up their workplaces, stating frequent conversations with ACCI (peak industry body) etc.

“When I was the president of the local career association in WA, we tried to reach out to the WA Retail Association – they were terrible.... Like didn't want to connect. But I think they were sort of lean on staff, so I think they probably only had one staff member, they sat inside the Chamber of Commerce and Industry in WA. So they weren't easy to connect with. I remember that they developed a resource once and the resource was really poor. Like we just went, you cannot put this in front of kids, like this is ridiculous.”

How can perceptions be changed? Who is responsible?

“To capture the attention of a career practitioner, you need to be innovative. Don't send a box load of pamphlets to the school saying can you give these to your kids.” Suggests ‘quirky things’ that catch the attention of the career practitioners, for example a pack of highlighter pens.

“So if I sort of reflect on my time as a career practitioner in a school. Crown Resorts in Perth, or it wasn't called Crown at that stage, it was Burswood. The most highly sought-after professional learning experience, the career practitioners that they waited for every year, was a tour of Crown Perth where Crown showed you – took you onto their site and showed you all of the opportunities within Crown, that a student could pursue, right.”

"I used to say to kids all the time, you know working at McDonald's, you'd be surprised at what the manager of McDonald's earns. Like I'd say to them, 'What do you think a manager earns?' and I'd say you're so far off the mark. Like if you think about what a manager of McDonald's is responsible for, managing a huge team, a diverse team, they mainly work part time. They're in charge of budgeting, they're in charge of rosters, they're in charge of purchasing. Massive. ... Same as today – like if you think about what a manager of a supermarket is on today, they're on more than what I'm on."

He said that young people like to hear stories ... so one should showcase people in retail and hospitality about their career journey. What are the perks, how much do you get paid, what do you actually do?

I asked about the Morrisby tool for school students, and whether it was 'fair' to retail and hospitality'. He wasn't sure but said that the Vic government had worked with Morrisby to adjust the tool (which is English) to Australia, 'so I think you would be fairly comfortable that retail and hospitality would be in here.'

SkillsIQ - Skills Service Organisation

The role of the organisation in the careers/employment landscape & for retail/hospitality in particular

The interviewee said that SkillsIQ Skills Service Organisation (SSO) covers a range of service industries. The focus changes from time to time. Currently much of the focus is on tourism & hospitality because it's one of the major projects they are doing. Skills IQ has the commonwealth SSO contract and also state contracts with NSW and Vic. About a quarter of its work overall is with retail and hospitality.

SSOs get funded for Training Package work and then projects on top – Industry Reference Committees make decisions about what's needed. *"We're the arms and legs basically to do [their] work".* Mentioned that the actions of the Industry Reference Committees depend on the committee members; some interested in the long-term future of the industries and others on their own organisation's interests. Each IRC has a person looking after the committee, such as this interviewee,, and then they have 'engagement executives' who go out and talk to industry. 'All of our engagement people have worked in our service industries at some point.'

Were IRCs generally interested in careers, as opposed to qualifications? It is challenging 'in these sectors' to 'define what a career is'. *"Also, quite frankly, the lack of, from a policy perspective of various governments, in understanding that there are careers in these sectors."*

What are some issues around career information in retail and hospitality?

The interviewee feels that there is a lack of understanding of the industries:

"I think there is a very superficial understanding of what working in retail, for example... people think it's just about it's being a shop assistant and ... possibly then moving to management and then that's it, without thinking about the whole myriad of other jobs that are other involved in that whole process, whether it be visual merchandising, whether it be merchandise management, buying, planning, and then managing the supply chain and stock control and everything else, which in bigger organisations are often specialised jobs. I think our experience is that people in lots of policy positions think of it as a shop assistant job, and 'I did that at uni and I didn't have any training', so it's not that important, and it's not really a long-term job. That's the lens they seem to look at in terms of determining what the opportunities and aspects of it are."

She also feels that there is underestimation of skill in the work:

"There is a complete lack of ... understanding how these - even if they are transitional jobs, many of the things that government says employers want in terms of communication skills, in terms of so-called soft skills, problem-solving et cetera, if you are working in a busy retail or hospitality business,

you have to do those all the time. Dealing with difficult people, problem-solving on your feet, time management, all of these things, and often of course ... without any support or training."

"When people talk to employers about what they look for in a graduate, be it any discipline - I can think of an engineering company that I interviewed while I was small business commissioner who said that the way they chose their graduates was to look to whether they'd worked in McDonald's."

When asked why it is that people disrespect retail and hospitality so much:

"I think they see it as unskilled, which I fundamentally disagree with, and the industry itself calls it unskilled. Then they turn around and say [they] don't understand why people don't want to go and work in jobs that they themselves call unskilled. I think that also it has a poor reputation for being ... poor employers, particularly in recent times the history of underpayment. So, it has got a poor reputation on multiple fronts.... It's highly casualised, it's largely female, and our experience is that, basically, quite frankly, largely feminised jobs policy people do not focus on."

The interviewee also felt the industries were at fault:

"(the industry) doesn't require qualifications, it looks for prior experience. As well as not requiring training, many employers they don't invest in it. Also, not requiring quals may help to keep wages lower. There is a transient mentality, a reluctance to spend money on training because of poaching, hence the reliance on working holiday visa labour. These people have somewhere else, therefore don't need much training, and so it doesn't matter if they move on quite quickly."

The interviewee stated that retail needs managers who have worked on the shop floor, giving the example of the big department stores which used to have graduate training programs, which included working on the shop floor. *"How can you manage it if you've never actually done it?"*

I asked about retail versus hospitality - why does hospitality seem to be better respected? The answer was partly because chefs have trade pathways and there is no equivalent of that in retail. Schools, at least in NSW, are more like to offer hospitality qualifications than retail qualifications.

The interviewee said that the effect of VET funding cuts in the mid-2010s was especially significant in retail.

How can perceptions be changed?

Industry had a clear role: *"Be better employers, pay people better and invest in training and formal qualifications. It's that simple. Unless they do that, it's not going to change."*

There was a need to make career paths more visible but that this is hard as they are less clear than they used to be (the graduate trainee example). Some companies like McDonalds still do this clearly.

"The irony is (that) I can remember talking to one of the HR leads at Myers a couple of years ago who said when things started to improve and they needed to have more people at a senior level, they had nobody who had a knowledge and expertise in the business because they've got rid of their graduate program five years ago. So, they were basically bringing people in externally because they had no-one that they'd grown from within. So, getting rid of those things comes at a cost."

I asked about the lack of university courses in retail:

"The closest [now] is the stuff that RMIT does in visual merchandising and merchandise management." Feels that [retail]employers are not calling for qualifications, but tend to look for general skills which comes from a 'broad humanities degree.

The interviewee spoke about the period around 2015 when retail could not find merchandise management people and had to bring them in especially from the UK, but there was a lot of churn. That is when Service Skills Australia brought in Advanced Diplomas in visual merchandising and retail merchandise management. Before the pandemic, David Jones put all of its buyers through the qualification, in conjunction with the ARA.

There are other areas like this – e.g., more online shopping, supply chain and stock control management.

Effects of COVID

Staff were being abused by customers and perhaps making rational decisions not to work in such conditions for low pay.

In hospitality, many businesses had to close for a while; and now with Omicron [at the time of the interview] they were closing again because staff have COVID or are close contacts.

"It's not only all those factors that I said, but also the incredible uncertainty as to what work there's going to be, particularly in hospitality, how many shifts am I going to get? Will the business be able to survive et cetera, et cetera? That's now not only smaller businesses, that's even the bigger businesses. I think you're going to start to see some of the fall-out with some of the bigger employers in – who own multiple operations – as the real effects of all of this basically filter through."

"So, hotels, for example, if we're getting rid of the hotel quarantine system, that's really kept many of them going. If that then gets removed and we don't see a return to hospitality as it was, I mean how long is it sustainable for them to operate at 20-30 per cent occupancy rates?"

The interviewee said that while more people were now travelling within Australia, there was little infrastructure to support this. There is not enough local labour. The events sector is also impacted. Expects that staff in regional areas will become more multi-skilled, as companies won't be able to predict demand and rather than having a segmented workforce will want people who can turn their hands to many tasks. For example, in accommodation, *"Some days you might be basically a wait staff, other days you might be doing housekeeping and then other days you might be doing some maintenance and gardening."*

Final points

The interviewee re-emphasised the role of experience in the industries in developing generic skills:

"I obviously think that the lack of policy interest in supporting training in these sectors is absolutely flawed because I think that all the money that gets spent on developing capability frameworks and how do we get people with better work skills, these are the sectors that are the foundation for all of that.... For real, not classroom taught."

In relation to perceptions of skill and the link with pay rates:

'The industries themselves need to basically change their narrative to talk about the fact these are not low-skilled jobs, these are high-skilled jobs. High skills and low pay does not necessarily - I mean just be saying something is highly-skilled doesn't mean that all of a sudden people's expectation of payment is going to go up. It's about respect. So, I think the narrative has to change to say these jobs are highly skilled and they're a foundation for whatever you want to do in life.'

"Whatever you do in life, your experience, having been in retail, will be relevant to you."

Fast track careers were very possible in retail:

"I remember being involved in the Young Retailers Awards, which I don't think exists any longer... we'd be interviewing people who were running stores that were multi-million-dollar stores, they were responsible for the employment of the people in the store, the rostering, the customer service, dealing with complaints, understanding product knowledge etc, and they'd be in their early 20s." .. "That's the complete irony: when you think about how many young people's expectation is: 'I don't want to be the doing, I want to be the managing', the thing is (that) if you want a fast track to being a manager, again, retail is your best shot."

Focus groups with academic experts

Method for academic focus groups

We had set out to undertake one focus group with academics teaching tourism and hospitality. This was extended to two groups, and we also interviewed three academics teaching retail via one small focus group and one individual interview. During the course of trying to set up the retail focus group, it became apparent that there were no longer any retail-specific university courses. (It is quite different in other countries).

The participants are listed below (n=17). All but two had extensive experience in the relevant industry area.

Retail
University 1: Department of Management and Marketing 'M'
University 2: Lecturer in Fashion Retail Management and Luxury Brand Management 'A'
Course Coordinator at three institutions, Retail Trainer/Consultant 'K'
Hospitality: Group 1
University 3: Lecturer, Tourism & Hospitality Management
University 3: Associate Professor Service Management
University 3: Senior Lecturer, Hospitality Management
University 3: Associate Professor Tourism & Hospitality Management
University 3: PhD Student & Sessional Lecturer, Hospitality Management
University 3: Senior Lecturer, Hospitality Management
University 3: MBA Careers Consultant (formerly Employability Specialist- Business- Student Employability Team)
Hospitality: Group 2
University 4: Associate Professor Management
University 5: Senior Lecturer, Hospitality Management
University 5: Senior Lecturer, Hospitality Management & Industry partnerships Manager
University 5: Lecturer, Event Management
University 5: PhD Student and Casual Academic
University 5: PhD Student and Casual Academic
University 5: Industry Partnerships Development Manager

The focus group questions are provided below . All focus groups were recorded and transcribed, with permission. Each transcript was summarised by the relevant researcher, with points from the individual interview in retail added to the focus group at appropriate points. All three summaries are presented in the next section.

Questions for retail academic focus group – there were the same questioning areas for hospitality.

1. Please tell us about your pathway to becoming an academic in retail.
2. What courses do you teach and what are your main research interests (if relevant)?
3. Please describe your student cohort (age, experience, full-time/part-time study etc)
4. What is it, do you think, that retail students seek from their studies? Where do you think your students get their messages about careers that are available in the retail industry?
5. To what extent do retail employers require workers to have, or to acquire, qualifications?
6. Why do you think more people do not study retail at university? Or in TAFE/VET? How can this be changed?

7. How could careers in retail be made more visible and more attractive to young people? To the general public?
8. How could careers within retail be made easier to navigate for people entering the industry and those already working in the industry? Who is responsible for this?
9. Do you think COVID has impacted careers and perceptions of careers in retail, and if so how?
10. Are there further 'futures issues' you consider are important in the context of careers and career perceptions in retail?
11. Is there anything further you would like to add?

Findings from academic experts

Retail academic focus group February 2022

Background: It was very difficult to find retail academics. Deakin had closed its retail program and its main lecturer had moved to a private consulting firm, which did not answer an email enquiry. A retail research centre at Melbourne Uni did not appear to employ current experts. One expert had moved to Swinburne but did not agree to be interviewed. The participants in the group reported that there were no academic conferences in retail, either in Australia or overseas, and no Australian textbooks (Note: There is a Pearson retail management textbook 'International edition', produced in U.S.).

Own career background

- A. had 20 years in retail. Started work for department store in 1978 and then worked for four brands ending up as merchandise manager for Country Road looking after men's suits. Then moved to Melbourne, firstly as casual then as full-timer. A. referred to his own career as being more like 'chess than checkers'.
- K. started work aged 15 'on the checkouts' and then to the cash office; and then studied marketing; organised a year's internship at Coles working across different departments (building networks which she has used ever since): Warehouse, marketing, buying, then went into product development at Kmart for 'private label' (mid-1990s) Coles, Myer in apparel; briefly in early online retailing ('dStore'). When she started a family, joined ARA as lecturer in buying, and then for two Victorian universities teaching retail..
- M. studied marketing and worked in Australia and UK in marketing for fast moving consumer goods (FMCG) (grocery, Target) and then for Unilever, marketing to retailers. Then to a Melbourne university as a marketing lecturer.

What courses do you teach and what do you research?

- A., Associate Degree (formerly Diploma – still part of VET courses - and degree in merchandise management; also postgraduate subjects. Master of Enterprise and Bachelor of Fashion Enterprise. Does not research.
- K.: Diploma of Merchandise Management and tailored courses for retailers; merchandise management; business elective in B Comm and post-grad subject in merchandise management. K. teaches fashion retail enterprise to first year bachelor students and students take retail in their third or fourth year. Does not research.
- M.: Teaches retail subjects in BComm, marketing major. Says that the university has graduate program placements with Coles and Aldi, but they are business placements rather than retail. M mentions that digital retail is the most popular elective. Researches ethical consumer behaviour.

What are your students like? Substantial component (30% K., two-thirds A.) are overseas students (which has dropped during pandemic, although some were online). Some are school-leavers. They have grown up in the 'digital domain... so to them the built environment is an alternative. It's an option. It's not necessarily first' (A.).

Many, especially overseas students, want to go into 'head office' type jobs and do not actually work part-time in retail. Others do – 'they might be working two or three jobs' (K. encourages all of her students to get part-time work, as she views this as the best way into head office careers.). 'until they're about to graduate, then it seems to hit them that they haven't done much around building industry connections or anything like that' (K.). 'The really good buyers have all started off on the

shop floor.’ Overseas students tend not to work and do not have knowledge of the Australian market either.

Barriers/issues

- Working within retail while at school etc gives them a distorted view of the industry, yet it’s the best way to understand what it’s all about (An). ‘There’s a perception that you actually get clogged in that space’, but ‘when you’re engaging people at the retail front you’re learning about their desires, their needs, their issues, issues around sustainability. You need to be able to answer those questions and in that moment of transaction you’re an ambassador for the brand.’ (A.)
- ‘They see stores and they think, I don’t want to work in a shop. I don’t want to stand all day and work in a shop. ‘They do not understand that ‘the head office is a really, massive, thriving, fantastic career opportunity.’ (K.) They do not realise that stories in major chains are ‘profit centres’ i.e. individual businesses.
- ‘Students don’t necessarily take retailing as a career very seriously’.
- Retail is ‘relatively well paid’ (K.) but this isn’t recognised. Yet the job of sales assistant is currently not viewed as attractive even within the industry.
- Shop floor work especially in large stores is so busy it is hard to engage with customers. A. gave example of interactions as a supermarket customer with staff in produce, but apart from that, he rarely talked to staff members. Many customers are difficult to deal with. And for many people this does not ‘suit their personality to have to manage conflict or rudeness’
- For managers it is very busy and ‘has seven day a week responsibility’
- Retail companies take on staff for head office who don’t understand retail. Companies’ sometimes approach Retail Institute for tailored training for people they have employed with, e.g., marketing degrees. ‘they’ve got some really big gaps in their knowledge’
- Barriers to perceptions of careers: A.: Retail is viewed often as a ‘process’ rather than as an industry’. (*Note: Does this have application to ABS ANZSCO?*) Even within retail head office people may look down on the stores: ‘Just before COVID I was consulting for a large Australian retailer and what I realised in speaking to key people in head office that they hadn’t regarded working in a store as a profession’ (A.)
- Retail is diverse – for example small stores may not think strategically about staff – they may advertise jobs on LinkedIn, networks etc. Small businesses need to work together. (A.)
- Tight profit margins ‘managers are ‘forever scrounging on staff’ to get their budget into surplus. Find a way of sharing profits among staff, rather than just manager getting bonuses.

How could careers in retail be made more visible?

- ‘Sometimes the brands actually need to take the retail career more seriously... The brand, the retailer needs to educate people that when you enter their brand that you are entering the cycle of your career and that they need to see that there are pathways from the space to perhaps a head office space because I suppose from a (university) student point of view, they see retail buying as a place where you travel.’ (A.)
- Change title of ‘sales assistant’ (A.)
- But also look at where it can take you (A.) ‘the idea of the traineeships in terms of it’s like a career, like it is if you’re an apprentice, you know what I mean, where you actually go through stages and you will make it to store manager or you will make into certain classifications that will give you exposure into head office.’ (K.)
- Retailers should think about qualifications that are required to work at the retail level, not just experience, because ‘when we go for other jobs there are key selection criteria and it’s

usually a balance between experience and qualifications'. (A.) So whether that qualification happens at the traineeship level, at the certificate level, VET level or further, that needs to be considered with experience together. 'That fusion will... elevate the value of that role rather than lifting it off the bottom rung and actually seeing it as a really dynamic component of return on investment.' Experience is essential because retail needs product knowledge,

- Put retail specialisations into business degrees (K.) (*or maybe VET quals?*)
- Show that stores are profit centres 'you're actually responsible for the profit of the enterprise... then it becomes, I think, more desirable' (A.)
- Provide career histories. Publicise 'Trolley boy to managing director' (K. gave Coles as an example)
- Think about what retail is selling. A. 'when it comes to retail I think what we're selling is humanity.'

Effects of COVID

- Staff who worked through COVID moved to picking online orders, click and collect etc
- Some customers have not returned because do not feel safe or got used to online.
- Some customers are impatient and rude –they want everything immediately because they are used to online shopping
- Now hard to staff stores. K.: My daughter works at Coles at the moment in a supermarket on the checkout and stacking shelves casually and she said - literally as we were driving to work the other day - she goes, 'Oh my gosh, the store manager has just texted everybody; I haven't got anyone to close the store. I haven't got anyone to put the fresh fruit and vegetables out. No one is doing dairy. I need more staff.... Can anyone stay back, can anyone, and it was just this call for help.. She says staff can't get the stock out on the shelves' Together with supply chain difficulties this means shelves are empty.
- On the up side, it is easier to get a job in retail.
- In the long term perhaps there will be fewer stores, especially with augmented virtual reality, 'Most retailers now have been reporting that their online store is by far their most successful store' (K.)

New way of looking at careers: quote re chess versus checkers (A.): 'I haven't really been a strategist in the way that you need to be when you play Chess. I've really more given over to the idea that I've been a Checkers player where you win some and you lose some and ultimately you hope that you move forward as a result of that.... So in a sense when you play Chess every piece plays a part and to know your part you need to anticipate everyone else's part. So it's a much more complex game than Checkers where you're really observing colour and space and opportunity. It's a much clearer way I suppose of understanding career but I think that what I gather from my students today is they're all playing Chess because even their educational piece is playing a role in their ultimate picture.'

Hospitality academic focus group 1, November 2021

How does your industry experience matter as an educator?

There was general agreement that their industry background informed who they were as a teacher and how they interacted with students. As teachers, they can weave a story from industry to make theory and its applications more tangible. In addition, the industry experience allows them to share *"the tips for how to get further faster or how to get where you want the most direct way possible"*.

As they have matured as academic teachers, they have widened this discussion to help students understand other ways of thinking (e.g., more system-wide) beyond the very practical.

What types of students are seeking a hospitality degree?

Most students are predominantly female, late teens to early 20s with a few mature-age students. Undergraduates over time have been predominantly domestic and the first year out of school. Most students work in restaurants and hotels. Some have full-time work while studying, so moving to the online hospitality course program.

"I think the domestic students in particular are generally engaged with the industry. They are working in some casual capacity in the industry - whether it's hospitality or retail, definitely service industry though - more so than our internationals."

Over time, more international students have joined the hospitality program and changed the experience for the domestic students. On the positive side this has promoted the reality that, in working in the world of hospitality, students will be working with people from multiple cultures.

What are students seeking from their hospitality degree?

Students seek to gain a leadership position in hospitality. With a degree they do not expect to start at the bottom. They hope to transition from the degree to the hotel general manager role or at least to middle to senior roles quickly. *"Students all want to have a prestigious career travelling around the world, being senior managers in hotels and walking around with walkie-talkies."*

For international students, the career path after qualification is different. For students from China, that are a large part of the postgraduate cohort, many do not continue a career in hospitality.

What messages are students getting about the careers that are available in hospitality?

More students, particularly domestic ones, enter university with having completed some hospitality training in high school. There was the view that for such students *"it opens their eyes to it and gives them broader ideas than possibly the one place they might be working at the local café."* However, there was also the view that the links between school and university can be done better.

The view, however, was different for international students. Many are driven about gaining Permanent Resident (PR) status. Others, however, are motivated by the desire for travel, to be part of that world, gaining a degree to *"go faster and higher"*.

Students gain information about careers from the career officers, and less accurate information from friends and families. For some these other sources lead to the development of less realistic expectations about careers. Other mention was made about the role of social media, getting information and jobs from LinkedIn, and for internationals, emails about jobs from the Chinese hotels.

What are students seeking from their hospitality degree?

Students are seeking to be more entrepreneurial, and many want to open their own hospitality business. Some are turning away from the structured career path, for example, like the graduate management programs offered by big hoteliers. Students are not just viewing industries as a place to work, but rather as places to develop skills that allow them to have more opportunities to move around, and to grow professionally. *"Hospitality's just one of those starting points."* Hilton was cited as a good example of this, now advertising itself as an industry partner for all types of professions.

There is the traditional path that some will take, and some hotel chains will still support it. But many in the current generation are less interested in an *"ordered, structured, do your time and tick the box and move on approach."* The younger people now are more interested in experiences and accumulating skills along the way rather than those structured career paths.

What are the structured ways that universities might raise awareness of hospitality careers?

There is a need to emphasise the importance of the networking and connections after graduation. Academics also were seen to be role models to help students, talking about their career path in their teaching, experiences, lessons learned, and in response students wish to talk to them further about their career plans. The role of real-life stories about people, especially somebody who graduated recently, are important. Others cited how they encourage their students, especially international ones, to think *“out of the box”*. Having an international degree, they can apply for jobs outside the traditional hotels or airlines, where they can bring an understanding of hospitality and tourism.

Which stakeholders get messages out about careers in the hospitality industry?

Mention was made of the roles of industry associations and bodies; the role of mentoring programs run by these bodies (for example the Young Professionals Mentoring Program; the young ambassador program); having industry bodies celebrate their industry (e.g. World Tourism Forum); the role of peers as the best cohort to learn from; the role for academics as teachers; the industry GMs as credible advocates; Facebook groups; project for students run by universities that can be promoted (e.g. EarthCheck, work integrated learning projects); each university should play an important role to promote some of the vision in terms of careers in hospitality; the role government-related social groups to play an important role; and events through LinkedIn (e.g. members can attend those workshop and gain more insights from people from all over the world).

What image management issues around jobs and careers have occurred with COVID?

The service industry is not looked upon as a serious and even positive career and so it's those perceptions that need to be worked on. *“Having industry advocates like Gordon Ramsay out there on television isn't doing our industry any favours.”*

With COVID, the industry has gained reputations for unstable and insecure work. But there are opportunities in terms of social media and influencers, particularly for the current generation, who take messages from social media and influencers seriously, and these messages can change attitudes and perceptions. Others with influence are past graduates with successful careers, especially being able to talk at their level to postgraduates and so, there is less of an issue of psychological distance from their audiences. They recommend jobs within their own industries to each other, so students feel like a trusted advisor being offered those roles by a past postgraduate student.

What is the impact of COVID and new technologies upon career perceptions?

COVID has created a poor perception of the industry because of the lack of job security and personal safety. Most employers in the industry are SMEs. With COVID there is a view that the divide between SMEs and larger firms is now larger. Many SMEs have not helped the image about hospitality careers in how they have responded to job losses during COVID.

“It'd be hard for anybody to see, in the short to medium term, any positives for hospitality and tourism employment from COVID. Most of my industry colleagues are desperately frightened of what was already a worker or labour shortage only getting a whole lot worse now.”

A view was raised about misguided attitudes about the roles of robotics and the automation of the industry, which it was considered added to the growing sense of insecurity about future jobs in the industry. On a more positive note, *“I think the technology industry, I believe, going to have more positive impact on the job or the image of the industry, because the dirty jobs are going to be done by the robots or technology.”*

Hospitality academic focus group 2, November 2021

How does your industry experience matter as an educator?

All agreed that their industry experience had shaped their praxis as an academic as an educator, with the industry experience giving them “credibility” and “authenticity”. Many adopt, because of this industry experience, a very applied approach to their teaching, commenting upon the importance for a hospitality career of developing soft and communication skills, and organisational skills that they believe are critical to success. As remarked: *“You teach a concept with your educator hat but then you can give a stamp of approval with your former industry.”*

Students are seen to be very vocationally focused, wanting a job first, then most want a management career. Others, less often, expect to run their own businesses. However, many students in the end do not follow a career in the industry but leave it, either as they don’t find a job or jobs were not exactly what they were expecting. So, the hospitality degree is a way to explore and see their options.

Are students now more likely to be showing more interest in entrepreneurship skills?

These academics were uncertain if there was a shift in students seeking more skills in management over entrepreneurship over small business. Bond attracts hospitality entrepreneurs who come from families that have done well and therefore students see themselves continuing in the family business.

What are students seeking from their hospitality degree?

The dominant view was that the objectives vary from student to student. But there is seen to be a difference between the motivation of undergraduate and postgraduate students. Many postgraduate students have degrees in unrelated areas, and transitioning to their masters in tourism and hospitality, they are more focused on learning-on-the job outcomes as they have already made a transition out of another industry and made a major commitment to join hospitality.

What messages are students getting about the careers that are available in hospitality?

Many students look first at the university website about the career paths in the industry. Some give a call to the industry, look at the job advertisements and ask those who work in the industry what qualifications, knowledge and skills are required. Open days have the benefit of bringing the parents into the discussion about careers.

Other influences cited were high school careers advisors. There are also school visits by universities, and speaking to school hospitality and business classes about the university and the degrees on offer. In addition, universities host campus visits where the schools experience a day on campus. Strategically there are efforts to target some schools that have become good feeder institutions. In addition, mention was made of the influence of family in the industry, parents or uncles who are successful. For international students, agents are a very important point of contact to advise them on various degrees. Other issues cited were the roles of university internships program, and industry nights that invite students, as well as their industry partners.

However, there was a warning that many students only see the more glamorous side of the industry. Linked to this were media that present “chefs as heroes innovating” or a Spicer’s retreat video where the individual is at the top of their field.

What are the structured ways that universities might raise awareness of hospitality careers?

Individuals talked about playing an “influencer” or “match maker role”, knowing that certain positions were open and recommending those to students. Bond university has the advantage of smaller numbers of students, and so they can get students into industry, also with frequent visits at

conventions, events, operations, and hotels. Students get to be part of meetings with managers, operations, logistics and other people working in those environments. Other influences are the role of case studies, examples about a particular person and their career in the industry. These cases also serve to manage the romanticised side of the industry, and those students who *“love the idea of hospitality, of being in restaurants”*, but their romantic images need to be bedded down in the *“actual practice of hospitality from a management, or from a practice point of view.”* Participants were also positive about the contributions of work integrated learning (WIL), the sense of success among students in completing a placement, and how WIL projects develop the positive image of the industry.

What image management issues around jobs and careers have occurred with COVID?

COVID impacts have been especially felt in the smaller businesses that are the majority of the industry. Now industry is desperately seeking staff, but overall, it was believed that the industry has not done a great job in promoting a positive image of jobs and careers leading up to COVID.

There were doubts that the industry has learned from COVID about career promotions, and some suspect that once borders, international students, and the international working visas return, then the industry will go back to where it was three years ago as the industry is dominated by small players who are not well resourced. Also mentoring and supervision is seen to be poorly done in many of these smaller businesses. These aspects of hospitality careers need to be managed better.

What skills are needed for a successful career in the industry?

Skills sets vary depending upon the targeted role. A hotel manager requires planning, organising, leadership, managing and controlling skills, and basic interpersonal and communication skills. Other more attitudinal factors cited to counter the negative views about hospitality careers were to develop a greater sense of pride in being part of the profession. The challenge cited is that at the grassroots frontline level, very few of the front-line support workers have qualifications. This makes the promotion of a more professional image challenging at times. The industry is also overrepresented by businesses that come and go, and that creates a lot of pressure on those there for the long haul.

What is the notion of career among students?

In terms of careers, the ultimate goal is a management role or running their own business. In many cases, students want to be directors of HR, sales or marketing as alternative career ambitions. A few students also move across to other professions and, based on their good interpersonal and communication skills, end up working in senior roles in telecommunications and banking. What they take with them are the interpersonal, sales and marketing skills into another industry. In short, students have saleable skills that are well sought out by hospitality and also other industries.

How can we reposition careers in this industry, as educators?

The view is that we need to take what is good about the industry and make it even more attractive. Educators can inform students based on their personal experiences about what is negative about careers in the sector, and how they can manage it. Educators can do this in a collaborative way, working together to identify recent success stories.

Also a career exists not just in one part of the industry but in many parts, and not in one country but across many countries. So, as a recommendation these educators cited the need to give even more focus to best practice examples, stories about careers and clarification about the roles that allow positive career progression markers. Others talked about promoting more the benefits of jobs and careers in the industry: *“not want to do a nine to five job just sitting behind a computer all day”*; the flexibility; jobs that can be matched to one’s personality; the variety of roles (but also an associated

confusion about the wide variety of roles and jobs); the pathways to management; and the roles of, and jobs in, the technical support functions such as careers in finance, administration, HR, and marketing in hospitality. Also there are now more opportunities than before COVID, more choice to find a job in hospitality, and due to skills and job shortages there are opportunities for fast-tracking, and more promotional opportunities available for people over the next couple of years.

What is the role of technological innovations on jobs and careers?

On the positive side, there is a role for government around policies and regulations to create ways to encourage the industry to use new technologies to deliver services in more sustainable and ethical ways. On the negative side, technological change has increased the role of contract workers in food delivery, and technology like A.I. and robotics is making the industry less guest-centric.

Company case studies

Method for case studies

We aimed to research in four companies, interviewing head office human resource managers; and, operational sites, interview line managers, full-time workers at early career, mid-career and established career stages, and part-time student-workers.

In fact we researched in seven companies, and at six of those we visited two operational sites, undertaking 74 interviews in total. The case studies were carried out at differing times during 2022. Most head office interviews and a very few site interviews were carried out online or by phone.

Summary of case study phase, showing numbers of interviewees

Company	Head office	Site 1	Site 2	Total
<i>Retail and fast food</i>				
Supermarket	3	4	4	11
Clothing Store	2	4	4	10
Hardware	2	5	5	12
Quick Service	4	4	4	12
Total retail	11	17	17	45
<i>Hospitality</i>				
Hotel Chain	2	5	5	12
Restaurant Chain	3	3	5	11
Fine Dining	2	4	-	6
Total hospitality	7	12	10	29
Grand total	18	29	27	74

The questions asked of participants are provided overleaf, followed by a full list of interviewees.

In all instances, interviews were recorded with permission and transcribed. The researcher for each case study then wrote up structured case study summaries of about 10-12 pages, using a prescribed format, to aid analysis. From each case study summary, the researcher extracted three 'career snapshots': a head office senior manager, a manager at an operational site, and an established worker at an operational site. The reason for this was that our stakeholders had told us that career success stories were powerful tools.

Space does not permit the inclusion of full case studies, but we have provided, as the 'findings' section for the case studies, the following two items:

- A brief summary of the issues arising from the case studies in each of the two industry areas.
- The three 'career snapshots' for three of the companies.

Company case study questions

The same basic set of questions was used for all interviewees, but not all questions were asked of all interviewees. The wording also varied with the type of participant.

Questioning area	Specific questions
About yourself	Job role
	Length of time in company
	Previous job history
	Previous/current education/training history
	Why did you enter this industry area?
About the company (managers only)	Activities, history, size, no of sites,
	Labour: turnover, special features
	Level of unionism in general and for the job being studied
	How typical is this company of the industry? What are some points of difference?
About careers	What careers do you see in this company, and in the XXX industry?
	What career have you had in this company, and in the XXX industry?
	Would you recommend the XXX industry as a career to (a) a school student (b) a school leaver (c) a mature person? Why? Why not?
	How difficult is it to attract people/suitable people?
	What sorts of people perform the entry-level occupations? (age, gender etc)
	What sorts of people perform the mid-career/established career occupations? (age, gender etc)
	What training is provided? Qualifications required or delivered?
	What are the pay rates relative to other types of work that someone like you might undertake?
About the perceptions of careers	What do you think are the perceptions of careers in the XXX industry among (a) the general public (b) school-leavers (c) mature people looking to change careers (d) careers advisers?
	How could perceptions of careers in the industry be improved? Who would benefit?
	Can you do your job without a qualification, without formal training, without on-the-job instruction? Can you do it well without any/all of these?
	Has COVID-19 affected the careers in the XXX industry, and how?
	Has COVID-19 affected the perception of careers in the XXX industry, and how?

Company Case Study interviewees

Company name and type	Interviewee	Career stage (where available)
Hotel Chain		
State head office	Vice President of Operations - Qld & NT	
State head office	Regional Director of Talent & Culture,	
Site 1: Central Brisbane		
	Senior Business Devt Manager FT	Line Manager
	Chief Engineer FT	Line Manager
	Food and Beverage Venues Manager FT	FT Early Career
	Room Attendant Casual	Casual/ early Career/Student
	Executive Assistant Manager FT	FT Late Career
Site 2: Sunshine Coast		
	Housekeeping Attendant Casual	Casual/ Early/ Student?
	Kitchen FT	FT Mid Career
	Food & Beverage FT	Line Manager/ FT Late C
	Front Office	FT Mid C
	Kitchen hand	Casual/Late Career

Clothing Store		
Head office	National Retail Manager	
Head office	HR & Performance Manager	
Site 1: Highpoint, Suburban Melb.		
	Store Manager	Mid-career
	Operations Manager	Mid-career
	Departmental Manager	Mid-career
		Casual, Early Career
Site 2: Geelong		
	Store Manager	Permanent
	Department Manager	Permanent
	Store Manager – Clothing store Kids	Permanent
	Sales Assistant	Casual
Hardware		
Head office	National Ops Director	
Head office	National HR Director	
Site 1: Warrnambool		
	Warrnambool Complex Manager	
	Admin Officer	Permanent
	Dock Receiver	Casual
	Inventory Officer	Permanent
	Online Officer	Permanent
Site 2: Fountain Gate, Suburban Melbourne		
	Activities Organiser	
	Admin Supervisor	
	Complex Manager	
	Pricing Officer	
	Casual	Student-worker
Quick Service		
Head office	CEO	
Head office	Director of Commercial and Operations	
Head office	Director of Marketing	
Head office	Head of Capability	
Site 1: Ballarat		
	'Franchise Partner'(owner)	
	Assistant Manager	Aged 18 years
	Part-time 3 years	Student-worker
	Part-time (32 hours)	Permanent
Site 2: Pascoe Vale, Suburban Melbourne		
	Franchise Partner & Manager	
	Part-time (30 hours)	Gap year
	Shift supervisor full-time	Permanent
	Full-time	Permanent
Restaurant Chain		
Head office	Director and CEO	
Head office	Operations Manager	
Head office	Restaurant Solution Manager	
Site 1, Suburban Brisbane		
	Assistant Restaurant Manager	FT, mid career
	Cook	PT, early career
	Precinct & HR Manager	FT, late career
Site 2, Brisbane city		
	Bar Manager	FT, early career
	Assistant Restaurant Manager	FT, mid career

	Cook and Training Supervisor	FT, early career
	Kitchen Hand and Cook	FT, early career
	Assistant Restaurant Manager	FT, mid career
Supermarket		
Head office	Head of Store Ops. (VIC/TAS)	FT, mid-career
Head office	State Supply Chain Manager	FT, mid-career
Head office	Head of Talent Management	FT, mid-career
Site 1: Richmond, Inner Melbourne		
	Store Manager	FT, early career
	Produce Manager	FT, mid-career
	Store Support Manager	FT, early career
	Casual	PT, casual
Site 2: Mildura		
	Dry Goods Manager	
	Store Support Manager	
	Online Sales	Casual worker
	Acting Store Manager	
Fine Dining		
Head office, Star	Senior Manager/Food & Beverage	
Head office, Star	Senior Manager People Partnerships/HR	
Site 1: Gold Coast		
	Sous/Second Chef	
	Sommelier	
	Wait Staff Junior/PT, Supervisor	
	Apprentice Chef	

Findings from case studies

Summary of the issues arising from the case studies, by industry area

This document summarises the main issues by industry area. The Quick Service Restaurant case study (fast food) is added at the end as an individual case study, as it does not fit neatly into either retail or hospitality.

Issues arising from the retail case studies

The three retail case studies comprised:

- Clothing Store
- Supermarket
- Hardware

Each case study involved interviews with staff at the corporate support centres and staff in two stores, one regional and one metropolitan.

The case studies demonstrated the variety of roles that are available in the companies for those joining. In most cases, senior positions are usually filled internally with only a few appointments made at more senior levels from outside the companies. This is a very good illustration of richness of career pathways that can exist within a large retail organisations. Pathways were also evident between the stores/operational level and the central functions such as merchandising, finance and human resources etc.

The role of culture and the expectations of staff are important in determining the career experiences of staff. In some cases, the role of company culture is more dominant, whereas in the larger and more bureaucratic organisations, this role is tempered by the institution of strong policies and procedures. However, cultural fit and individual ambition are ventral to progress within the companies.

There is a strong tradition in all three companies of fast track development. Again, the speed of the career trajectories may be faster in the less bureaucratic companies but it is the case that young people in their mid-twenties can be heading up large stores with a hundred staff or more and turnover in the many millions.

The companies all have strong staff development systems. These systems usually involve identifying individuals who display the qualities needed for leadership offering them opportunities to develop these abilities and skills further. In many ways, this often leads to a very fast track career development experience for staff who are likely to be offered the chance to fill in for senior colleagues for a short period to gain the experience and skills that will contribute towards their career progression. Thus, it was quite common for staff to show how they had been given opportunities early on in their careers to fill in as Store Managers or deputies or in roles in the central support centre which stretched their abilities but gained them valuable experience in a very short space of time. This was complemented by a formal staff development systems, that enabled managers to speak with their staff about their career trajectories regularly and by the use extensive on line training systems.

All the companies reported that recruitment of good staff was difficult in the prevailing post-Covid period. Many of the interviewees at the store level described how difficult it had been to find good new staff for the busy Christmas period in 2021. In most cases companies had to revisit some of these standards they would normally use of recruitment in the light of the very tight labour market conditions.

Pay levels within the case study companies did not appear to be an issue for the most of the interviewees. Most agreed that pay levels on entry were a little low. However, all agreed that pay escalated quickly with progression in the company. Given the size of the companies and the development systems that operated, opportunities for taking on greater levels of responsibility were not lacking for staff who demonstrated their willingness to progress. Thus, pay levels for staff could increase quite quickly. Interviewees tended to agree that perceptions of pay played little or no part in the decisions of people to join the company.

In broader terms all the interviewees were in strong agreement that the retail sector suffers from poor public perceptions. Some felt that these perceptions had worsened as a result of the Covid pandemic where media coverage of difficult customer behaviour and unattractive working conditions for shop floor staff had damaged the reputation of the industry. However, all agreed that retail had a long term public perception problem. Most interviewees agreed that retail was seen as a “temporary” career choice, something to do before embarking on a “real” career. The public did not see the opportunities for development and career progression that were open to staff in a retail company, instead deriving their views about the industry from their casual observations of the working conditions of shop floor and front line staff in shops. In many cases this had led to personal difficulties for interviewees some of whom had experienced quite sharp negative reactions from friends and families when they had announced their intention to pursue long term careers in retail or when discussing careers with friends who worked in more “professionalised” sectors such as education.

However, most interviewees found it difficult to think of ways in which the retail industry could promote a more positive image of the sector. Some of the companies had systematically organised outreach program to schools and other organisations from which they might recruit in the future, others preferred instead to take staff at entry level via casual positions and then develop future leaders in-house. Ideas from interviewees how the retail industry might improve its image as an employer of choice included;

- Focusing on individual career paths which demonstrated the fast career progression and multiple career pathways open to staff in the sector
- Advertising which emphasises the essential nature of the retail industry (as recognised during the covid pandemic) and valorising the importance of careers in retail
- Much more liaison with schools to promote the industry as a long term career destination and the opportunities that are available for energetic and committed staff.

Issues arising from the hospitality case studies

The three hospitality case studies comprised:

- Hotel Chain
- Restaurant Chain
- Fine Dining

Each case study involved interviews (28) with staff at the corporate support centres (7) and operational staff (21). For Hotel Chain and Restaurant Chain, operational staff at two sites, one regional/metropolitan and one CBD, were interviewed.

The case studies demonstrated the breadth and depth of roles available in hospitality firms. Many junior operational roles were contingently employed, often high school, vocational education and university students or migrants/backpackers, and senior and executive staff often rose via diagonal inter-organisational and international mobility even though internal pathways were supported with succession planning policies. While roles were diverse, most workers were employed in frontline, or back-of-house, operational roles. Ambitious staff generally needed to find pathways to higher promotion via moving to supporting non-operational professional roles such as marketing, finance,

and human resources. Much of this movement occurred in the same business, and across different sites when opportunities arose.

Those staff most comfortable at finding a mid-level position within their organisations tended to value work life balance and a dedication to their craft; whether cooking or serving roles. More ambitious people were either able to navigate internal opportunities or were forced to leave to requite their ambitions. Typically, individuals could readily fast track their careers and be in executive positions in their late twenties-early thirties, but this usually necessitated high commitment and mobility. The culture of the organisations in the case study were largely positive, but many respondents reported negative experiences with other employers, and turnover rates at operational levels was high – especially in the post-COVID labour market. Senior staff in particular believed that getting the right culture that was supportive, fun and open to learning, was a critical part of the success of a business.

Recruitment at entry levels focused on attitude and personality rather than aptitude or qualifications, with some exceptions (e.g. chefs). The companies mostly trained informally on-the-job through the use of in-house supervisors, although in-house training and development programs were available with the multi-nationals. Individuals with a clear commitment to the industry, and perceived leadership qualities, were identified and supported. Large companies were able to afford these individuals placements and experiences either internally or in other business units during periods of staff absence, seasonal peaks and so on. As staff moved in to team or department leadership roles, conversations about their career trajectories were formalised.

The companies involved in the case study found recruitment of any staff, let alone talent, had amplified in difficulty post-COVID. They reported a lack of perceived security, many other options in the labour market and a pre-COVID poor industry image as contributing to these difficulties. Most interviewees corroborated general public perceptions that entry level pay and conditions, the seasonality of work, a poor 'churn and burn' culture and the industry being perceived as a temporary staging post (while studying or finding a 'true' vocation) before moving elsewhere as contributors to recruitment difficulties. Young entrants often had to navigate disparaging and disapproving stances from parents, family, educators and peers if they expressed ambitions for long-term careers. The general sentiment was that career pathways and opportunities are poorly understood – with most stakeholders' perceptions fixated on negative views of frontline, entry level roles.

There was some disgruntlement regarding pay - professional mid-management non-operational staff reported being able to earn 10-20% higher salaries in equivalent positions in other industries. On the flipside, many operational interviewees flourished in the 'fun' and vibrant workplaces, valuing the camaraderie, teamwork, the development of transferable skills and opportunities to travel and work and salaries for executives, while their conditions in large companies were generous.

The case studies highlighted that increasing pay levels and security, or lack thereof post-COVID and improving the image of the industry, especially in terms of opportunities for promotion, travel and lifestyle, were key.

A number of positive strategies in terms of a way forward emerged:

- Senior executives in the case studies opined that the industry undersold its affordances in terms of mobility, and being able to work in opulent surroundings while meeting, serving and building acquaintances with people from all walks of life including the affluent and famous
- Fostering a more positive and wholesome whole-of-industry image by addressing poor cultural practices and at the same time highlight the exciting and lifestyle affordances of hospitality careers
- Better promote the diversity of roles available in hospitality, from the passionate craft-based occupations like creative chef and flamboyant cocktail barperson to multi-disciplinary

professional roles such as marketing and finance to corporate group-level executives who managed multiple business units

- Publicising the potential for fast-track career opportunities, supported by internal succession planning policies and training and development programs
- There was a recognition that it was most important to excite young people while still at school, as well as their parents who were often the gatekeepers, to youth investing in careers via VE or HE program enrolment.

Issues arising from the Quick Service case study

Quick Service was an Australian-owned fried and roast chicken chain, with 150 stores. The case study involved interviews with four staff at the corporate centre and four staff in each of two stores, one regional (Ballarat) and one metropolitan (Pascoe Vale, Melbourne).

Quick Service had undergone significant innovations in the previous few years (e.g. in product range and store appearance); and different home-delivery arrangements during Covid. Drive-through service formed the majority of each restaurant's turnover, with 60-70% of income derived from drive-through even before Covid.

60 people were employed in Ballarat and 32 at Pascoe Vale. The 'bread and butter' staffing in restaurants was young people at school. Staff tended to specialise in front-of-house or drive-through. The restaurants had a small number of full-timers, and/or staff working by preference 32 hours a week as a casual, with higher pay rates. Staff were often recommended by friends or family, and managers tend to recruit with an eye to future shift supervisors. Shift supervisors and assistant managers handled banking, ordering and staff supervision, as well as undertaking shop-floor work themselves, and could earn almost as much as managers. They were usually in their early or mid-20s. Nearly all the restaurants were franchised, with suitable staff being encouraged in their careers, via positions such as shift supervisors, and eventually offered loans to take on a franchise. The franchise model seemed to provide a more personal work environment for the staff.

A 'learning tree' on display in restaurants showed the career possibilities: crew member, crew trainer, shift supervisor, assistant manager, restaurant manager or 'franchise partner', area manager, and head office manager. Promotion opportunities were often into regional or area roles such as trainer. Head office managers tended to come from outside the company, although often within the quick service restaurant (QSR) sector.

Some of the restaurants employed young people through retail traineeships, and some participated in a pre-employment program, run by the Australian Retailers Association, to get disadvantaged young people into jobs. Area managers studied the Diploma of Leadership and Management. An online learning platform for restaurant staff covered induction, new campaigns, compliance matters such as food safety, and HR matters such as bullying. Staff could study these during quiet times at work.

Franchisees were expected to be active in their local communities, which helped to attract staff. A 'careers in your community' toolkit was provided to local managers talking to schools, TAFE and career practitioners. While most agreed that 'there's nothing glamorous about working in fast food', interviewees felt well-looked after, and knew about possibilities for permanent work and promotion. One staff member said that he earned more than a friend who was a mechanic. Ideas for promoting careers included the employment of a more diverse workforce, and publicity that set parents' minds at rest, that fast food work was much safer than it had been previously.

Company career snapshots – examples

Careers in ‘Clothing Store’

Career snapshot - National Retail Manager

The National Retail Manager oversaw 300 stores across Australia employing around 6,000 staff. He had been in this role for about two years at the time of interview. He had been working for Clothing Store for 11 years and had worked in clothing retail all his working life. He began working as a casual student worker in New Zealand whilst at university. He studied business marketing at university and decided to stay in retail as his first full-time career position. He worked in various clothing operations in NZ and then came to Clothing Store in New Zealand after 11 years. He stayed on as an Area Manager for New Zealand managing 10 stores. He then moved to the position of Operations Manager for NZ managing about half of the stores in the country. He moved with Clothing Store to Australia and took up the position of State Leader for Victoria managing 70-80 stores in the State. From here he moved to a national role as Operations Manager for all the Clothing Store brand stores for Australia. The company was opening its first stores in Brazil soon after and he moved for 2 years to head up the establishment of the Brazil operation. This was followed by two years as a Clothing Store Brand Manager in Singapore. After two years he moved back to Australia as Head of Visual Merchandising for the Clothing Store Brand stores. From this role, he moved in to the National Retail Manager role. This was a very fast career trajectory and not untypical of management trajectories in the company. As he commented:

So, we’ve moved one, two, three, four times with the business. I’ve worked for the business for about 11 years, and it’s been like a crazy ride. It’s been - it’s really - you look at 11 years at one business. You go okay cool, that’s a long time but it doesn’t feel like 11 years because there’s really sort of four distinctly different environments and roles along the journey.

Career Snapshot - Store Manager

The Store Manager managed 120 staff and had been in the position for about 6 months at the time of interview. She was 27 years old. She started as a casual with Clothing Store in Western Australia. She was studying a Cert IV to be an Education Assistant but decided she liked the ethos of clothing retail. She became Store Manager at a smaller Clothing Store shop at 16 years. After training in Melbourne, she moved to Victoria and took on an Area Manager role for Clothing Store temporarily, at age 17. In this role she covered both Victoria and South Australia. The Area Manager role became permanent as she turned 18. She occupied this role for 4 years and after a restructure moved as a Cluster (brands) Manager to a large Clothing Store shop at age 22 covering a number of brands. From this role she moved to the position of Store Manager at the Melbourne Central store. After 6 months in this role, she became Store Manager for a large central Melbourne store and from this role into her current position at Clothing Store’s largest Australian store. As she commented:

Very quick. Huge. Yeah. So fast. I’ve literally just moved from - in probably, what, since we’ve restructured in would be two, three years, and I’ve done, yeah, five stores.

Career Snapshot - Department Manager

The Department Manager had worked in different retail positions in Gippsland throughout her school career. She studied Beauty Therapy at TAFE but decided she preferred retail. She had moved to Geelong with her partner 12 months previously and found a job working casually at the Clothing Store shop. She quickly moved to a larger store into a permanent position. She was promoted to Department Manager and at the time of interview had just been interviewed for the position of Deputy Store Manager at a nearby larger store. She was 22 years of age at the time of interview.

These career snapshots emphasise the speed with which people could be developed into quite senior roles at all levels of the organisation within Clothing Store. The stores were generally staffed by young people, and it was quite normal to find people in their early to mid-20s occupying significant management roles at the store level. The snapshots also illustrated the common practice within Clothing Store of moving people quickly into temporary “covering” management roles that quickly become permanent.

Careers in ‘Restaurant Chain’

Career snapshot - CEO (senior manager at head office)

This individual was the current co-owner and director of the business. He had spent 26 years in the industry. His career story highlighted how he began as a school student in the industry, gained considerable experience and responsibility early, and with that confidence, moved into ownership and CEO roles in the industry. In his own words he summarised his career as follows: *“I started when I was about 13 at the local McDonalds, spent about 13 years with them. So, I was a team member, then a manager. Then I became an area manager when I was about 21, so quite young. I was running five McDonalds and then I was a franchise consultant at 25 running 35 McDonalds across the Northern Territory and Northern New South Wales and Queensland.”*

His next steps were to move again, but this time to open up a Dutch owned chain of restaurants in Australia, with locations in Brisbane, the Gold Coast and Melbourne. Next, he moved to be a State Manager for an Australian-owned multinational casual dining restaurant chain specialising in healthy burgers - running its stores in Victoria and ACT. His career moves then involved a move to a company that also included the brands of KFC, Taco Bell, Pizza Hut - running 90 Pizza Hut sites across Victoria, South Australia, and Tasmania and running the Melbourne office. He moved to another hospitality group, a start-up which had four Mexican restaurants, then moved again to be the Director of this chain. He described this career as a “20-year journey of learning as much as I possibly could about hospitality and business in Australia and as much as I can to set myself up with what I’ve done for the last seven years.”

Career snapshot - HR and Store Manager (a store/site manager)

This manager had been in the company for three years, and her current role is site manager and also HR manager. She managed a suburban site with three co-located restaurant venues. Her role involves training up all the new general managers that come on board, helping them achieve their venue targets, and the recruiting and training of new staff at her regional site. When she joined the company, she started off at the corporate city location, where she did train for three months, then moved to the suburban store, being there for two years as the general manager. The next move was to the HR role that she held at the time of the research.

She had been in the industry for 20 years. She started working just before she turned 21 in retail jobs in customer service roles, and at the time she was studying a degree. The hours in retail matched well her timetabled classes at university and she realised that she no longer liked university study, leaving her retail roles and she “just fell into hospitality, and then 20 years later I’m still in it.”

Career snapshot - Assistant Restaurant Manager (established worker in a store/site)

This individual had been in the assistant restaurant manager position for 10 months. She was employed full time and typically worked a 10 to 12-hour shift. There was only one assistant manager per site. When she was 14, she began working at McDonalds, and worked there for five years. She moved through a variety of roles at McDonalds up to crew manager and then moved on to a café

where she was the café manager for two years before taking up her current position. As others report, McDonalds was a very positive experience around training, being accepted as part of a valued team, and for the levels of responsibility that was given over time with more experience. As she concluded about this initial experience: *"I have always recommended McDonald's as a first job, because I think it prepares you well for any future job. You get a lot of experience with all different types of people. You make friends, you learn how the hospitality industry works. It's very informative. I always recommend a job in this industry and in particular at McDonalds to any of 14-year-olds that I know."*

She enjoyed her current job, including the positive culture, the quality of the staff, and she particularly valued the opportunity to work and to train on the job the many school students who work for the restaurant. As she explained: *"I think everyone that I've worked with seems to enjoy working here. The only reason we have a turnover is based on finishing their degree. There is a good mix of people. We get a lot of 15- to 17-year-old school kids in the kitchen, and we get the older 20–30-year-olds working on the floor, and a lot of university students as well. Those older groups manage the alcohol aspects of the venue."*

Careers at 'Hotel Chain'

Career Snapshot - Head Office Senior Manager

"Loved learning, hated the structure of learning at school." This interviewee was keen to leave school but could not unless was enrolled in apprenticeship or something similar. He ended up leaving on the 16th birthday. He got an apprenticeship with The Electrical Training Organisation in New Zealand and did it for a couple of years. But was not his calling. Then he did a dive instructor course, then went back to study a commerce degree in New Zealand. He had a child, so undertook his degree part time, needed money - got a job with the New Zealand Fire Service in HR. Then moved to Australia with a young family. He worked for Telstra BigPond and also did a bit of outsourced work in Human Resources as well. Worked for Electronic Arts, which make video games. Then worked at AUSTAR, and worked on its integration or acquisition Foxtel. He was doing some change management work, and then the role at Hotel Chain came up. So, the path wasn't in hospitality through hospitality but through employment, management and industrial relations. At the time he just reached out to a few people at Hotel Chain who were there from Foxtel... had a conversation and got involved in the acquisition of Mantra. Now he had been with Hotel Chain for three years. In short, no substantial hospitality background.

Career Snapshot - Site Manager

Originally from Lebanon, this interviewee he moved to Dubai in the mid-1990s to work with family in hospitality enterprises and was inspired to do a culinary degree which he finished at 17. But he wanted to explore the front of house and undertook a four-year degree in hospitality and tourism management in Lebanon, graduating in 2003. He worked part-time as a chef while studying and was exposed to big brands like Marriott. He moved to a North African chain called Rotana, specialising in the franchise restaurant side of the hotel business. He did military service, where he gained financial skills, and left abruptly as war erupted, moving to Dubai with Rotana but inside Intercontinental Hotels. He had an opportunity to move companies, via networks, away from food and beverage to the FF&E (furniture, fixtures and equipment) side of the business, furnishing outlets. However, he returned to Rotana, and did a year there, within another multi-national hotelier, in the Caribbean. At this time a relationship led him to move back to Dubai, now with Trader Vic's in the Jumeriah group, and then to Brisbane with Stamford Plaza as a restaurant manager. While he saw the standards as a big step down, his career blossomed; he joined Hotel Chain in 2016 as a Food and Beverage director, transferring to a developmental role as director of rooms a couple years later, and when Hotel Chain merged its roles during COVID-19 rationalisations, he took a newly created executive assistant

manager role, in a corporate hotel, that merged rooms and Food and Beverage – “*Yeah, so here I am, EAM, 26, 27 years in hospitality*”. His next goal was to be a property General Manager.

Career Snapshot - Established Worker

This staff member had undertaken a Certificate III in hospitality and airline customer service after completing Year 12 at a private girls’ school in Sydney. While on a work abroad scheme, she did front office hotel work in London for 18 months, even though she “didn’t think hospitality was going to be the long-term goal for my career.” Her goal through school had been marketing and graphic design. On returning to Australia, she worked with Intercontinental (IHG) in its international call centre. She enjoyed the fixed hours, but was poached by another company in the travel business for similar work. After six years in the travel industry and having a child, the work wore her down and she felt she needed better work-life balance. So, she took up night auditing at a local hotel. Then, in a life shift, she moved to the Sunshine Coast in Queensland with her son to be closer to family connections. Originally hired in a front desk (reservations) role, she transferred to sales and, after some progression, felt really well settled at a leisure property as a Business Development Manager.

Surveys of career practitioners and the ‘general public’

Method for the surveys

Career practitioners: We administered an on-line survey of careers advisers via two careers membership organisation. As response rates were quite low initially we also requested assistance from CICA, the Career Industry Council of Australia, which elicited some more responses. The survey was opened in May 2022 which unfortunately coincided with a COVID outbreak, added to the then staffing shortages in schools meaning school careers staff (the majority of the potential cohort) were extremely busy. Just under two-thirds of the respondents worked in schools.

General public survey: To obtain the level of knowledge and the views of the ‘general public’ in a structured way we reached with staff working at Federation University, and Victoria University, both of which universities cover higher education and TAFE. With a substantial number of staff working in a range of occupations, this method had been successful in previous projects. This survey was administered in August 2022. We were keen to know public perceptions for two reasons: Firstly, members of the general public are career influencers for particular people; and secondly, general public’s perceptions are reflected in the media, including social media, and other ‘messages’ which people receive.

The numbers responding were not as high as we had hoped, but still substantial enough to analyse (54 and 59 respectively) and we received very detailed responses to the qualitative questions in both surveys.

The questioning areas for the career practitioner survey were;

1. **About you (Incorrect in original version)**
2. Your personal *experience* of the Retail Industry
3. Your personal *understanding* of the Retail Industry
4. Your personal *experience* of the Hospitality Industry
5. Your personal *understanding* of the Hospitality Industry
6. Students' and/or clients' knowledge and experience in the industries
7. Opportunities, training, and careers in the industries
8. COVID-19 pandemic

9. Qualitative questions

As far as possible we duplicated the questions for the general public, substituting questions about the respondents' children for the questions about students and clients.

The full findings of both surveys are provided in the next section.

Further analysis methods: -Analysis carried out by research assistant Neroli Sawyer

We also analysed the data further, 'cross-tabbing' by a number of variables to see if there were differences between responses based on the characteristics of respondents.

For both the Career Practitioners' survey (n=54) and the General Public survey (n=59) tables were created to cross tabulate Gender (*Female/Male/Other or prefer not to say*) (Q5 in Career Practitioner survey & Q4 in General Public survey) and Age Group (*20-39/40-49/50-59/60+*) (Q6 & Q5) against:

- An estimate of how much a supermarket manager earns (Q19 & Q18).
- An estimate of the average salary of the manager of a small-medium restaurant (Q32 & Q30).
- A rating of career opportunities (Q40 & Q31) for both the retail and hospitality industries, separately.
- A rating of prestige (Q42 & Q33) for both the retail and hospitality industries, separately.

For the Career Practitioners' survey, the above questions were also cross tabulated against Years as a practitioner (Q7) (*1-5yrs/6-10yrs/ 11-15yrs/16-20yrs/21+yrs*) (Q), and for the General Public survey they were cross tabulated against Highest qualification (Q6) (*No formal qualification/Diploma or Advanced Diploma/ Associate degree or Bachelors/Grad cert or Grad dip/Master by coursework or research/Doctorate (PhD, EdD etc)*)

Effects of working in the industries

For both surveys separate tables were created for: i) those who indicated they had ever worked in retail (Q10 & Q9); and ii) for those who indicated they had ever worked in hospitality (Q22 & Q20). They were each cross tabulated against:

- A rating of career opportunities (Q40 & Q31) for the relevant industry.
- A rating of training opportunities (Q41 & Q32) for the relevant industry.
- A rating of prestige (Q42 & Q33) for the relevant industry.
- Whether the relevant industry is more for people with a university qualification (Q43 & Q34 for retail; Q44 & Q35 for hospitality) or for people without a university education.
- What the relevant industry could do to improve its image (Q52 & Q36 for retail; Q53 & Q37 for hospitality) and attract young people to consider it as a career possibility.

For the Career Practitioners' surveys separate tables were created, as above, for those who indicated they had ever worked in retail and/or hospitality against:

- How often the relevant industry comes up in career discussions (Q45 for retail; Q46 for hospitality) with students or clients.
- Whether, in the view of the practitioner, careers in the industries appear as outcomes or suggested career pathways from web-based career tools (Q51) .

For the General Public surveys separate tables were created, as above, for those who indicated they had worked in retail and/or hospitality against:

- How often the relevant industry comes up in conversations (Q49 for retail; Q50 for hospitality) with their children.

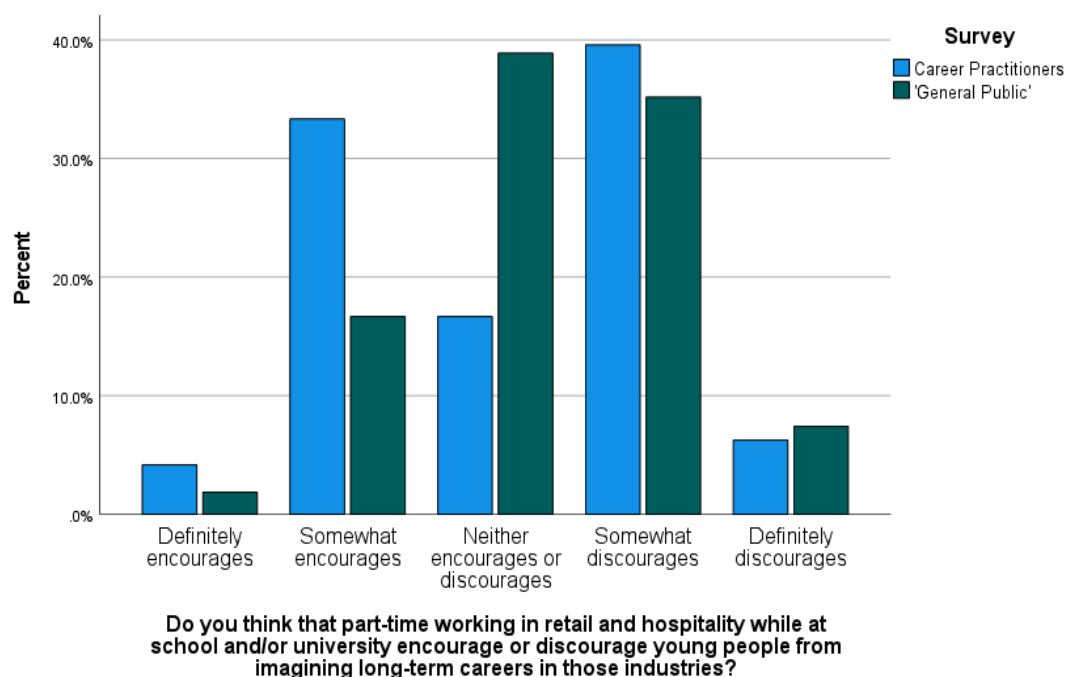
Note: Only those who had ever worked in retail were cross tabulated against questions pertaining to the retail industry; and only those who had ever worked in hospitality were cross tabulated against questions pertaining to the hospitality industry.

Comparative analyses

Side by side bar charts were generated to compare responses to the Career Practitioners' survey and the General Public survey with respect:

- An estimate of how much a supermarket manager earns (Q19 & Q18).
- An estimate of the average salary of the manager of a small-medium restaurant (Q32 & Q30).
- A rating of career opportunities (Q40 & Q31) for both the retail and hospitality industries, separately.
- A rating of prestige (Q42 & Q33) for both the retail and hospitality industries, separately.
- Whether the relevant industry is more for people with a university qualification (Q43 & Q34 for retail; Q44 & Q35 for hospitality) or for people without a university education.
- The impact of the COVID-19 pandemic has had on the perception of the both the retail and hospitality industries (Q54 & Q51 for retail; Q56 & Q52 for hospitality).
- Ever worked in retail (Q10 & Q9)
- Ever worked in hospitality (Q22 & Q20)
- Whether working in retail or hospitality encourages young people to imagine long-term careers in these industries (Q37 & Q38).
- What school/university students learn from working retail and hospitality (Q38 & Q39).

It is not possible to include the results all of these analyses in the report, but an example of a comparative chart is provided below.



This chart, for example, shows that career practitioners are more likely than the general public to think that part-time working in retail and hospitality as a student encourages young people to think about a career in the industries.

Findings from the surveys of career practitioners and the ‘general public’

To present the findings, a brief overview taken from a conference presentation given by two of the researchers is provided, followed by the full results of the two surveys, presented in the following order:

- A. Career practitioner survey – quantitative results
- B. Career practitioner survey – data from qualitative questions
- C. General public survey – quantitative results
- D. General public survey – data from qualitative questions

Brief overview of findings from Career Practitioner Survey

Taken from: Smith, E. & Smith, A. (2022) *Career practitioners’ views of careers in retail and hospitality. Inclusivity and the future of VET: 15th annual OctoberVET Ballarat*, SMB Campus, Ballarat, November 23rd.

Some key findings

- 75% of respondents had worked in retail; 58% had worked in hospitality – usually as school or tertiary students.
- About 60% rated their knowledge of the industries as “medium”.
- Over 70% underestimated the salary of a supermarket manager* (Answer at end).
- Nearly 60% underestimated the salary of a fine dining restaurant manager
- Less than 20% rated the industries as having good career prospects.
- 45% rated retail as a low prestige industry; 22% for hospitality.

Q: How do career practitioners access information about careers in the industries?

- Web sites such as MyFuture. Retail 84.3%, Hospitality: 78.0%
- interaction with local employers: Retail: 64.7%, Hospitality: 64.0%
- reading: Retail: 47.0%, Hospitality: 52.0%
- careers expos: Retail 45.1%. Hospitality: 50.0%
- family and friends: 41.2% Retail, Hospitality: 38.0%

Q: Approx. what proportion of your own students/clients profess an interest in a career in the industries?

- Less than 20%: Retail: 72.9% , Hospitality: 62.5%
- 21-40%: Retail: 10.42%, Hospitality: 30.83%
- 41-60%: Retail 6.25%, Hospitality: 14.58%
- More than 60%: Retail 4.1% ,Hospitality: 0%

Q. Do you have an example of an ex-student/client who has gone on to have a long-term career in retail or hospitality? If so, please provide details in the box below.

There were a number of very good examples given of successful careers in both industries.

- There were many more in the hospitality than the retail sector.
- These careers usually involved students having trained as chefs and then moving on to start up restaurants and cafes of their own, both in Australia and overseas.

Q. In the box below please record up to two examples of good engagement of your organisation with the retail or hospitality industry.

Here the responses covered both industries and emphasised the importance of work experience as well as traineeships.

The respondents seemed to think that successful work experience is important to changing perceptions about the industries. However, the level of engagement between the organisations, mostly schools, and local employers seemed rather superficial with no examples quoted of an in-depth, long-term relationship.

Q. Finally, what advice would you give a retail or hospitality manager or corporate staff about attracting people to their industries?

The responses, for both industries, emphasised the need for more effective marketing of career prospects by employers and using examples of those who have enjoyed successful careers.

However, some of the respondents also said that their students have a poor perception of working in both industries because of views about pay and conditions. Two examples :

- *'The perception of students is that retail and hospitality jobs do not pay well, there is no career progression and that it is not a well-regarded career in the community. The hours are hard and long – you never get Christmas holidays, expected to work overtime, and you get abused by customers e.g., media/ COVID examples ... and are not supported by management – if you work for a large company. Stories in media exacerbate this perception.'*
- *'As a careers practitioner and a parent of a young person working in the industry, I can say that many are discouraged from making retail or hospitality a long-term career choice because of the way they are sometimes treated. These can be high stress industries with performance measures in place, such as targets for timed tasks. While this is understandable it doesn't always give young people a view that these are nurturing industries. Many young people are managed by those not much older than themselves who can sometimes lack the interpersonal skills to encourage improved performance in a positive way as opposed to those who can make workers feel discouraged.'*

A. Career Practitioners Survey results – Quantitative Questions

Qualitative results have been compiled in the separate document entitled 'Career Practitioners Survey results – Qualitative Questions'.

About You

We begin by asking a few questions about yourself and your work. This will enable us to interpret the aggregated responses. Responses will not be used to identify individuals.

Q1. Do you work mainly in? (choose just one):

	Number	%
A secondary school or schools	35	64.81
A career organisation or organisations catering to adults	9	16.67
TAFE or Registered Training Organisation	1	1.85
A university or universities	4	7.41
Other (please specify)	5	9.26
Total	54	100.0

Other (please specify):

- private practice
- Private organization
- Tourism
- occupational rehab
- Rehabilitation

Q2. In your job how much of your time is spent in career related activities? (choose just one):

	Number	%
More than half	45	83.33
About half	4	7.41
Less than half	5	9.26
Total	54	100.0

Q3. In which state(s) do you mainly work? (choose just one):

	Number	%
Victoria	30	55.56
NSW and ACT	14	25.93
Other (please specify)	10	18.52
Total	54	100.0

Other (please specify):

- WA
- QLD
- QLD
- Tasmania
- Maharashtra, India
- Queensland
- Qld
- WA
- Queensland
- Gauteng

Q4. In what type of location do you mainly work? (tick as many as apply):

	Number	%
Metropolitan	38	70.37
Regional	16	29.63
Rural	8	14.81
Other (please specify)	3	5.56
Total	54	

Other (please specify):

- WFH (Live in metro)
- Statewide
- Work from home

Q5. What is your gender? (choose just one):

	Number	%
Female	46	85.19
Male	7	12.96
Prefer not to answer	0	0
Other (please specify)	1	1.85
Total	54	100.0

Other (please specify):

- Both males and females

Q6. What is your age (in years)?

	Number	%
20-29	2	3.70
30-39	9	16.67
40-49	15	27.78
50-59	16	29.63
60+	12	22.22
Total	54	100.0

Q7. How long have you worked as a career practitioner (in years)?

	Number	%
1-5	22	40.74
6-10	11	20.37
11-15	7	12.96
16-20	6	11.11
21+	8	14.81
Total	54	100.0

*Note: see 'Qualitative Questions' document for **Q8. What was your longest lasting job before becoming a career practitioner?***

Q9. For how long did you hold this position (in years)?

	Number	%
1-5	18	33.33
6-10	14	25.93
11-15	8	14.81
16+	14	25.93
Total	54	100.0

Your personal *experience* of the **Retail & Fast-food** Industry

In this section we ask you a few questions about your own working experience in retail (if any). We will then go on to do the same for hospitality. Please include any experience in fast-food (or, as it is more precisely known, 'quick service restaurants') under retail, as this is how the industry defines itself.

For the remainder of the survey, please assume that 'retail' includes 'fast-food'.

Q10. Have you ever worked in the retail industry?

	Number	%
Yes	40	75.47
No	13	24.53
If yes, please specify the role/s you had	0	0
Total	53	100.0

NB: If the respondent answered 'yes' they proceeded to Q11, if 'no' they were automatically 'skipped' to Q17 where they then answered questions about their understanding of the retail industry

Your personal *experience* working in the **Retail** Industry

Q11. Did you work in the retail industry as a school student?

	Number	%
No (please go to question 13)	11	28.21
Yes (please specify the role/s you had)	28	71.79
Total	39	100.0

Yes (please specify the role/s you had):

- McDonalds
- Casual Fast Food
- shop assistant
- Retail Assistant Checkout and Section Leader
- Cashier at Safeway
- Sales assistant in a clothes shop
- Bakery
- Sales
- sales in hot dog shop
- Customer service, stock replenishment
- retail assistant in newsagency
- Hungry jacks service crew
- Waitressing and register work.
- sales assistant
- Shop Assistant
- Waitressing, kitchen hand, shop assistant in clothes
- Bakery - sales assistant
- Retail assistant Army disposal store
- Worked as shop assistant
- shop assistant
- Retail assistant
- ASSISTANT
- Supermarket checkout
- bookstore, Woolworths
- Customer Service
- produce and beauty industries
- KFC
- Target

Q12. If yes above, how long did you work as a school student in the retail industry (in years)?

	Number	%
1-2	15	53.57
3-4	8	28.57
5+	5	17.86
Other (please specify)	0	0
Total	28	100.0

Q13. Did you work in the retail industry while primarily in tertiary studies?

	Number	%
No (please go to question 15)	18	46.15
Yes (please specify the role/s you had)	21	53.85
Total	39	100.0

Yes (please specify the role/s you had):

- Sales (Optus), Blockbuster, second-hand bookstore
- Customer Service
- Shop assistant
- Sales assistant
- Manager
- Usherette in theatre
- Hungry jacks service crew
- Sales
- Christmas Casual in retail sales
- Shop Assistant
- Cafe, Myer
- Cashier @ Woolworths
- Duty Manager
- Retail assistant
- Night work at a 7-11
- Sandwich hand
- Banking and supermarket
- Service desk manager
- Store assistant
- Bar Attendant
- Waitress, bar

Q14. If yes above, how long did you work in the retail industry while primarily in tertiary studies (in years)?

	Number	%
1-2	9	40.91
3-4	11	50.00
5+	2	9.09
Total	22	22

Q15. Have you worked in the retail industry while not a student?

	Number	%
No (please go to question 17)	23	58.97
Yes (please specify the role/s you had)	16	41.03
Total	39	100.0

Yes (please specify the role/s you had):

- Salesperson
- Senior Business Manager
- Sales, educational supply shop
- Sales Assistant, Retail Trainee, Dairy Manager, Grocery Manager, Duty Manager and sometimes 2IC
- Retail assistant (while deferring tertiary studies)
- shop assistant in clothes
- Sales assistant at a fabric shop
- Cleaner, Checkout Assistant, Duty Manager, Store Manager
- Data Analyst and Executive Assistant
- Waitressing
- casual retail at Australian Open
- Store Manager
- Retail assistant with young children
- Store Manager
- Retail Manager - Liquor Industry
- waitress

Q16. If yes above, how long did you work/have you worked in the retail industry while not a student (in years)?

	Number	%
1-2	7	43.75
3-4	4	25.00
5+	5	31.25
Total	16	100.0

Your personal *understanding* of the **Retail** Industry

This section includes a small number of questions about your knowledge of the retail industry and ways in which you find out about the industry.

Q17. How would you describe your own level of knowledge of careers in retail? (Choose just one):

	Number	%
High	20	39.22
Medium	26	50.98
Low	5	9.80
Other (please specify)	0	0
Total	51	100.0

Q18. How does your level of knowledge of retail compare, on the whole, with your knowledge of other industries? (choose just one):

	Number	%
High	12	23.53
Medium	30	58.82
Low	9	17.65
Total	51	100.0

Q19. Based on your current knowledge, what is the average salary of the manager of a large supermarket? (select the one option that is nearest):

	Number	%
\$50,000 or less	4	7.84
\$75,000	19	37.25
\$100,000	14	27.45
\$125,000	12	23.53
\$150,000 or more	2	3.92
Total	51	100.0

Q20. Based on your current knowledge, what is the average salary of the manager of a small to medium-sized clothing store in a shopping mall? (select the one option that is nearest):

	Number	%
\$50,000 or less	22	43.14
\$75,000	24	47.06
\$100,000	3	5.88
\$125,000	2	3.92
\$150,000 or more	0	0
Total	51	100.0

Q21. How do you access information about careers in retail? (tick all that apply):

	Number	%
Careers expos	23	45.10
Interaction with retail employers	33	64.71
Reading	24	47.06
Web sites (myfuture.edu.au; joboutlook.gov.au etc)	43	84.31
Family and friends	21	41.18
Other (please specify)	7	13.73
Total	51	

Other (please specify)

- Students
- Seek
- Local shops
- Careers News and information on the internet - specifically webpages for the businesses
- Job Outlook has been replaced with Labour Market Insights and Your Career
- Company specific websites
- Through professional conversations with colleagues on MS Teams

Your personal experience of the Hospitality Industry

In this section we ask you a few questions about your own working experience in hospitality (if any). For the purposes of this survey, and of the research project as a whole, hospitality is taken to mean food service (i.e., restaurants) and accommodation (hotels motels, pubs).

Q22. Have you ever worked in the hospitality (food service or accommodation) industry?

	Number	%
Yes	30	58.82
No	21	41.18
Total	51	100.0

NB: If the respondent answered 'yes' they proceeded to Q23, if 'no' they were automatically 'skipped' to Q29 where they then answered questions about their understanding of the hospitality industry

Your personal experience working in the Hospitality Industry

Q23. Did you work in the hospitality industry as a school student?

	Number	%
No (please go to question 25)	16	53.33
Yes (please specify the role/s you had)	14	46.67
Total	30	100.0

Yes (Please specify the role/s you had):

- Casual - bar tender
- Waitress/back of house
- Waiter, Customer Service attendant
- Fast food take-away
- Waitress
- Register, restocking items.
- Server
- Fast food outlet
- kitchen hand and waitressing
- fast food
- Apprentice chef
- Waitress
- Cleaner
- Waitress

Q24. If yes above, how long did you work as a school student in the hospitality industry (in years)?

	Number	%
1-2	8	61.54
3-4	5	38.46
5+	0	0
Total	13	100.0

Q25. Did you work in the hospitality industry while primarily in tertiary studies?

	Number	%
No (please go to question 27)	11	40.74
Yes (please specify the role/s you had)	16	59.26
Total	27	100.0

If yes, please specify the role/s you had:

- Bar tender and waitress
- Food and Beverage Attendant, Waiter, Bartender, Caterer, sommelier, Supervisor, Manager,
- Food preparation and customer service
- Waitress/deli assistant
- Waitress
- Cafe supervisor/ barista
- Cafe
- Waitress at Sizzler
- Catering assistant at a sports club
- Kitchen Hand
- Retail assistant
- Sandwich hand
- Waitress
- Waitress
- Bus boy
- Conferences

Q26. If yes above, how long did you work in the hospitality industry while primarily in tertiary studies (in years)?

	Number	%
1-2	9	56.25
3-4	5	31.25
5+	2	12.50
Total	16	100.0

Q27. Have you worked in the hospitality industry while not a student?

	Number	%
No (please go to question 29)	18	66.67
Yes (please specify the role/s you had)	9	33.33
Total	27	100.0

If yes, please specify the role/s you had:

- Food and Beverage Attendant, Waiter, Bartender, Caterer, sommelier, Supervisor, Manager
- Restaurant manager
- Catering Support
- Bar tender
- Bar work
- Cafe supervisor/ barista
- Waitress, bar staff, supervisor, and manager
- Accommodation
- Waitress, hostess, bartender

Q28. If yes above, how long did you work/have you worked in the hospitality industry while not a student (in years)?

	Number	%
1-2	4	44.44
3-4	2	22.22
5+	3	33.33
Total	9	100.0

Your personal *understanding* of the Hospitality Industry

This section includes a small number of questions about your knowledge of the hospitality industry and ways in which you find out about it.

Q29. How would you describe your own level of knowledge of careers in hospitality (choose just one)?

	Number	%
High	16	33.33
Medium	30	62.50
Low	2	4.17
Total	48	100.0

Q30. How does your level of knowledge of hospitality compare, on the whole, with your knowledge of other industries? (choose just one):

	Number	%
High	11	23.40
Medium	32	68.09
Low	4	8.51
Total	47	100.0

Q31. Based on your current knowledge, what is the average salary of the manager of a fine-dining restaurant? (select the one option that is nearest):

	Number	%
\$50,000 or less	5	10.00
\$75,000	24	48.00
\$100,000	18	36.00
\$125,000	2	4.00
\$150,000 or more	1	2.00
Total	50	100.0

Q32. Based on your current knowledge, what is the average salary of the manager of a small to medium sized family-oriented restaurant? (Select the one option that is nearest):

	Number	%
\$50,000 or less	17	34.00
\$75,000	26	52.00
\$100,000	7	14.00
\$125,000	0	0
\$150,000 or more	0	0
Total	50	100.0

Q33. How do you access information about careers in hospitality? (tick all that apply):

	Number	%
Careers expos	25	50.00
Interacting with hospitality employers	32	64.00
Reading	26	52.00
Web sites (myfuture.edu.au; joboutlook.gov.au etc)	39	78.00
Family and friends	19	38.00
Other (please specify)	8	16.00
	50	

Other (please specify):

- Students
- Seek
- Media - newspapers The Age
- Labour Market Insights and Your Career Websites as well as the NSW ITABS and other online sources
- RTO's of hospitality qualifications
- Personal experience
- Career Practitioner survey 2022
- Attending career practitioner sessions with hotel course providers
- Through MS Teams with work colleagues

Students' and/or clients' knowledge and experience in the industries

In this section we move on to the understanding of the students or clients with whom career practitioners deal, about these two industries.

Q34. What do you think the level of knowledge is, among your own students and/or clients, of long-term careers in the following industries? Please select N/A if you don't deal directly with clients or schools (select one option for each industry):

	Retail Number	Retail %	Hospitality Number	Hospitality %
High	1	2.13	4	8.33
Medium	22	46.81	23	47.92
Low	20	42.55	19	39.58
N/A	4	8.51	2	4.17
Total	47	100.0	48	100.0

Q35. Approximately what proportion of your own students and/or clients discuss or profess an interest in long-term careers in the following industries? Please select N/A if you don't deal directly with clients or schools (select one option for each industry):

	Retail Number	Retail %	Hospitality Number	Hospitality %
0-20%	35	72.92	30	62.50
21-40%	5	10.42	10	20.83
41-60%	3	6.25	7	14.58
61-80%	1	2.08	0	0
More than 80%	1	2.08	0	0
N/A	3	6.25	1	2.08
Total	48	100.0	48	100.0

Q36. Approximately what proportion of year 11 and 12 students do you think currently work, or have worked, in the following industries? (Please select one for each industry):

	Retail Number	Retail %	Hospitality Number	Hospitality %
0-25%	10	20.83	7	14.89
26-50%	20	41.67	21	44.68
51-75%	12	25.00	13	27.66
More than 75%	6	12.50	6	12.77
Total	48	100.0	47	100.0

Q37. What do school students learn from their work experience in the retail and hospitality industries? (tick all that apply):

	Number	%
Employability skills	48	100
Customer service skills	47	97.92
People managing skills	37	77.08
An understanding of career paths	25	52.08
Other (please specify)	12	25.00
Total	48	

Other (please specify):

- How poorly treated retail and hospitality staff are. I have to assist at least 1/2 students each year go through process of receiving their correct entitlements e.g., correct rate of pay or overtime payments
- Sociability, Adaptability, Net Working, Specialized Industry Knowledge, self-management skills, Improved Vocabulary, Financial independence
- They often experience low pay and as they get older, less shifts. This leaves a negative feel towards this industry.
- Willingness to stay on at school to complete yr. 12 as the work in industry is too exhausting

- The level of understanding of career paths when on work experience largely depends on the host employer and how willing and able, they are to expand on the long-term career paths
- Financial management
- Compliance OHS
- communication skills, leadership skills, time management
- Money management
- Technical skills e.g., use of retail or hospitality equipment
- INDEPENDENCE
- team work, time management etc

Q38. Do you think part-time working in retail and hospitality while at school encourage or discourage young people from imagining long-term careers in those industries?

	Number	%
Definitely encourages	2	4.17
Somewhat encourages	16	33.33
Neither encourages or discourages	8	16.67
Somewhat discourages	19	39.58
Definitely discourages	3	6.25
Total	48	100.0

Q39. Approximately what proportion of adults do you think currently work, or have worked, in the following industries? (please select one option for each industry):

	Retail Number	Retail %	Hospitality Number	Hospitality %
0-25%	4	8.33	5	10.42
26-50%	20	41.67	17	35.42
51-75%	16	33.33	19	39.58
More than 75%	8	16.67	7	14.58
Total	48	100.0	48	100.0

Opportunities, training and careers in the industries

In this section we move on specifically to look at views of careers in the two industries: retail (including fast food) and hospitality (i.e., food service and accommodation) industries. We start with your views and then move on to the views and representations of others.

Q40. On a scale of 1 - 5 (higher being better) how would you rate the industries for career opportunities? (Please select one option in each row):

	Retail Number	Retail %	Hospitality Number	Hospitality %
1	1	2.22	0	0
2	10	22.22	2	4.44
3	15	33.33	17	37.78
4	11	24.44	20	44.44
5	8	17.78	6	13.33
Total	45	100.0	45	100.0

Q41. On a scale of 1 - 5 (higher being better) how would you rate the industries for training opportunities? (Please select one option in each row):

	Retail Number	Retail %	Hospitality Number	Hospitality %
1	1	2.22	0	0
2	15	33.33	6	13.33
3	9	20.00	9	20.00
4	16	35.56	23	51.11
5	4	8.89	7	16.56
Total	45	100.0	45	100.0

Q42. On a scale of 1 - 10 (higher being better) how would you rate the industries for prestige compared to other industries? (Please select one option in each row):

	Retail Number	Retail %	Hospitality Number	Hospitality %
1	4	8.89	1	2.22
2	7	15.56	4	8.89
3	9	20.00	5	11.11
4	6	13.33	11	24.44
5	9	20.00	11	24.44
6	4	8.89	5	11.11
7	2	4.44	7	15.56
8	2	4.44	0	0
9	1	2.22	1	2.22
10	1	2.22	0	0
Total	45	100.0	45	100.0

Q43. Would you say that **retail**, as an industry, is more for people with a university qualification or for people without a university qualification?

	Number	%
More likely for those without a university qualification	24	53.33
Somewhat more likely for those without a university qualification	10	22.22
No more likely with or without a university qualification	10	22.22
Somewhat more likely for those with a university qualification	1	2.22
More likely for those with a university qualification	0	0
Total	45	100.0

Q44. Would you say that **hospitality**, as an industry, is more for people with a university qualification or for people without a university qualification?

	Number	%
More likely for those without a university qualification	14	31.11
Somewhat more likely for those without a university qualification	19	42.22
No more likely with or without a university qualification	11	24.44
Somewhat more likely for those with a university qualification	1	2.22
More likely for those with a university qualification	0	0
Total	45	100.0

Q45. How often does retail emerge as part of career discussions with your students/clients?

	Number	%
More often than other industry areas	4	8.89
A little more often than other industry areas	5	11.11
Neither more or less often than other industry areas	7	15.56
A little less often than other industry areas	9	20.00
Less often than other industry areas	20	44.44
Total	45	100.0

Q46. How often does hospitality emerge as part of career discussions with your students/clients?

	Number	%
More often than other industry areas	3	6.67
A little more often than other industry areas	7	15.56
Neither more or less often than other industry areas	8	17.78
A little less often than other industry areas	15	33.33
Less often than other industry areas	12	26.67
Total	45	100.0

Q47. What information do you provide for those who are interested in a career in retail (tick all that apply)?

	Number	%
Careers expos	27	60.00
Reading	21	46.67
Websites (myfuture.edu.au, joboutlook.gov.au etc)	40	88.89
Visiting speakers who work locally in retail	26	57.78
Other (please specify)	14	31.11
Total	45	

Other (please specify)

- Individual company websites for trainee mgr info and opportunities and formal tertiary education sites, TAFE or private colleges. To my knowledge, no metro-based universities in NSW offer retail management majors in their business degrees. Discuss personal friends' experiences working in retail mgt both in large co e.g., Woolworths and in smaller brand stores e.g., portman's, Man to Man menswear.
- I can't remember the last time someone came to me about advice in retail industry - they seem to think it's a job to do while they are at school, not a job for the future
- Connect to industry reps
- Our Careers Webpage has links to careers in both industries
- William Angliss website
- Local job opportunities and utilising company sites such as the supermarkets and the large retail groups like Sportsgirl, Susan, Kmart, Big W, Super Retail Group and others
- I often encourage my students to go to different retail outlets (in off-hours) and interact with the employees and the owners of the outlet to understand the industry.
- Work experience
- work experience
- Visiting a big shopping complex where retail shops are a majority
- Work experience options to try it
- Work experience
- Networking
- Informational interviewing

Q48. What information do you provide for those who are interested in a career in hospitality (tick all that apply)?

	Number	%
Careers expos	35	77.78
Reading	22	48.89
Websites (myfuture.edu.au, joboutlook.gov.au etc)	41	91.11
Visiting speakers who work locally in hospitality	28	62.22
Other (please specify)	15	33.33
Total	45	

Other (please specify)

- Assist students interested in Hospitality Mgt in researching Uni, private tertiary providers and TAFE hospitality mgt study option. Search large hotel chains for cadet mgt roles. Discuss portability of skills and knowledge for overseas postings, discuss friends' personal experiences in field
- TAFE Courses
- TAFEs / William Angliss
- Information throughout school careers web page.
- Local job opportunities and courses for RSA, RCG, Food Handling, etc.
- Help students to connect with people working in hospitality industry and understand their jobs
- VET subjects, work experience.
- Industry visits.
- Work experience
- Visiting local shopping centres and restaurant areas
- Work experience options to try it
- University and TAFE websites
- Work experience
- Networking
- Informational interviewing

Q49. Do students/clients complete web-based career tools as part of your work with them? (e.g., Morrisby):

	Number	%
Always	12	26.67
Often	13	28.89
Sometimes	8	17.78
Rarely	9	20.00
Never	3	6.67
Total	45	100.0

Note: See 'Qualitative Questions' Document for Q50. If your students/clients complete web-based career tools, which ones do they access? (e.g., Morrisby)

Q51. In your view, do retail/hospitality careers appear as outcomes or suggested career pathways from these tools?

	Number	%
Often	5	11.11
Sometimes	27	60.00
Rarely	8	17.78
Don't know	5	11.11
Total	45	100.0

Q52. What could the retail industry do to improve its image and attract students and others to consider it as a career possibility (tick all that apply)?

	Number	%
Provide more exciting career materials	25	55.56
Provide career materials in a timely manner	13	28.89
Host visits from school students and other potential workers	30	66.67
Provide good quality work experience placements	37	82.22
Provide lists of available industry speakers to visit schools	27	60.00
Publicising career success stories	37	82.22
Other (please specify)	15	33.33
Total	45	

Other (please specify):

- I would say also to not Systemically rip off employees. The wide spread media coverage of the Domino's, 7Eleven, and more recent Woolworths cases highlighted that employees at grassroots levels are not looked after. Even if students are interested in a retail career -parents will discourage them, as retail is seen as bad employers. Also, when I started in Careers, most large retail chains actively ran in house trainee management programs in conjunction with TAFE certification, which were actively promoted. Now days opportunities in retail mgt are not as widely promoted and advertised.
- Careers & Pathways Guides, opportunities to attend industry events
- All of the above. Students do not think of successful career pathways in the retail industry they base their knowledge on their experience. Retail industry has generally not profiled itself
- Provide more information on career paths, promotion, and potential to earn higher wages.
- Attend the Northwest Regional Career Expo in Tamworth, give casuals and part time staff who are often students with a much better work place experience. These students are often treated as stone kickers and sometimes even cheap labour or slave like staff.
- Partner with schools and universities to conduct exciting workshop to attract young people
- Demonstrate potential career pathways
- Show progression & pay
- How can they develop their skills in management, area management
- Somehow improve the experience that some young workers gain in the workplace, which is not always positive. Maybe more mentoring and better training.

- More explicit marketing for retail careers within university marketing materials
- Make pathways for promotion better known
- Pay people more.
- All of these options are good, but both industries are notorious for wage theft and treating their staff

as being disposable. Young people know this. Shiny resources would be nice but there needs to be serious change in both industries. I say this as someone with 10 years previous experience as a retail manager.

- Connect their skills with student learning so they can see how applicable it is.

Q53. What could the hospitality industry do to improve its image and attract students and others to consider it as a career possibility (tick all that apply)?

	Number	%
Provide more exciting career materials	22	48.89
Provide career materials in a timely manner	15	33.33
Host visits from school students and other potential workers	30	66.67
Provide good quality work experience placements	38	84.44
Provide lists of available industry speakers to visit schools	33	73.33
Publicising career success stories	38	84.44
Other (please specify)	12	26.67
Total	45	

COVID-19 pandemic

Impact of COVID-19 on the Retail and Hospitality Industries

Q54. How do you think the COVID-19 pandemic has affected your students' and/or clients' perception of retail as an industry for a good career (tick one box)?

	Number	%
Much better	0	0
Better	2	4.44
About the same	24	53.33
Worse	15	33.33
Much worse	4	8.89
Total	45	100.0

Q55. How has the COVID-19 pandemic affected your own perception of retail as an industry for a good career (tick one box)?

	Number	%
Much better	1	2.22
Better	1	2.22
About the same	32	71.11
Worse	9	20.00
Much worse	2	4.44
Total	45	100.0

Q56. How do you think the COVID-19 pandemic has affected your students' and/or clients' perception of hospitality as an industry for a good career (tick one box)?

	Number	%
Much better	0	0
Better	4	8.89
About the same	23	51.11
Worse	16	35.56
Much worse	2	4.44
Total	45	100.0

Q.57 How has the COVID-19 pandemic affected your own perception of hospitality as an industry for a good career (tick one box)?

	Number	%
Much better	0	0
Better	6	13.33
About the same	28	62.22
Worse	9	20.00
Much worse	2	4.44
Much better	45	100.0

Note: Please see 'Qualitative Questions' document for results from:

- **Q58.** *What are some of the new roles, do you think, that have grown out of the pandemic in these industries (please list in the box below)?*
- **Q59.** *Do you have an example of an ex-student/client who has gone on to have a long-term career in retail or hospitality? If so, please provide details in the box below (without using the person's name):*
- **Q60.** *In the box below please record up to two examples of good engagement of your organisation with the retail or hospitality industry:*
- **Q61.** *Finally, what advice would you give a retail or hospitality manager or corporate staff about attracting people to their industries?*

B. Career Practitioners Survey results – Qualitative Questions

Quantitative results have been compiled in the separate document entitled 'Career Practitioners Survey results – Quantitative Questions'.

Q8. What was your longest lasting job before becoming a career practitioner?

<ul style="list-style-type: none"> • Head Teacher Social Science • Learning and Development Specialist • Teaching • Sales Manager • Education - high school teacher and Careers Adviser • Human Resources and Adult Education Mgr. • Administration • 10 years as Credit Officer • Food and Beverage Supervisor • professional photographer • Health care industry • Business Senior Manager • Officer in the Defence Force - Army • Policy writing, Vic Dept of Premier • Retail sales and management • I am a professor in colleges affiliated to University of Mumbai. Alongside, I mentor and guide students for their career decisions. I am pursuing my Ph.D. in the field of career decision-making. • Finance officer in a Bank • Rehabilitation Counsellor • Sales representative • Teacher. • Teacher • English/History Teacher • Education • Learning and Development/ Training Coordinator 	<ul style="list-style-type: none"> • Teacher • Business Development Manager • Secondary school teacher • General Manager • Language teacher • Teaching • 1 year and a half • Prison Officer • Teacher • High school teacher. • PDHPE Teacher • Rehabilitation Counsellor • Executive Assistant • Teacher • TRAINER • Recruitment Officer • Secondary English teacher. Then moved into Careers and English teaching • My current role at Jobs Victoria • Learning and teaching specialist • VET Trainer • Human Resources Manager • 25 years educations support • Recruitment • Retail management • PDHPE Teacher • Community development coordinator • Tertiary lecturer • Telstra for 23 years
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Q50. If your students/clients complete web-based career tools, which ones do they access? (e.g., Morrisby):

<ul style="list-style-type: none"> • SkillsRoad, Career Tools, Career Match • Morrisby Online, Bullseye Activities -Part of Career Central and Career Tools Morrisby • Morrisby and VTAC • Morrisby Career Tools • Morrisby, Career Tools, University career Investigator surveys • Morrisby - run by external providers • Career Tools LMIP Career Quiz • these are not always very effective • Morrisby • Morrisby • Career HQ, Good Universities Guide, Career FAQs, Job Jump Start, Myfuture, National Careers Institute, National Skills Commission, 	<ul style="list-style-type: none"> • Myfuture • Career tools • Morrisby • N/A • N/A • Australian Apprenticeship Pathways quiz (career pathways) VIA Job Jumpstart, Myfuture, Career Matcher • My Future • Job jump, Career Quiz, Myfuture, Morrisby • The Careers Department • Morrisby, Job Jump, SkillsRoad, Myfuture • Morrisby In the past, the careers quiz on Job Outlook (now defunct) We have a Career Tools
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<p>Grad Australia and Prosple, The Uni Guide, Art of Smart, NSW CAA Site, CICA, Foundation for Young Australians, World Economic Forum, Labour Market Information Portal, Various university sites, TAFE site, My Skills, Course Seeker, ComparED, Countless business and industry and State & Federal government sites, Loads of peak association sites, Skills Road, Career Gate, MEGT Career Hub, NSW Government Site for apprenticeships and traineeships, My Future Finder Loads of other free career quizzes.</p> <ul style="list-style-type: none"> • Honestly, so far, I haven't used paid web-based tools. I encourage them to explore options on web • SkillsRoad, Job Outlooks, Myfuture 	<p>website and students can complete a careers assessment on there.</p> <ul style="list-style-type: none"> • Career Tools • Morrisby • Morrisby • MORRISBY • Myfuture, Morrisby, Job Outlook. • Morrisby, Myfuture, Job Outlook, VTAC, Uni and TAFE websites, other sites Morrisby • Career voyage • Morrisby • Morrisby • Career Voyage, Job Jump, The Careers Department • Morrisby, Job Outlook, 16 Personalities, Open Colleges • Career Tools
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Q58. What are some of the new roles, do you think, that have grown out of the pandemic in these industries (please list in the box below)?

N=26

<ul style="list-style-type: none"> • Definitely online shopping increase in market share, which could be seen as a negative • In both these industries, a lot of digitalization have been used since pandemic and inhospitality 'cloud kitchening' concept has got a boosted. • More cleaners, security, online purchasing officers • More home deliveries from businesses who never delivered before. • Not sure but from what I understand and witness in my local area this is an industry which encourages an under skilled labour market. • Certainly, more demand for online shopping experiences in both retail and in hospitality foodservices. This probably relates more to the logistics industry, but marketing is also impacted. people are more likely to purchase online now so effective marketing in these industries improves engagement. In home 'experiences' like fine dining experiences at home have increased i.e., where people can purchase meals from fine dining restaurants to enjoy at home. That would again impact 	<ul style="list-style-type: none"> • Marketing in hospitality as well as having chefs develop suitable menus, etc. • Online shopping - retail, new ways to advertise, provide retail experience. • Uptake of more delivery options for the hospitality sector • More home deliveries • Access to better online ordering services • In retail the options for free returns - allows you to buy and return more confidently • Online ordering fulfilment, website development • Working in website development for online products. • Online buying related roles, e.g., website management, service roles, warehouse, order packing • In both cases it is in online delivery • Health and community services • More delivery services, more online shopping so roles in these two areas. • Online Retail and delivery of retail goods and services • Online shopping • Uber online/delivery services • Store to boot services • Store delivery services, COVID marshals • IT; delivery drivers • Online retail or ecommerce roles. Marketing
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Q59. Do you have an example of an ex-student/client who has gone on to have a long-term career in retail or hospitality? If so, please provide details in the box below (without using the person's name):

N=31

<ul style="list-style-type: none"> • Yes, currently working with big hardware chain, has B Science and B Commerce and worked up from check out to Head Office. • No • Chef - student is a chef who excels in fine dining and has worked in some of Melbourne's best restaurants. • Some chefs spring to mind. • Started with a Cert III in Retail, then completed a Diploma of Business and then a B of Business • Student completed Hospitality Mgt Advanced Diploma went to work successfully with Novotel Group including in UK and Europe. • still too new to the role to provide useful feedback • I have had a number of students who engaged in a hospitality career for approx. 5 years post schooling. They acquired employment as a result of a mandatory work placement. Each time I made a purchase they were happy and very hospitable. • started a Chain of Australian cafes in USA • An ex-student of mine works in hospitality industry for more than five years now. He started off a F&B apprentice and now is F&B manager in a renowned hotel chain in India. • A ex-student of mine works in hospitality industry for more than five years now. He started off a F&B apprentice and now is F&B manager in a renowned hotel chain in India. 	<ul style="list-style-type: none"> • A student who wanted to go to university worked in the hospitality industry and decided to stay in the industry when they graduated • Cert 3 in Hospitality led to job in large hotel; then completed Dip of hospitality led to promotion with employer; finally, employer supported student through Bachelor of business with a hotel management major. • One started an Aussie Cafe in New York. Can't think of offers • We have several students who have gone on to be Chefs or run their own business. • Yes...started with traineeship in hospitality, then chef, then managing restaurant and now lectures at TAFE and runs the restaurant. • Student that completed Chef apprenticeship, entered many competitions, travelled the world, now own their own business. • Yes, one student studied hospitality at school and continued with it afterwards and now runs a full-time catering company. • Contestant on Master Chef from my school. • chef - in charge at the local RS club and has revamped the place and bought it out of the 1970s with a new exciting menu and home catering • <i>8 respondents answered simply 'no' and 4 answered 'N/A'</i>
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Q60. In the box below please record up to two examples of good engagement of your organisation with the retail or hospitality industry:

N=31

<ul style="list-style-type: none"> • Established a relationship with Balgownie Estate for students to do work experience. Asked William Angliss to run an industry presentation at our school Careers Expo - waiting for them to confirm. • Visit to the local club where students have had a tour of facilities and listened to the recruitment officer about obtaining employment Visited top restaurant in Melbourne and leant the many different employment opportunities. • Partnership with TAFE NSW. Also, we offer VET (Cert II in Hospitality) at our school. We have a Trade Training Centre for commercial cookery. • None • Local employers requesting students from this school to apply for part-time/casual work. 	<ul style="list-style-type: none"> • VCE hospitality offered at school • Coles and Woolworths have been very willing and able to attend the Northwest Regional Careers Expo in Tamworth and other events hosted across our region • In my college, Nirmala Niketan, College of Home Science, we often invite people from hospitality industry to conduct various workshops (like flower arrangement, Culinary skills, baking, etc) for our students. • work placement and structured work placement with various employers e.g., RSL, Leagues Club, coffee shops • Can't think of any. Excursion to William Angliss • Fast food outlets provide opportunities for our students. Traineeships in both retail and hospitality. • Through work placements
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<ul style="list-style-type: none"> • McDonalds/KFC retail traineeships. Mostly positive experience for my students. Work Placement for VET Hospitality students. Majority of students have positive experiences. • VET Courses in Hospitality not so much retail (Fast Food) Work experience week in year 10 casual jobs direct contact from local businesses looking for SBATS /Placement • /Apprenticeships • wine SBAT industry • Through mandatory work placement and work experience opportunities. • Tasmanian Hospitality Associations • None - it is difficult to find time in the school timetable for presenters to come and speak to students directly do this does not happen very often. 	<ul style="list-style-type: none"> • CommBank Stadium Work Experience • I have attended events for career practitioners at William Angliss Institute which increased my awareness of roles in the hospitality, tourism and event management industries. Retail is very open to accepting students for work experience placements, which is great. • Structured Work Placements for vocational students that have led to ongoing work • Use the RS Chef mentioned above as a key note speaker at our school expo. Covered what employers want plus her own experiences moving through from apprentice to being in charge • Positives of the industry • Use fast food chain to run interview/mock interview sessions • 7 respondents answered 'N/A'
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Q61. Finally, what advice would you give a retail or hospitality manager or corporate staff about attracting people to their industries?

N=32

<ul style="list-style-type: none"> • Be professional and promote the industry about career opportunities • Work Experience, positive engagement with industry. • 1) Show the potential career paths and opportunities. In particular retail is not seen as a long-term career choice. Pathways to progress are not promoted enough. 2) Corporate companies need to demonstrate good employment practice. No more wage theft. Put pressure on industry bodies to get small retailer or hospitality to pay and treat staff correctly. If they don't, then those employees will leave the retail or hospitality industries and not return, even for the large players in Retail and Hospitality. 3) Both industries need to get government to get universities to offer commonwealth supported HEC places in business degrees for Retail and Hospitality Mgt. Private providers are great, but cost puts people off, even with fee help assistance. • Industry nights for secondary students to gain insight More opportunity for work experience /Placement over the school holidays / Mentoring Advertising More SBAT opportunity's More VET Course Opportunity's • Advertise • N/A • Provide engaging work experience opportunities. Don't just put the students on dish washing. They do this at home. Give them variety in the experience to provide them with 	<ul style="list-style-type: none"> • Show Carmen structure a progression emphasize the business aspects. • Have good rostering practices and be flexible with working hours as that is a common complaint from students and the main reason that they leave their casual jobs. Have a good Manager. • Need to get into schools to promote career pathways in these industries and give students opportunities for work placements. • Be willing to train and develop skills of staff you recruit. 2. Show new recruits where are career in retail and hospitality can lead to, based on past success stories. 3. Offer a sponsorship/management opportunity to those who want to pursue a career in the industry, as in the corporate world. 4. Encourage a view of retail and hospitality that is engaging and rewarding. Don't silo the industry to one demographic (e.g.: young people, unskilled workforce, multicultural cultures) • Be patient, understand that many of this generation feel entitled. Train them well. • Support young workers in the industry as well as they can through improved training, especially training in dealing with difficult customers. As a careers practitioner and a parent of a young person working in the industry, I can say that many are discouraged from making retail or hospitality a long-term career choice because of the way they are sometimes treated. These can be high stress industries with performance measures in place, such as targets for timed tasks. While this is
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<p>an in-depth understanding of what the industry entails.</p> <ul style="list-style-type: none"> • The perception of students is that retail and hospitality jobs do not pay well, there no career progression and that it is not a well-regarded career in the community. The hours are hard and long - you never get Christmas holidays, expected to work overtime, and you get abused by customers e.g., media/ COVID examples ... and are not supported by management - if you work for a large companies. Stories in media exacerbate this perception. • You need to promote this as a career that is worthwhile with rewarding opportunities. Many see these industries as part-time jobs while they study towards others. Students also see this as a low paid workforce inhabited by back packers and overseas students - this doesn't necessarily provide a positive image. Many of our students have had bad experiences, especially in the hospitality industry where they are low paid, and at time, not paid, or paid incorrectly. Employers try to attract younger students who are cheaper and then offer them less shifts as they get older. This sounds quite negative, but it is the reality that we are hearing quite a lot. Employers need to stop behaving in this way. • Have someone talk to students about Hotel Management and the study opportunities, travel perks and the benefits of learning a foreign language. There are so many young vibrant people on Front desks in hotels abroad, but never Australians • Be more accessible and open to experience sessions in the workplace, visit schools to discuss career paths such as their own and attend career events particularly in respect to hospitality managers or corporate staff. • At this point in time, I feel it important to work on the pay scale of lower level/floor employee. • more explanation of the worldwide travel possibilities within the industry. • Other scholarships; work experience programs for university students; demonstrate what jobs look like in these industries and possible career pathways • N/A 	<p>understandable it doesn't always give young people a view that these are nurturing industries. Many young people are managed by those not much older than themselves who can sometimes lack the interpersonal skills to encourage improved performance in a positive way as opposed to those who can make workers feel discouraged. Many of our students stay long-term in positions where they are really well-trained and well-supervised. I am impressed with the acknowledgement of good performance that I sometimes hear about, as that does encourage engagement in the industry.</p> <ul style="list-style-type: none"> • Demonstrate/showcase roles that are separate to what the students experience in their part-time job, especially ones that students don't know about but could be attracted to, e.g., merchandising, advertising, creative roles etc. • Get the information out about how students can be promoted and move through levels of responsibility • Pay good money and offer flexibility • Look carefully at the hours, pay and training opportunities. • They need to pay more and provide better opportunities for career progression. • Take students on for work experience. Visit schools, work with the career advisors and be prepared to come to schools and talk to groups of students. • The long-term prospects, the financial rewards, the education opportunities, pathways • Pay a living wage. When you say you will promote from within, actually do it. Offer pathways not just jobs. • Retail is Australia's second largest industry yet in eight years I have had one student complete work experience in the Retail industry. Plenty of job opportunities but students never aspire to manage a shop! • Focus on the benefits (beyond the pay rate which isn't the highest and is known), such as discounts, personal days off, travel opportunities, internal training. • Be willing and able to visit school and present to students
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D. General Public Survey results: Quantitative questions

Qualitative questions and results have been recorded in the separate document entitled 'General Public Survey results: Qualitative questions'

About You

We begin by asking a few questions about yourself and your work. This will enable us to interpret the aggregated responses. Responses will not be used to identify individuals.

Q1. What is the nature of your main job in your university? (Choose just one):

	Number	%
TAFE Teacher	2	3.39
Academic	11	18.64
General or Professional Staff	43	72.88
Management	3	5.08
Other (please specify)	0	0
Total	59	100.0

Q2. What is your employment status in your main job? (Choose just one):

	Number	%
Full-time permanent	33	55.93
Part-time permanent	17	28.81
Temporary	5	8.47
Casual/Sessional	4	6.78
Total	59	100.0

Q3. In what type of location do you mainly work (tick as many as apply):

	Number	%
Metropolitan	17	28.81
Regional	39	66.10
Rural	2	3.39
Other (Please specify)	1	1.69
Total	59	

Other (Please specify) response: Remote, interstate

Q4. What is your gender (choose just one):

	Number	%
Female	42	71.19
Male	15	25.42
Prefer not to answer	1	1.69
Other (please specify)	1	1.69
Total	59	100.0

Other (Please specify): Not specified

Q5. What is your age group (in years)?

	Number	%
20-29	3	5.08
30-39	11	18.64
40-49	18	30.51
50-59	21	35.59
60+	6	10.17
Total	59	100.0

Q6. What is your highest qualification overall?

	Number	%
No formal qualification	2	3.39
Certificate III/Certificate IV	5	8.47
Diploma/Advanced Diploma	10	16.95
Associate Degree/Bachelor's Degree	7	11.86
Grad Cert/Grad Dip	11	18.64
Masters by Coursework or Research	14	23.73
Doctorate (PhD, EdD etc)	10	16.95
Total	59	100.0

Note: See Qualitative document for Q7. What was your longest lasting occupation/industry area before working in a university?

Q8. For how long did you hold this position (in years)?

	Number	%
1-5	18	30.51
6-10	26	44.07
11-15	5	8.47
16+	10	16.95
Total	59	100.0

Your personal experience of the Retail & Fast-food Industry

In this section we ask you a few questions about your own working experience in retail (if any). We will then go on to do the same for hospitality. Please include any experience in fast-food (or, as it is more precisely known, 'quick service restaurants') under retail, as this is how the industry defines itself.

For the remainder of the survey, please assume that 'retail' includes 'fast-food'.

Q9. Have you ever worked in the retail industry?

	Number	%
Yes	42	71.19
No	17	28.81
Total	59	100.0

NB: If the respondent answered 'yes' they proceeded to Q10, if 'no' they were automatically 'skipped' to Q16 where they then answered questions about their understanding of the retail industry

Q10. Did you work in the retail industry as a school student?

	Number	%
Yes	27	65.85
No	14	34.15
Total	41	100.0

If yes, please specify the role/s you had:

- Sales
- McDonalds, Newsagent
- Bakery & fast-food customer service
- Checkout assistant
- Crew person, Crew Trainer
- Paper delivery, pizza delivery, general hospitality
- Shop assistant
- Console Operator, Service Station
- Cashier, Front-end, Office at Coles
- Customer service and food service
- crew member, crew trainer, shift Manager, Store Manager, Training Manager
- Customer service at supermarket, service supervisor
- milk bar
- cashier, shop assistant
- waiter in a restaurant, sales person at shoe shop,
- worked for Myer as a sales assistant
- Supermarket roles, mainly checkout staff
- Labourer in warehouse and later assistant on travelling shop
- Pharmacy assistant
- customer service at a take away store
- Susan & Woolworths (clothing and food)
- Waiter, food prep, dish washer, store clerk
- Shop assistant at a small shop
- Busboy at a pub, waiting, cleaning

Q11. If yes above, how long did you work as a school student in the retail industry (in years)?

	Number	%
1-2	11	28.95
3-4	13	34.21
5+	3	7.89
N/A	11	28.95
Total	38	100.0

Q12. Did you work in the retail industry while you were in full-time tertiary studies?

	Number	%
Yes	22	53.66
No	19	46.34
Total	41	100.00

If yes, please specify the role/s you had:

- Sales
- Clothing Shop assistant
- Fast food, call centre customer service
- Hospitality/restaurant/kitchen hand/barista
- as above
- sales person at Myer, waiter at cafe, bar worker at nightclub
- sales assistant
- Supermarket roles, mainly checkout staff
- Customer Service Assistant
- Customer service in numerous retail stores
- customer service in a women's clothing store
- Hospitality at Stadium Australia Sydney
- store clerk
- casual book shop sales
- Retail Sales Consultant
- Front of house and storeman
- Shelf stacker, meat room

Q13. If yes above, how long did you work in the retail industry while you were in full-time tertiary studies (in years)?

	Number	%
1-2	10	29.41
3-4	11	32.35
5+	1	2.94
N/A	12	35.29
Total	34	100.0

Q14. Have you worked in the retail industry while not a student?

	Number	%
Yes	23	56.10
No	18	43.90
Total	41	100.00

If yes, please specify the role/s you had:

- Shift Assistant, McCafé Coordinator, Shift Manager
- Working in a video store hiring videos and customer service
- customer service
- As above, plus customer service roles
- bar worker at pub,
- sales assistant
- Bookseller, bookshop supervisor/manager
- Customer Service Officer
- milk bar
- Wholesalers, retailer
- waiter
- Full time sales/ assistant manager roles
- Bank Officer
- Retail Sales Consultant
- Waitress
- Sales support
- Personnel manager in supermarket

Your personal *understanding* of the Retail Industry

This section includes a small number of questions about your knowledge of the retail industry and ways in which you find out about the industry.

Q15. If yes above, how long did you work/have you worked in the retail industry while not a student (in years)?

	Number	%
1-2	9	24.32
3-4	6	16.22
5+	8	21.62
N/A	14	37.84
Total	37	100.0

Q16. How would you describe your level of knowledge of careers in retail? (Choose just one):

	Number	%
High	8	14.29
Medium	31	55.36
Low	17	30.36
Total	56	100.0

Q17. How does your level of knowledge of retail compare, on the whole, with your knowledge of other industries? (Choose just one):

	Number	%
High	6	10.71
Medium	32	57.14
Low	18	32.14
Total	56	100.0

Q18. Based on your current knowledge, what is the average salary of the manager of a large supermarket? (Select the one option that is nearest):

	Number	%
\$50,000 or less	1	1.79
\$75,000	20	35.71
\$100,000	23	41.07
\$125,000	8	14.29
\$150,000 or more	4	7.14
Total	56	100.0

Q.19 Based on your current knowledge, what is the average salary of the manager of a small to medium-sized clothing store in a shopping mall? (Select the one option that is nearest):

	Number	%
\$50,000 or less	20	35.71
\$75,000	32	57.14
\$100,000	4	7.14
\$125,000	0	0
\$150,000 or more	0	0
Total	56	100.0

Your personal experience of the Hospitality Industry

In this section we ask you a few questions about your own working experience in hospitality (if any). For the purposes of this survey, and of the research project as a whole, hospitality is taken to mean food service (i.e., restaurants) and accommodation (hotels motels, pubs).

Q20. Have you ever worked in the hospitality (food service or accommodation) industry?

	Number	%
Yes	32	59.26
No	22	40.74
Total	54	100.0

NB: If the respondent answered 'yes' they proceeded to Q21, if 'no' they were automatically 'skipped' to Q27 where they then answered questions about their understanding of the hospitality industry

Q21. Did you work in the hospitality industry as a school student?

	Number	%
Yes	15	45.45
No	18	54.55
Total	33	100.0

If yes, please specify the role/s you had:

- Pizza chef
- Waiter/ Bartender/ glassy
- Food Assistant
- Kitchen Hand
- catering/waitress
- waiter at restaurant
- Waitress
- Food and Beverage Attendant
- Take away Chinese restaurant
- Hospitality Senior Food Attendant Private Suites
- waiter, food prep, dish washer, housecleaner
- I worked as a weekend receptionist at a Motel for a short while and I also worked as a waitress for functions at a Motel restaurant.
- Busboy

Q22. If yes above, how long did you work as a school student in the hospitality industry (in years)?

	Number	%
1-2	12	40.00
3-4	2	6.67
5+	3	10.00
N/A	13	43.33
Total	30	100.0

Q23. Did you work in the hospitality industry while you were in full-time tertiary studies?

	Number	%
Yes	17	53.13
No	15	46.88
Total	32	100.0

If yes, please specify the role/s you had:

- Waitressing at wedding function centre
- Kitchen hand, barista
- Waiter/ Bartender/ Manager
- Waitstaff
- Food and Beverage assistant and lead
- Waiter/bar staff
- Bar worker at a nightclub, waiter at cafe
- Take away sales, and hospital cafe
- Vacation Assistant
- Food and Beverage Attendant
- Waitress
- cafe in a shopping mall
- Hospitality Senior Food Attendant Private Suites Bar Attendant and Card Machine Person
- Bar and storeman
- Bar attendant, cafe waitress

Q24. If yes above, how long did you work in the hospitality industry while you were in full-time tertiary studies (in years)?

	Number	%
1-2	9	31.03
3-4	6	20.69
5+	2	6.90
N/A	12	41.38
Total	29	100.0

Q25. Have you worked in the hospitality industry while not a student?

	Number	%
Yes	21	63.64
No	12	36.36
Total	33	100.0

If yes, please specify the role/s you had:

- Bartender; dishwasher; kitchen hand; janitor
- Waitressing at wedding function centre
- Bar Manager/ Assistant Manager
- Food and beverage In charge
- Owner of an accommodation place
- Working in pubs doing food and drink service
- Door attendant and bar
- Family-owned Motel, cafe, restaurant
- Cook, waitress, accommodation cleaning
- Bar worker at pub
- Barista
- Waitress
- Waitress/ bar staff
- Taking orders, serving customers, pouring drinks
- Events Manager, Venue Manager, Waitress, Catering Manager, Wedding Consultant, Corporate Events Manager, Hospitality Manager, Stadiums Corporate Boxes Manager, Specialist Events Manager,
- Waiter, food prep, dish washer, housecleaner
- Part time or casual, often as a second job
- Functions waitress
- Bar and storeman

Q26. If yes above, how long did you work/have you worked in the hospitality industry while not a student (in years)?

	Number	%
1-2	12	41.38
3-4	5	17.24
5+	4	13.79
N/A	8	27.59
Total	29	100.0

Your personal *understanding* of the Hospitality Industry

This section includes a small number of questions about your knowledge of the hospitality industry and ways in which you find out about it.

Q27. How would you describe your level of knowledge of careers in hospitality (choose just one)?

	Number	%
High	3	5.45
Medium	34	61.82
Low	18	32.73
Total	55	100.0

Q28. How does your level of knowledge of hospitality compare, on the whole, with your knowledge of other industries? (Choose just one):

	Number	%
High	3	5.45
Medium	29	52.73
Low	23	41.82
Total	55	100.0

Q29. Based on your current knowledge, what is the average salary of the manager of a fine-dining restaurant? (Select the one option that is nearest):

	Number	%
\$50,000 or less	3	5.56
\$75,000	23	42.59
\$100,000	23	42.59
\$125,000	3	5.56
\$150,000 or more	2	3.70
Total	54	100.0

Q30. Based on your current knowledge, what is the average salary of the manager of a small to medium sized family-oriented restaurant? (Select the one option that is nearest):

	Number	%
\$50,000 or less	18	32.73
\$75,000	33	60.00
\$100,000	3	5.45
\$125,000	1	1.82
\$150,000 or more	0	0
Total	55	100.0

Q31. On a scale of 1 - 5 (higher being better) how would you rate the industries for career opportunities? (Please select one option in each row):

	Retail Number	Retail %	Hospitality Number	Hospitality %
1	2	3.70	1	1.85
2	12	22.22	10	18.52
3	16	29.63	23	42.59
4	21	38.89	16	29.63
5	3	5.56	4	7.41
Total	54	100.0	54	100.0

Views of opportunities, training and careers in the industries

In this section we move on to look at views about careers in the two industries: retail (including fast food) and hospitality (i.e., food service and accommodation) industries. We start with your views and then move on to the views and representations of others.

Q32. On a scale of 1 - 5 (higher being better) how would you rate the industries for training opportunities? (Please select one option in each row):

	Retail Number	Retail %	Hospitality Number	Hospitality %
1	4	7.41	1	1.89
2	16	29.63	10	18.87
3	19	35.19	18	33.96
4	11	20.37	22	41.51
5	4	7.41	2	3.77
Total	54	100.0	53	100.0

Q33. On a scale of 1 - 10 (higher being better) how would you rate the industries for prestige compared to other industries? (Please select one option in each row):

	Retail Number	Retail %	Hospitality Number	Hospitality %
1	5	9.62	3	5.56
2	11	20.37	4	7.41
3	14	25.93	13	24.07
4	7	12.96	6	11.11
5	5	9.26	12	22.22
6	7	12.96	7	12.96
7	2	3.70	3	5.56
8	3	5.56	5	9.26
9	0	0	1	1.85
10	0	0	0	0
Total	54	100.0	54	100.0

Q34. Would you say that retail, as an industry, is more for people with a university qualification or for people without a university qualification?

	Number	%
More likely for those without a university qualification	27	50.94
Somewhat more likely for those without a university qualification	18	33.96
No more likely with or without a university qualification	7	13.21
Somewhat more likely for those with a university qualification	1	1.89
More likely for those with a university qualification	0	0
Total	53	100.0

Q35. Would you say that hospitality, as an industry, is more for people with a university qualification or for people without a university qualification?

	Number	%
More likely for those without a university qualification	19	35.19
Somewhat more likely for those without a university qualification	22	40.74
No more likely with or without a university qualification	12	22.22
Somewhat more likely for those with a university qualification	1	1.85
More likely for those with a university qualification	0	0
Total	54	100.0

Q36. What could the retail industry do to improve its image and attract young people to consider it as a career possibility (tick all that apply)?

	Number	%
Provide more exciting career materials	18	33.96
Provide career materials in a timely manner	6	11.32
Host visits from school students and other potential workers	20	37.74
Provide good quality work experience placements	40	75.47
Provide lists of available industry speakers to visit schools	16	30.19
Publicising career success stories	40	75.47
Other (please specify)	14	26.42
Total	53	

Other (please specify):

- Competitive wages; job security; safe & friendly places to work
- Provide better financial incentives.
- Improve pay and conditions such as working hours
- Pay higher wages
- Provide an idea of the types of jobs - e.g., not just cashiers
- Shift the culture (and the reputation of the culture) in the workplaces
- Good pay and other benefits
- For the retail sector to offer real career and growth opportunities. For employers to look at providing genuine career satisfaction.
- Better visibility of the diversity of careers in retail
- Let people know that retail is more than the people on the retail floor
- Less casualisation of positions with full time hours
- Higher wages
- Pay more
- Promote qualifications in the industry

Q37. What could the hospitality industry do to improve its image and attract young people to consider it as a career possibility (tick all that apply)?

	Number	%
Provide more exciting career materials	15	28.30
Provide career materials in a timely manner	7	13.21
Host visits from school students and other potential workers	25	47.17
Provide good quality work experience placements	39	73.58
Provide lists of available industry speakers to visit schools	21	39.62
Publicising career success stories	36	67.92
Other (please specify)	14	26.42
Total	53	

Other (Please specify):

- Address the bullying male toxic culture that is throughout the industry
- Competitive wages; job security; safe & friendly places to work
- Provide better financial incentives.
- Improve pay and conditions such as working hours/ workplace culture
- Pay higher wages
- Shift the culture (and the reputation of the culture) in the workplaces
- Good pay and other benefits

- For the retail sector to offer real career and growth opportunities. For employers to look at providing genuine career satisfaction. And for employers to look at work conditions, including hours of work, rates of pay, and personal/work life balance.
- Better visibility of the diversity of careers in hospitality
- Let people know the variety of hospitality roles that are available
- Less casualisation of positions with full time hours
- Higher wages
- A lot of hospitality is learnt on the job in what is usually a busy environment, and the learner only learns how to deal with the issues that arise on that shift. I think hospitality should provide some formalised training prior to on-the-job training - some background training before being thrown into serving people directly. If people feel confident in knowing the tasks they are required to do before being thrown into serving people, they have a level of confidence beforehand.
- Provide more obvious career ladders

Q38. What do you think school and/or university students learn from working in the retail and hospitality industries? (Tick all that apply):

	Number	%
Employability skills	41	75.93
Customer service skills	51	94.44
People management skills	44	81.48
An understanding of career paths	13	24.07
Other (please specify)	13	24.07
Total	54	

Other (Please Specify):

- Often that because they start at the 'bottom' that it is very hard, there are no breaks and small businesses push them a lot. I have 2 daughters who have had extensive experience in this, and my brother owned high end restaurants in Syd and Melb. My daughters did learn time management skills, and responsibility and to work hard, one went on to be a patisserie, left due to stress in the kitchen environment and the other in a diff industry but is married to a chef. The skills you mention don't matter until these industries address their work culture including drug taking actually. A lot of the staff can be quite rough.
- Soft skills - time management; prioritising tasks; communication; work ethic; team work; problem solving; etc.
- Time management skills, conflict resolution skills, resilience
- Resilience and stress management
- Lived experience - time management, budgeting, confidence. People management can cover an array of factors in hospitality- the people your work for, with and provided a service and the worker needs to be able to wear each mask differently.
- Troubleshooting skills, resilience and work ethic
- Confidence, experience, income
- Time management, multi-tasking, data analysis and management, team work, logistics, product knowledge incl quality and appreciation
- Teamwork, negotiation skills, time management and prioritisation, decision-making
- Income management
- Work ethic
- Some have opportunities to complete management training and put into practice.and
- You learn discipline in a positive sense as you have to work to rule, deal with authority and be places at agreed times. Fitting into a system provides a series of personal and professional skills that help later in life.

Q39. Do you think that part-time working in retail and hospitality while at school and/or university encourages or discourages young people from imagining long-term careers in those industries? (tick just one box):

	Number	%
Definitely encourages	1	1.85
Somewhat encourages	9	16.67
Neither encourages or discourages	21	38.89
Somewhat discourages	19	35.19
Definitely discourages	4	7.14
Total	54	100.0

Your Children and Retail and Hospitality Work

In this section we will ask about your own children (if you have any) and their work and/or ideas about careers

Note: See Qualitative document for Q40. In general, what factors have shaped your perceptions about work in the retail and hospitality industries?

Q41. Do you have children?

	Number	%
Yes	38	70.37
No	16	29.63
Total	54	100.0

Q42. Do you currently have children aged 15 to 25?

	Number	%
Yes	14	36.84
No	24	63.16
Total	38	100.0

Q43. If yes, do any of these children aged 15-25 currently work in retail or hospitality? (Tick one box for up to three children):

	Child 1 N	Child 1 %	Child 2 N	Child 2 %	Child 3 N	Child 3 %
Yes, while a full-time student	6	42.86	3	33.33	1	33.33
Yes, while not a full-time student	2	14.29	2	22.22	0	0
No	5	35.71	3	33.33	1	33.33
N/A	1	7.14	1	11.11	1	33.33
Total	14	100.0	9	100.0	3	100.0

Q44. Do you think any of these children would consider long-term careers in these industries? (Tick one box):

	Number	%
Very likely	1	7.14
Likely	1	7.14
Unsure	2	14.29
Unlikely	7	50.00
Very unlikely	3	21.43
Total	14	100.0

Please comment on your answer if you wish:

- One child is on his way to Uni or maybe just a big trip around the world to escape family for a year. The other is on the spectrum and while high functioning seems very interested in the retail arm of his granddad's family business.

Q45. Would you be pleased if they were considering long-term careers in these industries? (Tick one box):

	Number	%
Very pleased	1	7.14
Somewhat pleased	2	14.29
Unsure	8	57.14
Somewhat displeased	3	21.43
Very displeased	0	0
Total	14	100.0

Q46. Do you have children aged 26+ years of age?

	Number	%
Yes	14	36.84
No	24	63.16
Total	38	100.0

Note: See Qualitative document for:

- Q47.** If your children are older (i.e., 26+ years of age) what comment would you like to make about their prior work in retail and/or hospitality, if any?
- Q48.** If your children are older (i.e., 26+ years of age) what comment would you like to make about their current work in retail and/or hospitality, if any?

Q49. How often does retail emerge as part of career conversations with your children of any age?

	Number	%
More often than other industry areas	3	8.11
A little more often than other industry areas	3	8.11
Neither more or less often than other industry areas	7	18.92
A little less often than other industry areas	3	8.11
Less often than other industry areas	13	35.14
Not applicable	8	21.62
Total	37	100.0

Q50. How often does hospitality emerge as part of career conversations with your children of any age?

	Number	%
More often than other industry areas	1	2.70
A little more often than other industry areas	5	13.51
Neither more or less often than other industry areas	6	16.22
A little less often than other industry areas	6	16.22
Less often than other industry areas	10	27.03
Not applicable	9	24.32
Total	37	100.0

COVID-19 pandemic

Impact of COVID-19 on the Retail and Hospitality Industries

Q51. How do you think the COVID-19 pandemic has affected people's perception of retail as an industry for a good career (tick one box)?

	Number	%
Much better	1	1.85
Better	4	7.41
About the same	15	27.78
Worse	29	53.70
Much worse	5	9.26
Total	54	100.0

Q52. How do you think the COVID-19 pandemic has affected people's perception of hospitality as an industry for a good career (tick one box)?

	Number	%
Much better	0	0
Better	2	3.7
About the same	9	16.67
Worse	34	62.96
Much worse	9	16.67
Total	54	100.0

Note: See Qualitative document for:

- **Q53.** What are some of the new roles, do you think, that have grown out of the pandemic in these industries?
- **Q54.** Do you have an example of a family member or student who has had a long-term career in retail or hospitality? If so, please provide details in the box below (without using the person's name):
- **Q55.** In the box below, if applicable, please record up to two examples of good engagement of your own organisation with the retail or hospitality industry:
- **Q56.** Finally, what advice would you give retail or hospitality managers about attracting people to their industries?

D. General Public Survey results: Qualitative questions

Quantitative questions and results have been recorded in the separate document entitled 'General Public Survey results: Quantitative questions'

Q7. What was your longest lasting occupation/industry area before working in a university?

N=57

<ul style="list-style-type: none"> • Government • Telecommunication • Hospitality • Associate at a Bank • Not for Profit - Children's Services • Medical receptionist • Teaching - Primary School • Trainer and Assessor • Retail • Secondary School • Hospitality • IT • Secondary School Teacher • Production Manager - Jewellery • Education (TAFE) • Trade Union and Industrial Commission • Construction • Construction • Training Manager - Retail • Community Services • Hairdressing • Hospitality • Education • Procurement • 10 years • Aid & Development Local Government • State government, HR practitioner/organisational development specialist • Primary School Teacher 	<ul style="list-style-type: none"> • Always higher education • 5 years with community education • Automotive manufacturing • line manager manufacturing • Hospitality • Teaching • None - always worked in a University • Retail/sales • Hospitality • Cashier / Local council • Retail • Wholesale retail • Centrelink Government • Retail • Events Management / Hospitality Services • Human Resources • Retail • multi-media librarian in a marketing team • Trainer and Assessor - 20 years • Telecommunications- Foxtel • Administration for a private Architectural Firm. • Child care worker / Developer of curriculum • Tourism/Cultural Arts • Retail • Admin Officer - SECV • Personnel manager in a supermarket • Secondary School Teacher • retail
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Q40. In general, what factors have shaped your perceptions about work in the retail and hospitality industries?

N=46

<ul style="list-style-type: none"> • It is often different to other industries where you need training first. It really depends on where you go. if it is a chain, they have their set program, if it is a family business, they may not be professional or might be...as I said earlier my daughters worked in both while students, after one first shift at a well-known city restaurant, the white powder came out. This is a known issue and not a one off. mistakes are seen as big problems and staff are sworn at. If you are LGB you are vilified. If you have asthma, you are weak. There are no breaks. it's rush rush rush, many many places from three sources and their friends, but they all love cooking. The industry needs to come into the 21st C. I was told by one of them it is authoritarian like the 	<ul style="list-style-type: none"> • My daughter used to manage a clothing retail store in regional Victoria. She was grossly underpaid for the hours and responsibility she held. She has also worked as a waitress in a few different places. • Experience and current knowledge about what secondary students are employed doing whilst still at school • Used as a short-term income solution whilst I worked towards a job in a more desirable industry • Good employers, flexibility for family/life circumstances, good training, excellent pathways, and opportunities to progress in company.
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<p>army because in the kitchen, it is dangerous, but there is no excuse for bullying.</p> <ul style="list-style-type: none"> • The Casual nature of retail/hospitality: 'higher' hourly rate, but no protections (sick leave, annual leave, etc.) and how (unfortunately) some employers use that as a carrot and a stick to reward/punish staff. Unsociable hours (timing and length). I always thought hospitality had to be your Calling, otherwise it was crap hours, crap pay, crap conditions, & crap work/life balance. • Physical demands of shift work and being on your feet make retail and hospitality less appealing as you get older however the flexibility of work that is available outside of business hours, across 7 days can appeal to those juggling family work life balance & students. • Experiences of friends/family • Hard work, low pay. Difficult customers. Great training in essential life skills and transferable employability skills. • Terrible pay seems to be the cornerstone of these careers. I wouldn't see it as an option simply because it would be too difficult to raise a family on. • Almost 20 years' experience working in hospitality and some work in retail. • Perceived opinions of others, prejudice from customers • They are businesses of bullshitting and patting - customers, co-workers, management, and employees otherwise known as People management. People management is the biggest skill if you can't do this it doesn't matter if you can make a coffee! or know how to fit a pair of shoes you won't go far in the industry. you need to become an actor- hence why artistic people fill roles in this sector. 	<ul style="list-style-type: none"> • My personal experience of working in the retail sector when young was positive and i learnt so many lifelong skills and gained so much confidence in the work/personal space. • Flexible hours, weekend work, long hours standing, dealing with customer issues. More employers need to provide better training for staff. • being told that "if you don't do well at school you'll end up as a shop assistant". • low pay, low value (by customers and owners), • Exploitative practices. • Sexual harassment is very common in these workplaces, also lack of respect for or listening to young/queer/student/women with carer responsibilities • My own experience and those of my children, their friends and other family members. As a careers practitioner I have gone out of my way to monitor their work, jobs and career growth. Also, media reports and industry papers/reports. Occasionally speaking to recruiters who specialise in these fields as well as teachers and academics aligned to these fields. • Working in hospitality was hard work and low paid • That it is low paid, long hours for people who want flexibility to study and or raise a family/flexibility • In my experiences, working part-time in retail and hospitality while studying is often just a source of money for the employee and cheap labour for the employer. The roles available to me were not highly skilled and there was no indication of career progression or training that would support career progression.
<ul style="list-style-type: none"> • Being a customer and listening to friends' experiences • news, word of mouth from friends in the industry • I have got to know about these industries only in recent years. Before that point I would not have had such a positive view of career prospects in the industries. • Retail is a difficult role as it is largely people management. The skill set to become successful in retail could set you up for many management roles in industry • My own personal experience • Low pay, low prestige, difficult to be promoted; difficult to please customers • My own experience has given me an understanding of the many transferrable skills that 	<ul style="list-style-type: none"> • Working overseas (UK for 10 years) • I found retail and hospitality to be hostile environments with generally poor managers, lack of a career path and poor wages for the pressure and dealing with inappropriate customers. • I have never viewed it as a long-term career goal, particularly hospitality. Though my career in retail helped me to figure out what I wanted to do career wise. • The retail jobs I worked in post high school were entry level with no hint that I could have a career in retail. I didn't want to work on the floor for the next 50 years like a colleague had at that time, believing that I was capable of better jobs that were more fulfilling.

<p>working in retail provides, and I tend to look favourably on prospective employees who have worked in retail as a consequence. However, I also experienced negative feedback about working in retail that I think influenced my decision to change sectors. Feedback such as I was too smart for retail, or that it was a waste of my education - none of which, in hindsight, I think is true. There is a stigma though, that you are just working in those roles until you can get something 'better'. The poor pay doesn't help - it was a motivator for me to change.</p> <ul style="list-style-type: none"> • Long hours, difficult work conditions, high expectations from employers. Sometimes rude and unappreciative customers. Some customer interactions were positive and interacting with people from other walks of life has helped in my employability later in life. I still work in customer service, but within a university context. • retail workers are usually younger as no alcohol is served • Often only employs younger staff on casual contracts. Very few employees seem to see it as a long-term career choice. • Having worked in both and experiencing the diversity of the general public from vile through to polite and general poor management of businesses and staff - the conditions and pay just don't match the work environment that you have to constantly withstand • Long hours of work, low pay rate, not good work family balance, lots of weekend work. 	<ul style="list-style-type: none"> • Knowing young people who have worked in these industries. • I have a degree in retail management and would consider going back to that industry if the wages were higher • Wages in retail and hospitality are low. The hours of work in hospitality in particular are not always attractive. • Customers are often unappreciative, rude or dismissive to staff. • Working with students who are currently employed in the industry (part time) • The treatment of retail and hospitality workers by customers can be really brutal and if you have that experience when you are young it can leave a huge negative impact and make you not want to work in that field after school. Also many young people feel pressured to work in retail or hospitality by their parents so its not necessarily a choice they have made themselves. • Poor pay, availability, the relentless profit motive we're all negatives. Working as part of a group of younger people, the and also having a job as a kid from working class background meant during the mid-1990s I could finish University studies as inlaid for myself. Personally, I look back on the sector fondly as to what it provided but am a bit sober about the wages and conditions at the time. • My own and my family's experiences. Researching in the industries. Observing staff in the workplaces.
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Q47. If your children are older (i.e., 26+ years of age) what comment would you like to make about their prior work in retail and/or hospitality, if any? (Comment in box below):

N=14

<ul style="list-style-type: none"> • As stated before they have both worked in hospitality and retail. The retail work of one who is in an unrelated field now, work absolutely loved working for a small owner of a fairy shop in Hawksburn with parties for kids, she was a fantastic boss, after a couple of years it was sold and the new owners cut corners. she also worked at coffee places and a hamburger chain to see her through uni as well as a pub kitchen where the experience taught her to work hard and to work with people from all walks of life. She was underpaid by her employer and found it difficult to ask for her pay. She married a chef who is now earning more in retail selling commercial kitchens. The other daughter had bad experiences of bullying as a 	<ul style="list-style-type: none"> • Two of my four children have worked in hospitality as adults. They both left due to the hours of work. • All my children worked in retail during their school and university years. they worked in different jobs rather than staying with one employer in general. They all learned valuable work and personal skills as well as earning good part-time incomes whilst studying. • Work in Retail allowed my girls to deal face to face with the public. Today many younger people cannot communicate well face to face. • Have not been able to obtain work in retail or hospitality, in spite of applying for work • Allowed them to gain confidence in communicating with a diverse range of people.
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<p>patisserie after doing so well at William Angliss, and is now studying a Social Work degree.</p> <ul style="list-style-type: none"> • It was a means to an end • My son worked in fast-food establishments from the age of 16 and then as a baking apprentice from 19 - 22. • Has given them good foundation for work. • Worked in family retail business, was treated unfairly. Will not work in retail again. • my daughter worked in a higher end retail store in Southbank so a different clientele, was great experience without the stress of low pay, grumpy customers, etc • They were both strongly encouraged to start work at 15 and both acquired an incredibly broad range of very transferable employability skills, confidence and street smarts. In terms of career planning they learned a lot about their preferred work styles, interests and abilities which was so valuable. They also both developed very strong work ethics and an understanding of employee expectations as well as understanding their work rights e.g. my son won an unfair dismissal case. Their prior work provided incredible learning and personal development opportunities. 	<ul style="list-style-type: none"> • They each had quite lengthy careers in one, other or both of these industries. Their employers were very flexible, working around their changes of location and availability. The children did not really appreciate the career prospects in the industries; they were focused on other career goals.
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Q48. If your children are older (i.e. 26+ years of age) what comment would you like to make about their current work in retail and/or hospitality, if any? (Comment in box below):

N=49

<ul style="list-style-type: none"> • He no longer works in this industry because of the hours required • Provides flexibility for them to pursue other goals while earning a reasonable income • She doesn't work in these sectors now • n/a • They no longer work in these industries however they both work in very people focussed careers so they have drawn upon and further developed skills the previously acquired employability skills. One works in advertising sales with multi-million dollar clients (and has done since age 24) so definitely a connection there • One still works in retail. She is planning to go back to uni next year to get out of the retail industry - not mentally stimulating enough, poorly paid. • None of my children currently work in retail. • My youngest daughter still works front of house although in a different industry. Her early work in Retail has helped substantially in dealing with public and sometimes difficult situations in a professional manner. I also believe it has given her the confidence in managing people within her role. • They are not working in hospitality and due to hours, unlikely to return to that type of work. • N/A as they do not work in these industries

Q53. What are some of the new roles, do you think, that have grown out of the pandemic in these industries (please list in the box below)?

N=36

<ul style="list-style-type: none"> • Food delivery services like Marley spoon and specialist ones like food packaging and delivery for example Keto diets, also lots of pick-up services as ppl may not want to eat. For retail the online 	<ul style="list-style-type: none"> • extra security/sanitiser • Home delivery for retail good and food has exploded. • Online
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<p>industry has grown so their role in marketing is enormous</p> <ul style="list-style-type: none"> • Home delivery options - like the fine dining options delivered to your door. Really getting take-away options working well. Small/Medium businesses going online and doing it in a bespoke way that differentiates them from the big online retailers. • e-commerce, e-marketing, courier services (think uber eats), increase in roles in transport & logistics, online customer service, deep cleaning services • Don't know • I'm not sure of an answer to that question. Home delivery and better customer service I guess? • Delivery and Click and Collect/ Warehousing/ Online retailing • fast food and grocery delivery • Online selling - factory hands/packers, Couriers Food delivery services, Supermarket personal shopper, Supermarket Home delivery service. • Anything to do with cleaning and/or communications • Online services in the retail industry • Increased roles for pick, pack and dispatch - Click and collect ordering, home delivery services, online shopping (retail and warehousing growth) • meal delivery services take away • more delivery drivers of food? • further job insecurity in food delivery • I really have no idea to be honest • More positions available • IT is the stand out one. • Unsure. • more cleaning specific jobs within these industries 	<ul style="list-style-type: none"> • Cleaning companies have thrived plastic and glass companies due to Perspex being used in most places people who manufacture or make masks • Online take away from popular restaurants and more online shopping and delivery, so people to manage the digital implementation of those programs and customer relationships and marketing/comms. • delivery • gathering items for 'click n collect' purchases • Increase number of delivery drivers • I think delivery services for retail and hospitality have grown due to the pandemic. • I don't think there are any new roles developed since the pandemic. • I think that when retail and hospitality workers were listed as "essential" it created more of a stigma for these people who were asked to go to extreme lengths to attend a low paying job and service others • Not sure. There are heaps of jobs. My son got a great job at a terrific hourly rate with some terrific people at a pub I. salt was Ford and he is in year 12. Can't imagine that being the case pre-COVID. • Online shopping; home delivery for hospitality. • online, home catering, home delivery, • In retail there are more jobs in logistics and on-line operations as a result of the switch to on line during the pandemic. • COVID marshals • Home delivery services.
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Q54. Do you have an example of a family member or student who has had a long-term career in retail or hospitality? If so, please provide details in the box below (without using the person's name):
N= 31

<ul style="list-style-type: none"> • Yes, my daughter was a patisserie, my brother was a restaurateur, my daughter was a patisserie, and my sister in law owned a pie 'factory' and cafe in northern NSW very successful. • Step daughter has worked in hospitality while at school and has now completed almost one-year full time in the industry • I had a sister who worked at McDonalds for about 10 years. She moved from that to nursing. Never really wanted to be a nurse but was sick of poor treatment and low pay. • A family member has worked in retail for 20 years. She began as an apprentice florist and eventually owned multiple florist shops and now owns a successful gift store/ clothing retail store in a popular Victorian tourist town. 	<ul style="list-style-type: none"> • Parents ran a family-owned restaurant for all of my childhood. • My husband has worked in Retail for over 45 years. Has worked in various roles from packing groceries as a kid at SE Dickens to Managing the highest grossing Coles Supermarket in the State, to working in State Office, to opening and closing new and refurbished locations all over the State. He is currently working at a local supermarket in a management role, where he can mentor and support new staff. • My mother (aged 59) has worked in retail all her life - she currently works as the evening supervisor of a local supermarket. She has also worked in the cash office, deli, merchandise
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<ul style="list-style-type: none"> • Daughter- Retail, started at 15 has worked her way up from regional small store management to Melbourne CBD Melbourne Central store manager, with prospects of area manager. • A woman I know started working at KFC when she was 14yo. She now co-runs a national retail business. • nephew, hotel manager 15 years. Loves his job. • No. Most family members have worked in one of these sectors, but we tend to leave. • I know a student who has moved from working at MacDonalds (as a 'minor') and once they turned 18 they got hardly any shifts, now as an adult, they work at Subways • A large number of students I work with are involved in the industry (Part Time) • I've seen great career growth with friends who have worked in big business retail like Bunnings as an adult with lots of training opportunities offered and learning on the job. They have some great programs to recognise achievements as well. In hospitality, it's only when somebody has gone out on their own and started a cafe, restaurant, boutique bar, etc that they have been granted any kind of recognition - even though the money can often be worse at the start of opening a new business, those people are seen as entrepreneurs - really its the hard working every day employees who stick with a position in hospitality and work the crazy hours who are earning the good money. • Yes. My son's friend (now 34) has had a very long and successful career in retail. He has a degree in performing arts which was his original career goal and worked in retail menswear as a student. He started off as a sales assistant, then store manager, then cluster manager, then state manager for a large menswear chain. He then, at about age 30 secured a role with the Orotan group as state manager for approx. 4 states...so half of Australia. His creative side/skills has also been utilised in store design which he has also been involved in. 	<ul style="list-style-type: none"> and as a duty manager which has provided some good variety. • husband's cousin. very successful hotel manager • Both hospitality and retail. She has mostly enjoyed customer service. She did not like the shift work hours in hospitality so left. She is leaving retail due to it not feel satisfying enough as a career. • My daughter's partner, worked in a restaurant through uni, this led to working in F and B at a racecourse, which led to being poached to a company who was in labour hire for the hospitality sector, he then went back to uni and studies HR and is now working in that field (now 37 yo) • many friends who own their own family restaurants and have had them shut down many times, families struggled • Just the colleagues I and I have worked with over the past 25+ years in the trade. • N/A • A family member has been working in retail for some years, but mainly because they have no other skills, the area has few other jobs, and they hope to go on to further education into another field • N/A • Yes, they didn't finish school or a trade, worked in retail for 28 years and are now worried about retirement for a viola reasons. • <i>7 respondents answered simply 'no'</i>
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Q55. In the box below, if applicable, please record up to two examples of good engagement of your own organisation with the retail or hospitality industry:

N=21

<ul style="list-style-type: none"> • I work with the courses in a supporting role and enjoy this very much because the course/s cover skills that future staff in the industry need • We have a student run restaurant at one of our campuses - as staff we sometimes go and they are always hardworking and excellent, good quality food/drink and service. 	<ul style="list-style-type: none"> • A partnership (pre-COVID0 with a very large hospitality company where we were able to supply them with students who had been pre-screened and well prepped for selection processes (all through the career service). Many students secured employment and experience • Universities rely on having a great cafe or two - people need good coffee, right? I know of a
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<ul style="list-style-type: none"> • Staff at Murrnong, Bai Err and the Fed Uni Store are always extremely friendly. • We have a cafe located with in our service, they are finding it difficult to even attract anyone to interview! I have suggested offering gym membership as our facilities also has a gym at reduced cost for tenants- still did not get responses. • None • Engagement in the hospitality industry is part of the delivery of a Ready for Work Program and UOC's to help secondary students into work is area • Student accommodation offering; Using local catering companies for large events. • Always provided opportunity for training and development Always provided flexibility to meet work life commitments My organisation always paid above award • ordering catering from external providers venues for events • huh? do you meant the courses offered? We have baking. I'm new, not sure ... • I work in a careers service, so we promote jobs in these sectors. Also, my uni teaches a hospitality course which has a student restaurant • N/A 	<p>former campus cafe manager who left to start his own cafe and that cafe was very well patronised by his loyal customers from the campus cafe.</p> <ul style="list-style-type: none"> • we order more from local restaurants now because they suffered so much we shop local a lot more than pre pandemic • N/A • N/A • Hospitality and Bakery Schools • The Uni had a great brewing programme and the training restaurant at SMB was great and I personally took gr was t pleasure i seeing the young trainees host a meal and get the skills required for a job. Seeing it inaction reminded me of the important of both intellectual and well as technical training. Both are important and the food was terrific. • I do not feel that my own organisation values these industries compared with other industries; it focuses rather on industries such as health and engineering. • not sure
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Q56. Finally, what advice would you give retail or hospitality managers about attracting people to their industries?

N=38

<ul style="list-style-type: none"> • Because I believe that the soft skills you mention are important, please market those skills, but because it is a known issue, managers could market the workplace as a safe and diverse friendly environment, but only if it is true. Perhaps each workplace could also do training in that area to make staff aware of the legislation and also to create a great work environment, otherwise pay and promotion don't matter, people move on. • Pay people fairly; don't punish them for wanting a work/life balance; don't use casual hours to favour or punish staff for making reasonable requests for workplace comfort and safety, and days off. Look at decent salaried options to progress to higher positions in the sector. Provide training. • Demonstrate good training and skills development and clearly defined career pathways and progression. Showcase longevity of careers within these industries. • Show people how they will be provided with good opportunities to develop skills • Promote the career opportunities/paths, pay well for hard work, have incentive programs, ensure there is thorough training 	<ul style="list-style-type: none"> • Pay higher wages • Provide work experience opportunities so they can try and see if it is a fit for them • Show what career paths there are • Need to be able to show what career opportunities may look like outside of their own organisation, so that it doesn't seem like a short-term job • Explain that the skills learnt are transferable in other industries, that all learning is valuable, and not everyone stays on the floor forever, there are so many opportunities within these companies. The Company I worked for have Lawyers, architects, Accountants, Food Techs, Business Analysts, Marketing and many other roles who all started on the floor as a teenager. • To be able to be flexible with work hours to fit in with peoples work/life balance. Retail/hospitality hours can be excellent to fit in around family/partners hours/care for children/study. • Up skill staff, make them feel valued, pay them well
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<ul style="list-style-type: none"> • Create a safe working environment. Quotes like "if you have time to lean, you have time to clean" are terrible for the hospitality culture. • Treat your staff like more than resources to be utilized. Attracting workers in hospitality and retail, more often than not, comes from word of mouth. If your current staff aren't being treated as they deserve, you will find it difficult to retain them or recruit new staff members. • advertised catered meal breaks included • What perks can you offer? How can you compete with exactly the same job up the rd.- more \$, free food! Food co-op between employees buying in bulk as a hospitality group. Or discounted clothes/retail items. Created a community/cohort of shops that offer group discounts across all shops. • A focus needs to be on making people feel worthwhile and valid while they work for you. Good management is more than just doing the bare minimum. Creating better working environment is key to drawing people to industries where they know they will be low paid and treated poorly. • look after your staff, pay appropriately, don't make the same staff work weekends, use a rotating roster, allow them the breaks they are deserved. • N/A • ????? • Invest the time in training new recruits and value their contribution. Invest in training managers as they set the tone for that workplace and discuss career options with entry level workers as they may consider this a temporary job to just make some money rather than a career. • One thing I wanted to say but there was no applicable box, I think the COVID-19 pandemic has shone light on the lowest paid workers (often these two industries) as being some of the most essential (along with teachers and medical) and I loved when people with high prestige jobs (e.g. pilots) ended up with low paid work in these fields (e.g. stocking supermarket shelves) highlighting the importance of often the most unseen or poorly treated workers. • Have full-time positions available that can provide stability for those who enjoy these types of positions. Currently positions are too casualised and not stable enough for people to feel that can make a career out of these industries. • For hospitality in particular, find a way to address the problem of 'unsocial' hours in a way that works better for staff. For retail, publicise career stories of successful workers. 	<ul style="list-style-type: none"> • make it seen as a destination of choice (as it should be!) rather than one to do if you don't know what you want to do with your life... • Reasonable salaries, ongoing training, career paths into management • managers need to really understand and embed inclusion and belonging principles in all aspects of the business management (stock, staff, advertising, workplace culture etc) • Be explicit about career paths and potential to move into management (or at least roles beyond the shopfloor) and also entry level roles in these sectors that are not necessarily on the shop floor. Emphasise the skill development opportunities and define and amplify your value proposition. • Better pay, a career pathway • Show a solid career path: opportunities for training and career progression, e.g., into roles such as manager, head chef etc. • Be open and honest, inform of the good and the bad points. This should be the same in any role. • train staff in their areas better • Be positive about it and demonstrate the benefits • Improve work conditions! • Make new staff feel like it is a career and not just a fill in job until something better comes along. Provide training as well as on the job learning. • Better pay, opportunities to gain new skills and opportunities to take on new / different roles within the industry. Many young people do not see a future in this industry, as poor pay and odd working hours inhibit them seeing retail or hospitality as a pathway. • Better wages and conditions. More support for mental wellbeing. Engagement with what the staff are doing on the floor and how they are coping. Better advertising to customers that working in retail and hospitality are professional fields and should be treated with more respect. • More pay.
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Focus groups of students

Method for the focus groups

We had planned to access young people in Years 11 and 12 at schools for group interviews, and to access business students at a Victorian University, from both TAFE and university courses. These students were expected to be varied ages.

Unfortunately COVID restrictions prevented any research in schools, even in 2022. Hence all the research with students was carried out with higher education students. Four researchers were involved in the interviews.

The aim of these focus groups was to gather data on young people's perceptions of career opportunities in the retail and hospitality industries and how these perceptions are acquired.

The student focus groups consisted of two different categories of students. The first category was defined as recent school-leavers. These were students in their first year of higher education across a range of degree programs. This group of students was selected in order to gather insights on how recent high school leavers perceive career opportunities in the retail and hospitality industries, and substituted for the planned Year 11 and 12 school student groups.

The second category of students were business students enrolled in higher education and TAFE business courses. Business students were chosen on the basis that these students were less likely to be committed to specific occupations (e.g., nursing or teaching) and therefore may be more open to considering careers in retail and hospitality. Student were recruited to participate in the focus groups through promotional materials distributed to students via respective program managers, course coordinators and career support services operations located at the three universities. The table below provides an overview of the student participants in the focus groups. Unfortunately, TAFE students were hard to access, as it seemed that TAFE now had very restricted offerings of business studies courses.

Table: Student Focus Groups by University and Student Cohort

University	Student Cohort	Number of participants
A university in Qld	Recent School Leavers	2
	Tertiary Business Students: Higher Education	8
University A in Vic	Recent School Leavers	5
	Tertiary Business Students: Higher Education	7
	Tertiary Business Students: TAFE	1
University B in Vic	Recent School Leavers	1
	Tertiary Business Students: Higher Education	3

Focus groups were audio recorded and transcribed, with permission. A series of semi-structured questions were used during the focus groups to gather specific insights into student work experiences; their future career plans; their perceptions of career opportunities in the retail and hospitality industries; where these perceptions may originate; and how perceptions of careers in retail and hospitality might be improved. A thematic approach was adopted for analysing the focus group data. The questions are below, and the findings are provided in the next section.

Recent school-leavers focus group questions

Young people aged 18 or 19, left school in previous year

- In your last two years at school, were you working, and if so, in what job(s)?
- Are you currently working part-time, and if so, in what job(s)? How long do you think you will continue in that job/those jobs?
- When you were thinking about your future after school, did you consider working full-time, or were you always intending to study full-time
- In what industry or occupation do you hope to have a medium or long-term career?
- What influencers (families, friends, schools, community organisations, employers, training organisations) have helped to shape your view of potential careers?
- Have any of them advised you in favour of, or against, careers in retail or hospitality?
- What long-term careers do you think there are in retail or hospitality? Would you consider one of those careers? Why/why not? Are friends or relatives thinking of a long-term career in retail or hospitality?
- Has COVID affected your view of working in retail or hospitality, and if so, how?
- In your view, what would improve young people's perceptions of careers in retail or hospitality?

Tertiary business students focus group questions: Higher education and TAFE (the latter in a dual-sector university)

Confirm what course the participants are doing and whether they are studying full-time or part-time.

- Can you describe the jobs that you have had or currently have?
- Have you ever worked in the retail or hospitality industries?
- Would you consider either of these industries as prospects for your own long term careers after you have finished your studies? Why do you hold this view?
- What attracts you to working in the retail or hospitality industries?
- What do you find less appealing about working in this/these industry/industries?
- What would you see as the strengths of working in the retail or hospitality industries in terms of developing skills for a long term career?
- How would you rate the retail and hospitality industries for career opportunities compared to other industries?
- How would you rate the retail and hospitality industries for skills development opportunities compared to other industries?
- From your own experience of working, or other sources of information, what possible career paths are open to people who work in the retail or hospitality industries? What are the different occupations that they could undertake in these industries?
- From your experience what is the view of the general public towards working in the retail or hospitality industries as a long term career? Why do you think these views are held by people?
- What do you think retail and hospitality companies could do to attract more people to work in the industries long term?

Findings from the student focus groups

Experience of working in retail and hospitality Industries

The majority of students who participated in the focus groups were either currently working or had worked in the past in entry level jobs in the retail and hospitality industries. This enabled the participants to comment on their personal experiences and how this had shaped their perception of the industries. The types of retail and hospitality organisations they were involved varied significantly and included fast-food franchises, independent cafes, bakeries, pubs and restaurants, large commercial retailers involving supermarkets and clothing outlets, small independent retailers (e.g., bike shop) as well as accommodation (e.g., hotel). International students were well represented among the Tertiary Business Students, with many also having direct experience of working in retail or hospitality industries in Australia or overseas.

Few saw themselves pursuing a career in retail and hospitality. This was reflected in the views of both the recent school leavers and business student cohorts. The reasons for this varied, but common explanations were:

- They had ambitions for careers in other industries;
- They did not believe the two industries provided rewarding or lucrative career opportunities for graduates;
- They did not have good experiences working in the industry and no longer wanted to work in the industries; and
- They did not perceive these industries as aligning with their values (e.g., environmental sustainability).

There were a couple of students that did see future career opportunities in the industry. A Business TAFE student who was currently enjoying working in a major supermarket hoped to pursue a management position with the company. She had already sought out support from her current manager to assist her in progressing along this career pathway.

While students did not generally foresee a career future for themselves in these two industries, many appreciated the experiences and skills developed from working in the industries. Friendships forged at work and camaraderie were often highlighted (“those long hours, working extra hard, being physically exhausted, you tend to grow stronger to each other because you’re all in it together” (tertiary business student)). They commonly viewed the skills they had developed as transferable and invaluable to their future careers outside the industries. As a student at Victorian university B noted: ‘I’ve witnessed where they leave retail and then the skills that they’ve developed from the retail helps them get to the career that they really wanted’. The skills they stressed as most important were:

- Customer service skills
- Emotional intelligence
- Interpersonal skills
- Team working
- Problem solving skills
- Digital skills
- Social skills
- Communication skills

For some international students from non-English speaking backgrounds, English language skills were often identified as an important skill they had further developed on the job. It is worth noting, however, that students often complained about the lack of training they received in developing these skills. Many felt like they were expected to develop these skills on their own while performing their jobs with little formal training made available. A business student at Victorian university A said, 'Managers should not complain every time that you haven't done this bit properly, you haven't made this meal properly, they should have regular training, that would help'. Very few had received any nationally recognised qualifications from working in these industries.

Perceptions of career opportunities in retail and hospitality

It was widely accepted by research participants across the two categories of focus groups, regardless of the university at which they were studying, that retail and hospitality did not have the best reputation when it came to providing career opportunities. For those students that knew they had no intention of pursuing a career in these industries there seemed little awareness or interest in knowing what a career might look like in these industries. For others, there was some awareness of career pathways, particularly if one wanted to become a manager, but it was not perceived as desirable for a 'university graduate'.

According to the student participants, the negative perceptions of career opportunities in these industries emerged from a number of areas including:

- Their direct experiences which were not favourable (retail had a relatively better reputation as the hours and working conditions were seen as more regulated and standardised).
- The reputation that these industries have at large in society in which there is a strong cultural bias against working long-term, never mind having careers, in these sectors.
- Their family members, who expect them to pursue careers in more 'desirable' industries
- Friends, who also perceive these industries as where you work when you are young.
- The failure of the industries to promote the career opportunities that they might provide.

While many students were confident that they would never pursue a career in retail or hospitality, others were more open to the possibility. However, few participants had a clear understanding of available career paths. What understanding they did have tended to be related to vertical pathways (entry level jobs to store manager and region manager), with little appreciation of horizontal occupational pathways. Some perceived entrepreneurship as the most desirable career option. They seemed uncertain as to how they might go about finding more information about the career opportunities these industries provided.

Students were asked about the marketing and promotion of employment opportunities by the industry (e.g., Master Chef, Sofitel induction video, Bunnings TV advertisement etc). They were often quite cynical, and likened this digital content to "propaganda" and disconnected from reality. *"Yeah, the videos were so happy and they're all having such a great time, but after - it was about two hours training - after the first hour, I started to try and convince myself that I was having a good time"* (Business student at the university in Queensland).

Implications of findings

The findings from the student focus groups suggest that if retail and hospitality are to become more attractive to young people for career opportunities, a number of changes will need to occur. These include:

- The industries need to address perceived structural and cultural issues to enhance the experience of entrants. Many are turned off, despite choosing these industries for further study, during their early socialised experiences.
- Improved individual work experiences for young people in their first entry level jobs in the industries, including improvements to training.
- Better promotion of career opportunities in the retail and hospitality industry by career practitioners and the industries themselves.
- Targeted career pathways and promotional materials for university graduates to improve awareness of how these industries do provide rewarding opportunities for graduates.
- Clearer articulation of career opportunities behind frontline service roles. There is little awareness of the professional roles in, for example, MNC hotels, larger retailers. There is an opportunity to actually promote these non-frontline roles as a) an aspiration for front-liner workers and b) to non-hospitality/retail interested students and youth.
- Flatter organisational structures will likely provide the perception that careers are more accessible.
- The affordances and experiences of working in these industries need to be more fully promoted, being careful to align expectations with reality.
- Teamwork, camaraderie, the buzz of customer service, often working in luxurious surrounds and potentially in exotic locations, with the possibility to 'move around', can all be better upsold.
- Better publicise the benefits of accruing transferable skills, and upsell them as solid, avoiding 'low' and 'soft' skills language which devalues skills sought out in many industries.
- Provide coaching and mentorship opportunities to provide guidance on career journeys
- Retail in particular, needs to develop a consistent narrative around what business models will look like in the age of automation, A.I. etc – could be a positive in both taking some strain away from workers and creating additional occupational challenges
- Improve company reputations as providing decent work, as these impact overall industry employer branding.

International comparison

Method for international comparison phase

We researched the situation in two other countries, originally intending to do so in Germany but extending to Switzerland. Appropriate contacts were found via expert academic apprenticeship colleagues in these two countries. We knew that in these two countries the apprenticeship system is more comprehensive in its occupational coverage, and aimed to access data about apprenticeships in retail and hospitality, their curriculum, and career paths.

We also uncovered during the research that in the United States, retail in particular is more highly valued than in Australia as a career destination. However we unfortunately did not have time to follow up leads that we had been given.

Serendipitously, two members of the project team were presenting at a conference in Germany in September 2022, and the overseas trip allowed for visits to relevant people in Switzerland and Germany. Moreover, observations could be carried out of how retail companies were promoting careers in their industries via store signs and leaflets.

One interview was undertaken by Zoom from Australia.

The interviewees were as follows:

- SFUVET (Swiss Federal University of Vocational Education and Training) - Senior Researcher/Senior Lecturer.
- SFUVET - Head of International Affairs.
- Institut für Erziehungswissenschaft (University of Zurich -UZH, Switzerland) - Professor of VET.
- University of Konstanz (Germany) - Professor of VET.
- Via Teams, BiBB (Federal Institute for VET), Germany - Two experts, in retail and hospitality respectively

Findings for international comparison phase

In both countries, retail and hospitality are major areas for apprenticeships. Both countries primarily deliver apprenticeships to students of senior secondary school age, who attend 'vocational schools' rather than generalist secondary schools. The information below is derived from our interviews with the experts listed in the preceding 'Method' section.

Switzerland

In the Swiss system, apprenticeships are taken over the last three years of secondary school. Young people take an exam to determine whether they go into the 'academic' track or the 'VET track.' In some jurisdictions (cantons) only a small proportion are accepted into the academic track – there is no national standard. In Zurich, for example, only 20% of young people are in the academic track. In the VET track, the young people leave their old secondary school and can't start the apprenticeship until they get a job. They start applying six months before they leave the comprehensive secondary school. They then attend vocational school one day a week, working the rest of the time. Training is provided in-company, at a training provider, and also at 'inter-company' training locations, for the different industries. Curriculum is competency based; there are electives. Outside apprenticeships there is little part-time student working.

The qualification gained is a National Federal Diploma. People may go on to what is called 'Tertiary B' – the progression rate is about 35% across all occupations. Progression to university is rare.

Tertiary B is more expensive than traditional universities. The pay for apprenticeships is approximately 500 CHF (\$826 AUD) per month in year 1, rising to 1500 CHF in year 3.

Retail and hospitality are not seen as attractive options, especially retail, although two of the top ten apprenticeships are in retail (cook is also in the top 10). Migrants and people from low economic status often go into retail. Retail apprentices are about 50% female/male. 'Commercial' is most popular, - banks, I.T. etc. Construction is also low status; care and cabinet making are higher prestige. Supermarkets are seen as the least attractive in retail although some have good reputation (Migros, Coop, Aldi). There are retail specialisations – e.g. food, consumer goods, electronics, garden centres. Young people work during normal working hours in retail apprenticeships (Not weekends etc), at least for the first two years.

In hospitality there are apprenticeships for waiters and hotel receptionists. There are perceptions of exploitation, but research shows that there are good career paths into hospitality management from apprenticeships. The industry prefers ex-apprentices to, for example, graduates of international hotel schools with no experience.

The VET system in Switzerland was reformed in 2002 - all VET now has to be three-year apprenticeships. This was designed to raise the status of VET. Prior to that many apprenticeships were two years.

The federal government department, and the 'professional associations' all play apart in promoting apprenticeships. The professional associations develop the occupations and curriculum and manage the assessment. The Federal government (SERI) oversees the frameworks. The profession has to be renewed every 5 years (more often if wished) and new professions are rarely approved.

Germany

As in Switzerland, the degree of selectivity in schools for the academic track is determined by the jurisdictions (Federal States). But more people are proceeding to the academic track overall; it is generally agreed that university is now the main aim. Within apprenticeships, the highest status is

‘high tech’. Retail is of low esteem and is more common among girls. But trade occupations are also becoming less popular.

There is ‘initial VET’ (which is post-junior secondary school) and ‘continuing VET’. Some fast-track programs combine the two, aimed at 18-year-old school leavers (who have followed the academic track) or adults. A ‘Hospitality Manager’ is a new qualification, and includes personnel management, partly to address the requirements of young managers.

BiBB (Federal Institute for VET – part of the federal government) is responsible for the structure and regulation of VET. Qualifications are developed by the social partners (industry and unions) but are overseen by BiBB and there is a commission which classifies qualifications on the German qualifications framework. There is a push to higher level vocational qualifications – for example there are now ‘bachelor professional’ and ‘master professional’ qualifications. Some industries, including retail, do not support these qualifications.

The two BiBB interviewees had carried out a research project in commerce (including retail) and tourism (including hospitality) looking at the career outcomes of these two industries compared with whether people had entered via VET (apprenticeships) or via degrees. They provided us with slides and articles showing the results.

Hospitality had a labour shortage even before COVID. Retail also suffered a shortage but was seen as a ‘winner’ in COVID. Working hours are seen as an issue. Some employers are making jobs more attractive e.g. by offering four-day working weeks.

As in Switzerland, major employers provide information for schools and also liaise directly with relevant bodies and the government departments. We saw that supermarket chains had large posters in their windows advertising careers, and emphasising team work. One (Rewe) provided a detailed 8-page leaflet for would-be employees. We obtained a copy of that. We noticed a new ‘dark supermarket’ chain in Berlin – Flink, delivering by e-bike. This company advertises for riders; the workers are employees, not gig workers, and can choose their hours. <https://www.goflink.com/en/>

Conclusion

The conclusion to this report has four sections:

1. The key messages from the project (summary of the findings);
2. Implications for the future, focused on five groups of actors;
3. Implications for future research; and
4. Theoretical frameworks through which the data can be further analysed for presentations, stakeholder engagement and scholarly publications.

1. Key messages: summary of the project findings

These messages were adapted for the 'what we found' section of each of the 'At a glance' documents for the five target groups.

The key messages summarise the findings of the project, using data from all of the research activities. They are divided into six sections:

- A. About the industries: occupational opportunities
- B. About the industries: Career paths
- C. About qualifications
- D. What companies are doing
- E. What career practitioners and other careers influencers think
- F. What the general public thinks

A. About the industries: occupational opportunities

- Retail and hospitality are large industry sectors. Around 1.3 million people work in retail (nearly 10% of the Australian workforce) and 700,000 in hospitality (5% of the workforce). In many geographic locations, retail is the main employer. Over 550,000 people work as sales assistants – the most popular job in Australia.
- Retail and hospitality employment is growing steadily. Between 2011 and 2016, the number of jobs in retail grew by 6% and in hospitality by 9%. COVID has created new job roles in both industries.
- There are multiple and diverse job roles in both retail and hospitality. The industries offer front-line, 'back of house' and specialised roles in stores and restaurants, and professional and executive corporate roles. There are also 'generic' roles in regional and head offices, at both entry level and higher level, for example in finance, human resources and marketing.
- Large companies in the industries offer structured, fast-track career development programs that enable young workers (in their 20s) to achieve well-paid senior management positions very quickly, but often employees in retail and hospitality are not aware of the variety of job roles and the pathways to achieve them.
- Retail and hospitality are industries where the vast majority of young people in Australia get their first experience of work, and learn significant transferable skills such as communication, customer service skills, personal organisation, teamworking, and leadership.

B. About the industries: career paths

- Many senior executives in retail and hospitality, and also in other industries and sectors, started out in entry-level roles and worked their way up well-defined career paths into highly desirable and well-remunerated positions.

- Large companies in retail and hospitality offer significant geographical mobility and variety within Australia, and many offer international experience and career paths.
- They offer extensive staff development programs at all levels. It is not necessary to have a qualification to enter the industry.
- There are specialist and supervisory paths in operational sites, and roles in regional and head offices. Some companies offer assistance to employees to purchase franchises. The range of career paths in retail and hospitality is not well-understood by most people outside the industries.
- Many people enter the retail and hospitality workforces as young people, but do not stay to create a career. This high labour turnover can be a significant career advantage for those that do stay, opening up promotion roles.
- There are a large number of management and senior roles in both industries. For example, ABS census data show that 20% of all retail workers are retail managers. `
- The ease with which young people gain jobs in retail and hospitality can create a negative impression, as the jobs in these industries are seen as something a person does until they find a “proper job”.

C. About qualifications

- Qualifications are regarded more highly in the hospitality industry than the retail industry; 31% per 100 workers are enrolled in qualifications in hospitality with just 5% per 100 workers in retail.
- In hospitality, chef and kitchenhand are the main qualified jobs whereas the Cert III in retail is the dominant qualification in retail.
- Qualifications in both industries tend to be concentrated in specific trade occupations (e.g. chef) and some professional occupations (e.g. accountant, HR manager, etc.).
- Changes to training subsidies for retail and hospitality traineeships contributed to a significant decline in qualifications in the industries, but recently ‘free TAFE’-type initiatives in different states have been made available for some occupations (e.g. cookery).
- Companies in both industries have moved towards the use of in-house, on-line, customised staff development programs that do not result in employees obtaining nationally recognised qualifications.
- The low uptake of nationally recognised qualifications in the industries contributes to the following issues:
 - The general view that these are ‘unskilled’ industries lacking meaningful career opportunities.
 - People working in these industries are unable to formally demonstrate acquired skills to other prospective employers.
 - When recruiting new employees, companies must rely on their understanding of in-house training of other companies to make judgements about skills acquisition of applicants.

D. What companies are doing

- Companies seek people-focused, geographically mobile, and flexibly-minded career seekers , offering fast track career development and competitive remuneration packages for those interested in long term careers.
- Companies acknowledge the diversity of their workforces as a point of difference, attracting talented individuals from many different cultures, different ages, personal histories and

genders. This may be particularly appealing to youth seeking inclusiveness, sustainability, and involvement with projects in the broader community.

- Companies can work more effectively to better promote their career paths that exist beyond frontline roles, through improved internal marketing, cadetships, in-house bespoke training, succession planning and school outreach programs.
- Companies fully understand that their audience of future employees is typically very youthful, being individuals who want to work for companies that promote a modern, contemporary outlook through their branding, marketing and social media.
- Companies can do better to promote its diverse career pathways to those working at entry level within, and outside, the industry.
- Both industries operate outside the normal 9 to 5 hours, with many contingent jobs, at times promoting young people into demanding roles without the required levels of support and experience and at other times contributing to a poor reputation for the industries by engaging in poor employment practices.

E. What career practitioners and other careers influencers think

- Based on the results of our survey, which covered those who worked in schools and in services for adults,
 - Three quarters of career practitioners have worked in retail and a little over half in hospitality, usually as young people;
 - But over three-fifths underestimate the salary of a supermarket manager and a restaurant manager;
 - Some career practitioners have a good understanding of retail and hospitality and can provide examples of 'good news' stories.
- Career discussions between career practitioners and their students or clients rarely include discussion of careers in retail and hospitality. The practitioners are generally not aware of the diversity of available roles.
- Career practitioners (80% in our survey) tend to view retail and hospitality as "low prestige" industries, perhaps as a result of their own experiences as young people in the industries at junior level.
- Many parents view retail and hospitality as a poor choice for careers for their children. Young people often report significant family resistance to them choosing a career in these industries.
- The government web sites and resources which career practitioners use give inadequate representations of careers in retail and hospitality.
- However, career practitioners generally have a high level of contact with local employers – placing them in a strong position to communicate the positive aspects of working in retail and hospitality.

F. What the general public thinks

- The retail and hospitality industries are essential to the well-being of the general public by supplying essential goods and services without which society would falter.
- Jobs in these industries promote transferable employability skills for young people while in school and tertiary education that open opportunities for jobs in many industries, besides retail and hospitality.
- Working in these industries is primarily seen as a suitable option for those without university qualifications, due to a limited understanding of the diversity of career opportunities in the industries.

- The general public believes that these industries offer entry-level low status, unskilled and short-term work and this discourages young people from imagining meaningful long-term career opportunities.
- The general public does not understand the plethora of professional job opportunities provided by retail and hospitality companies, both at the customer interface and behind the scenes.
- COVID has adversely affected the general public's perceptions of the ability of these industries to provide secure, sustainable and suitable careers.

2. Implications for the future: 'What needs to happen next' for five groups of actors

The relevant sections were adapted for the 'What next for [e.g. career seekers]?' section of each of the 'At a glance' documents for the five target groups.

The implications provide actions that can be undertaken by five groups of actors in the system. These groups are:

- i. Career seekers
- ii. Career practitioners
- iii. Family, community and other career influencers
- iv. Retail and hospitality businesses
- v. Policy makers

i. Career seekers

Those thinking about a career in the retail and hospitality industries should:

1. Remember that a wide variety of jobs are available, from casual and part-time front-line work to suit your timetable and other commitments, to fulfilling careers in management and in professional jobs.
2. Talk to senior people in the industry, who often started out in entry-level roles before working their way up into highly regarded and well-paid positions.
3. Enquire about the career development opportunities and career pathways in your business if you are already working in hospitality or retail.
4. Realise the value of nationally accredited training or university qualifications, which are available, especially in hospitality, which can develop and recognise skills and enhance employability with larger national and international companies.
5. Investigate the diversity of roles, and career options, that can provide opportunities across Australia and internationally.
6. Look into opportunities, especially in larger companies, for professional positions in departments such as I.T., social media, marketing, sales, finance and human resources. These can be entered 'sideways' from outside the industry as well as upwards through working in companies.
7. Look into opportunities in both industries to run your own business or become a franchisee of a bigger company.
8. Remember that rewarding and flexible opportunities are available not just for young people but also for people changing jobs as mature workers and people approaching retirement.
9. Value the significant transferable skills developed in early work in the industries, such as communication, customer service skills, teamwork and leadership, which will help you in accessing higher paying jobs in these and other industries across your lifetime.

10. Remember that the pay and working conditions in junior roles do not apply to higher-level roles; and make sure that you are aware of your employment rights as a new entrant, with the relevant trade union and Fair Work Commission being key sources of advice and support.

ii. Career practitioners

Career practitioners should consider:

1. Career seekers need to know that entry-level opportunities in these industries abound in all geographic locations, and that attitude, demeanour, work ethic and experience are highly rewarded in these industries.
2. It would help clients to know that that entry-level jobs in shops or restaurants can be 'front of house' and 'back of house', to suit different temperaments. There is also a need to remind clients of the development of multiple transferable skills. But also, young people should be reminded of their employment rights, to avoid any issues which may harm them and/or damage their perceptions of the industries.
3. There is a need to educate students and clients that these industries offer the same professional and 'head office' careers as those in any other industries, accessed via university qualifications, but also that high-level careers in the industries can be, and are, accessed via entry-level jobs.
4. Career practitioners need to build close relationships with the retail and hospitality industries, including but not limited to local employers, in order to better understand the businesses and the career opportunities they afford. This will extend their knowledge of the retail and hospitality industries beyond the often-inadequate information on the industries found in web-based career tools and the careers literature more broadly.
5. If you have worked in these industries, share with those discussing career ideas the value of the employability and other skills you developed in the longer term.
6. More of your career discussions with students and other clients should include examinations of careers in retail and hospitality, as they are amongst the largest employers of people in this country. Challenge your own and others' perceptions about the reported negative aspects of working in the industries, knowing that many companies are very professional and focused upon training and skill development to retain and recruit the best talent for longer term careers.
7. Your profession should give feedback to those managing government web sites and related resources about their inadequate representations of careers in these (and other) industries.
8. Use stories of those who have experienced successful careers in the retail and hospitality industries, especially those of your own former clients and students – these are very powerful with career seekers.
9. Remind clients of the excitement potential of the industries - that both industries can provide geographical mobility and work opportunities in varied surroundings, from everyday to high class outlets, as well as the opportunity to run their own business or franchise. They also offer the chance to use new forms of technology and service delivery.

iii. Family, community and other career influencers

People make decisions about the careers they pursue often through the advice, recommendations and guidance they receive from a range of influencers including parents, family, friends and other community members. These career influencers should consider:

1. Their own positive experiences they have had through either working in these industries in the past and/or as a recent retail or hospitality customer engaging with friendly and

informed staff. These experiences can be drawn upon to assist those seeking advice about career opportunities.

2. Acknowledging and appreciating the value these industries have for young people, and also adults, in a range of areas:
 - a. making new friends;
 - b. building their social network,
 - c. developing self-confidence
 - d. acquiring employability skills
 - e. fostering a good work ethic.
3. Gaining a greater appreciation of the depth and breadth of job and career opportunities offered by these industries, both at the customer interface and behind the scenes. Including:
 - a. Store/restaurant/hotel management
 - b. Merchandising
 - c. Operations management,
 - d. Marketing, Finance, Human Resource Management, Procurement, IT services
 - e. Executive leadership
4. Acquiring an improved understanding of the diversity of transferable and technical skills these industries, nurture and how these skills can be widely applied within and outside these industries to advance one's career.
5. Talking to young people about the importance of these industries for employment and career opportunities, including fast-track promotions and entrepreneurial opportunities, as they supply essential services for our society and our economy.
6. Helping young people to explore career opportunities in these industries and to investigate the types of education and training programs which might assist them in career advancements.
7. Changing the nature of their conversations and advice, away from often negative stories, to how these industries provide a range of opportunities from flexible entry level with limited entry barriers to mid-management, senior and executive roles that are well-remunerated, offer the opportunity to live in exotic destinations and international mobility, and support enviable lifestyles.

iv. Retail and hospitality businesses

Businesses should consider the following:

1. **Businesses need to find new ways of marketing for recruitment.** A marketing campaign emphasising the “essential” nature of retail and hospitality, similar to similar campaigns for industries in the health, defence and police sectors could be effective.
2. **Businesses need to promote and market the diversity of careers available.** Many staff working in the industries as well as those outside the industries are not aware of the multiplicity of career paths in stores/restaurants and also of more specialised roles in corporate centres.
3. **Businesses should explain the significant opportunities for development and promotion** for young people into senior positions with good pay and extensive responsibility more quickly and at a younger age than in other industry sectors.
4. **Businesses need to acknowledge and address industry practices which may be contributing to ‘image problems’.** There is a common perception that working in retail and hospitality is badly paid and subject to poor working conditions.

5. **Businesses need to increase their use of nationally recognised training** leading to formal qualifications, and to lobby governments for more training funding to be allocated for these industries. The lack of qualifications leads to a perception of low prestige.
6. **Businesses must promote a modern and contemporary outlook** aimed at young people through their branding, marketing and social media.
7. **Businesses need to work much more closely with schools and career practitioners** on developing promotional materials to promote awareness of the industries and the career possibilities that are on offer.
8. **Businesses need to work with universities** to develop suitable degree qualifications for those seeking a long term career in the industries. Many people do not see retail and hospitality as sectors employing people with university qualifications.
9. **Businesses should highlight the opportunities for working more closely with people** in the industries. Many people are attracted to working in retail and hospitality because they enjoy the close interaction with people and helping people.

v. Policy makers

Policy makers must consider the following ideas and actions to support and guide the future growth of both industries as among our major employers in Australia:

1. **Policy makers must work more closely with the retail and hospitality industries** to improve public perceptions about the industries and market the industries more effectively for employment prospects. A taskforce should be formed with retail and hospitality leaders, and leaders in careers practice, to focus on better ways to highlight careers in these industries to careers practitioners and others in schools and the tertiary sector.
2. **Public perceptions continue to be negatively influenced by persistent cultural and structural issues in both industries.** In particular, perceptions of the long-term and often prestigious careers in these industries are poorly understood by many people who consider the waiter and shop assistant as archetypical industry roles. These must be consciously countered.
3. **Governments must support appropriate actions taken by the industries** to recover from the closures and major job losses during the COVID 19 pandemic.
4. **Policy makers should consider highlighting the benefits of working in the retail and hospitality sectors**, such as long-term career paths and rewards via websites and in careers literature. The 'Australian Jobs' publication is particularly deficient, with an impoverished representation of the industries. These industries should not have to counter reinforcement of negative stereotypes provided by government publications.
5. In pronouncements and publicity about jobs and training. **Governments should use depictions of, and stories from, retail and hospitality.** These industries are rarely featured. Stories could highlight technological innovation and also people interactions
6. **Policy makers in the jobs, skills and training fields need to inform themselves about the industries;** most have little knowledge, or only memories of working in the industries as young people.
7. **There is a need for review of the formal training and education arrangements (VET & HE) for these industries.** Currently the industries are under-served by qualifications.
8. **Commonwealth and state governments should restore appropriate funding for retail and hospitality qualifications**, so that training providers can resume offering these

qualifications, including more jobs from the industries in 'free VET' course lists and consider new apprenticeship arrangements in the industries.

9. **Classifications on ANZSCO need improving** to better recognise job roles within these industries.
10. **Steps are required by Government to support these industries to develop better workforce strategies.** There is a need for more promotion, and greater enforcement, of good employment practices in these industries to ensure that Award and Enterprise Agreement conditions are upheld. Robust action would help to combat public distrust.

3. Implications for future research

The strength of the current research is the application of a wide range of data collection methods to evaluate the nature of careers in the hospitality and retail industries. In future research a number of these research methods can be extended further to provide an even more comprehensive examination of both industries. While there are seven case studies, many of which include interviews with members of some of Australia's highest profile companies, there are opportunities to extend these interviews and subsequent case studies in other ways. In retail, for example, there is the need to extend the research to examine career opportunities that involve small to medium independent retailers that have established a strong market presence. Among these are companies that have grown quickly, captured good market share and have attracted a new generation of savvy online marketers, entrepreneurs and innovators into the retail domain. With hospitality, there are similar advantages in expanding the interviews and case studies to include more small and medium enterprises (SMEs), as well as start-ups in this industry that are also experiencing hyper growth.

While the research did survey the general public, and this sample was broadly representative of the larger population, there is an opportunity to complete a larger survey that is representative of the wider public. With the lifting of COVID restrictions for research, and with the right support, it is also important to survey secondary school students to gain their views about current employment in both industries, and their opinions about career opportunities and ambitions in both. Among this sample could be secondary school teachers (not just career practitioners), whose views need to be investigated as key influencers upon the career choices of younger people.

Finally, future research might extend the use of the secondary data analysis applied in this research, including analysis of other quantitative employment and career survey data collected by Government agencies. There is the opportunity also to undertake more qualitative research of secondary data not collected in the current study. Among these data are the examination of secondary data in newspaper and social media reports about the two industries, with a collection, and in turn thematic analysis, of a wide range of favourable to less favourable stories about the job and career experiences of employees in both industries.

4. Theoretical frameworks

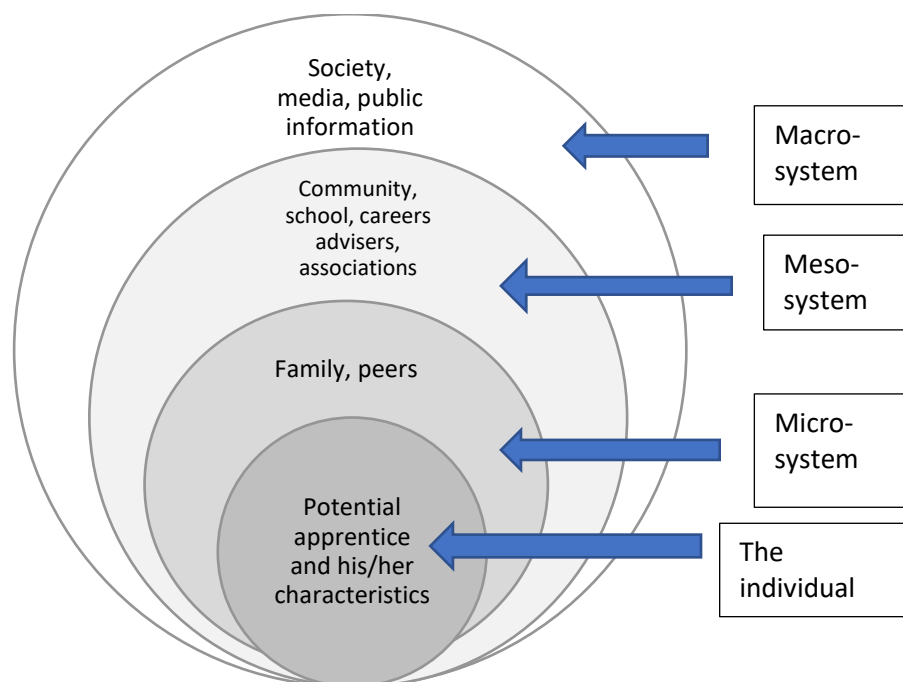
In this section we briefly present theoretical frameworks through which the data can be further analysed for presentations, stakeholder engagement and scholarly publications.

As noted in the Introduction, the working theory for the project was **career construction theory** (Savickas, 2006; Busacca, 2007). Put simply, this states simply that a career consists of the meaning that people place on the succession of jobs that they have. It views people's traits as something they

deploy at work, not something that determines what work they do. The theory has the advantage of allowing for the increasingly rapid job changes experienced by many people as well as the changes in jobs. A career construction approach takes the pressure away from choosing ‘a career’ and also readily incorporates the part-time working experiences of young people – and which older people would have had when they were at school. It fits well with the ‘hidden careers’ of retail and hospitality. This theory is seemingly at odds with the current approach taken in career practice in Australia, which places the main focus on career seekers examining their traits and interests, rather than looking at jobs and industries and then deciding what they might enjoy or like to try. The current approach therefore relies on people developing their own understandings of industries and occupations, or adopting those of family members. The current Australian approach also relies on the developers of commercial on-line career tools suggesting occupations to people. Those developers are likely to have the same prejudices as other members of the public. This theory can be further explored, and this critique of current career practice can be developed further.

Bronfenbrenner’s ecological systems theory (1979) can be used to examine the various influences on career seekers. Bronfenbrenner’s theory was utilised in a project on apprenticeships for the International Labour Organization (Smith, 2022). The relevance for the current project is that apprenticeships also suffer from an ‘image’ problem. Figure 1 below illustrates the concept.

Figure 1. Levels of influence affecting an individual’s decision to undertake an apprenticeship



(Source: Smith, 2022: 58)

This approach does not negate the characteristics of the individual, but shows the importance of influencers and influencing organisations in the individual’s decision. Marketing apprenticeships therefore needed to target all levels of influence, as does marketing careers in retail and hospitality. For the current project, an extra circle of influence would need to be added: Retail and hospitality businesses. These actors also have a role in influencing decision-making, both via marketing of careers and via the jobs that people may already be doing, or have done, in the industries. Making

those jobs more attractive would make careers in the industries more attractive. Moreover, 'policy settings' could be added as a specific item in the outer circle (macro-system).

In the same project, Smith (2022)⁴ analysed the agreed features of apprenticeship and showed that they may be attractive to some individuals but unattractive to others. In the case of apprenticeships, for example, the features which could be either attractive or unattractive included the lengthy time period of apprenticeships, and the focus on hands-on learning. Similarly, the retail and hospitality industries contain features that may attract some and deter others: for example, after-hours working, which may be attractive to some, but unattractive to others, or attractive at different life stages; serving the public may attract some people, but deter others. Another feature from the Smith (2022) analysis of apprenticeships which can be readily applied to retail and hospitality is the need to improve, in that instance, apprenticeships (or, retail and hospitality jobs) to make them more attractive rather than just marketing them better, and to make sure that the jobs were of good quality. Finally, another similarity was the heterogeneity of apprenticeships. Similarly, retail and hospitality are both very heterogeneous but may be seen as monolithic.

⁴ Smith, E. (2022). *Improving the attractiveness and social perception of apprenticeships*. Geneva: International Labour Organization (ILO). ISBN 9789220377086. <https://www.ilo.org/skills/projects/adult/lang--en/index.htm>

Appendix – Bibliography

Retail

These selected works that informed the project specifically related to careers in retail. Some of the substantive issues these articles deal with include the necessity of investigating retail jobs, the challenges retail workers experience, particular challenges for youth, its often-transient nature for workers, skills, training and pathways and representation. Collectively, many of the works reaffirm the low status of retail work, a lack of awareness of opportunities and professionalisation and deficiencies in skills and training frameworks.

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Tourism and Hospitality

Selected works include those on tourism careers given the inherent linkages between these industries. Key themes captured in this literature that informed the project were the poor working conditions and pay, training/internships, skills requirements, competencies and their possibilities, perceptions of careers (especially youth and generational perspectives), adaptability, attributes for success and advancement potential for various groups and a spotlight on several core occupations. Some of the works also comment on the impact of various disruptors, including the gig and platform economies, technology/automation and COVID-19.

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Careers

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COVID-19 Related Articles

COVID-19 had a profound impact on many frontline occupations, especially those dependent on tourism and travel. Themes covered in these selected papers investigate the short-term and sudden impacts of COVID-related consumer behaviours on retail employees, redundancy/furloughing, job security, stress and employee well-being and dealing with health risks and mandating associated protocols. Contrarily, some papers treat the 'essential services' status of retail and some hospitality occupations and forecast improved futures. Selected papers also considered the implications of the COVID-impacts on careers, training and education.

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Young people and work

A strong focus of this project was on youth. Therefore, we sourced key works that considered various generic aspects of youth education and training, employment and careers – yet agnostic of sector or industry. Some themes include differences in gender constructions, disadvantaged group perceptions, the impact of training and internships on career aspirations, particular labour market change impacts and various framings of youth employment, for example transitions.

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Previous Projects – Relevant Literature

These papers represented selected literature used in one of the previous projects that informed the current project, and outputs from another of the previous projects. They cover both the industries of interest - retail and hospitality – their characteristics, unique features, associated opportunities and stigmas. Many of the papers are from the sociological literature, dealing with issues of power and gender, and others focus on training. Several deal with part-time work by students.

ARC Project Recognising Skill:

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