



The Future of Irish Hospitality – Attracting & Retaining Talent

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Restaurant
& Hospitality

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Foreword

The restaurant and hospitality sector, along with many others, is currently experiencing challenges to labour supply. As a result of Covid-19 many individuals have left the industry or were promoted within the industry, causing a shortage of talent and skills gaps. It is estimated that 40,000 workers left the industry.

While there are many job opportunities and learning and development initiatives available within the industry, employers are still finding it hard to hire the right people with the right skills and retain these people. Knowing what attracts and motivates individuals is essential for businesses when hiring, upskilling and retaining employees, contributing to a more skilled and sustainable workforce.

This research looked at the attitudes and experiences of hospitality professionals and learning and development backgrounds with the aim of providing key recommendations to inform business owners, human resource managers, learning and development officers, programme designers and educators.

The report makes a comprehensive set of recommendations for hospitality businesses and training and education providers. The Restaurant & Hospitality Skillnet looks forward to working with the industry and training and education providers in developing relevant solutions to address the skill gaps, enabling the sector to provide greater development opportunities and strengthen the impact of upskilling within businesses.

I would like to thank the Restaurant & Hospitality Skillnet Steering Group, our member companies and the participants who contributed to this research report and also Interactions Research who conducted this research. I would also like to thank Skillnet Ireland for funding this research.



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Executive Summary

The first sector to feel the brunt of the pandemic due to temporary closures and layoffs, the hospitality industry has struggled with a skills shortage since. This research was commissioned in response.

A 2021 Oireachtas report on the impact of Covid-19 on the hospitality and entertainment sectors found two key factors affecting employment in the industry:

1. International staff – a significant proportion of personnel – returning home.
2. Employees leaving for the retail and distribution sectors in particular, as well as possibly construction.

As a result, businesses need to (re)train, (re)skill, upskill and source personnel. Low unemployment rates and tight labour markets for skilled workers have made it difficult to hire 'ready-made' workers in a timely manner.

Restaurant and Hospitality Skillnet commissioned Interactions Research to conduct this study, with the aim to better understand the current generations working in Irish hospitality and identify the professional development training needs of each. The research was designed to:

- help members upskill their current workforce and train new employees, ensuring they have the necessary tools to stay relevant and deliver quality product and customer service
- provide solutions to closing skills and knowledge gaps within the industry while meeting the need. It will also help the industry understand knowledge, skills and attitude gaps, and how providing the right training and education contributes to closing them while creating a more talented workforce and competitive business
- help the industry understand its workforce and introduce methods for managing and retaining staff.

With different generations bringing different mindsets, skills and ambitions, the hospitality industry needs to embrace and capitalise on the incredible diversity and expertise already present in the sector. Generational differences are important to recognise and accommodate, especially in sectors with several of them, like hospitality. However, some studies reveal very small and inconsistent differences between generational groups. Therefore, a segmentation approach is more useful, as we can identify groups of employees with similar needs, attitudes and skills which may transcend generational differences.

This study involved both qualitative and quantitative approaches, beginning with one-to-one interviews with senior personnel in the industry investigating their perceptions of the skills landscape, the different personas in the sector, training and engagement needs, and the future focus. This informed the next phase, recruiting employees for in-depth focus groups exploring their perceptions of their role, skills and training to date, workplace environment, route to the industry and progression/career path.



Finally, we surveyed employees in the industry to identify naturally occurring segments. Over 800 responses were received, giving a margin of error of +/- 3.3%.

Analysis of the wealth of data collected identified six distinct segments spanning across age and generations. Personas were then developed for each, considering their attitudes, perceptions, skills and training needs:

- Future Star
- Career Committed
- Family Ties
- Career Seeker
- Career Mover
- Career Entrant

This report includes training and development recommendations designed to get the very best out of each persona, along with recommendations for the industry as a whole:

- Review the learning and development planning for staff.
- Engage employers in the Restaurant & Hospitality Skillnet in the micro-credential movement.
- Review how positions are advertised.
- Provide workplace coaching across all personas.
- Conduct a thorough analysis of past hires.

Background

The Covid 19 pandemic significantly impacted the restaurant and hospitality industry globally. The operating restrictions placed on the industry caused businesses to close, employees to be made redundant, individuals to move across industries and forced new business models upon the industry as a means of survival. The pandemic brought several challenges to the restaurant and hospitality industry, which businesses are still experiencing in 2023. Such challenges for the restaurant and hospitality industry include staff shortages and a lack of skilled staff. The recruitment process has also become harder and longer due to the employee market, resulting in short-term employment trends and a business focus on closing the immediate employee shortage and skills gaps.

Due to the impact of Covid 19, the restaurant and hospitality industry continue to manage job displacements and skills mismatches due to staff shortages, and inexperienced staff entering the industry. Attracting and retaining talent remains a recurring challenge for hospitality employers (Financial Times, 2021; Goh and Okumus, 2020). Therefore, employers need to be future focused (CIPD, 2021).

Employees are fundamental to the success of a hospitality organisation. The survival and success of an organisation is therefore highly dependent on the supply and retention of quality talented employees (Denning, 2018). Access to quality training, effective and strategic recruitment strategies and continuous professional development plans has become even more essential due to a highly competitive working world (Riyanto, Endri & Herlisha, 2021).



Quality training plays a pivotal role in motivating generational employees within today's diverse workforce. Each generation possesses unique skills, experiences, and learning preferences. When organisations invest in high-quality training programs that cater to these differences, they demonstrate a commitment to understanding and valuing their employees. Tailored training not only equips employees with essential skills but also fosters a sense of recognition and respect, bridging generational gaps. For instance, some employees value continuous learning opportunities and digital training formats, which can enhance their motivation and engagement. On the other hand, other employees might appreciate traditional classroom-style training or mentorship programs. By recognising and accommodating these preferences, organisations can boost motivation, enhance productivity, and create a harmonious workplace where generational diversity is celebrated and utilized to its full potential.

The most researched generations are Baby Boomers, Generation X and Millennials as they remain in workplace for a long period of time. The G.I. generation grew up during a time when rewards had been given to those who worked hard over long periods of time and obeyed the structures of the workplace; they therefore have the expectation that workplaces should provide security and promote those who have proven themselves over time. They would also believe in demonstrating loyalty to the company and respecting managements instructions (Delcampo et al., 2011).



Baby Boomers on the other hand were taught to value 'optimism, involvement and personal growth' (Delcampo et al., 2011 p.28). Their values focus on looking at work to ensure a better future for themselves and their families. Unlike G.I., their desire for tenure in advancement within an organisation is not as prominent and this generation is far more career focused.

Generation X developed core values that encompass teamwork, diversity, and self-reliance. They are still deemed as hard working but require a better work life balance. This is also the first generation to integrate technology into their day-to-day functions and have the opinion of individuals being promoted based on ability rather than seniority (Delcampo et al., 2011).

Millennials are the first generation to graduate college with high levels of digital wisdom which has quickly become obvious that they have their own core values and expectations in the workplace (Smith, 2018). Millennials value work life balance and flexibility at work as well as valuing networking opportunities at work (Delcampo et al., 2011).

It is said that motivation reflects an interest in an individual to behave according to personality (Mulang, 2021). Therefore, it is important to note that individuals' motivations differ and are not purely linked to their generation. All individuals are motivated by some factor in the workplace whether it be personal/contextual factors, intrinsic/extrinsic rewards, such as learning and development opportunities, new projects, work-life balance, money, progression, or goals (Cote, 2019).

For employers, it is essential to understand the work environments that attract individuals, the learning and development opportunities that need to be offered by employers to increase the likelihood of retaining staff (McKinsey, 2021) and enable lifelong learning for employees. Individuals need to be motivated to learn and the organization needs to provide the necessary culture and resources that empower individuals to learn (Alison et. Al, 2021). The Hospitality Skills Oversight Group developed a Careers Oversight Group with their aim being to introduce flexible accredited options and lifelong training to support portability of qualifications and mobility of sector skills. (Hospitality Skills Oversight Group, 2018). Therefore, enriching the understanding of attracting talent, talent development and retaining talent is vital for the success of businesses within the Irish hospitality industry.

To date, there has been limited research focusing on hospitality skills with the last piece of such research dating 2018. Therefore, the aim of this study is to examine and understand employers and employees' views, opinions, beliefs and experience within the Irish hospitality industry and to identify the professional development training needs of different employees.

Methodology

Generational theory – the assumption that people born within the same timeframe can be considered a group with similar views, values, tastes and habits – gives insight into how different groups perform in the workplace. However, problems can arise when perpetrating negative stereotypes of generations. The Harvard Business Review suggests that differences between generations are relatively minor; some studies revealed small and inconsistent differences in attitudes when comparing generational groups.

Every employee has distinct demands, objectives and working styles, and while it's impossible to offer customised solutions to everyone, a 'one-size-fits-all' approach is wasteful. That is why segmentation is important – it enables the industry to discover workers whose requirements are identical, differentiate strategies and communications accordingly, and direct efforts and resources where they're needed most.

Different cultures, different nationalities bring different expectation to work.

Research Approach

1. Qualitative

A series of five one-to-one interviews were held with senior industry personnel. Their insights into existing roles in the sector and the qualities required to fill them were explored, as well as their perceptions of the generations at work and the gaps in skills, attitudes and motivations.

Hospitality is a very transient industry - people don't always see it as a career for life.

This was followed by qualitative research with employees in the hospitality industry, two groups of eight participants, exploring topics including their perception of their roles, their current and ideal job, what skills/formal qualifications they have/lack and what training they feel they need and would like.

The groups were held online with representatives from cafes, restaurants, bars and hotels. The outputs were analysed to identify their 'constructs' around their job role.

It's good to get positive feedback at the end of the day.

2. Quantitative

The findings from the qualitative phase fed into the design of a quantitative survey distributed widely across the industry, targeting those working in the restaurant and hospitality sector including seasonal workers and employees at all levels and roles. The final question set was designed based on the outputs from the qualitative research, with the personal 'constructs' and values ensuring the questionnaire was relevant and easy to understand.

The questionnaire covered:

- demographics: age, gender, marital status, nationality
- role: nature of role, route to role, length of time in role
- nature of business
- training and experience, expertise and talents, qualifications
- perceptions of training received and needed, and gaps in skills
- perception of current role
- perception of workplace
- perception of self in the workplace – skills, values, motivations, work ethic, progression etc.

Non-probability sampling was used for convenience and ease of data collection. The survey was sent by email to Restaurant and Hospitality Skillnet databases, with reminders sent to those who had not responded. The survey was also promoted through the Restaurant & Hospitality Skillnet network and on social media (posts and advertising) to boost response rates.

805 responses were received, 593 through the email link and 212 from social media promotion. For a large population such as this, a sample size of 800 gives a margin of error of +/- 3.3% at the 95% confidence interval. This means the data will be within 3.3 percentage points of the real population value 95% of the time. The sample composition can be found in Appendix A.

Approaches to Segmentation

Segmentation techniques can be roughly summarised as:

- pre-determined or a priori
- discovered or post hoc.

In the former, segments are chosen in advance based on the available information about people – their behaviour, age, gender and area of work. Any existing database can be segmented this way.



The latter approach tries to discover naturally occurring segments by analysing the available data using cluster analysis. This may uncover different classes based on attitudes, lifestyle variables, values, or indeed behaviour or demographics. The difference is that the data determines what segments exist, rather than prescribing the segments in advance and splitting the data accordingly.

Types of Segmentation

Demographic segmentation based on age, gender, location etc, creates the risk of generalisation and stereotyping. Behavioural segmentation can be influenced by circumstances which change over time, for example financial, so a segmentation methodology based on them will be more fluid. Segmentation based on mindsets and attitudes provides deeper insight into values and motivations – the ‘why’ rather than the ‘who’. An understanding of attitudes and beliefs provides a valuable basis for defining motivations and behaviours. Attitudes and preferences are much less a function of demographic characteristics and more of an employee’s background, aspirations, life-stage etc. Using this psychographic segmentation approach, we looked at how employees view their workplace, what they want to accomplish and what they want and expect from their employers. We analysed a variety of variables ranging from basics like age and education, to the nuances of employees’ perceptions, aspirations and reasons for remaining at work. This forms the basis of our segmentation approach.

Segmentation Analyses

On completion of fieldwork, the data was cleaned prior to analysis, with incomplete entries omitted. A final sample of 598 high-quality, complete entries were employed for the segmentation analyses. The segmentation was run on 66 attitudinal variables, where respondents rated their:

- perception of self at work
- perception of own skills
- perception of workplace.

Findings

The most viable segmentation model was found to have six classes, with each sharing a distinct set of attitudes. Class size is a key quality determinant. If very large classes are discovered, this may indicate that segmentation has not been effective, as there is a large group of respondents for whom no differentiation was detected. Likewise, if very small classes are uncovered, the sample sizes become too small for reliable profiling. In this case, there was reasonable distribution of sizes among the segments.

The table below shows the frequency and percentage of the sample for each class found:

	N	%
Class A	124	21%
Class B	105	18%
Class C	120	20%
Class D	84	14%
Class E	86	14%
Class F	79	13%
TOTAL	598	100%

Development of Personas

The segments were cross tabulated against the remaining descriptive data to investigate the key attributes of each, according to role, knowledge, skills, attitudes etc, as well as any significant demographic variables. The segments were also compared to each other to identify areas of differentiation.

Each segment's persona tells its story creatively, summarising their current role, perceptions, values, staying power in the industry and the requirements to train and retain them.

Key demographic classification points are included where relevant to a segment profile. However, note that socio-demographic characteristics are not differentiated across every segment.

To aid in distinguishing and communicating them, each segment was given a name that describes or encapsulates their positioning.







The following overviews were developed to bring the personas to life.

Persona A: Future Star is in the middle of their career and has the capacity to grow and develop into a key player in the business. They have a positive outlook and are keen to maintain their work-life balance.

Recommendations for Future Stars:

They have the capacity to mentor and develop junior staff and new entrants.

- Executive coaching to provide mentoring skills and cultural diversity skills
- Gain knowledge and skills about Further Education & Training to develop junior staff.
- Gain people management/ human resource skills through mentoring exercises to use on their career progression/opportunities within sector (and prepare them for the next career/life stage).
- Role-specific training in revenue/accounts/finance and/or food and beverage.







 <p>PERSONA A: FUTURE START 35-39</p>	<p>ROLE</p> <ul style="list-style-type: none"> • Reception/HR • Full-time • Manager • Events/Leisure/Tourism • Local business • Irish Business • Highly educated • Specialised skills
<p>WORK VIEW</p> <ul style="list-style-type: none"> • Satisfied • Committed • Ambitious • Not stressed • Not burned out 	
	<p>VALUES</p> <ul style="list-style-type: none"> • Work-life balance • Reputable employer • Autonomy/flexibility • Sense of belonging • Being acknowledged
<p>PAIN POINTS</p> <ul style="list-style-type: none"> • Multi-tasking • Pay & Perks • Maintaining W-L Balance 	
	<p>STAYING POWER</p> <ul style="list-style-type: none"> • Long-term career path • 6-10 years in role • 10+ years in sector
<p>RETAIN</p> <ul style="list-style-type: none"> • Flexible work times • Less shift work • Support work-life balance • Well-being supports • Progression opportunities • Prep for next life stage 	
<p>TRAIN</p> <ul style="list-style-type: none"> • Mentoring & Coaching skills • Cultural diversity skills • Knowledge on FET to develop junior staff • People management/HR skills • Role Specific: <ul style="list-style-type: none"> • Revenue/accounts • Food/Drink/Barista 	

Persona B: Career Committed is at the top of the career ladder but needs to be kept motivated and challenged.

Recommendations for Career Committed:

- Continuous professional development and upskilling opportunities to add to their repertoire, such as language skills, culture and history.
- Management styles, leadership skills.
- Role-specific skills in computers, IT, payroll, budgeting and financial planning.

The role of Persona B is quite diverse across the industry. There needs to be clear understanding of the individual needs of those in diverse businesses in the hospitality sector, as needs will vary between owners of small businesses and managers of international brands.

 <p>PERSONA B: CAREER COMMITTED 35-70, MALE</p>	<p>ROLE</p> <ul style="list-style-type: none"> • Restaurant • Accommodation • Full-time • Manager/Owner • International Brand • Highly skilled
<p>WORK VIEW</p> <ul style="list-style-type: none"> • Most committed • Most ambitious • Doing extra • Taking on more • But not stressed 	
	<p>VALUES</p> <ul style="list-style-type: none"> • Responsibility/Trust • Autonomy/Flexibility • Pride/passion in role • Interaction/Belonging • Transferable skills
<p>PAIN POINTS</p> <ul style="list-style-type: none"> • Needs more challenges • Upskilling opportunities 	
	<p>STAYING POWER</p> <ul style="list-style-type: none"> • Career focussed • 10+ years in the sector • Willing to work hard • Willing to take on more
<p>RETAIN</p> <ul style="list-style-type: none"> • Challenge • More responsibility • Upskilling opportunities • Transferable skills • Avoid burnout • Align with organisation values 	
<p>TRAIN</p> <ul style="list-style-type: none"> • Management styles/Leadership • Continuous professional development • Teamwork • Problem solving • Upskilling to add to his repertoire: <ul style="list-style-type: none"> • language skills • culture • history • Role specific skills: <ul style="list-style-type: none"> • Computer/IT, • Payroll, budgeting, financial planning 	

Persona C: Family Ties is more likely to work in a family business and play different roles as required. This can lead to stress and the need to take a step back.

Recommendations for Family Ties:

How does the industry keep them engaged?

- Recognition of prior learning (on the job experience) to boost self-esteem.
- Certification that has currency (micro-credentials) to open up a career path.
- A professional qualification in business specific areas.
- Conflict management, influencing skills, leadership, communications and social skills will enable them to better manage their team and workload.



**PERSONA C:
FAMILY TIES**

ROLE

- Food & Drink
- Hotel
- Restaurant
- HR/Manager
- Family links to business
- Intermediate skills

WORK VIEW

- Positive
- Doing extra
- Taking on more
- Dissatisfied with own skills

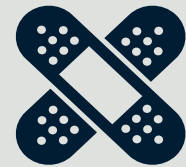


VALUES

- Perks/Rewards/Benefits
- Being acknowledged
- Nurtured
- Belonging/Cooperation
- Management support

PAIN POINTS

- Over-worked
- Feeling stressed
- Thrown in at deep end
- No career path



STAYING POWER

- 6-10 years with employer
- Want to step back

RETAIN

- Nurture
- Perks/Rewards
- Offer part-time
- Upskill
- Role development
- Career path



TRAIN



- Recognition of prior learning
- Micro-credentials
- Business qualifications
- Conflict management
- Communications
- Social skills
- Influencing skills
- Role specific skills:
 - Accounts/finance
 - Food

Persona D: Career Seeker is the least career-focussed persona and views their current role as short-term.

Recommendations for Career Seeker:

They need to find their place in the industry.




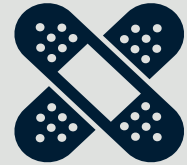


- Show them the opportunities in the sector; they would value an opportunity to upskill.
- They need career guidance as they cannot see a route to progress if they stay locally.
- Through Skillnet training and Further Education Training, they can gain skills and certification to allow them to progress.
- On the job training, certification and qualifications.
- In conjunction with adult career guidance, this would provide a stepping-stone to other opportunities within the sector, even if not in their locality.
- Customised training specific to their role would include food skills, food safety, interpersonal skills, marketing and budgeting.

 <p>PERSONA D: CAREER SEEKER 17-24</p>	<p>ROLE</p> <ul style="list-style-type: none"> • Pub/Cafe • Restaurant • Chef/Technician • Part-time • Semi-skilled • Low qualifications • Local family-owned
<p>WORK VIEW</p> <ul style="list-style-type: none"> • Negative • Stressed • Not motivated • Not committed • Least career-focussed 	
	<p>VALUES</p> <ul style="list-style-type: none"> • Being acknowledged • Customised training • Opportunities to upskill • Rewarded • Well-being supports
<p>PAIN POINTS</p> <ul style="list-style-type: none"> • Dissatisfied with training • Shift-work • Not willing to work late/weekends • Time-keeping • Disruptions • Dealing with difficult customers 	
	<p>STAYING POWER</p> <ul style="list-style-type: none"> • Short-term/Stop-gap • Less than 1 year in role • Limited options in locality
<p>RETAIN</p> <ul style="list-style-type: none"> • Autonomy/Trust • Recognition • Opportunities to progress • Work-life balance • Well-being supports • Find their place in the industry 	
<p>TRAIN</p> <ul style="list-style-type: none"> • Career guidance and career path in the sector • On-the-job certification • Apprenticeship • Customised training • Transferable skills • Problem-solving • Interpersonal skills 	

Persona E: Career Mover has no or low hospitality qualifications but lots of experience and confidence in their own abilities. They tend to move around as they haven't found the job they love.

Recommendations for Career Mover:

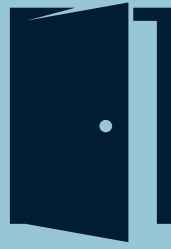
- Personal development plan incorporating recognition of prior learning and the skills they have already acquired.
- Micro-credentials to acquire qualifications to make them more interested in staying in the sector and make them more attractive to other employers in the sector.
- They could move into a management role and are the ideal candidate to mentor new entrants into the industry.

	<p>ROLE</p> <ul style="list-style-type: none"> • Supervisor • Assistant Manager • Food & Drink • Shift work
<p>PERSONA E: CAREER MOVER</p>	
<p>WORK VIEW</p> <ul style="list-style-type: none"> • Career-focussed • Willing to work hard • Stressed • Looking to change 	
	<p>VALUES</p> <ul style="list-style-type: none"> • Own specialised skills • Teamwork • Recognition • Well-being supports • Perks & benefits
<p>PAIN POINTS</p> <ul style="list-style-type: none"> • No Hosp qualifications • Thrown in at deep end • Taking on more/longer hours • Micro-managed • Work-life balance 	
	<p>STAYING POWER</p> <ul style="list-style-type: none"> • Longest in sector • Moving around • Short-term role • Limited opportunities locally
<p>RETAIN</p> <ul style="list-style-type: none"> • Acknowledge skills • Improve work environment • Communication • Perks/benefits • PDP/Goal-setting 	
<p>TRAIN</p> <ul style="list-style-type: none"> • Personal development • Recognition of prior learning • Micro-credentials to acquire a management qualification • Mentoring training • Role specific skills <ul style="list-style-type: none"> • Business skills • Computer skills • Multi-tasking 	

Persona F: Career Entrant at the bottom of the ladder lacks confidence and self-esteem.

Recommendations for Career Entrant:

- Needs to be shown their role is important and that their current skillset is essential to the role.
- Personal development plan must start with self-recognition and self-care to build confidence and self-esteem.
- Confidence building to acknowledge and address skills gaps, and see a purpose and progression opportunities.
- People skills to encompass dealing with colleagues, bosses and customers – listening, patience, taking feedback and correction.
- Needs specific to the role such as food/bar, customer service, computer skills and hotel skills.



**PERSONA F:
CAREER SEEKER**
17-24

ROLE

- Catering
- Porter/Admin
- Housekeeping
- Waiting
- Basic/Semi-skilled
- Apprentice/Intern
- Irish owned

WORK VIEW

- Satisfied
- Not career-focussed
- Not stressed
- Good work-life balance



VALUES

- Perks & benefits
- Well-being supports
- Teamwork
- Positive feedback

PAIN POINTS

- Low Hosp qualifications
- Low self-esteem
- Dissatisfied with own skills
- Social skills
- Taking feedback



STAYING POWER

- Newest to sector
- Part-time
- Short-term role

RETAIN

- Hand-holding
- Acknowledge & address skills gaps
- Demonstrate importance of role
- Progression opportunities



TRAIN

- Personal Development Plan
- Self-esteem & confidence
- People skills
- Role specific skills:
 - Hotel training
 - Food/Bar/Barista
 - Customer Service
 - Computer skills

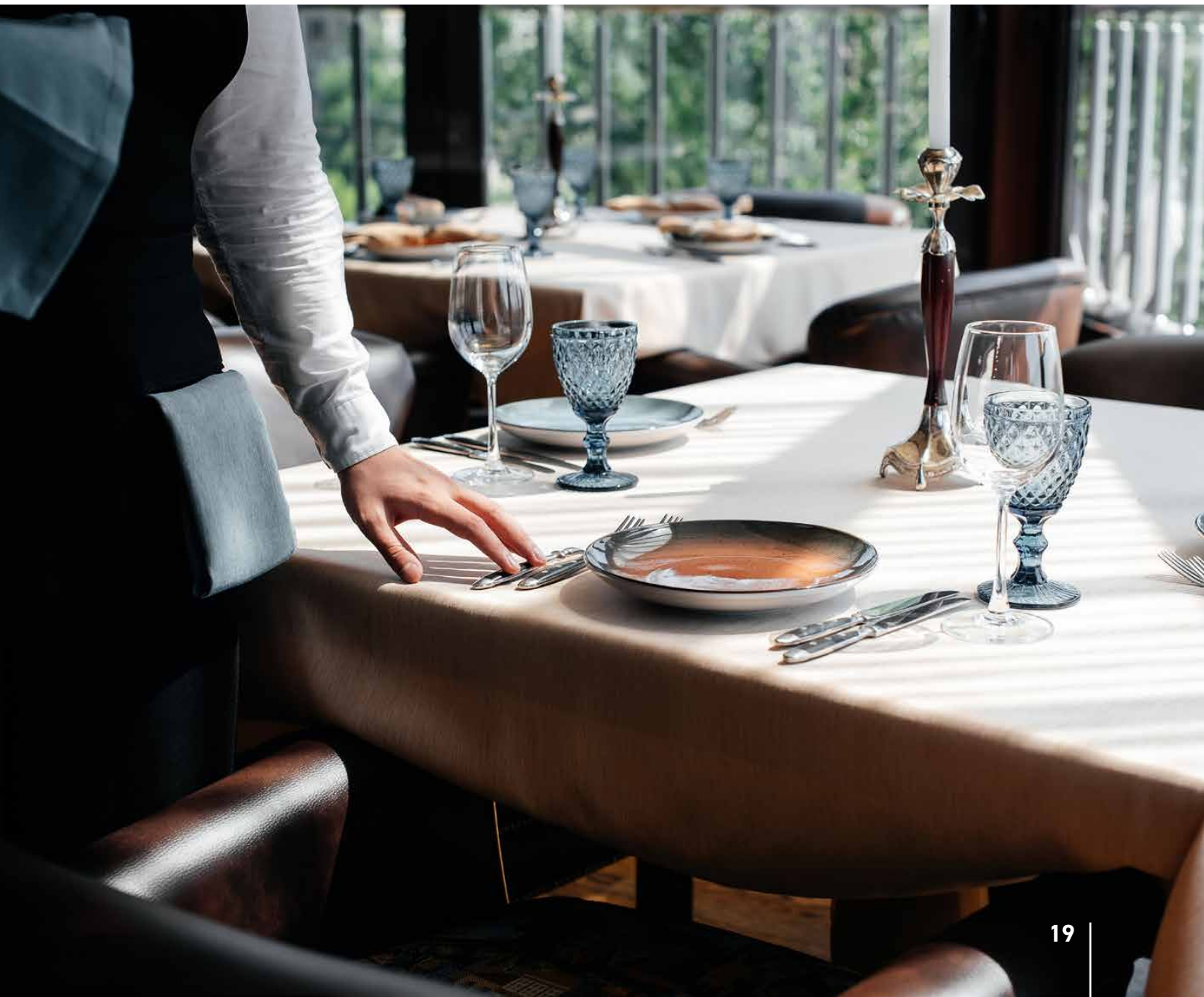
Recommendations

With Ireland's unemployment rate at an all-time low and more people in employment, employers face a competitive recruitment environment across all sectors.

1. Review how positions are advertised, including job descriptions and how they reflect the persona for the position.

To succeed in this challenging environment, hospitality employers need to adapt their recruitment processes and be responsive to jobseekers' needs. It's not only salary which is important in attracting talent – the recruitment process also needs to be clear, consistent and timely to ensure candidate engagement. To achieve this, employers should aim to provide a smooth candidate recruitment experience, competitive benefits, a flexible working environment (reflecting work/life balance), a system of employee wellbeing and a system of nurture, training and development. This should apply to businesses of all sizes.

A seamless recruitment process includes having a clear and accurate job description and candidate profile, which includes the insights from the personas developed during this research.



2. Review the learning and development planning for staff, and how learning plans reflect on the job training and upskilling.

A flexible role considers candidate potential and not just experience. In considering candidate potential, and staff retention, employers need to be open to and offer a range of career path opportunities, as learning and development programmes in the workplace are key to attracting and retaining staff. Learning and development programmes include coaching, mentoring, training, internships, apprenticeships and leadership development. This approach is particularly relevant for the recruitment and retention of the younger generation and their understanding of what career paths, progression routes and training and development options are available in the sector and with particular businesses, regardless of size.

3. Conduct a thorough analysis of past hires.

To further capture the reason for the loss of staff, it is recommended that the Restaurant & Hospitality Skillnet group conduct further research into why former employees left the sector. This research could be conducted through the collation of exit interviews (anonymously).

4. Engagement of employers in the Restaurant & Hospitality Skillnet in the micro-credential movement

Upskilling and certification with currency has an important role in the retention of talent in the restaurant and hospitality sector. Employers and staff have a key role in identifying upskilling requirements for the sector's growth and development. The paper A Micro Credential Roadmap Currency Cohesion and Consistency, by Skillnet networks identified: "An evolving ecosystem, employers and employees are key stakeholders in the micro-credential movement and have an important role to play in the successful development of the field." At present, however, the industry is under-consulted and under-represented in academic, business and grey literature.

The training and certification ecosystem is wider ranging and involves different state agencies. Skillnet Ireland has an important role to play in the development and delivery of workshops on micro-

credentials for employers and staff, supporting members and informing them of micro-credentials. The workshops would also promote the industry's engagement with relevant stakeholders to progress the use of micro-credentials in career-path development in the restaurant and hospitality industry.

Through the micro-credential movement, the Restaurant & Hospitality Skillnet could have a key role in the development and delivery of training in the IT/computer/digital skills arena, including specifics such as finance and accounts, payroll, electronic reservations, social media, e-learning etc.

Other areas where credentials are needed across the different personas include customer service, hospitality skills/barista/food and drink, and professional development. As a rule of thumb, those who request hospitality/food and drink skills see themselves as having only basic skills, while those who require professional development already have high level/specialised skills.

5. Workplace coaching across all personas

Workplace coaching focuses on providing workers with the opportunities, tools and knowledge required to become more productive, efficient and content with their work. It adds value to employees, who in return will add value to the organisation. The aim of workplace coaching is to enhance efficiency and creativity among employees, and it also develops leadership skills by enhancing their overall performance. Skills like communication, confidence, trustworthiness, developing strategies and people skills are all improved through workplace coaching. Coaching helps employees come up with solutions and implement their ideas proactively.

Benefits of workplace coaching include:

- improving an individual's performance
- identifying and developing high potential employees
- increasing employee engagement
- identifying strengths of both organisation and employees
- providing development opportunities.

Workplace coaching leverages an individual's abilities and strengths for maximum performance. Conversational style workplace coaching strengthens communication skills among all employees in an organisation. Areas for improvement, such as communication or active listening can be strengthened.

Through team coaching sessions, members of a team get to communicate and bond with one another. When team members become more comfortable with their peers and leaders, they'll be more willing to seek help when problems arise. Types of workplace coaching include: team building, optimising team performance and team transformation. We recommend that the Restaurant and Hospitality Skillnet develop and encourage participation in coaching and teambuilding workshops.

6. Digital Literacy

There is a need for computer skills, IT skills and digital literacy across all the personas, with specific needs varying for each persona. We recommend that Restaurant & Hospitality Skillnet delivers/promotes such courses.

Things change so quickly in the IT world; I always need more training in that.



ATTENTION ALL MEMBERS OF STAFF

Please do not overload the machine with coffee beans. The hopper of beans should be kept at a level that allows the hopper to be filled only once a shift (i.e. 1 liter). Please wait until the machine is empty to fill it and only open the hopper if it is empty. Thank you for your cooperation.

Management (2017/18)

CAUTION

Do not touch coffee grounds or anything inside the machine.

Conclusion

The Restaurant and Hospitality Skillnet commissioned this research to help the industry retain and attract the right people with the right skills. The research goal was to get a clear picture of the current generations working in Irish hospitality and identify the professional development training needs of each persona.

This will ultimately help the industry understand their workforce and introduce methods for managing and retaining staff.

The data analysis uncovered six distinct segments, each with their own persona, showing differences in either demographics, attitudes, perceptions, or needs:

- **Persona A: Future Star** – With a positive outlook and a keenness to maintain their work-life balance, they have the potential to mentor and develop junior staff and new entrants.
- **Persona B: Career Committed** – Personal development and enhanced management skills can keep this persona motivated.
- **Persona C: Family Ties** – To keep them engaged, their acquired skills need to be recognised and their leadership/people skills enhanced.
- **Persona D: Career Seeker** – To keep them in the industry, they need career guidance and opportunities to upskill.
- **Persona E: Career Mover** – Recognition of prior learning and micro-credentials to acquire qualifications may make them more interested in staying in the sector.
- **Persona F: Career Entrant** – They need confidence building and to be shown a purpose and progression opportunities. Develop their people skills to encompass dealing with colleagues, bosses and customers – listening, patience, taking feedback and correction.

Recommendations include:

- developing job descriptions and recruitment practices to match personas
- reviewing/extending perks and benefits to suit each persona
- learning and development plans for different levels of staff (enhanced management/coaching skills should enable staff at higher levels to facilitate the development of staff at lower levels and address the shortfalls/gaps)
- micro-credentials to recognise those with skills but no qualifications
- role specific skills
- workshop for employers and staff on micro-credentials
- development of career paths in the industry
- review past hires to gain more insight into retention issues.

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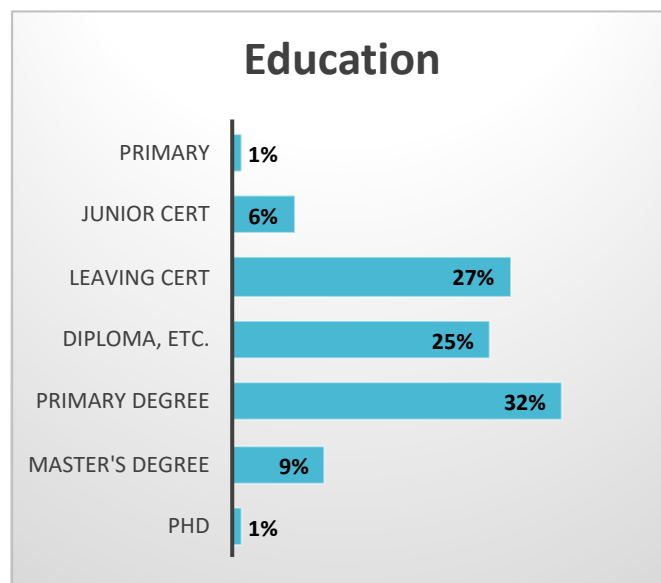
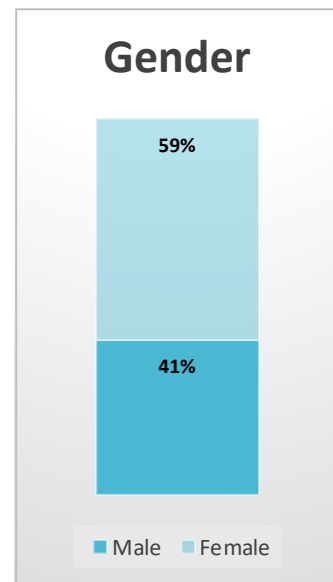
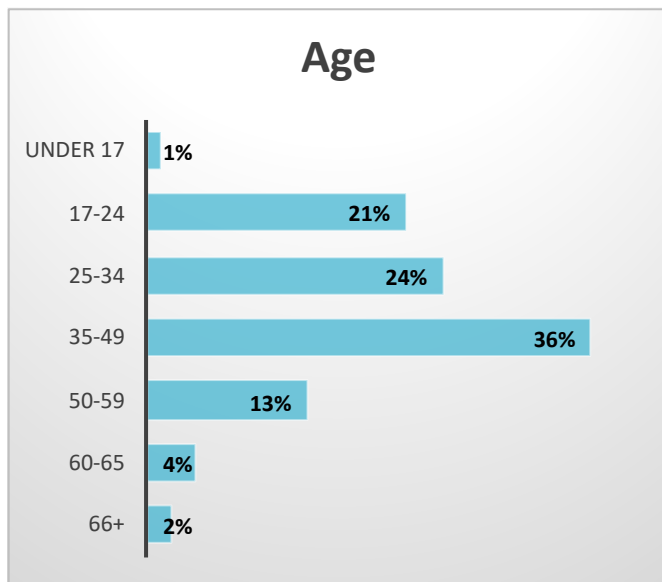
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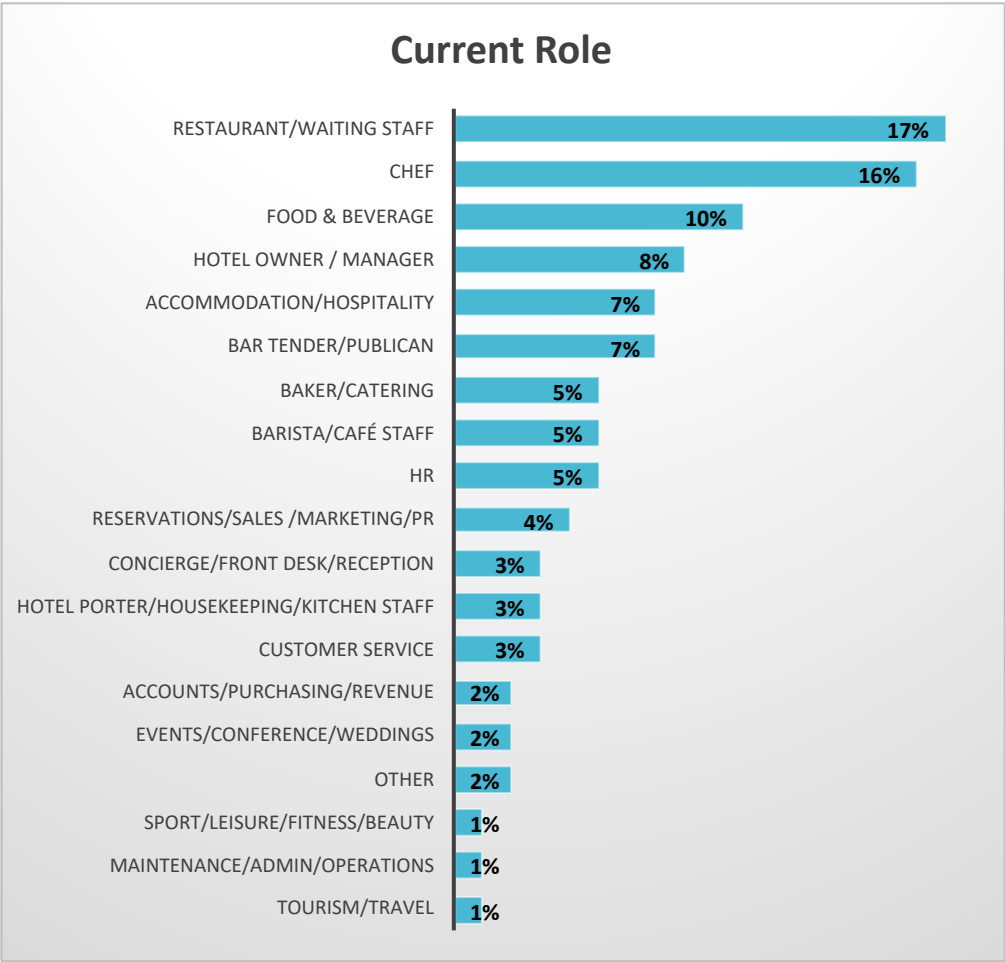
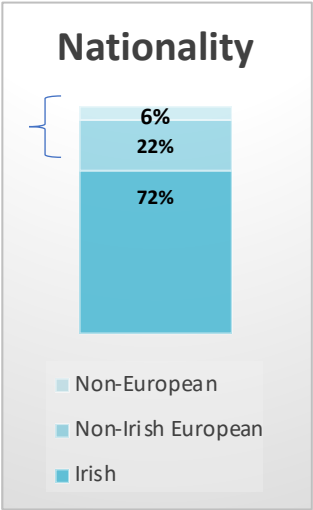
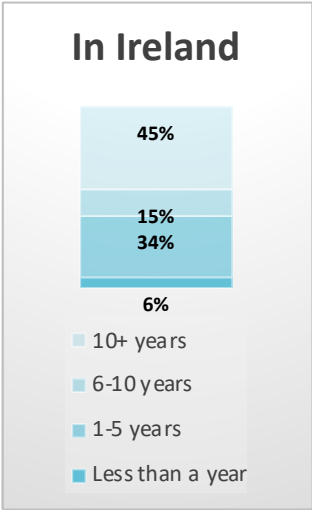
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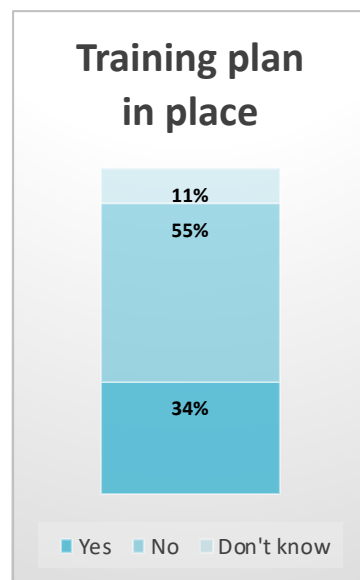
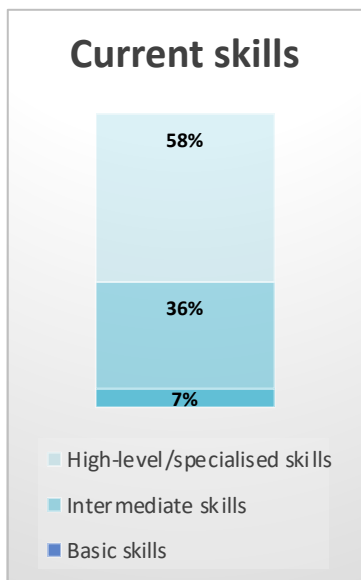
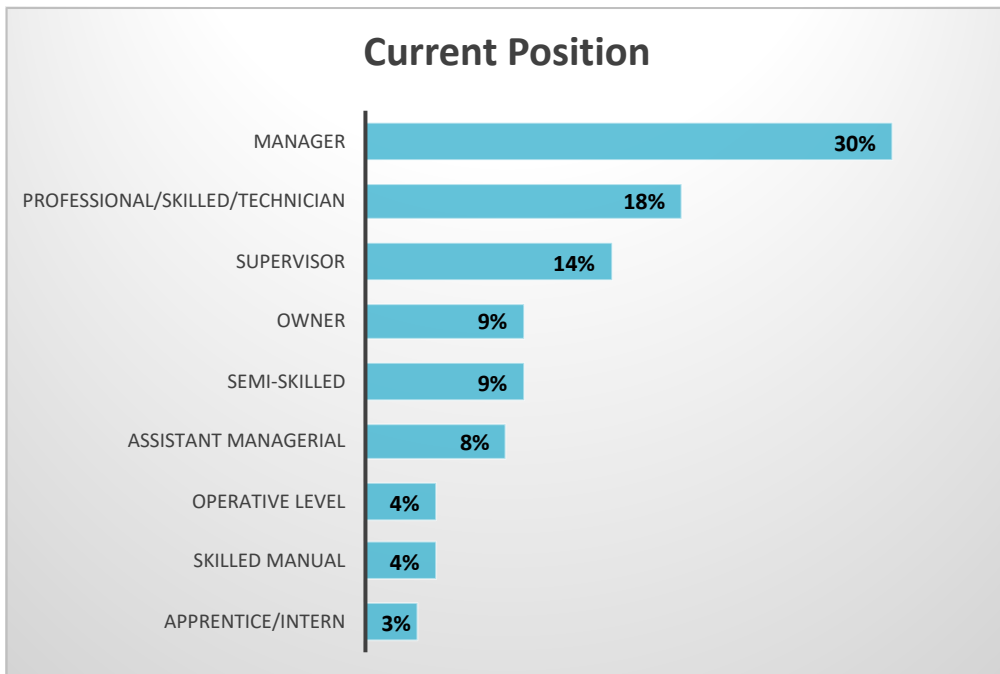
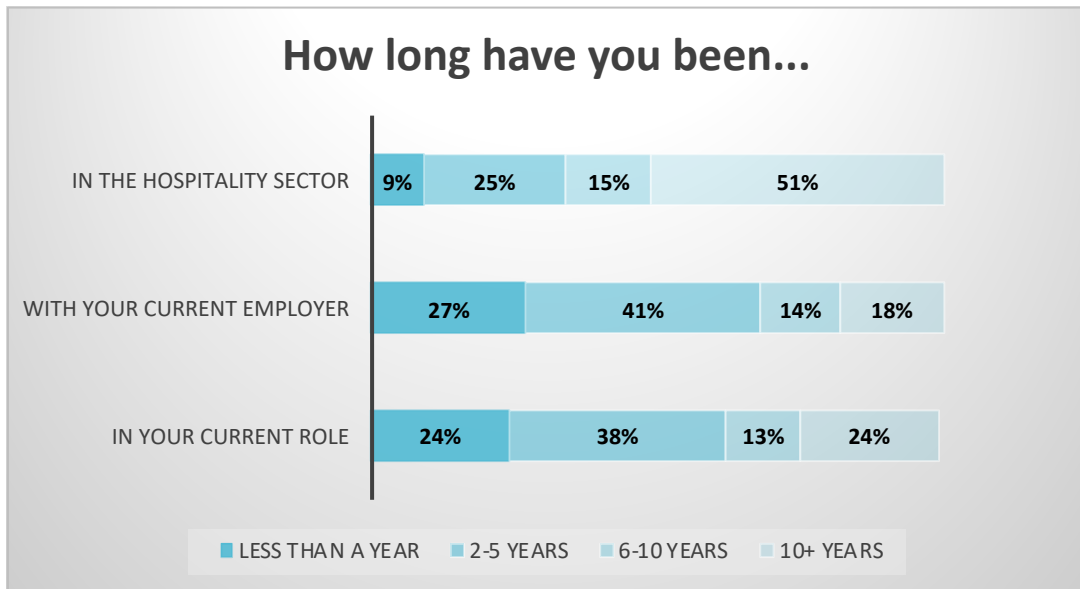
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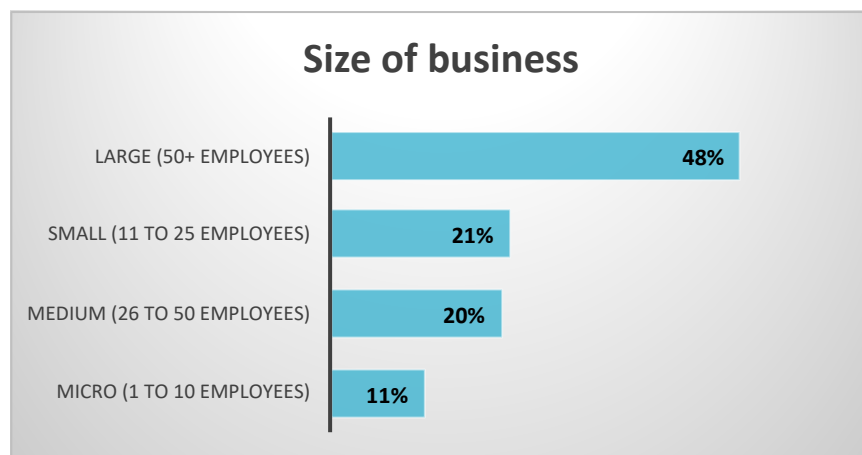
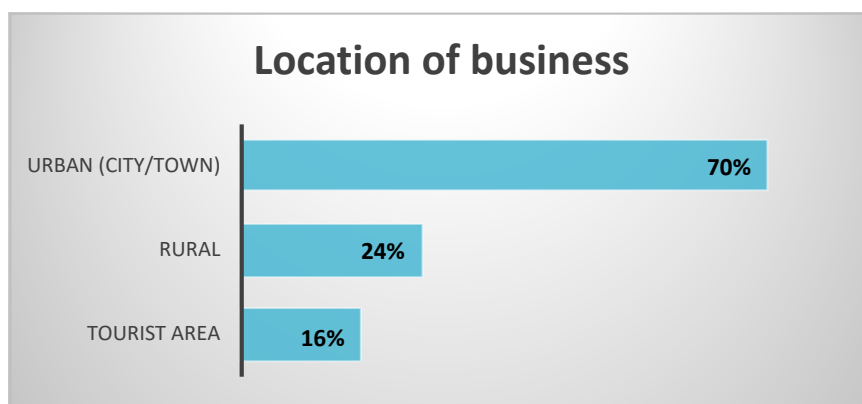
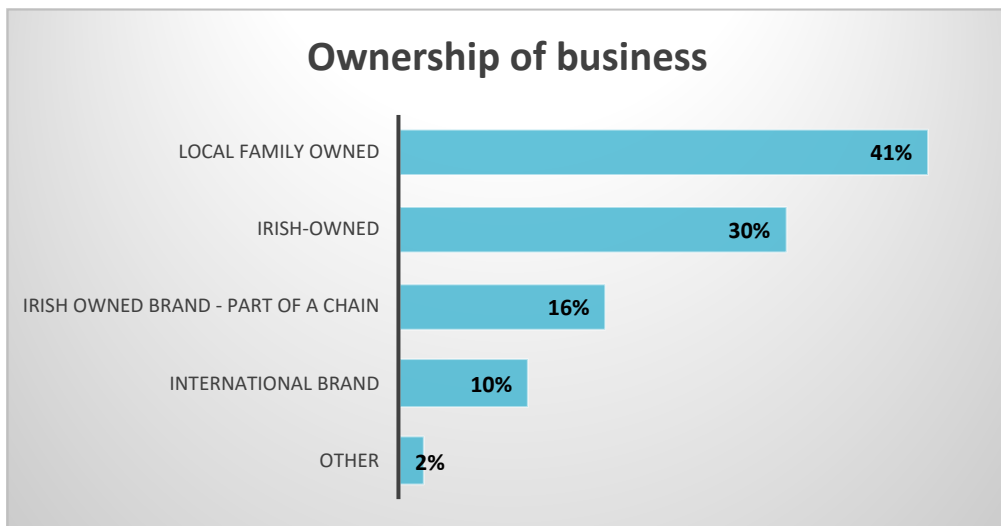
Appendix I – Sample Composition

The following charts present an overview of the sample composition in terms of demographics and job characteristics. This data was used to identify and/or describe the personas once segmentation analysis was conducted:









Appendix II – Tables of Significant Differences Between the Segments

In the following tables, elements that are significantly higher than the mean are highlighted in blue and elements that are significantly lower than the mean are highlighted in pink.

Length of time in the sector/role/with employer

SEGMENTS	WORKING IN THE HOSPITALITY SECTOR				
	LESS THAN A YEAR	2-5 YEARS	6-10 YEARS	10+ YEARS	TOTAL
Class A	5%	18%	19%	59%	100%
Class B	1%	20%	18%	61%	100%
Class C	8%	26%	18%	48%	100%
Class D	6%	25%	20%	49%	100%
Class E	1%	26%	8%	65%	100%
Class F	27%	38%	11%	24%	100%
TOTAL	7%	25%	16%	52%	

SEGMENTS	WITH YOUR CURRENT EMPLOYER				
	LESS THAN A YEAR	2-5 YEARS	6-10 YEARS	10+ YEARS	TOTAL
Class A	22%	44%	16%	18%	100%
Class B	19%	41%	20%	20%	100%
Class C	27%	31%	22%	21%	100%
Class D	33%	43%	6%	18%	100%
Class E	24%	51%	8%	16%	100%
Class F	38%	44%	8%	10%	100%
TOTAL	26%	42%	14%	18%	

SEGMENTS	IN YOUR CURRENT ROLE			
	LESS THAN A YEAR	2-5 YEARS	6-10 YEARS	10+ YEARS
Class A	18%	38%	20%	24%
Class B	17%	38%	17%	28%
Class C	23%	37%	18%	22%
Class D	33%	37%	11%	19%
Class E	16%	45%	6%	33%
Class F	33%	44%	6%	16%

Current position/role

SEGMENTS	CURRENT ROLE					
	ACCOMMODATION/ HOSPITALITY	ACCOUNTS/ REVENUE/ PURCHASING	BAKER/ CATERING	BAR TENDER/ PUBLICAN	BARISTA/CAFÉ STAFF	CHEF
Class A	7%	2%	6%	7%	6%	12%
Class B	8%	1%	4%	7%	3%	18%
Class C	8%	2%	5%	7%	3%	13%
Class D	5%	4%	4%	6%	8%	23%
Class E	10%	2%	3%	10%	5%	20%
Class F	3%	3%	10%	8%	10%	15%

SEGMENTS	CURRENT ROLE (continued)					
	CHEF	CONCIERGE/FRONT DESK/RECEPTION	CUSTOMER SERVICE	EVENTS/ CONFERENCE/ LEISURE	FOOD & BEVERAGE	HOTEL OWNER/ MANAGER/BUSINESS OWNER
Class A	12%	6%	2%	6%	6%	10%
Class B	18%	1%	5%	1%	9%	12%
Class C	13%	2%	4%	3%	12%	8%
Class D	23%	2%	4%	4%	11%	12%
Class E	20%	0%	1%	2%	14%	5%
Class F	15%	6%	5%	4%	3%	1%

SEGMENTS	CURRENT ROLE (continued)					
	HOTEL PORTER/HOUSEKEEPING/ MAINTENANCE/ADMIN/OPS/ KITCHEN	HR	RESTAURANT	RESERVATIONS/ SALES/ MARKETING/PR	WAITING STAFF (FOOD & BEVERAGE)	OTHER
Class A	4%	10%	5%	4%	4%	2%
Class B	2%	6%	14%	5%	6%	0%
Class C	4%	9%	11%	4%	4%	1%
Class D	1%	4%	2%	2%	10%	0%
Class E	1%	0%	9%	6%	8%	2%
Class F	10%	0%	4%	3%	15%	1%

SEGMENTS	HOW WOULD DESCRIBE YOUR CURRENT POSITION?				
	OWNER	MANAGER	ASSISTANT MANAGERIAL	SUPERVISOR	PROFESSIONAL/ SKILLED/ TECHNICIAN
Class A	9%	42%	9%	13%	13%
Class B	15%	31%	8%	14%	20%
Class C	13%	34%	9%	8%	18%
Class D	0%	30%	8%	12%	24%
Class E	2%	29%	16%	19%	22%
Class F	8%	14%	6%	11%	16%

SEGMENTS	HOW WOULD DESCRIBE YOUR CURRENT POSITION?				
	SEMI-SKILLED	SKILLED MANUAL	OPERATIVE LEVEL	APPRENTICE/ INTERN	TOTAL
Class A	5%	4%	4%	2%	100%
Class B	5%	5%	2%	0%	100%
Class C	8%	3%	5%	4%	100%
Class D	13%	6%	6%	1%	100%
Class E	6%	2%	3%	0%	100%
Class F	19%	6%	8%	11%	100%

Route to current role

SEGMENTS	HOW DID YOU COME TO BE IN THIS ROLE? PLEASE TICK ALL THAT APPLY TO YOU				
	FAMILY LINKS TO THE BUSINESS	CASUAL/ SEASONAL/WORK PLACEMENT	LIMITED EMPLOYMENT OPPS IN MY LOCALITY	TRANSFERRED FROM OTHER HOSPITALITY ROLE	TRANSFERRED FROM ANOTHER SECTOR
Class A	6%	33%	7%	27%	12%
Class B	16%	30%	4%	28%	5%
Class C	27%	24%	7%	18%	12%
Class D	12%	29%	13%	30%	7%
Class E	10%	33%	15%	23%	9%
Class F	22%	35%	11%	15%	5%
TOTAL	16%	30%	9%	24%	9%

SEGMENTS	HOW DID YOU COME TO BE IN THIS ROLE? PLEASE TICK ALL THAT APPLY TO YOU (continued)						
	ROLE DEVELOPED AROUND ME	JUST A JOB -A STEPPING STONE	TO LEARN ENGLISH/ BROADEN MY SKILL-SET	REPUTABLE EMPLOYER	CAREER GUIDANCE IN SCHOOL/ COLLEGE	EMPLOYMENT OFFICE- INTREO ETC	THROUGH AN INTERNSHIP
Class A	23%	2%	2%	34%	5%	0%	1%
Class B	13%	8%	6%	35%	12%	3%	4%
Class C	23%	4%	3%	23%	5%	0%	4%
Class D	14%	18%	1%	24%	0%	2%	0%
Class E	23%	16%	2%	16%	5%	0%	1%
Class F	16%	10%	5%	27%	10%	3%	9%
TOTAL	19%	9%	3%	27%	6%	1%	3%

SEGMENTS	HOW DID YOU COME TO BE IN THIS ROLE? PLEASE TICK ALL THAT APPLY TO YOU (continued)							
	THE WORK-LIFE BALANCE I NEED	GREAT PERKS	POST-RETIREMENT EMPLOYMENT	APPRENTICESHIP/ TRAINING COURSE	SELF-EMPLOYMENT	THROUGH A FRIEND	OTHER	TOTAL
Class A	21%	6%	2%	1%	2%	0%	2%	
Class B	17%	17%	2%	3%	2%	1%	3%	
Class C	14%	15%	5%	3%	0%	0%	2%	
Class D	11%	1%	0%	0%	0%	0%	1%	
Class E	10%	9%	0%	5%	0%	1%	8%	
Class F	14%	8%	0%	8%	0%	0%	6%	
TOTAL	15%	10%	2%	3%	1%	0%	3%	

Nature of role

SEGMENTS	IS YOUR JOB.....	
	SHIFT-WORK	9 TO 5
Class A	60%	42%
Class B	70%	30%
Class C	66%	38%
Class D	69%	35%
Class E	78%	23%
Class F	57%	44%

SEGMENTS	WHICH WOULD YOU PREFER?	
	SHIFT-WORK	9 TO 5
Class A	38%	62%
Class B	46%	54%
Class C	35%	65%
Class D	22%	78%
Class E	42%	58%
Class F	39%	61%

SEGMENTS	DO YOU WORK PART-TIME OR FULL-TIME?	
	PART-TIME	FULL TIME
Class A	21%	80%
Class B	18%	83%
Class C	21%	80%
Class D	30%	71%
Class E	26%	76%
Class F	39%	62%

SEGMENTS	WHICH WOULD YOU PREFER?	
	PART-TIME	FULL-TIME
Class A	27%	73%
Class B	19%	81%
Class C	32%	68%
Class D	38%	62%
Class E	35%	65%
Class F	38%	62%

SEGMENTS	IS YOUR JOB....	
	SHORT-TERM ROLE/STOP-GAP	PART OF A LONG-TERM CAREER PATH
Class A	11%	90%
Class B	11%	90%
Class C	21%	81%
Class D	33%	69%
Class E	29%	72%
Class F	34%	70%

Type of Business

SEGMENTS	WHAT IS THE NATURE OF THE BUSINESS YOU WORK IN? YOU MAY TICK MORE THAN ONE			
	EVENTS/LEISURE/ TOURISM	ACCOMMODATION/ HOTEL	PUB/CAFE/REST	CATERING/OTHER
Class A	23%	50%	56%	10%
Class B	16%	47%	57%	17%
Class C	6%	54%	52%	12%
Class D	21%	46%	69%	11%
Class E	16%	51%	64%	14%
Class F	16%	46%	66%	8%

SEGMENTS	OWNERSHIP OF THE BUSINESS YOU WORK IN				
	LOCAL FAMILY OWNED	IRISH- OWNED	IRISH OWNED BRAND - PART OF A CHAIN	INTERNATIONAL BRAND	OTHER
Class A	40%	34%	14%	8%	4%
Class B	34%	32%	17%	15%	1%
Class C	40%	29%	18%	12%	2%
Class D	51%	20%	20%	7%	1%
Class E	49%	24%	14%	9%	3%
Class F	37%	41%	16%	5%	1%

Importance of Skills

SEGMENTS	HOW IMPORTANT ARE THE FOLLOWING SKILLS IN YOUR CURRENT ROLE? RANK THEM IN ORDER OF IMPORTANCE - PLEASE RANK UP TO 5				
	CUSTOMER SERVICE SKILLS	INTERPERSONAL SKILLS	MULTI-TASKING SKILLS	COMMUNICATION SKILLS	COMPLIANCE KNOWLEDGE
Class A	59%	29%	48%	56%	33%
Class B	69%	31%	40%	53%	39%
Class C	58%	28%	48%	60%	38%
Class D	64%	24%	44%	54%	38%
Class E	62%	22%	56%	50%	41%
Class F	54%	22%	35%	49%	30%

SEGMENTS	HOW IMPORTANT ARE THE FOLLOWING SKILLS IN YOUR CURRENT ROLE? RANK THEM IN ORDER OF IMPORTANCE - PLEASE RANK UP TO 5 (continued)				
	ENGLISH LANGUAGE	OTHER LANGUAGE(S)	PROFESSIONALISM	TEAMWORK	ATTENTION TO DETAIL
Class A	15%	5%	38%	44%	31%
Class B	18%	1%	30%	48%	34%
Class C	18%	3%	35%	46%	24%
Class D	13%	4%	32%	56%	29%
Class E	21%	5%	27%	50%	23%
Class F	13%	3%	35%	61%	24%

SEGMENTS	HOW IMPORTANT ARE THE FOLLOWING SKILLS IN YOUR CURRENT ROLE? RANK THEM IN ORDER OF IMPORTANCE - PLEASE RANK UP TO 5 (continued)				
	PROBLEM-SOLVING	SOCIAL SKILLS	DEALING WITH DIFFICULT CUSTOMERS	TAKING CORRECTION	TAKING ON NEW TASKS/ ADAPTABLE
Class A	25%	10%	9%	4%	15%
Class B	30%	9%	12%	5%	10%
Class C	29%	8%	11%	3%	12%
Class D	27%	13%	11%	5%	13%
Class E	30%	13%	6%	8%	16%
Class F	25%	23%	10%	13%	19%

SEGMENTS	HOW IMPORTANT ARE THE FOLLOWING SKILLS IN YOUR CURRENT ROLE? RANK THEM IN ORDER OF IMPORTANCE - PLEASE RANK UP TO 5 (continued)				
	TIMEKEEPING	MANAGEMENT/ LEADERSHIP	UNDERSTANDING CULTURAL DIVERSITY	DIGITAL/ TECHNOLOGY SKILLS	GREEN/ SUSTAINABILITY SKILLS
Class A	10%	40%	9%	10%	6%
Class B	6%	39%	8%	7%	1%
Class C	10%	39%	6%	7%	1%
Class D	18%	32%	4%	11%	1%
Class E	14%	38%	3%	8%	1%
Class F	15%	22%	1%	9%	8%

Rating of Own Skills (Mean scores on a scale of 1 to 4)

	CUSTOMER SERVICE	INTERPERSONAL SKILLS	MULTI-TASKING	COMMUNICATION
Class A	3.2	3.1	3.3	3.1
Class B	3.4	3.4	3.5	3.4
Class C	2.9	2.8	2.9	2.8
Class D	2.9	2.5	2.9	2.7
Class E	3.5	3.2	3.6	3.4
Class F	2.2	2	2.2	2.3

Rating of Own Skills (Mean scores on a scale of 1 to 4) (continued)

	COMPLIANCE KNOWLEDGE, E.G. HEALTH AND SAFETY, FOOD SAFETY	PROFESSIONALISM	TEAMWORK	ATTENTION TO DETAIL
Class A	2.7	3.3	3.4	3.3
Class B	3.2	3.6	3.7	3.6
Class C	2.6	3	3.2	3
Class D	2.4	2.8	3	2.9
Class E	3	3.5	3.6	3.7
Class F	2.2	2.4	2.4	2.3

Rating of Own Skills (Mean scores on a scale of 1 to 4) (continued)

	PROBLEM-SOLVING	SOCIAL SKILLS – OUTGOING, ENERGETIC	DEALING WITH DIFFICULT CUSTOMERS	TAKING CORRECTION/ FEEDBACK	TAKING ON NEW TASKS/ ADAPTABLE/ FLEXIBLE
Class A	3.2	3.2	3	2.9	3.1
Class B	3.7	3.5	3.4	3.4	3.4
Class C	2.9	2.7	2.6	2.8	2.8
Class D	2.8	2.8	2.4	2.5	2.8
Class E	3.5	3.4	3.2	3.2	3.4
Class F	2.1	2.1	1.7	2.2	2.2

Rating of Own Skills (Mean scores on a scale of 1 to 4) (continued)

	TIMEKEEPING	MANAGEMENT/ LEADERSHIP	UNDERSTANDING CULTURAL DIVERSITY	DIGITAL/ TECHNOLOGY SKILLS	GREEN/ SUSTAINABILITY SKILLS
Class A	3.3	3	2.8	2.5	2.3
Class B	3.6	3.5	3.3	2.9	2.8
Class C	3	2.8	2.6	2.5	2.2
Class D	2.9	2.4	2.4	2.2	1.9
Class E	3.4	3.3	3.2	2.7	2.5
Class F	2.4	1.6	1.8	1.8	1.8

What skills do you lack to progress in your current role?

SEGMENTS	LACK_SKILLS_OTHER			
	HR & ADMIN (PAYROLL)	OTHER SKILLS (LANGUAGE, MUSIC)	SOFT SKILLS (LEADERSHIP, CONFLICT RESOLUTION)	MANAGEMENT
Class A	11%	8%	17%	14%
Class B	9%	2%	23%	9%
Class C	9%	3%	13%	21%
Class D	6%	4%	17%	15%
Class E	5%	13%	5%	29%
Class F	2%	13%	23%	23%

SEGMENTS	LACK_SKILLS_OTHER (continued)				
	STOCKTAKING/ SUPPLY CHAIN	FORECASTING/ YIELD / TIME MANAGEMENT	MICROSOFT OFFICE (EXCEL, WORD...)	SUSTAINABILITY	LAW
Class A	2%	5%	3%	0%	2%
Class B	0%	7%	0%	0%	2%
Class C	1%	6%	1%	0%	4%
Class D	0%	2%	2%	2%	0%
Class E	0%	5%	0%	3%	0%
Class F	4%	4%	0%	0%	2%

SEGMENTS	LACK_SKILLS_OTHER (continued)				
	HOSPITALITY/BARISTA/ FOOD&DRINK	MARKETING/ SALES	IT/NEW TECH	ACCOUNTING / FINANCE / TAX MANAGEMENT	HEALTH AND SAFETY
Class A	11%	3%	6%	14%	6%
Class B	26%	5%	9%	5%	2%
Class C	19%	3%	6%	13%	4%
Class D	23%	2%	15%	11%	9%
Class E	11%	0%	16%	16%	3%
Class F	19%	8%	2%	0%	0%

SEGMENTS	LACK_SKILLS_OTHER (continued)				
	SOCIAL MEDIA / COMMS/DIGITAL MKT	CAREER DEVELOPMENT	REFRESHER/IMPROVE CURRENT SKILLS	TILLS	MULTI- TASKING
Class A	0%	0%	2%	0%	2%
Class B	0%	0%	2%	2%	0%
Class C	6%	1%	1%	0%	0%
Class D	2%	0%	0%	0%	0%
Class E	3%	3%	0%	3%	0%
Class F	2%	0%	2%	0%	0%

What qualifications do you need to progress in the industry?

SEGMENTS	SKILLS_TO_PROGRESS			
	HR & ADMIN/ PAYROLL	OTHER SKILLS	SOFT SKILLS (LEADERSHIP, CONFLICT RESOLUTION)	BUSINESS DEVELOPMENT,
Class A	10%	7%	18%	4%
Class B	9%	15%	12%	2%
Class C	7%	4%	11%	3%
Class D	6%	8%	8%	3%
Class E	12%	8%	4%	8%
Class F	6%	6%	15%	0%
TOTAL	8%	8%	12%	3%

SEGMENTS	SKILLS_TO_PROGRESS (continued)				
	MANAGEMENT	STOCKTAKING/ SUPPLY CHAIN	FORECASTING/ YIELD/ TIME MANAGEMENT	MISOFFICE	SUSTAINABILITY
Class A	19%	2%	1%	1%	1%
Class B	25%	0%	3%	0%	0%
Class C	17%	3%	1%	1%	0%
Class D	21%	0%	2%	0%	2%
Class E	23%	0%	0%	0%	0%
Class F	22%	0%	0%	0%	0%
TOTAL	21%	1%	1%	1%	1%

SEGMENTS	SKILLS_TO_PROGRESS (continued)				
	LAW & LEGISLATION	HOSPITALITY/ BARISTA/FOOD&DRINK	MARKETING/ SALES	IT/NEW TECH	ACCOUNTING/FINANCE/ TAX/REVENUE
Class A	2%	15%	0%	4%	12%
Class B	2%	12%	3%	6%	11%
Class C	1%	18%	1%	6%	21%
Class D	0%	21%	6%	3%	10%
Class E	2%	17%	0%	13%	13%
Class F	2%	30%	6%	2%	9%
TOTAL	2%	19%	3%	5%	13%

SEGMENTS	SKILLS_TO_PROGRESS (continued)						TOTAL
	HEALTH AND SAFETY	SOCIAL MEDIA/ COMMS/ DIGITAL MKT	PROFESSIONAL DEVELOPMENT	CUSTOMER SERVICE	ON-THE-JOB EXPERIENCE	ACADEMIC - DEGREE/ MASTERS	
Class A	4%	2%	1%	1%	6%	2%	
Class B	6%	2%	3%	3%	3%	3%	
Class C	8%	4%	3%	1%	4%	4%	
Class D	6%	3%	3%	3%	5%	8%	
Class E	6%	2%	4%	0%	0%	6%	
Class F	0%	0%	6%	7%	4%	0%	
TOTAL	5%	2%	3%	3%	4%	4%	

Skill Level & PDP

SEGMENTS	WHAT KIND OF SKILLS DO YOU HAVE IN RELATION TO YOUR CURRENT ROLE?		
	BASIC SKILLS	INTERMEDIATE SKILLS	HIGH-LEVEL/ SPECIALISED SKILLS
Class A	5%	27%	69%
Class B	1%	16%	83%
Class C	5%	49%	46%
Class D	8%	49%	43%
Class E	2%	23%	74%
Class F	20%	58%	22%

SEGMENTS	DO YOU HAVE A PERSONAL DEVELOPMENT PLAN OR AN INDIVIDUAL TRAINING PLAN IN PLACE WITH YOUR EMPLOYER?		
	YES	NO	DON'T KNOW
Class A	34%	58%	8%
Class B	58%	31%	10%
Class C	36%	50%	14%
Class D	5%	87%	8%
Class E	17%	74%	8%
Class F	39%	47%	14%

Satisfaction with training (Mean scores on a scale of 1 to 5)

	ON THE JOB TRAINING - EXPERIENTIAL LEARNING	EXTERNAL COURSE(S) - IN PERSON	UNIVERSITY/ COLLEGE COURSES	IN-HOUSE TRAINING MY CURRENT EMPLOYER
Class A	4.1	4.1	4.2	3.9
Class B	4.4	4.4	4.4	4.4
Class C	3.7	3.8	3.9	3.9
Class D	3.2	3.3	3.8	2.9
Class E	3.2	3.6	3.8	3.0
Class F	3.8	3.8	3.8	4.0

Satisfaction with training (Mean scores on a scale of 1 to 5) (continued)

	IN-HOUSE TRAINING A PREVIOUS EMPLOYER	1-TO-1 COACHING	INTERNSHIP	ONLINE COURSES	APPRENTICESHIP
Class A	3.6	4.0	4.0	3.8	4.0
Class B	4	4.4	4.9	4.2	4.4
Class C	3.7	4.2	3.7	3.7	4.5
Class D	2.8	3.2	3.0	3.2	2.5
Class E	3.3	3.4	3.0	3.3	3.0
Class F	3.7	3.9	2.5	3.4	4.0

Perception of Workplace (Mean scores on a scale of 1 to 5)

	PLENTY OF BENEFITS & PERKS	FLEXIBILITY IN WORKING HOURS	I FEEL RECOGNISED FOR WHO I AM - MY BACKGROUND/CULTURE
Class A	3.4	3.9	4
Class B	4.3	4.3	4.2
Class C	3.7	3.8	3.9
Class D	2.1	3	2.8
Class E	1.8	2.8	2.9
Class F	3.6	3.8	3.7

Perception of Workplace (Mean scores on a scale of 1 to 5) (continued)

	I UNDERSTAND THE ORGANISATION VALUES, ITS DIRECTION	OPPORTUNITIES TO MEET/INTERACT WITH OTHERS	H&S RULES ADHERED TO, E.G. BREAK TIMES	LOOKED AFTER - HAVE MANAGEMENT BACK-UP
Class A	4.3	4.3	4.2	4.2
Class B	4.6	4.7	4.6	4.6
Class C	4.2	4.2	4.1	4.1
Class D	3.3	3.4	3.1	3
Class E	3.5	3.6	2.8	2.7
Class F	4.1	4.1	4.1	4

Perception of Workplace(Mean scores on a scale of 1 to 5) (continued)

	WELL PAID FOR MY ROLE/WELL COMPENSATED	OFFERED CUSTOMISED TRAINING, RECOGNISE AREAS WHERE I NEED TO UPSKILL	PART OF A FULLY TRAINED TEAM	THERE ARE GOOD INTERNAL COMMUNICATIONS
Class A	3.5	3.3	3.7	4
Class B	4.2	4.2	4.4	4.4
Class C	3.9	3.9	4	4
Class D	2.5	2.2	2.7	2.5
Class E	2.3	2.2	2.3	2.3
Class F	3.7	3.6	4	3.9

Perception of Workplace(Mean scores on a scale of 1 to 5) (continued)

	MY COMPETENCES/ABILITIES ARE RECOGNISED AND ACKNOWLEDGED	THERE IS A PROGRESSION STRUCTURE IN PLACE – OPPORTUNITIES TO PROGRESS	WELLBEING SUPPORTS ARE PROVIDED
Class A	4.2	3.7	3.7
Class B	4.5	4.3	4.3
Class C	4	3.9	3.9
Class D	2.9	2.3	2.2
Class E	3.1	2.7	2.6
Class F	4	3.8	3.9

Perception of Workplace(Mean scores on a scale of 1 to 5) (continued)

	PLENTY OF TRAINING/UPSKILLING OPPORTUNITIES – ALLOWED/RELEASED TO ATTEND TRAINING	MULTICULTURAL, DIVERSE, INCLUSIVE	SURROUNDED BY PEOPLE I ENJOY WORKING WITH/ CAMARADERIE
Class A	3.6	4.2	4.3
Class B	4.1	4.5	4.5
Class C	3.8	4.1	4.1
Class D	2.4	3.4	3.7
Class E	2.4	3.5	3.5
Class F	3.8	4.1	4.1

Perception of Workplace(Mean scores on a scale of 1 to 5) (continued)

	RELIABLE, COOPERATIVE COLLEAGUES	SENSE OF BELONGING	INSPIRED BY MY BOSS -POSITIVE FEEDBACK, ENCOURAGING, NURTURING
Class A	4.2	4.2	4.1
Class B	4.5	4.5	4.4
Class C	4.2	4.2	4
Class D	3.5	3.3	2.5
Class E	3.3	3.3	2.7
Class F	4.1	4.1	3.9

Perception of Workplace(Mean scores on a scale of 1 to 5) (continued)

	EMPLOYEES ARE REWARDED FOR ACHIEVEMENTS, E.G. EMPLOYEE OF THE MONTH	ABLE TO TAKE A MENTAL HEALTH DAY IF REQUIRED
Class A	3.4	3.3
Class B	4.1	4.1
Class C	3.7	3.6
Class D	2.2	2
Class E	2.4	2
Class F	3.5	3.6

Perception of Self in role

	STRESSED, BURNED OUT	FLEXIBLE	FEEL THROWN IN AT THE DEEP END	DEALING WITH ANGRY/ PATRONISING CUSTOMERS	GAINING TRANSFERABLE SKILLS
Class A	2.6	4.3	2.3	3.1	3.9
Class B	3.5	4.6	3.1	4	4.4
Class C	3.9	4.1	3.4	3.5	4
Class D	3.3	4	3	3.2	3.5
Class E	3.9	4.3	3.9	3.7	3.9
Class F	2.8	3.9	2.5	3.1	3.9

Perception of Self in role (continued)

	WORKING MORE HOURS OR LONGER SHIFTS THAN CONTRACTED	GIVEN AUTONOMY – ABLE TO MAKE DECISIONS	PLENTY OF VARIETY IN MY ROLE – NOT REPETITIVE
Class A	2.9	4.2	3.9
Class B	3.9	4.6	4.4
Class C	3.8	4.2	4
Class D	3.2	3.3	3.1
Class E	4.1	4	3.4
Class F	3	3.8	3.6

Perception of Self in role (continued)

	LOOKING TO TAKE A STEP BACK – FEWER RESPONSIBILITIES	DOING MORE WORK THAN PREVIOUSLY – TAKING ON THE WORK OF OTHERS	MICRO-MANAGED	I TAKE PRIDE IN MY WORK
Class A	2.1	3	2.3	4.6
Class B	3	3.9	3.4	4.8
Class C	3.7	3.8	3.5	4.5
Class D	2.8	3.5	3.2	4.1
Class E	3.1	4.1	3.8	4.3
Class F	2.8	3.1	3.1	4.2

Perception of Self in role (continued)

	LOYAL, COMMITTED TO THE ORGANISATION	CAREER FOCUSED	GOOD WORK-LIFE BALANCE	WILLING TO WORK HARD	WILLING TO WORK WEEKENDS/LATE EVENINGS
Class A	4.5	4.3	4	4.6	4
Class B	4.7	4.7	4.2	4.9	4.5
Class C	4.2	4.1	3.5	4.4	3.8
Class D	3.7	3.6	3	4.3	3.6
Class E	4.2	4.1	3.2	4.6	4
Class F	4.2	3.7	3.9	4.3	3.7

Perception of Self in role (continued)

	LOOKING TO TAKE ON MORE RESPONSIBILITY /UPSKILL/ CHANGE ROLES	WILLING TO TAKE CORRECTION/ FEEDBACK	PREFER ROUTINE/ FAMILIARITY	MOTIVATED TO GIVE MY BEST
Class A	4	4.3	3.8	4.5
Class B	4.5	4.7	4.2	4.8
Class C	3.7	4.2	4	4.3
Class D	3.8	4	3.9	3.9
Class E	4.2	4.3	3.9	4.4
Class F	3.8	4.3	3.9	4.2

Perception of Self in role (continued)

	PASSIONATE ABOUT MY JOB	CHALLENGED/KEPT BUSY	GIVEN RESPONSIBILITY/ TRUSTED	ABLE TO COPE WITH DISRUPTIONS
Class A	4.5	4.3	4.6	4.4
Class B	4.9	4.8	4.8	4.6
Class C	4.2	4.3	4.4	4.2
Class D	3.6	3.9	4	3.9
Class E	4.2	4.3	4.5	4.4
Class F	4.1	4.2	4.2	4

Commitment Mean Scores– calculated as average of Loyalty, Motivation, Passion & Pride

Ambition Mean Scores– calculated as average of Career-focus, Willingness to work hard/late/take on more responsibility/upskill/change roles, Trusted, Autonomy, Flexible, Gaining skills

	COMMITTMENT	AMBITION
Class A	4.5	4.3
Class B	4.8	4.6
Class C	4.3	4.1
Class D	3.8	3.8
Class E	4.2	4.2
Class F	4.1	4

Demographics

SEGMENTS	AGE			
	UNDER 24	25-34	35-49	50+
Class A	10%	27%	46%	16%
Class B	9%	26%	42%	24%
Class C	22%	28%	30%	21%
Class D	29%	26%	31%	14%
Class E	16%	26%	41%	17%
Class F	35%	32%	19%	14%

SEGMENTS	GENDER	
	MALE	FEMALE
Class A	36%	63%
Class B	52%	47%
Class C	42%	58%
Class D	35%	65%
Class E	36%	64%
Class F	48%	52%



SEGMENTS	MARITAL STATUS				
	MARRIED	SINGLE	DIVORCED/SEPARATED	WIDOWED	LIVING WITH PARTNER
Class A	47%	30%	6%	2%	16%
Class B	46%	34%	5%	1%	14%
Class C	36%	46%	2%	0%	17%
Class D	38%	46%	1%	0%	14%
Class E	33%	38%	5%	0%	24%
Class F	33%	51%	4%	0%	13%

SEGMENTS	WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE ACHIEVED?				
	UP TO JUNIOR CERT	LEAVING CERT	DIPLOMA, ETC.	PRIMARY DEGREE	MASTERS OR HIGHER
Class A	3%	27%	26%	37%	7%
Class B	6%	19%	27%	35%	13%
Class C	5%	28%	22%	36%	10%
Class D	6%	20%	27%	32%	14%
Class E	5%	27%	22%	37%	9%
Class F	16%	33%	22%	22%	8%

Appendix III - Authors and Contributors

Ms Eileen O' Connell, Interactions Research

Eileen holds an MSc in Organisation Behaviour, with expertise in organisation culture, organisation change, employee attitudes, perceptions and training needs analysis.

She has over 25 years' experience in market research, conducting Business to Business and Business to Consumer research, during which she has amassed a wealth of experience in qualitative and quantitative techniques, data analysis, diagnostics, reporting and presentation of results. She specialises in the application of psychology to understand needs, values, motivations and behaviour, as well as resistance to change, and how to overcome it.

She has particular expertise in employee surveys covering a variety of topics such as training, capacity development, net promoter score, remote working and employee satisfaction surveys, for clients in the public and private sectors. She has conducted population segmentation studies and subsequent persona development for a variety of clients.

Eileen is a member of the Irish Management Institute, and The Personal Construct Psychology Association.

Ms Evelyn Lane

Evelyn Lane, Servitium Consultancy, is an Associate of Interactions Ltd is an experienced project manager in the area of adult education and employment services where she has developed career progression programmes, including training provisions for job seekers, developed Strategic and Action Plans in response to needs of various target groups, and conducted research and analysis of job seekers to determine career progression routes. She is a Director & Provider of QQI accredited training and liaises with businesses to facilitate staff recruitment.

Evelyn holds a B.A. (Anthropology) and M.A. (Adult Education & Community Development). Evelyn is a Member of Chartered Institute of Personnel Development, and has been recognised by Dublin Lord Mayor for services to the people of Dublin. She has achieved Q Mark National Recognition Award and was a national finalist in various categories including, Pursuit of Excellence and Recognised for Excellence. Her continuous professional development includes Staff Appraisal Training, Certificate in Personnel Practices and Leadership for Performance & Change

Ms Niamh O'Malley, Restaurant & Hospitality Skillnet

Niamh has been the Restaurant & Hospitality Skillnet Manager since October 2017. The Restaurant & Hospitality Skillnet was established in 2017 by the Restaurants Association of Ireland (RAI) to provide training to those working in restaurants and the wider hospitality industry, from owners to managers, head chefs to commis chefs, and front of house service staff. Over the last 6 years she has been designing, developing and organising learning and development programmes and events for the Irish restaurant and hospitality industry. Since, taking over management of the network in 2017, Niamh has been involved in the development and delivery of classroom training, virtual training and digital learning.

Niamh holds a Bachelor of Science (Hons) in Event Management, a Level 7 Diploma in Learning & Development Practice in Organisations and the Professional Practice Certificate in Training and Development and a Digital Learning Design Diploma with the Digital Learning Institute. Niamh manages European learning and development projects and also sits on two consortium steering groups for Culinary Apprenticeships in Ireland.

Niamh is passionate about helping businesses, employees and individuals enhance their knowledge, skills and attitudes to help increase business performance.





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