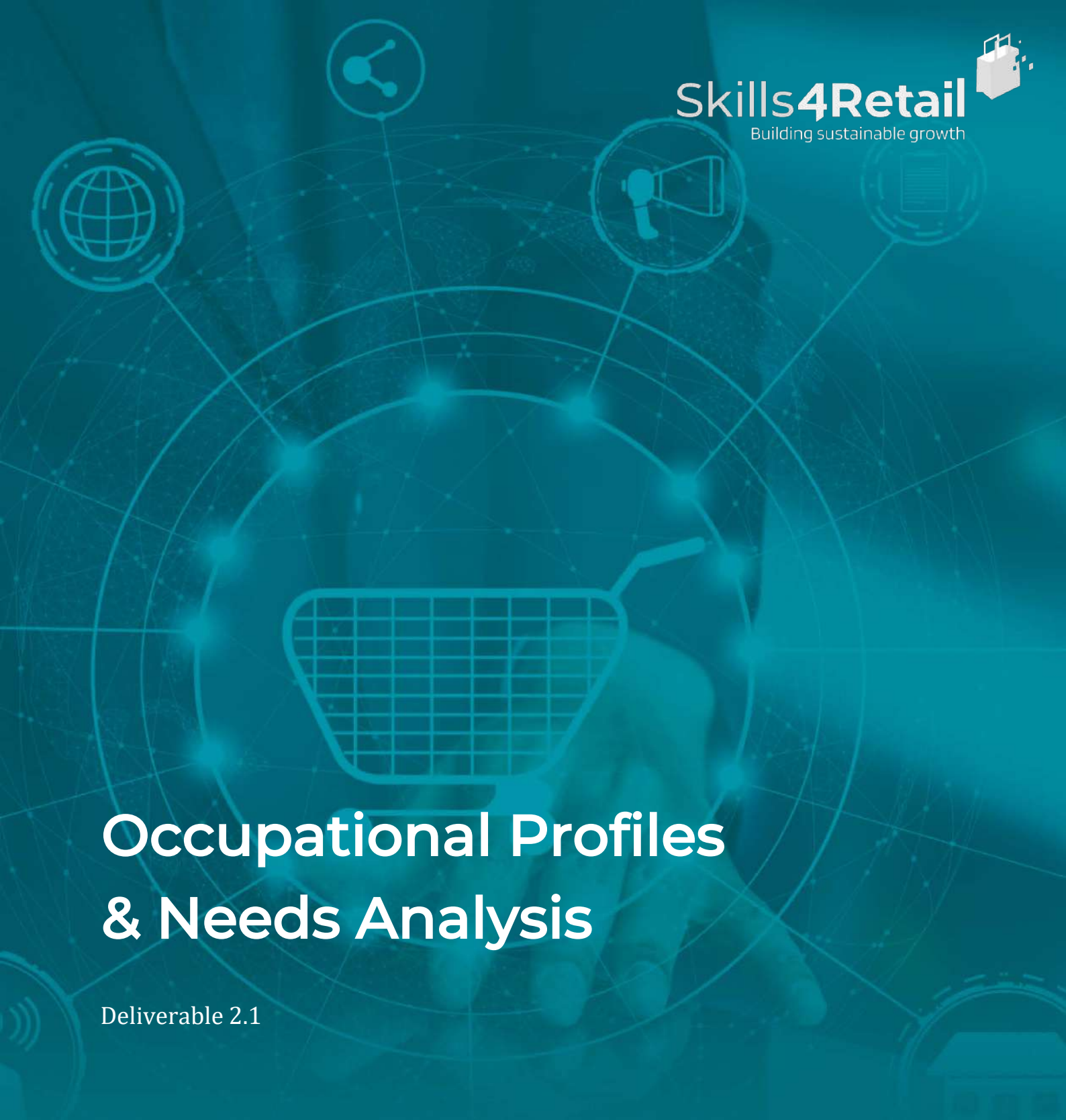


Skills4Retail
Building sustainable growth

Occupational Profiles & Needs Analysis

Deliverable 2.1

OCCUPATIONAL PROFILES & NEEDS ANALYSIS

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About the Skills4Retail project

The Skills4Retail project focuses on fast-tracking the 'Triple Transition' of Digital, Green and Resilience in the retail sector, helping retailers to embrace ecommerce and ensuring their new business models are sustainable from the start. The project's goal is to design a new Retail Skills Strategy and VET Training Programme that will address the urgent and emerging skills needs of retailers in the key areas of Digital, Green and Resilience. It will focus on training fresh new talent for the sector through training programmes in VET schools, institutes and higher education institutions, and the reskilling of the existing workforce via work-based learning and short-term modular courses.

Note: Skills4Retail will focus on all sizes of retailers, across all categories and all parts of the value chain.

The Skills4Retail Consortium

The Skills4Retail Consortium is an Erasmus+ Partnership for Innovation Funded project, bringing together 30 Partners.

1	Partner	Acronym	Country
2	Junior Achievement-Young Enterprise Latvija	JA-YE Latvia	Latvia
3	Profesionalas Izglitibas Kompetences Centram Rigas Valsts Tehnikums	RSTS	Latvia
4	Matrix Internet Applications Limited	Matrix Internet	Ireland
5	Karlínská obchodní akademie	Karlínská	Czechia
6	Schuman Associates SCRL	Schuman	Belgium
7	Junior Achievement Austria – Unternehmerische Praxis- und Kompetenzbildung	JA Austria	Austria
8	Scoala Superioara Comerciala Nicolae Kretzulescu	SSCNK	Romania
9	Wirtschaftskammer Österreich	WKO	Austria
10	Universitatea din Bucuresti	UB	Romania
11	Digital Technology Skills Limited	DTSL	Ireland
12	Escola Profissional de Vila do Conde	EPVC, Vila do Conde	Portugal
13	Junior Achievement Magyarország Oktatási, Vállalkozásszervezési Alapítvány	JA Hungary	Hungary
14	Aprender a Empreender - Associação de Jovens Empreendedores de Portugal	JA Portugal	Portugal
15	Asociatia Junior Achievement of Romania	JA Romania	Romania
16	Skillnet Ireland Company Limited by Guarantee	Skillnet	Ireland
17	Vállalkozók és Munkáltatók Országos Szövetsége	VOSZ	Hungary
18	Szent Gyorgy Hang - Es Filmmuveszeti Technikum	SZGYF	Hungary
19	Junior Achievement, OPS	JA Czech	Czechia
20	Junior Achievement Young Enterprise Malta Foundation	JA Malta	Malta
21	Junior Achievement Young Enterprise Ireland	JA Ireland	Ireland
22	OTB Europe	OTB Europe	Portugal
23	Accenture SA	Accenture	Belgium

No	Associated Partner	Acronym	Country
1	Intel Technology Poland Spółka z ograniczoną odpowiedzialnością	INTEL Poland	Poland
2	JMH, SGPS, S.A.	JerónimoMartins	Portugal
3	EuroCommerce	EuroCommerce	Belgium
4	SPAR Österreichische Warenhandels AG	SPAR	Austria
5	Svaz obchodu a cestovního ruchu České republiky	SOCR CR	Czechia
6	Szegedi Tudományegyetem	USZ	Hungary
7	UNI Europa*	UNI Europa	Belgium

* joined as Associated Partner on Oct. 30th 2023

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8	04.06.2024	Maxi Torau, *JA Europe*	Submission

Introduction

What is WP2 and how does it fit into S4R?

The following graph shows the work packages of the Project and how WP2 fit into S4R.

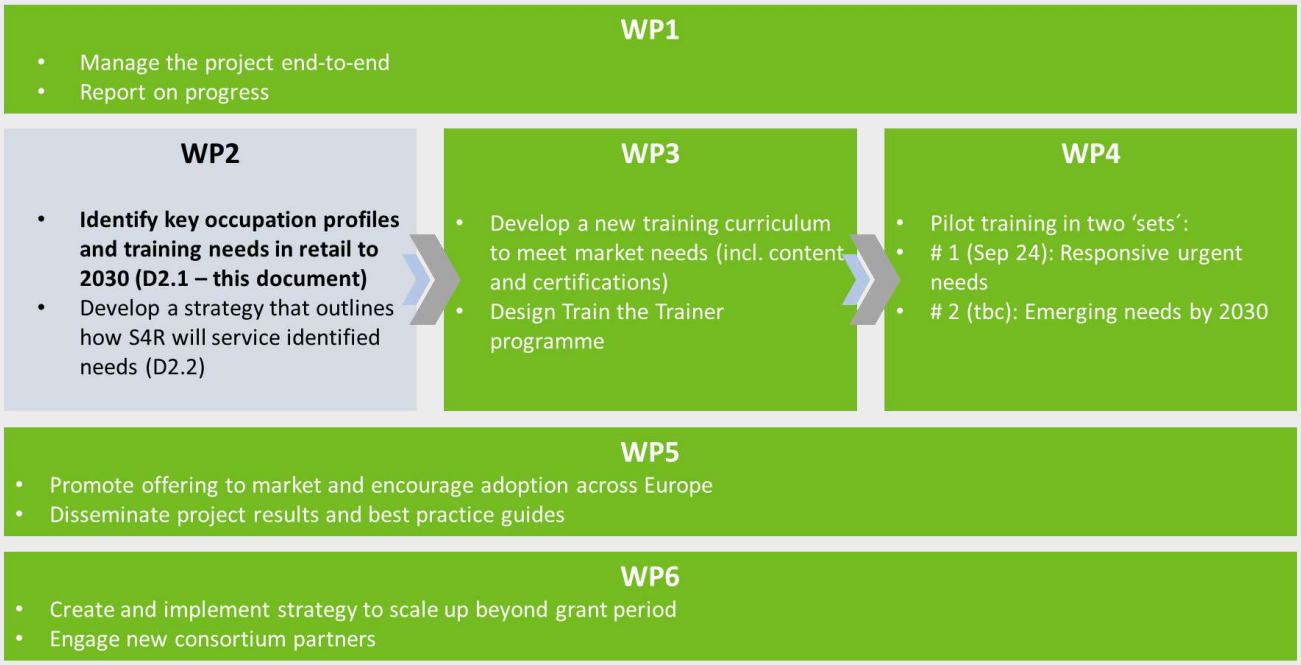


Figure 1. "Relationship between S4R Work Packages" (Source: Accenture)

Work Package 2 (WP2) lays the groundwork for the entire Skills4Retail project by fulfilling two key objectives. Analysis of the skills needs within the retail sector together with the Retail Skills Strategy will establish a strong foundation for curriculum and programme development (undertaken in WP3). Apart from that, these insights will directly inform the piloting of existing and new training courses in two phases of WP4.

What research methodology did we use?

The general approach of Work Package 2 includes an analytical process to identify the needs and weaknesses in the existing occupational profiles as well as the demand and need for training for the European retail sector workforce. To achieve this, a targeted use of a variety of sources was applied, including strategic consultation, secondary research as well as primary research.

This approach was taken to obtain a comprehensive understanding of the effects of the triple transition on skills, talent, and training in the retail sector across the nine participating EU countries. The primary objectives were to identify the existing needs in current retail occupational profiles and identify the types of training that the European retail sector workforce needs.

The diagram below gives an overview of our methodology:

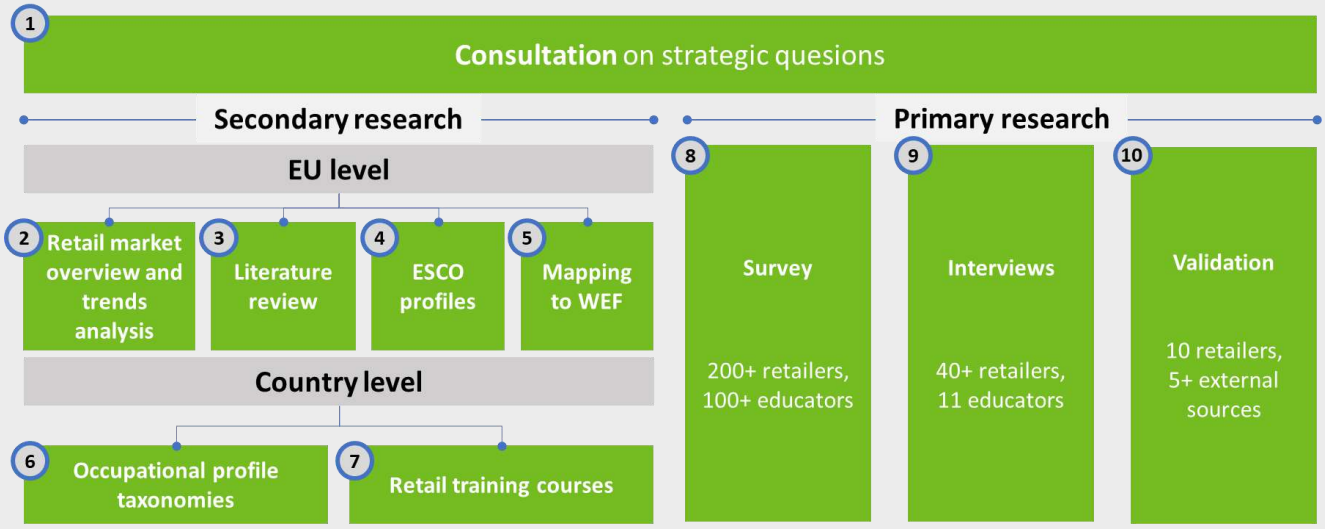


Figure 2. "Overview of methodology" (Source: Accenture)

Summaries of each section are provided later in the report. For additional details, please refer to the appendices.

Executive Summary

This report presents the findings of a comprehensive occupational profiles and needs analysis conducted in the retail sector. According to the analysis we have:

- Identified 5 core themes: Digital, Green and Resilience (given as a foundation), which were then complemented by two additional ones- 'Learn how to learn' and 'Basic core retail skills'.
- Analysed training needs for each theme, differentiating between general staff requirements and specific needs from the view of retailers and VET/HE institutions of 8 countries through a survey, interviews and extensive desk research.
- Selected Top 10 occupational profiles from 3000+ ESCO profiles and validated through the feedback of retail market experts to modernize them to the current market needs: Shop Assistant, Store Manager, Warehouse Worker, Buyer, Merchandiser, E-Commerce Specialist, Supply Chain Manager, Sustainability Officer, Security Manager, Corporate Training Manager.
- Identified 5 personas representing key retail roles to inform learning pathways and curriculum development: Student, Shop Assistant, Store Manager, Warehouse Worker, L&D Manager.
- Identified key barriers, in case of employers: ineffective approach to learning, and in case of employees: lack of awareness and lack of motivation.
- Defined 5 categories of design principles of addressing common barriers to effective training in the retail sector: Needs-based content, Flexible delivery, Personalised learning, Affordability, Quality Assurance.

The results are summarised in the following chapter of the report "Key findings". Further details on the methodology and results are provided later in the chapter "Research sources, methodology and findings". The appendices attached to this document contain further specific details of the analysis.

Key findings

What are the key training needs for Retailers across Europe?

Based on the leveraged methodology, we have consolidated the findings into 5 themes, each with identified needs. Please note that many of these needs indicate that the training already exists but is not yet available to retail employees. Some may represent areas with significant demand that will be further explored. The European Skills Strategy (WP2, D2.2) will map these needs to learning paths by persona and in WP3 we will identify which ones reflect problems in access versus availability.

Theme 1: 'Learn how to learn'

We identified the following main factors as obstacles for employee training:

- **Curiosity and willingness to learn** was identified as the greatest need in training for any single skill or attitude. This reflects the prevalence of multiple barriers to training in the retail sector such as lack of dedicated time, budget and incentives (see below for more details on barriers).
- While all staff could benefit from training that helps them 'learn how to learn', the most critical need here is to engage **learning & development managers** (in large retailers), and **small business owners / store managers** (in small and medium sized ones) who control the pace of training for frontline staff.
- Such training could help them with: making the case to allocate dedicated time for training and incentivise it, using proven approaches and new modes of learning to minimise disruption to operations, raising their awareness of existing training and the benefits of undergoing training (i.e., promotion opportunities or greater job security), helping to reset the culture and expectations around learning with their leadership and frontline employees.
- This could be an essential enabler for widespread adoption of all other training content, and prioritising it will have a multiplier effect beyond S4R.

Theme 2: 'Core retail skills'

Core skills for retail, as defined below, include customer-facing, self-efficacy, cognitive and management skills. Training in these skills provides a natural cornerstone for curriculum design to complement more specific training on Triple Transition themes.

- **Customer-facing** skills and attitudes were identified as the most important overall category of training needs (including customer relationship management; customer service; sales, communication and marketing; customer relationship management). This reflects the prevalence of frontline customer facing roles across many retailers (e.g. >70% of all staff).
- **Self-efficacy, cognitive and management** skills and attitudes were identified as three other overall categories of needs (including coordination and time management; meeting commitments and deadlines; attention to detail; coaching and mentoring; project management). This reflects the wide applicability and practical relevance of these skills.
- **New training** in these skills needs to be **flexible**: e.g. available 'on-demand' and packaged into 'byte-sized' pieces of content. It also needs to be useful to diverse employees such as new and existing employees, junior staff and middle managers across frontline roles.
- *Note:* the identification of core retail skills and attitudes as critical needs also reinforces our first key theme (i.e. the need to 'learn how to learn'). Much training exists on all these topics but it has yet to be fully accessed and completed.

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Theme 3: Digital

The data-driven transformations sweeping across industries have already changed and continue to impact on retail, requiring basic digital skills from all employees. Our research highlights the need for foundational skills like GenAI (generative artificial Intelligence) for everyone, while specific roles may require more advanced expertise in areas like e-commerce.

- **Digital literacy** was identified as a critical skill for almost all staff. This includes: use of a computer, mobile and tablet devices; use of commonly used software (Microsoft Word/Excel); responsible use of internet browsers and social media; cybersecurity and data protection fundamentals.
- **GenAI** was identified as an emerging related priority for almost all staff for 2030. This could include: responsible use of large language models, virtual assistants and chatbots with practical demos of retail specific use cases. This could be seen as a separate training need or integrated as part of general digital literacy training as GenAI is mainstreamed and integrated with more common software packages.
- **E-commerce** was identified as a specific training need for middle managers in small retailers and e-commerce managers in larger retailers. This could include: how to set up and manage online sales; how to use social media to develop a brand presence; how to manage multi-channel customer experiences; how to use commonly used software (for instance, CRM software), and how to interpret and integrate data with sales.
- **Advanced digital skills** were identified as lower priority simply because they are not as universally needed. This includes: data analysis and mathematical modelling; digital marketing; digital design and user experience (all of which are critical for specific roles).

Note: it is difficult to predict the impacts of disruptive technologies by 2030. Many existing jobs will be automated while new ones are created; blockchain may increase supply chain traceability; aerial drones and self-driving cars may transform logistics, and new customer experiences may emerge using augmented and virtual reality. Retailers are not calling for specific skilling to adapt to these uncertain impacts, but this reinforces the need for training that improves resilience, flexibility and agility.

Theme 4: Sustainability

Driven by stricter regulations and eco-conscious consumers, retailers are prioritising sustainability initiatives. While all staff should receive comprehensive training in sustainability awareness and best practices, management training should go beyond awareness, focusing on the strategic value of sustainability and its bottom-line impact. This includes measurement and reporting practices to track progress and demonstrate the financial benefits of sustainable operations.

- **Implementing the basics of sustainability** was identified as the first specific area of knowledge for all staff. This includes:
    - Environmental awareness (understanding the typical impacts of retailers across sustainability topics);
    - Sustainable resource use (responsible travel; efficient energy and water use);
    - Materials and waste management (managing paper, plastic, and non-recyclable packaging, and reducing food waste);
    - Adopting green technologies and processes (measuring and reducing carbon emissions, as well as striving to become a net-zero, nature-positive and socially responsible business);
    - Translating existing best practice principles into real-life case studies and top practical actions for common frontline roles in retail could make this most relevant.

- **Managing a business sustainably** was identified as a second complementary body of knowledge for business leaders in the smallest retailers, SMEs and sustainability managers in larger retailers. This includes understanding of how various sustainability topics connect to cost, revenue and compliance drivers for retailers and 'where to start' (given the broad range of ESG topics). Useful deep dives could include mapping on how key EU and national regulations impact different sizes of retailers, and how to implement sustainability reporting in practice.

Theme 5: Resilience

Retailers are facing several challenges, including:

- Greater disruption to their supply chains;
- Increasing costs and difficulties with pricing and inventories;
- Challenges in managing redundancies, recruitment, and training plans;
- Increasing regulatory requirements, such as GDPR and sustainability reporting;
- Changing consumer spending patterns;
- Greater difficulty in refinancing existing debt or accessing new capital.

These changes in the management and organisation of retailers impact employees by causing physical and work-related stress. Additionally, they affect the financial resilience of businesses. Addressing these challenges requires focusing on skills such as 'adapting to change', 'wellbeing' and 'building stronger business foundations'. Employees should benefit from training that empowers them to manage their physical and work-related stress better, as well as to implement tools to prevent and address psychosocial risks.

In the list below these challenges are defined in more detail:

- Adapting to change (i.e. resilience, flexibility, and agility) was identified as one of the most important skills and attitudes. Practical training is needed for all employees to inspire helpful mindsets (e.g. embracing change, openness to changing roles) and behaviors (e.g. lifelong learning, open communication about and planning for change).
- **Wellbeing** was identified as a key area, but with two distinct training needs. Firstly, all employees should benefit from the training that empowers them to manage their own physical and mental health better. However, simply adding more training is not the only answer. We should focus on improving existing occupational health and safety (OHS) training to further integrate wellbeing considerations. This could involve training leaders, such as leaders of small retailers and SMEs, or HR managers in larger companies, to recognise signs of work-related stress, create a supportive workplace culture, and identify cost-effective wellbeing programmes that address both physical and psychosocial risks. Retail leadership training can also be enhanced to equip leaders specifically to tackle the root causes of a stressful working environment within their teams.
- **Building stronger business foundations** was identified as a final set of related training needs for owners of SME retailers specifically, given their vulnerability. This could include recommended best practices for cash flow and inventory management, refinancing debt and raising capital, and improving supply chain resilience — all with a focus on contingency planning and stress testing. Case studies on how SME retailers have responded successfully to real disruptions or learned costly lessons from failures could help to bring this to life.

Note: We assume a cumulative effect to take place: investing in training programmes that address sustainability and digital skills not only empowers employees but also fosters organisational resilience by preparing them to adapt to evolving environmental and technological challenges.

Our key findings on training needs above were largely consistent across countries. The prioritisation of those needs varies across countries, but because of small sample sizes, there is too much inherent bias to derive reliable insights on what training is needed most in each country.

What are the most important occupational profiles in retail?

After a detailed analysis of both ESCO and WEF occupational profiles, the top 10 occupation profiles were identified, and assessed based on the key drivers for inclusion:

- Most common occupational profiles
- Fastest growing jobs
- Most unfilled vacancies
- Most crucial emerging profiles

Two profiles were added because of their importance as emerging profiles: e-commerce specialist and sustainability officer.

The identified top 10 occupational profiles are the following:

- Shop assistant
- Store manager
- Warehouse worker
- Buyer
- Merchandiser
- E-commerce specialist
- Supply chain manager
- Sustainability officer
- Security manager
- Corporate training manager

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What are the training needs across these profiles?

To identify the most relevant training needs for our workforce, we analysed the top ten occupational profiles and mapped most relevant skills and attitudes to each of them. For each of the five themes we have categorised training needs into two groups:

- **Common needs:** These are fundamental skills and knowledge required across all 10 profiles.
- **Profile-specific needs:** These address specialised training requirements unique to each occupational profile.

Here are some of the examples of training needs across the five themes and two training needs groups:

Theme/groups of needs	Common needs	Profile specific needs
´Learn how to learn´	• Willingness to learn	• Talent planning and development • Curiosity • Mentoring and coaching
´Core retail skills´	• Coordination and time management • Attention to detail • Meeting commitments and deadlines • Assuming responsibility • Following instructions and procedures • Assisting and supporting co-workers	• Customer relationship management • Sales, comms & marketing • Customer service • Digital marketing • Project management • Time management and prioritisation • Persuasion and negotiation
´Digital´	• Digital literacy • Collaboration and productivity software • Artificial intelligence and big data	• Spatial thinking • Data mining • Cybersecurity and application security • Computer hardware and networking
´Sustainability´	• Environmental awareness • Sustainable and efficient resource usage	• Social-cultural awareness • Social justice • Technology ethics
´Resilience´	• Persistence • Adaptation to change	—

Figure 3. "Common and profile-specific needs across the profiles" (Source: Accenture analysis)

What are the key barriers to training in retail?

Our research identified a complex, interrelated set of barriers (please see Figure 6 below) limiting training for retail staff, especially frontline employees. These barriers affect both employers and employees.

Crucially, removing employer barriers is key to free up employee time for relevant training. Otherwise, boosting awareness or motivation has minimal impact.

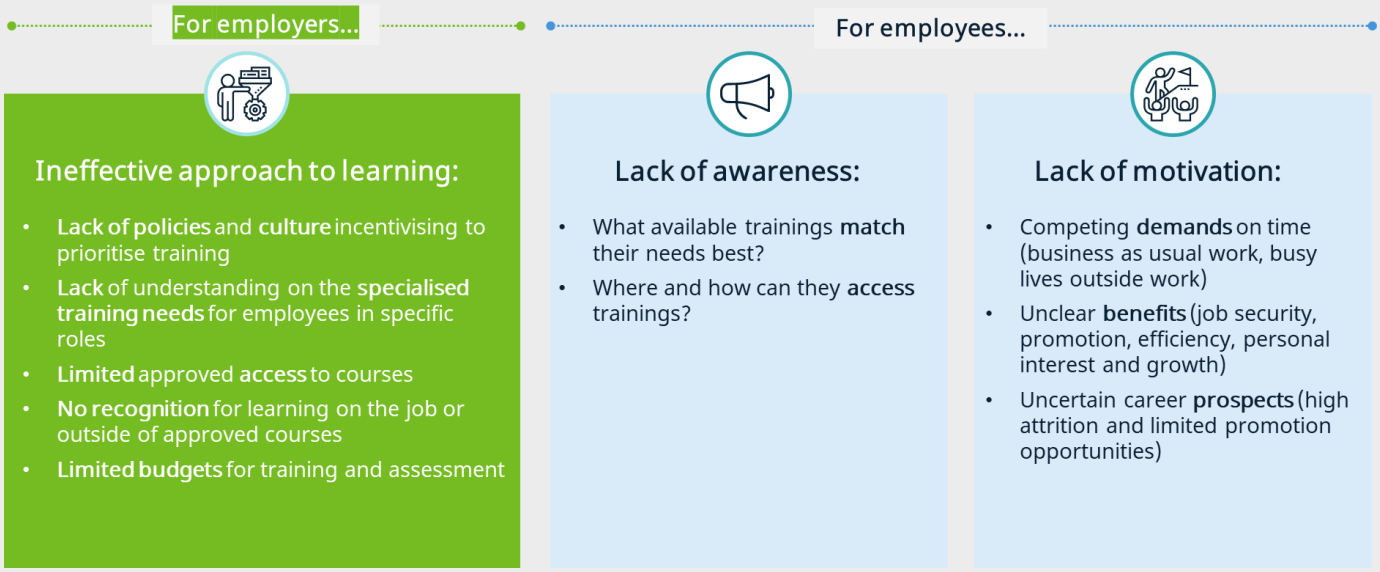


Figure 4. "Key barriers to training in retail" (Source: Accenture analysis)

- Firstly, we have identified that some instances, learning approaches may be less effective than anticipated, i.e.:
  - **Lack of policies** and **culture** driving and incentivising employees to prioritise training among other business and outside work activities.
  - **Lack** of understanding on the **specialised training needs** and inability to personalise training for specific roles (employers are sometimes unaware what individual training needs are required for their employees to improve their performance).
  - **Limited** approved **access** to courses (e.g. limited availability of languages).
  - **No recognition** for learning on the job or outside of approved courses which decreases the importance of training (e.g. by competent national authorities).
  - **Limited budgets** for training and assessment constrain learning development and implementation among retailers.
- We have also revealed that there is a big awareness gap. Employees raise two main questions related to availability and access:
  - What available training **matches** my needs best?
  - Where and how can I **access** available trainings?
- Apart from that, even if employees have knowledge of available and accessible trainings, they often lack motivation to take the training:
  - Most report having limited time for training due to competing demands from regular business activities and, in some cases, busy personal lives.
  - Some state that they do not clearly understand the benefits of training, such as job security, promotion opportunities, increased efficiency, and personal competency growth.

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- Uncertain career prospects are also mentioned as one of the challenges on the learning journey (i.e. high attrition and limited promotion opportunities are demotivating employees to take the training).

Note: For frontline staff, who make up the vast majority of employees in the retail sector, these barriers are typically influenced to varying degrees by their shop manager (in smaller retailers) or L&D manager (in larger retailers). While new training targeted at these roles is important, barriers can also be addressed by agreeing on a consistent set of design principles for S4R (see next section).

What emerging design principles do we propose and why?

To overcome the barriers related to training (both for employers and employees) and ensure a durable and transformative learning journey for retail employees, the learning programme should be built on the following principles:

1. **needs-based content:**
    - Courses will be co-created with **learners** to ensure **relevance** and meet their specific needs.
    - Content will be **regularly updated** with industry partners reflecting industry changes and best practices.
2. **flexible delivery:**
    - Training will be accessible through **on-demand access** to fit around busy work and life schedules.
    - We encourage **self-directed learning** to empower employees to take ownership of their professional development.
    - **Bite-sized learning modules** like short videos, interactive experiences or summaries will help maintain focus and fit into busy schedules.
    - **Stackable micro-credentials** will provide formal recognition of acquired knowledge without an excessive time commitment. Another characteristic would be that stackable programmes allow learners to eventually 'stack' their Micro-creds into a longer award type under VET or higher education.
    - **Standardised course formats** will enable open-source use across multiple platforms for increased flexibility and cost-effectiveness.
    - An option of a **single platform** will be considered to seamlessly aggregate courses from various suppliers, creating a user-friendly experience.
3. **Personalised learning:**
    - **Learning pathways** will be tailored to individual needs based on employee roles and assessments.
    - Existing knowledge and qualifications will be **recognised**, preventing unnecessary redundancy.
    - **Fully translated and localised content** will enhance accessibility for a diverse workforce.
4. **Affordability:**
    - We will avoid "**reinventing the wheel"** by focusing on making existing quality courses accessible to those who need them most, in cooperation with retailers (to reach the target group).
    - A focus will be on **blended learning,** utilising online learning as the default format for its flexibility, with the option for in-person modules when necessary for specific skills.
5. **Quality assurance:**
    - Courses will be developed with and recognised by leading figures in the retail industry, ensuring their quality and relevance.

- **Formal certification** in all countries is a long-term goal, providing valuable credentials for career advancement (as a contribution to EU policy objectives to improve the attractiveness of VET and careers in retail).
- We will pursue **pan-European recognition** of certifications to enhance workforce mobility and career opportunities.

What target groups might we prioritise and why?

To further ensure that the European Retail Skills Strategy and Learning programme truly empowers the workforce, we need to understand the individuals (personas) behind the jobs. The personas should serve as a foundation for tailoring learning pathways and content to address the specific needs and challenges of diverse employee groups within the retail sector.

To derive the list of personas from the target groups, we have been informed by the following sources:

- **WP4 audiences:** The selection of personas considered the target audience groups defined within Work Package 4 (WP4) of the Grant Agreement.
- **Top 10 occupational profiles and training needs analysis**: An analysis of the top 10 most prevalent occupational profiles within the retail sector, combined with identified training needs from Work Package 2 (WP2), informed the selection process.

Five prioritised personas representing high-priority employee segments:

- **Student** (prospective junior employee): This persona represents individuals entering the retail workforce, potentially upon graduation.
- **Shop assistant** (existing junior employee): This persona represents entry-level employees fulfilling customer service and basic sales functions.
- **Store manager** (existing middle manager): This persona represents individuals overseeing the day-to-day operations of a retail store, as well as covering the role of small business owner.
- **Warehouse worker** (existing junior employee): This persona represents employees responsible for stock handling and fulfilment within the warehouse environment.
- **L&D Manager** (existing middle manager): This persona represents individuals responsible for designing and delivering training programs within the retail organization.

Note: This is a provisional list of top 5 personas prioritised for consideration. It has been published as an intermediary step and does not reflect the final agreed selection for the purposes of designing learning pathways yet. WP2 will continue to consult retailers, industry experts and learning & development experts, while also considering the SME context in retail on both the number and names of personas to be prioritised and we anticipate this may result in further changes, which will be published in D2.2 (European Retail Skills Strategy).

Personas for future consideration:

The following target groups representing other roles relevant for future consideration have been identified in the programme:

- Buyer
- (Visual) merchandiser
- Logistics & distribution manager / fulfilment manager
- Loss prevention and physical security manager
- Omnichannel manager (incl. online)
- Sustainability manager
- Customer experience expert
- Data analyst
- Cybersecurity specialist
- Automation developer

Research sources, methodology and findings

This section contains a short description of our methodology and a summary of the findings for each source outlined below. Full details are available in the 10 appendices (separate documents).

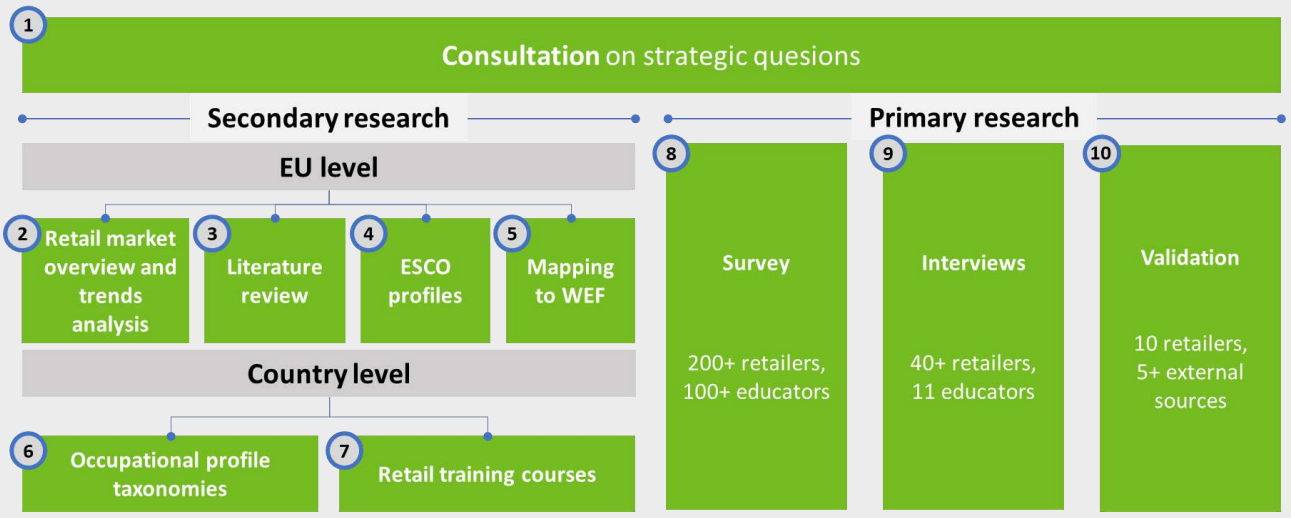


Figure 2. "Overview of methodology" (Source: Accenture)

1. Consultation on strategic questions

Methodology:

In order to set a clear practical direction for the skills analysis in Work Package 2, 16 strategic questions about the S4R programme have been created, discussed and aligned during a series of three Work Package Leads (WPL) group consultations.

16 questions raised during three WPL meetings were initially built upon the Grant Agreement together with additional details capturing and synthesising emerging thinking from across the WPL group. Recommendations derived as an output of the three WPL meetings were agreed not to be finalised, static or formally signed off at this point – they represent a latest working understanding of the S4R programme approach and are expected to continue to evolve in response to further consultation with the S4R Steering Committee, Alliance Partners and key stakeholders such as for example UNI Europa, EuroCommerce and the European Commission.

Summary of key findings:



Figure 5. "Outcome of consultation on 16 strategic questions" (Source: Accenture analysis)

2. Retail market overview and trends analysis

Methodology:

To inform strategic direction consultations and understand the impact of retail market conditions on the talent landscape, we conducted a comprehensive market review and trend analysis.

The market review focused on several key factors influencing the retail landscape: strengths, challenges, market value, retail categories, retail value chain segments, retailer size, e-commerce growth, reasons for attrition.

To gain a well-rounded perspective, the review leveraged various data sources:

- Publicly available retail-focused reports by consulting companies (i.e. McKinsey)
- Insights from global data platforms (i.e. GlobalData, Statista, Eurostat)
- Publications of international institutions (i.e. EEA, Eurocommerce, UNEP, Cedefop, CVETNET).

The trend analysis delved into the key drivers and transformative trends shaping the retail industry. This analysis considered several perspectives from:

- Consulting companies (i.e. Accenture, McKinsey & Company)
- International organisations (i.e. European Commission)
- Open-source viewpoints and articles from retail-focused organisations (i.e. Rethink Retail).

Summary of key findings:

The retail sector, previously characterised by a predictable operational environment, now faces a confluence of disruptive forces. Decelerating global economic growth, manifesting as declining household spending, casts a shadow on the industry. Disruptions within supply chains, echoing from ongoing conflicts and pandemic aftershocks, create product shortages. Rising interest rates, a symptom of economic tightening, threaten to dampen demand, particularly for luxury goods. However, essential goods remain largely resilient, acting as a consistent element within this economic landscape.

Retailers are compelled to adapt not only to evolving consumer preferences, but also to competitor-driven innovations. This high-stakes environment demands continuous adaptation and improvement, with advancements in artificial intelligence emerging as the leading driver of change. However, the situation is further complicated by a tightening labour market, a result of aging populations, declining birth rates, and stricter immigration policies. This talent shortage presents an additional challenge for retailers to overcome.

In response to this dynamic environment, the retail sector is undergoing a significant transformation. Here are the **key trends** shaping the retail industry as well as their key implications on the talent landscape:

- **Experiential retail:** The rise of experiential retail driven by consumers, demanding a personalised shopping journey tailored to their specific needs, elevates the significance of **frontline personnel**. These individuals transition beyond traditional roles as cashiers or sales associates, becoming brand ambassadors responsible for crafting engaging and personalised in-store experiences that cultivate customer loyalty. This necessitates a refined skillset, requiring frontline personnel to develop robust interpersonal skills, comprehensive product knowledge, and the ability to curate experiences that align with brand identity

- **Seamless omnichannel retail:** The traditional boundaries between online and offline retail are dissolving, replaced by a cohesive omnichannel experience. The ascendancy of e-commerce necessitates a heightened emphasis on **e-commerce-related skillsets** and professions. This translates to a requirement for employees to possess a holistic understanding of the customer journey, encompassing both online and offline touchpoints. Furthermore, it fosters a desire among employees, themselves consumers, to experience seamless user journeys while undergoing training across various digital platforms

- **Data-driven transformation:** Data-centric operations together with smart supply chains necessitate a workforce equipped with **digital competencies**. Data fluency and basic data literacy become crucial for all employees, allowing them to effectively utilise data in their daily tasks. However, for middle management and leadership, proficiency in **data analytics and AI** holds even greater importance, enabling them to make data-driven decisions that optimise operations and drive strategic growth. In tandem with digital competencies, the need for strong soft skills such as **resilience, flexibility, and agility** becomes paramount in a data-driven environment, allowing employees to adapt to constant change and navigate uncertainty effectively.

- **Sustainability as a strategic imperative:** With sustainability gaining ground due to evolving regulations and more environmentally conscious consumers, employees should act as **sustainability advocates**. They not only need to understand the nexus between sustainable practices and the company's financial performance, but also should be equipped to seamlessly integrate these practices into their daily tasks and customer interactions. This necessitates the development of expertise in such topics as sustainable product sourcing, in-store waste reduction strategies, and the effective communication of sustainability initiatives to customers.

- **Current trends for grocery retailers in 2024**
  McKinsey & Company and EuroCommerce launched their yearly report "The State of Grocery Retail 2024: Europe – Signs of hope" in April 2024 (see Appendix 2.2 & 2.3). The report takes a comprehensive look at the key trends shaping the grocery industry in the coming years and is based on interviews with four CEOs, a survey of more than 30 European grocery leaders, and a survey of over 12,000 consumers across 11 European countries.
  McKinsey & Company and EuroCommerce expect overall grocery volume in Europe to return to growth in the second half of 2024. Food to go is expected to grow at roughly 8% per year over the next five years in Europe.

  Still, grocers across Europe face an unprecedented number of job vacancies, and the average employee tenure has already decreased by 2.2% in 2024. The most needed jobs are in frontline positions, supply chains, and roles requiring digital and technological expertise.
  Hiring and developing talent is one of the top three priorities of European grocery retail CEOs. As automation and digitalisation progress, the roles and job profiles of retail employees will change significantly over the next decade. Social, emotional, cognitive, and technological skills will become much more important than the need for physical activity. Attractive grocery employers offer careers, not just jobs, in combination with the right work-life balance. The continuous development of the food-to-go sector will continue to create challenges, which will have an impact on the necessary skills of employees. Food-to-go includes various distribution channels: pre-packaged ready meals, repeatable ready meals, counters and kiosks, take-away restaurants and meal delivery.

To summarise the above, retail trends necessitate a fundamental reevaluation of learning and development programs within the retail sector. Traditional training methods must be replaced with a more progressive approach, emphasising **interactive, accessible,** and **role-specific** learning experiences. By fostering a culture of continuous learning and equipping their workforce with the requisite skills and knowledge, retailers can cultivate a future-proof workforce capable of thriving in this ever-changing environment.

3. Literature review

Methodology:

Literature review analysis has gone through the following steps:

- Step 1: Collection of a total of 56 different desktop research pieces and materials provided by partners.
- Step 2: Shortlisting of 17 reports (out of 56) for deep-dive analysis and development of a two-page deep-dive analysis of each one.

To obtain a holistic overview of the retail market, trends and methodology, 17 reports have been selected across three key categories: retail-specific ones, cross-industry and EU skills blueprints:



Figure 6. "Summary of resources for literature review" (Source: Accenture analysis)

Summary of key findings:

Based on the 17 reports, the key findings can be summarised across skills, occupational profiles/roles, key barriers, considerations for design principles (of the Training programme) into:

Category of analysis	Findings
Skills needs	
All skills	**Overall:** 7 in every 10 skilled occupation workers report on substantial unmet learning needs
New skills	**Digital skills:** • Skillset enabling the adoption and effective utilization of digital technologies like contactless payment systems, digital screens • Demand for ICT workers is high across the majority of industries, hindering digitalisation of the retail sector

	• Addressing low female participation in acquiring digital skills is essential (as gender gap in digital skills mirrors IT employment, with only 19.1% of IT sector employees being women in 2021) **Sustainability and green skills:** • The retail industry will drive its sustainability transformation through: Net zero operations (e.g. renewable energy, EV fleet); sustainable offering (sustainable and eco-design products); and circularity and waste management • Upscaling green VET will boost skills for the green transition – digital and others – and expand 'green' mindsets
Reskilling and upskilling	**Digital-driven:** • Automation through self-checkout and robotic shelf replenishment is likely to create opportunities for retail employees to transition into new roles, which makes reskilling highly important • Growth in needs for ICT professionals is not being satisfied by the local ICT student pipeline, which makes companies assign existing ICT staff to take on other roles **E-commerce-driven:** • Omnichannel operations and click & collect require sales staff to have a good knowledge of the entire 'customer journey' (online and offline)
Occupational profiles/roles	
New professions	**Digital profiles:** • Most needed jobs in the future in technology: data scientist, developer, and digital educator **Sustainability profiles:** • Emerging professions for green transition: Frontline green professions (e.g. repair specialist; circular product designers; transport and mobility specialist; environmental protection specialist) and green managers (e.g. logistics manager; waste manager; renewable energy manager) **Corporate functions:** • Corporate functions will evolve leading to new jobs in category management, marketing, management of the seamless experience online and offline (i.e. social media managers, digital marketing specialists, user experience experts)
Key barriers	
Industrial (retail) challenges	• Infringement of the free movement of goods and the freedom of establishment • Law amendments lead to legal uncertainty and confusion among retailers • There is no single market with single market rules, preventing barriers, addressing territorial supply constraints
Training development/implementation/engagement	• No common approach and no definition of green and digital skills across EU countries • SMEs often lack the expertise and resources to drive sustainability and digital • 54% of the companies reported that there was not enough time for training their staff, followed by insufficient budget (48%)
Considerations for design principles	
Target audience	• There should be a strong focus on SMEs and students as big companies have the resources to upskill the workforce

	• Due to delaying labour market entry, educational expansion reduces the participation of younger age cohorts and increases participation of older employees, who require upskilling/reskilling • Low-skilled adult group is not heterogenous in terms of needs - designing the VET course requires funneling down the target group
Modes of learning	• Learners expect access to knowledge in the workplace (learning on-demand – via access to digital learning platforms) • The most desirable modes of training are blended learning, eLearning; in-house trainings with external trainers • Incentivisation of active ageing is necessary through continued employment and mentorship programmes • Expansion of apprenticeships and wider usage of online learning platforms will ensure the desired workforce's skillset

Figure 7. "Summary of key findings from literature review" (Source: Accenture analysis)

4. ESCO profiles mapping and prioritisation

Methodology:

To identify the most important occupational profiles in retail, we started with the ESCO list of 3,000+ occupation profiles list, identified 120+ profiles relevant to retail and took a data-driven approach to prioritisation. We considered which profiles are the most common, the fastest growing, experiencing the most unfilled vacancies and which are critical emerging profiles. Based on this analysis, we initially prioritised 18 profiles. We then looked at commonalities in skills across them to identify 20 to 30 top skills – for which we could assess both supply and demand in the market via surveys and interviews with retailers and VET/HE.

Finally, we refined the 18 profiles down to a 'top 10' list to build 'one page' summary profiles including descriptions, education levels, current skills needs and key changes expected by 2030. This process of refining was based on de-duplication and feedback from retail market experts. The 10 profiles are being validated directly with retailers who are major employers specifically for each of them.

Summary of key findings:

The top 10 occupational profiles identified are:

1. Shop assistant
2. Store manager
3. Warehouse worker
4. Buyer
5. Merchandiser
6. E-commerce specialist
7. Logistics and distribution manager
8. Sustainability officer
9. Security manager
10. Corporate training manager

The profiles were assessed through key 4 drivers:

Selected occupational profiles	Most common jobs	Top 10 fastest growing jobs	Top 10 unfilled vacancies	Top emerging occupational profiles
Shop assistant	x	x	x	
Customer service representative	x	x	x	
Sales assistant	x	x	x	
Store manager	x	x	x	
Shop supervisor	x	x	x	
Logistics and distribution manager	x	x	x	
Warehouse worker	x	x	x	
Merchandiser	x	x	x	
Inventory coordinator	x	x	x	
Cashier	x		x	
Cargo vehicle driver	x		x	
Shelf filler	x			
Customer experience manager		x		x
Specialised seller		x		
Sustainability officer				x
E-commerce specialist				x
Waste management officer				x
Circularity specialists				x

Figure 8. "Mapping of drivers to occupational profiles" (Source: Accenture analysis)

Besides the key 10 profiles, we also identified other emerging profiles through the literature review process. These profiles did not make it to the list of top 10, but are also well aligned with the skills modules we are planning to focus on:

Digital:

- User experience specialists
- Digital marketing specialists
- Social media specialists
- Data specialists
- AI specialists

Sustainability:

- Waste / recycling specialists
- Circular product designers
- Environmental protection specialists
- Renewable energy specialists

5. Review of skills taxonomies and rationale for using WEF

Methodology:

In our analysis of the ESCO database, we have identified 128 occupational profiles relevant to the retail sector out of a total of 3,008. This examination brought to light two key aspects:

- Cross-sectoral: A majority of these roles (95 out of 128) are general and applicable across sectors, like 'digital marketing manager', highlighting a significant skill overlap with other industries.
- Retail-specific: A smaller segment comprises 33 retail-specific occupations, predominantly in the 'service and sales workers' category at Level 5, such as 'cashier'.

The findings point towards the importance of versatile skillsets and the need for upskilling, particularly in lower-level, retail-specific roles.

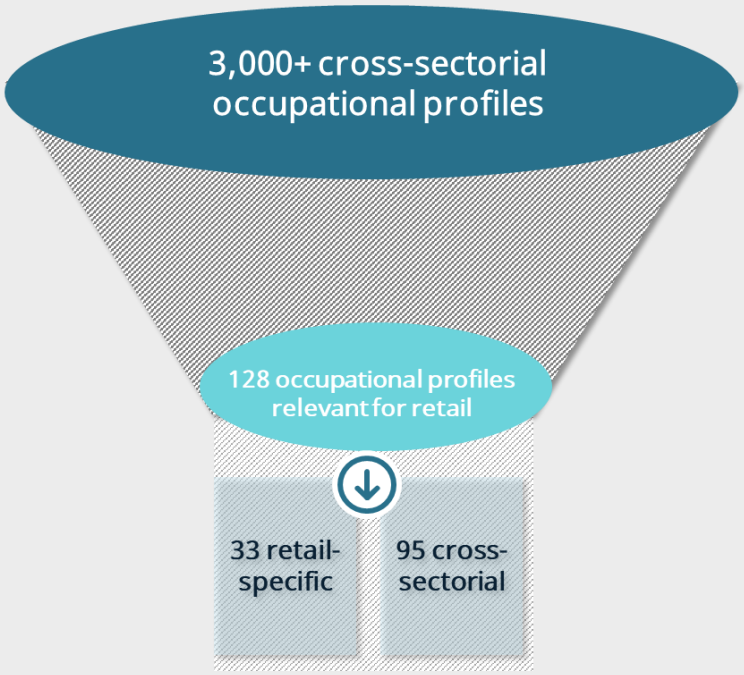


Figure 9. "Outcomes of the ESCO database analysis" (Source: Accenture)

From the above analysis, it was found that ESCO contains around 13,500 skills, which are not standardised and often overlap. This posed a challenge in achieving a cohesive analysis and deriving reliable insights.

We have analysed a few alternative taxonomies (ISCO, ICSED, WEF, LinkedIn, ILO, Bloom, SFIA, 21st Century Skills and DigComp) and WEF taxonomy has been selected for further mapping of skills. The decision has been made to use WEF taxonomy due to the following rationale:

- the WEF skills framework is more structured; features 50 skills and 33 attitudes, providing easier navigation.
- It is internationally recognised and future-oriented (reskilling revolution 2030); it addresses the changing nature of work and skills demand in the global economy.
- the WEF taxonomy covers all areas of Triple Transition making it convenient for further training modules creation.

Summary of key findings:

From 18 ESCO occupational profiles, 17 WEF profiles were mapped as shown below:

18 occupational profiles		17 occupational profiles mapped to ESCO
Retail salespersons	→	Shop assistant
Cashiers	→	Cashier
Stockers and order fillers	→	Shelf filler
First line supervisors of retail sales workers	→	Shop supervisor
Customer service representatives	→	Customer service representative
Miscellaneous sales and related workers	→	Specialised seller
Driver/sales workers and truck drivers	→	Cargo vehicle driver
Sales associate	→	Sales assistant
Store manager	→	Shop manager
CX specialists	→	Customer experience manager
Logistics coordinator	→	Logistics and distribution managers
Warehouse worker	→	Warehouse worker
Merchandiser	→	Merchandiser
Inventory manager	→	Inventory coordinator
Circularity specialists	→	N/A
Sustainability officers	→	Sustainability manager
Waste manager	→	Waste management officer
E-commerce specialists	→	Online sales channel manager

Figure 10. "Mapping of ESCO and WEF occupational profiles" (Source: Accenture analysis)

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6. Occupational profile taxonomies across countries

Methodology:

Secondary research has been conducted by project partners to gather the existing occupational profiles in different countries. This has been included in the table attached to this document "Occupation profile taxonomies across countries (Excel)" – refer to Appendix 6. "Occupation profile taxonomies across countries"

Summary of key findings:

- The number of occupational profiles identified in most countries is between 13 and 16. In Austria, there are significantly more, namely 73, whereby each sub-sector of the retail trade has its own occupational profile in sales, e.g. fashion, pharmacy, hearing aid acoustician.
- Common occupational profiles across all countries deal with core retail topics, e. g. sales, product management, logistics and warehouse management, advertising and marketing, stores management.
- In some cases, specific options regarding digital and resilience are offered, e.g. a second-hand goods dealer or e-commerce manager in Austria, a communication and digital service technician in Portugal, or a consumer scientist in Ireland.
- Information regarding the level of accreditation (NQF/EQF level or accredited by the state) varies between the countries depending on courses available and national requirements.

7. Retail training courses across countries

Methodology

Secondary research has been conducted by project partners to gather the existing training courses in different countries. This has been included in the table attached to this document "Retail training courses across countries (Excel)" – refer to Appendix 7. The number of training courses varies between 6 and 34, with Austria and Ireland showing the most and Romania and Latvia the least.



Figure 11. "Number of training courses by each country (Source: WIFI analysis)"

Summary of key findings:

- All countries identify existing training courses in the key retail topics as very relevant, for example:
  - marketing,
  - customer-facing and sales,
  - online retail, or
  - business management.
- While most countries include the training topic of resilience in existing courses, for example for enhancing skills in customer-facing and sales management, a few countries also provide specific training in leadership and resilience skills development, e.g. in Hungary or Ireland.
- A few countries provide specific trainings in digital skills, e.g. Portugal in communication and digital technics, and Ireland offers an online distance training in creating digital assets with Canva. On the other hand, digital topics are included as a part in existing retail courses in all countries.
- Specific secondary research work has been conducted for the Romanian retail market (see Appendix 7). The main findings are summarised in the following:
  - An increased need for human capital to retain employees and to enhance the adaptability and speed of response to new challenges, e.g. digital sector, resilience or online retail.
  - An increased demand in the application of hybrid training modes which needs skills related to digital and resilience, such as agile, leadership, soft and interpersonal skills.
  - Limited budgets for training programmes which leads to using increasingly digitised training modes.

- An increased development of online retail shops in the European market, such as ready-to-eat food or delivery of groceries from the supermarket.
- Employees in the retail sector who need to adapt to new ways of communication within teams. This causes the need to develop complex and diverse online channels of connecting with each other and taking care about emotional intelligence on building a strong team culture to strengthen the resilience of employees.
- Key retail actors in the market who run different training programs dealing with digital, resilience and green topics, for example:
  - Lidl implements a programme for mentoring and shadowing to assist employees developing their careers successfully.
  - AUCHAN performs detailed training needs assessments of their employees to offer adapted training and personal development for their employees focusing on distance learning modes, e.g. in green training topics such as food waste, plastic pollution and the impact on climate change. In addition, they offer premium training programmes to increase skills in resilience, e.g. in leadership, business management and international management.
  - Kaufland invests in a specific resilience training programme that allows their employees to experience the role of the CEO for one day.
  - Carrefour invests in a leadership and management training program that enhances the skills of its employees in various fields of resilience and digital retail.

8. Survey (retailers, VET and HE)

Methodology:

In the first part of the primary research a survey was created and disseminated among retail industry players as well as the educational institutions. Responses were gathered from 293 retailers and 90 VET institutions. Respondents were asked to rank the training needs as well as training completion (among either their employees or students, depending on the respondent type) for each of the 27 previously selected, key skills divided in six main categories.

Summary of key findings:

Most of the retailers (65%) spend less than a EUR 1,000 per year on each employee's training:



Figure 12. "Distribution of spend on training per employee (in EUR)" (Source: Accenture analysis)

From the survey results we have also analysed the skill need score (representing the difference between skill demand and supply) across the main skill categories:

Based on the conducted survey, we analysed the most crucial training skills via calculating the skill need score (representing the difference between skill demand and supply) and ranking it on a scale from 1 to 3:

	Skills	Skill need score
	Curiosity and willingness to learn	2,12
	Coordination and time management	2,09
	Resilience, flexibility and agility	2,07
	Attention to detail	2,07
	Customer relationship management	2,07
	Sales, communication, marketing	2,05
	Customer service	2,03
	Creative thinking	2,02
	Environmental awareness	2,00
	Digital literacy	1,99

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	Meeting commitments and deadlines	1,95
	Sustainable resource usage	1,94
	Analytical thinking	1,93
	Coaching and mentoring	1,90
	Leadership and social influence	1,88
	Project management	1,87
	Quality control	1,85
	Persuasion and negotiation	1,84
	Networking and exchanging information	1,84
	Risk management	1,82
	Adopting green technologies and process	1,76
	Finance and accounting	1,75
	Digital marketing	1,74
	Supply chain management	1,65
	Digital design and user experience	1,59
	Data analytics & AI (incl. using Generative AI)	1,51
	Data analysis and mathematical modelling	1,51

Figure 13. "Skill-need scoring for most crucial training skills" (Source: Accenture analysis)

9. Interviews (retailers and VET/HE)

Methodology

There were 52 interviews conducted among top retailers and VET & HE institutions from eight European countries (Austria, Czech Republic, Hungary, Ireland, Malta, Latvia, Portugal, Romania). Most of the interviews were conducted with the retailers (79%) and the rest with VET/HE (21%).

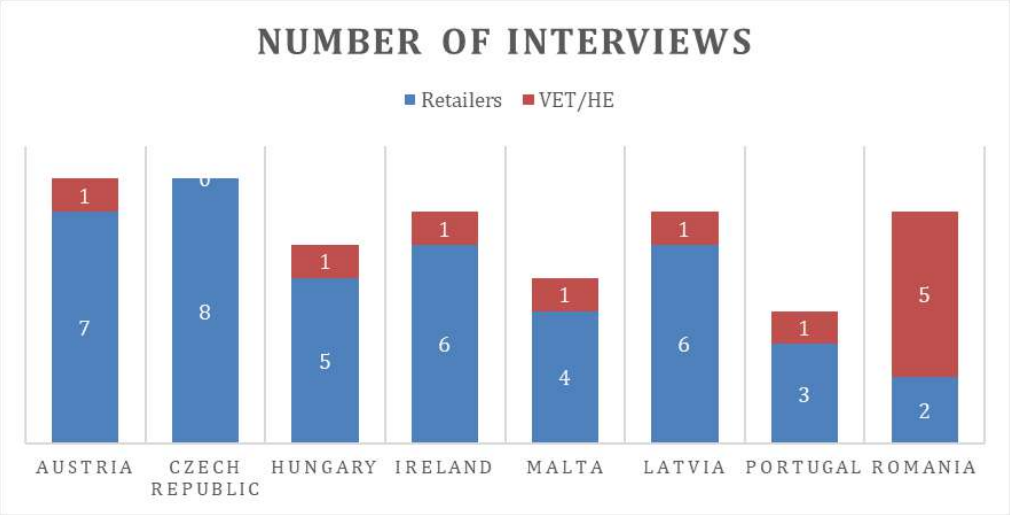


Figure 14. "Number of interviews with retailers and VET/HE" (Source: WIFI/WKO analysis)

As shown in the following figure, in total, 14 small retailers (<50 employees), 7 SMEs (<250 employees) and 20 large retailers (>250 – 135.000 employees) were interviewed.

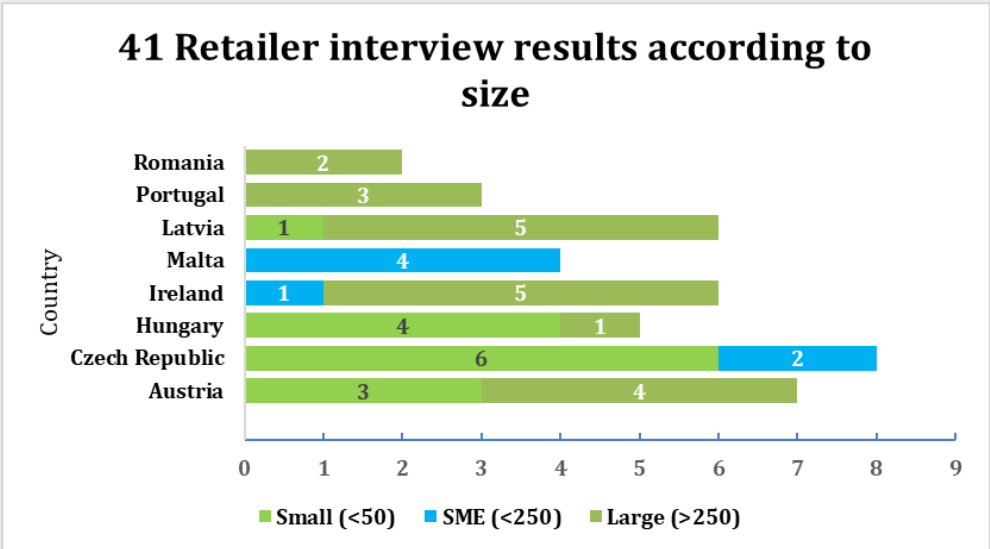


Figure 15. "Retailer interview results according to size" (Source: WIFI /WKO analysis)

The interview questions focused on identifying:

- The challenges in the retail sector regarding the Triple Transition topics: Green/Sustainability, Digital and Resilience
- Emerging jobs and roles

- Knowledge/skills needs
- Training courses and modes
- Academic certifications such as micro-credentials

The transcripts of the interviews have been reviewed for project relevance in a detailed country analysis, considering the size of the retailers per country, across eight countries (Appendix 9).
A summary of the main results, messages and statements is given in the following:

Summary of key findings

Retailers' interviews:

Question	Key findings
1. From your experience in retail, what are the emerging jobs, and which roles are becoming increasingly important?	Top emerging roles mentioned: • Sustainability managers (e.g.: ESG, CSR, Regulatory) • Data specialists • Digital marketing / E-commerce / online sales / social media specialists • Automation developers • App developers Top roles continuously important in retail: • Sales and marketing • Customer service
2& 3. The Sustainability/Green agenda is increasingly being discussed as important for retail businesses, have you noticed any knowledge/skills needs in the area of sustainability/green? What training courses would you like developed?	Most retailers see the need for sustainability trainings in the areas of: • The drivers for sustainability (business case, regulation, customers, environmental awareness), • Basics of how to implement: energy efficiency, waste & water usage reduction, emissions management, • How to implement sustainable procurement practices (e.g.: CSRD), • How to implement sustainability reporting, strategy and partnerships.
4 & 5. What roles within your organisation are becoming more dependent on digital?-What training courses in the area of digital would you like developed (who is the target audience, duration of course, delivery mode, content covered)?	Most retailers see the need for sustainability trainings in the areas of: • Basic digital literacy (for all employees) - Using a computer, Microsoft tools, Using GenAI, LLM • Sales, marketing, customer experience (for Digital marketing specialists, Content manager, Customer experience specialists, E-commerce managers) • SEO (Search Engine Optimisation) - Social media marketing, Digital merchandizing, Digital graphic design, video production • Data analytics (for Business intelligence data analysis, Big data analysis) - Data analytics e.g., PowerBI, Website metrics analysis • Tech architecture & software development (for technical solution architects, functional architects, frontend and backend developers, automation developers, app developers, API (application programming interface) managers, AI specialists, RPA (robotic process automation) developers) - software development, application of robotic • Data security (for security engineers/officers or cybersecurity specialists, DPO (data protection

	officer)) - digital or data security, digitised documentation and inventory.
6. When considering workplace training for retail employees, how important are academic certifications such as micro-credentials?	• Retailers see learning outcomes and acquired skills as the most important thing rather than certification. • Most retailers see some kind of formal certification as important • There are many different views on the approach on certification (which certification, which bodies to engage, whether to use micro-credentials, etc.)
What are the biggest challenges when getting employees to sign up or engage in training? (e.g., time, budget, employee willingness to enrol, unsure of training needs)	The biggest challenges in engaging employees in trainings are: • Time necessary to complete training, releasing staff for a day for workshop, lack of flexibility due to lack of resources • Cost of training • Risk of employees leaving the company after completing a training • Difficulty gathering staff from different regions (for in-person training)

Figure 16. "Summary of questions and key interview findings (retailers)" (Source: WIFI/WKO analysis)

VET/HE interviews:

Question	Key findings:
1. Describe the different retail courses you provide (course name, content, who is the target audience, duration of course, delivery mode) who are your typical students?	• Many of the interviewed VET offer general business, marketing, economics, accounting or commercial courses • Some offered specific retail management courses or specific Master courses, e.g. for fashion
2. What new and innovative training programmes do you think are required for the retail sector?	VET/HE indicated the need for following training programmes: • Many VET/HE emphasised the need for better core retail skills training, focusing on communication, leadership, customer service, commercial basics • Some of the respondents recognised the need for better training on Triple Transition themes, i.e.: digital, resilience, sustainability.
3. What are the biggest challenges when getting retailers to engage with training? (e.g., time, budget, employee willingness to enrol, unsure of training needs)	• Many VET/HE interviewees recognised that getting retailers to release employees' time for training is the main barrier. • Some VET/HE emphasise the difficulty applying theoretical knowledge in practice. • Few indicate lack of motivation to learn theory as practice in stores is seen as more important.
4. From your experience have you seen an increase in the demand for training in the area of sustainability from retailers? If yes in what area of sustainability?	• Most VET/HE did see a need for more training in the area of sustainability topics, e.g. circular economy, ESG basics, measuring carbon footprint.
5. From your experience have you seen an increase in the demand for digital training? If yes in what areas of retail?	Most VET/HE did see an increased demand for digital training. The categories they highlighted were similar to those indicated by the retailers, including: • Basic digital literacy • Sales, marketing and customer experience • Data analytics • Tech architecture and software development • Data security
6. In your opinion, how important are academic certifications, such as micro-credentials, for training retail employees in the workplace?	• VET/HE views on the topic of certfication are similar to those of the retailers (see above)

Figure 17. "Summary of questions and key interview findings (VET/HE)" (Source: WIFI /WKO analysis)

10. Validation of TOP 10 occupation profiles

Methodology:

After previously determining the top 10 occupational profiles, each of them was later described in detail in terms of the key areas:

- Profile description
- Minimal EQF level
- Tasks and activities
- Top skills, knowledge and abilities
- Top attitudes

Then, each of the profiles was verified with one of the significant retailers from various subsectors from all over Europe and after the consultations two additional sections with skilling insights were added:

- What new training will be most needed by these staff from now to 2030?
- What practical barriers may stop them accessing training?

Summary of key findings:

During the validation of the occupational profiles, the following key emerging skills were identified in the five skill areas:

1. Human skills:
    - Communication – conversation, eye contact, smiling, non-verbal
    - Collaboration
    - Empathy
    - Common sense
    - Growth mindset
    - Attention to detail
    - Creative thinking
    - Problem solving

2. Sustainability / green:
    - Fundamentals in sustainability required at all levels in the organisation
    - ESG – environmental social governance or people, planet, profit
    - Legislation – national and EU regulations
    - Customer service training – new green initiatives are impacting customer experience in-store and employees need training
    - Financial acumen – understanding link to profit, data collection, benchmarking
    - Change management
    - Supply chain and sustainability
    - Waste management
    - Policy development
    - Leadership training
    - Mentoring and coaching

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3. Digital:
    - Basics of how to use technology – turning on devices, risks with email, sharing files, USB usage, customer data, etc.
    - Microsoft packages
    - AI in retail
    - Data
    - IT infrastructure
    - Cybersecurity
    - E-commerce
    - Digital marketing
    - Video production
    - Social influencing
    - SEO
    - Disruptive technologies – blockchain, AR, VR, robotics, etc.

4. Retail acumen:
    - Selling
    - Customer experience
    - Commercial awareness – developing a commercial sales-driven mindset, internal and external factors, etc.
    - Loss prevention/security
    - Financial
    - Marketing
    - Merchandising
    - Supply chain from procurement to last-mile delivery
    - Creative thinking/idea generation

5. People management:
    - Recruitment and selection, onboarding process
    - Motivation
    - Teamwork
    - Conflict resolution
    - Coaching and mentoring
    - Performance management
    - Learning and development – talent development
    - Wellbeing in the workplace
    - Health and safety

The retailers also identified the key challenges in training. During the interviews on the profiles, they pointed to the following areas:

- Organisational culture
- Time challenges
- Cost
- Lack of knowledge about what training is required and how to access it
- Lack of a dedicated person encouraging/promoting training in the business
- Lack of interest from employees
- Career pathway not being defined
- Language and literacy issues
- Confidence
- No dedicated role for the occupational profile in the business
- Assessment model used

Appendices

Appendices in the format of separate files provide more detailed information of the analysis and follow the structure of the section "Research sources, methodology, and findings":

#	Source	File(s) name
1.	Consultation with WP Leads on strategic questions	1_S4R_ Occupational Profiles & Needs Analysis_Consultaion on strategic questions
2.	Retail market overview and trends analysis	2.1_S4R_ Occupational Profiles & Needs Analysis_Retail market overview and trends analysis 2.2_S4R_Occupational Profiles & Needs Analysis_State of Grocery Retail Europe 2024_report 2.3_S4R_Occupational Profiles & Needs Analysis_State of Grocery Retail Europe 2024_press release
3.	Literature review	3_S4R_ Occupational Profiles & Needs Analysis_Literature review
4.	ESCO profiles mapping and prioritisation	4_S4R_Occupational Profiles & Needs Analysis_ESCO profiles mapping and prioritisation
5.	Review of skills taxonomies and rationale for using WEF	5.1_S4R_Occupational Profiles & Needs Analysis_Feedback on ESCO taxonomy 5.2_S4R_Occupational Profiles & Needs Analysis_Review of other taxonomies
6.	Occupation profile taxonomies across countries	6_S4R_Occupational Profiles & Needs Analysis_Occupational profile taxonomies across countries
7.	Retail training courses across countries	7.1_S4R_Occupational Profiles & Needs Analysis_Retail training courses across countries 7.2_S4R_Occupational Profiles & Needs Analysis_Research training Romania EN
8.	Survey (Retailers, VET & HE)	8.1_S4R_Occupational Profiles & Needs Analysis_ Survey (VET & HE) 8.2_S4R_Occupational Profiles & Needs Analysis_Survey (retailers)
9.	Interviews (Retailers, VET & HE)	9.1_S4R_Occupational Profiles & Needs Analysis_ Interview guidelines (retailers) 9.2_S4R_Occupational Profiles & Needs Analysis_ Interview guidelines (VET & HE) 9.3_S4R_Occupational Profiles & Needs Analysis_Summary Interview Results Retailers_VET&HE 8 Countries 9.4_S4R_Occupational Profiles & Needs Analysis_Interview Results Retailers per Country 9.5_S4R_Occupational Profiles & Needs Analysis_Interview Results for VET_HE 8 Countries 9.6_Occupational Profiles & Needs Analysis_Retailers According to Size 8 Countries 9.7_Occupational Profiles & Needs Analysis_Retailers According to Size per Country 9.8_ S4R_Occupational Profiles & Needs Analysis_Interview findings
10.	Validation of TOP-10 occupation profiles	10_S4R_Occupational Profiles & Needs Analysis_Validated_Occupational Profiles_all

Figure 17. "List of Appendices"

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Quality assurance review

Work Package No/Name	WP2
Deliverable Name	D2.1 - Occupational Profiles & Needs Analysis
Partner(s) involvement	**WKO & Accenture**
Submission Deadline (As per Annual Work Plan)	**14.06.2024**

Rate	1	2	3	4	5
Quality Parameter	very low/strongly disagree	low/disagree	moderate/neither nor	high/ agree	very high/strongly agree
1. The work performed corresponds to the requirements and methodological standards of the project.	☐	☐	☐	☐	☒
2. The drafting and structuring of each deliverable include the contribution of all relevant experts.	☐	☐	☐	☒	☐
3. Deliverables use clear and easily understandable language in the text and the design is professional and in line with the project brand identity, guidelines, and document template.	☐	☐	☐	☐	☒
4. The output is in line with the standards adopted by the European Commission.	☐	☐	☐	☐	☒
Name of the WP Leader	Claudia Neumann				
Submission Date	04.06.2024				



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