Better Quality Retail Jobs - Why We Need Them; How to Create Them

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Building the Business Case for Good Jobs
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Sarah Day Kalloch has dedicated her career to connecting public and private sector leaders with front line workers to build better businesses, create good jobs, and define stronger social policy. She serves as the Executive Director of the Good Jobs Institute, which inspires industry leaders to redefine what it means to run a successful business and help their companies thrive by creating good jobs. She builds partnerships with companies and investors looking to implement the Good Jobs Strategy, and creates tools and resources to guide any organization that wants to move from bad jobs to good jobs. She was a 2018-2019 Aspen Institute Job Quality Fellow and has guest lectured on good jobs and sustainable operations in MIT Sloan's Executive Education and MBA programs.

Sarah previously spent over a decade in international development, improving the health, human rights and financial independence of communities across Africa. At Oxfam, Sarah spearheaded global partnerships that encouraged leading food and beverage companies to adopt more sustainable sourcing policies. As an executive at Physicians for Human Rights, she co-founded two health and human rights organization in Uganda and Kenya and secured billions in HIV/AIDS and global health funding.

Sarah graduated magna cum laude from Harvard College and also holds an MBA from the MIT Sloan School of Management, where she was awarded the Seley Scholarship for her leadership, community contributions, and academic achievement.

COVID has illuminated that frontline workers are essential. The business case for good jobs is more apparent than ever. Investing in frontline workers, and leveraging that investment with smart operational choices and job design, can drive productivity, improve customer service, and show respect for workers’ time, knowledge and judgement.
There is growing evidence that shaping work of the future to achieve a more broadly shared prosperity will require rebuilding worker voice and representation, rebalancing power in employment relations, and making fundamental changes in American labor and employment policies. As noted in the initial report of our MIT Task Force on the Work of the Future:

“Although we are uncertain precisely what rules should govern worker representation in the United States, we are certain that the nearly ‘voiceless’ model the nation has embraced over the last four decades is out of balance.”
What are the lessons from learning science and new technologies that could make online education, including workforce training, more effective?

Our current workforce education system faces many gaps, from underinvestment to a deep disconnect between the still-separate worlds of work and learning. However, new models for workforce education delivery are developing to help fill these gaps. New educational technologies are high on the list of new delivery models that we must consider.

The coronavirus disease (COVID-19) introduces a new driver. It has particularly harmed the poor and working class, who have lost jobs or are filling riskier face-to-face “essential” jobs, as opposed to safer, at-home, “knowledge” work. It has underscored the need for a better workforce education system to create better quality jobs. The virus also seriously damaged some key sectors of the economy, where many jobs will not return any time soon. There is now a major need to make workforce education a policy priority, to upgrade skills for those being left behind, and to help others shift job sectors to areas where there will be work.