She'll Be Right

Culture change through the lens of redeveloping culinary management and leadership

---

In partial fulfilment of the Master of Professional Practice
submitted at Otago Polytechnic
November 2024

Juliane Sophia Tautz

Academic Mentor & Facilitator
SAMUEL MANN | RACHEL MCNAMARA

Abstract

This master's thesis explores the integration of hauora (wellbeing) practices into culinary education, challenging the traditional "She'll be right" mindset pervasive in the hospitality industry. Through a mixed-method approach grounded in autoethnography, the Cynefin framework, and te ao Māori principles like Manaakitaka and Te Whare Tapa Whā, this research presents the Kai Hauora model. The model emphasises holistic wellbeing by addressing physical, mental, social, and spiritual health, fostering a culture of care within culinary management and leadership.

The thesis is delivered through an innovative podcast series, featuring industry professionals who critically engage with the Kai Hauora framework and its practical implications. This accessible format bridges the gap between academia and industry, offering real-world strategies to cultivate supportive kitchen environments. Findings underscore the pivotal role of conscious leadership in promoting wellbeing. By embedding hauora into teaching practices this research advocates for a sustainable transformation of kitchen culture.

This work contributes to the growing discourse on hauora in hospitality, positioning culinary education as a catalyst for industry-wide change. The Kai Hauora model serves as a blueprint for fostering a nurturing and inclusive professional environment, paving the way for a healthier and more resilient workforce.

Attestation

I confirm that this submission is my own work and, to the best of my knowledge, does not include any material previously published or written by another person (except where clearly acknowledged). It also has not been submitted, in whole or in part, for any other degree or qualification. This work reflects my commitment to exploring wellbeing in the hospitality industry with integrity, authenticity, and respect for the voices that have informed my research.

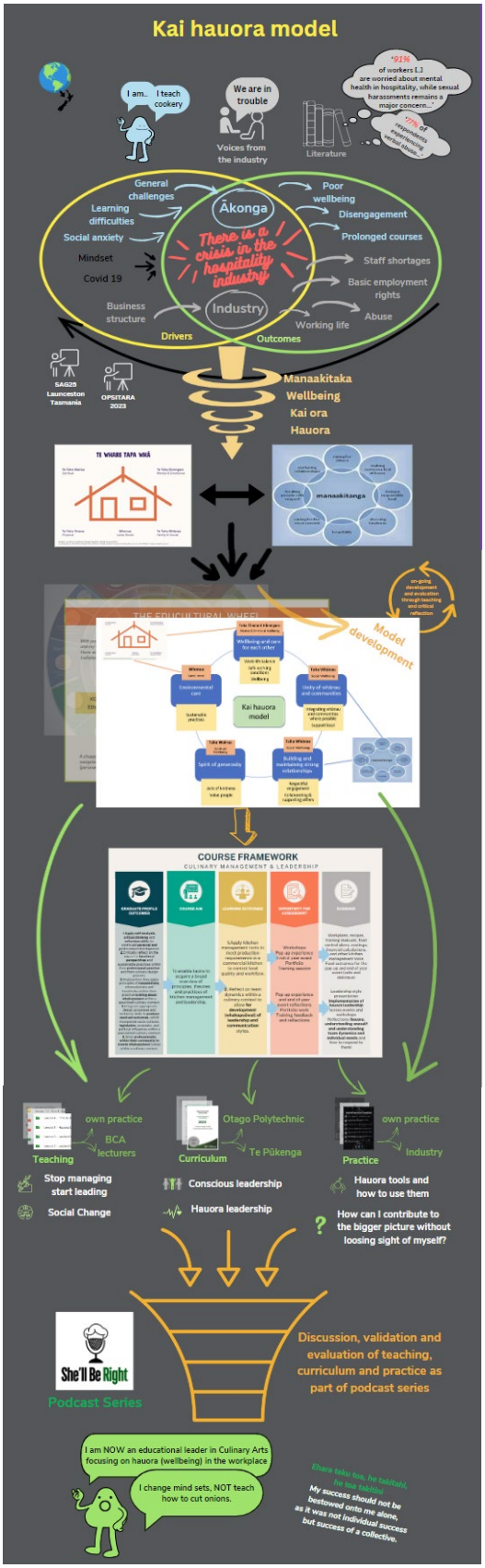


Figure 1 - Kai hauora model development

This document serves as a comprehensive guide to navigate the components of this master's thesis. It provides an overview of the research structure and directs readers to the location of all relevant artifacts and supporting materials.

This master's thesis addresses the critical issue of wellbeing in the hospitality industry, with a specific focus on integrating hauora (wellbeing) practices into culinary education. The central research question examines how to foster wellbeing awareness and personal welfare among culinary students and professionals, challenging the prevailing "She'll be right" mindset in the industry.

Findings

This research reveals the complex nature of implementing hauora (wellbeing) practices in the hospitality industry, highlighting the critical role of conscious leadership in fostering a supportive and inclusive work environment. While the study demonstrates that educating students in these principles can initiate positive changes in hospitality operations, it also identifies a significant challenge in engaging long-term industry professionals in this paradigm shift. The findings suggest that effective implementation may require a top-down approach, potentially leveraging the influence of chef ambassadors as catalysts for change. This study underscores the need for a nuanced strategy that acknowledges the diverse backgrounds of industry professionals while emphasising leadership's pivotal role in driving meaningful transformation. Further investigation is recommended to explore methods for promoting the benefits of conscious leadership and hauora practices throughout the industry hierarchy.

Background and Context

Juliane Tautz

"I don't teach students how to cut onions – I change mindsets."

This insight emerged from my personal journey through the Masters of Professional Practice programme. As educators in culinary arts, we initially approach our roles with the assumption that our primary function is to impart specialised culinary skills. However, through reflection and experience, it becomes evident that our responsibility extends far beyond technical instruction.

As culinary educators, we play a crucial role in guiding our ākonga through the complexities of adult life, fostering their sense of responsibility, and equipping them with essential

self-care strategies. Concurrently, the culinary industry is currently facing a crisis, with staff wellbeing and mental health issues becoming increasingly prevalent. This research, titled *"She'll be right – Culture change through the lens of redeveloping culinary management and leadership,"* aims to address these challenges through the development and integration of a hauora education framework into culinary education programmes.

Methodological Approach

This study employs a mixed-method approach, combining autoethnography and the Cynefin framework, grounded in the Māori concepts of Manaakitaka and Te Whare Tapa Whā. The resulting Kai Hauora model synthesises these concepts, emphasising nurturing relationships, communal wellbeing, and self-care to enhance culinary education and initiate transformation within the hospitality sector, as outlined in Figure 1. This methodological framework was chosen to provide a holistic, culturally responsive approach to understanding and addressing the complex issues within the culinary industry and education sector.

Exegesis Structure and Presentation

The project utilises an exegesis artifact approach, presenting "the thesis" through a series of five podcasts. These podcasts encapsulate all traditional exegetical elements: motivation, context, findings, model presentation, implications, conclusions, and critical reflection (Table 1).

	Introduction Podcast	**Podcast 1**	**Podcast 2**	**Podcast 3**	**Podcast 4**
Guest and Focus	**No guest** **Model development**	**Peter Rees** **Hauora**	**Shane Yardley** **Education**	**Debbie Crompton** **Industry**	**Adrian Woodhouse** **My Practice**
Location	Dunedin	Dunedin	Online	Dunedin	Dunedin
Title	*"She'll be right - Introduction"*	*"She'll be right – Episode 1 Hauora and wellbeing"*	*"She'll be right – Episode 2 Hauora in education"*	*"She'll be right – Episode 3 Hauora in the industry"*	*"She'll be right – Episode 4 My Master's Journey - Implications and critical reflection on findings and process"*
Traditional exegetical elements	• Motivation • Context • Model presentation • Findings • Critical reflections • Conclusions	• Motivation • Hauora context • Model presentation • Findings	• Motivation • Education & industry context • Model presentation • Findings	• Motivation • Industry context • Model presentation • Findings	• Findings • Critical reflections • Implications • Conclusions

Table 1 – Mapping of the podcasts to conventional exegetical structure

However, these elements are not explicitly labelled as such within the audio format. This approach aims to make the research more engaging and accessible to industry professionals and educators alike. You can, however, find a chapter overview for each podcast in the description below the video (Figure 2).

The podcasts feature collaborations with four industry experts, who, while speaking from their own experiences, do so through the lens of the Kai Hauora model. This approach allows for a nuanced exploration of the model's practical applications and implications. It is crucial to understand that these podcasts are not supplementary interview material, they are the thesis. Rather than relying solely on the researcher's voice, the thesis content is conveyed through structured dialogues with four industry experts. It is important to note that these collaborators are not interviewees in the traditional sense, nor are they actors. Instead, they are knowledgeable professionals who have been thoroughly briefed on the Kai Hauora model and the research findings (similar to my discussion in the introduction podcast). Their contributions to the podcasts are carefully crafted to articulate the thesis arguments, insights, and conclusions (Figure 3). While speaking from their professional experiences, their dialogue is intentionally constructed to reflect and expound upon the researcher's thoughts and findings.

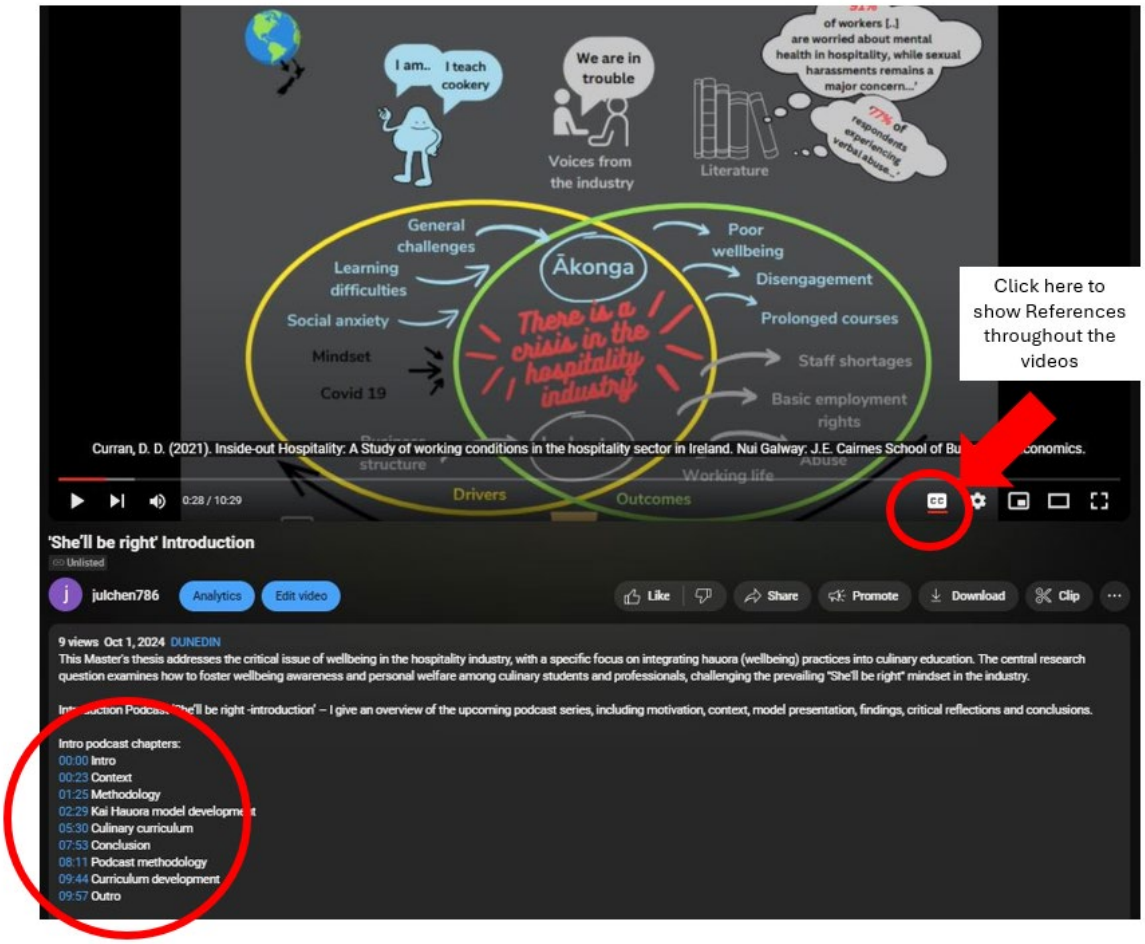


Figure 2 - Podcast chapters in the description of each video and Closed Caption button

The podcast method ensures that the thesis is presented in a format that is both academically rigorous and accessible to industry practitioners. The primary audience for podcast episode one to four are hospitality industry professionals, while the primary audience for the introduction podcast is the assessment panel. The apparent interview format is, in fact, a deliberate rhetorical device used to present a comprehensive, cohesive and critically framed exposition of the entire thesis. A critical review of this mode of presentation is included in the introduction podcast, titled *"She'll be right - Introduction"* and podcast 4, titled *"She'll be right - My Master's Journey - Implications and critical reflection on findings and process."*

The research process also involved a series of curriculum developments aimed at aligning education with industry demands and prioritising hauora for culinary students and professionals.

Thesis Structure

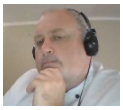
The complete submission comprises the following components:

1. Thesis Navigation Guide (this document) including mapping to the GPOs (Table 2)
2. "She'll be right" podcast series, featuring one introduction episode and four further episodes with hauora, education, and industry experts*)*
3. Appendices, including the final presentation script to give a more detailed overview of my thinking and process, the Kai Hauora Model and the Culinary Management & Leadership Course Framework, timestamped reference lists for each podcast episode *(also available as Closed Captions in the videos, make sure you click the Closed Captions button (Figure 2)*, final podcast overview and the full bibliography. A full list of all appendices can be found on page 7 of this document.

The podcasts are:

Introduction Podcast 'She'll be right - Introduction' – I give an overview of the upcoming podcast series, including motivation, context, model presentation, findings, critical reflections and conclusions.

Episode 1 'She'll be right - Hauora and wellbeing' - with Pete Rees, Director from Te Ara Mahi, including motivation, hauora context, model presentation and findings.



Episode 2 'She'll be right - Hauora in education' - with Shane Yardley, Senior Culinary Academic from Toi Ohomai, including motivation, education and industry context, model presentation and findings.

Episode 3 'She'll be right - Hauora in the industry' - with Debbie Crompton, Chef and Bachelor of Culinary Arts student, including motivation, industry context, model presentation and findings.

Episode 4 'She'll be right - My Master's Journey - Implications and critical reflection on findings and process' - with Adrian Woodhouse, my formal leader from Otago Polytechnic, including findings, critical reflections, implications and conclusions.

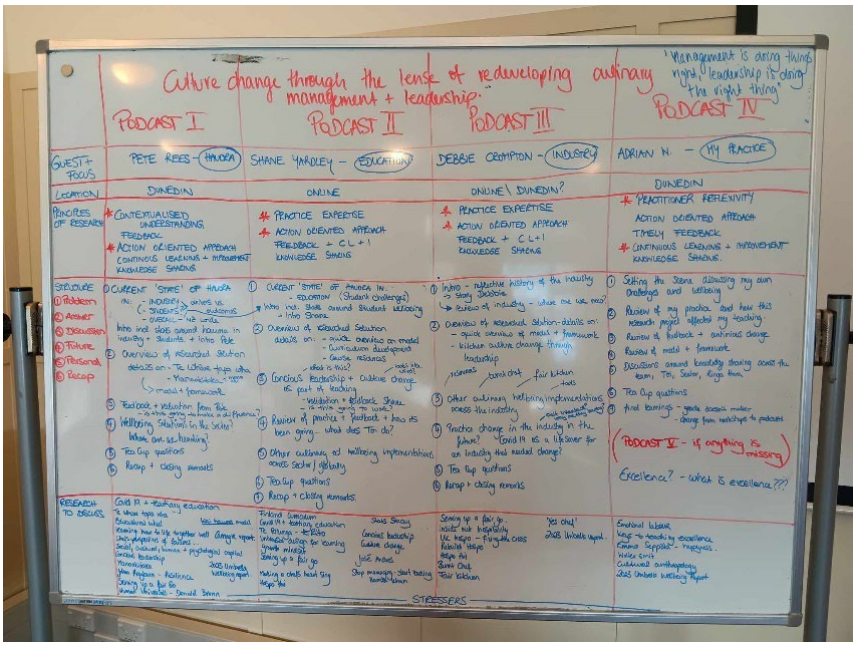


Figure 3 - Podcast planning to ensure alignment with 'thesis' components and GPO's (draft that became the final podcast overview)

Significance and Potential Impact

This research addresses a critical need in the culinary industry by integrating hauora practices into culinary education. Through its innovative combination of methodologies and theoretical frameworks, this study presents the Kai Hauora model as a potential solution to the wellbeing crisis in the hospitality sector. The unique podcast format of the exegesis not only enhances accessibility but also demonstrates the practical application of the Kai Hauora model through real-world perspectives. By challenging the "She'll be right" mindset and fostering a culture of wellbeing among culinary students and professionals, this work aims to transform both culinary education and the wider hospitality industry, paving the way for a more sustainable and nurturing professional environment.

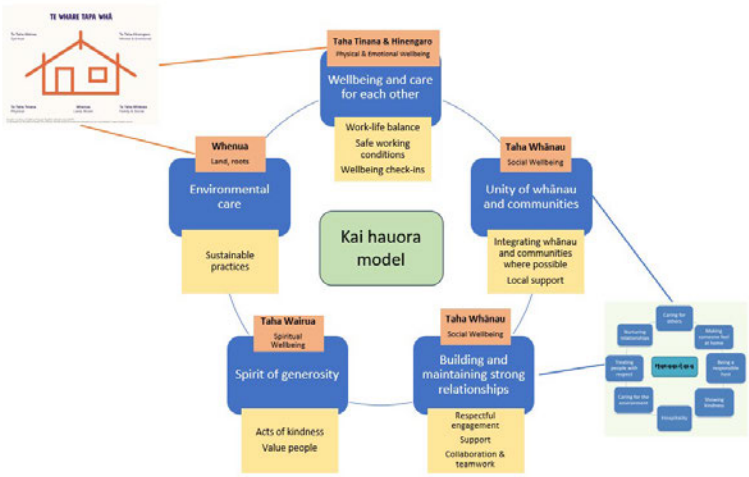


Figure 4 - Kai Hauora Model (Tautz, 2024)

Acknowledgement of the use of te ao Māori

The conceptual framework of this thesis, encapsulated in the term "Kai Hauora," is deeply rooted in te ao Māori and reflects a commitment to biculturalism within the New Zealand educational context. The term's etymology and significance are multifaceted, drawing from various scholarly interpretations and cultural concepts.

The concept of "kai" as knowledge is elucidated by Royal, who notes that "knowledge was sometimes referred to as a nourishment (kai) [...]. This perspective of knowledge as a food is reflected in numerous places in traditional literature such as proverbs (whakataukī) and other expressions" (Royal T. A. C., 2005). This interpretation has been further contextualised within culinary education by Woodhouse, who applied it to the knowledge exchange between lecturers and ākonga (Woodhouse, 2021). Hale's perspective adds another dimension, stating that "kai is the way in which we provide our tinana, body and hinengaro, mind with the nutrients it needs to perform at its best" (Hale, 2019). Synthesising these interpretations, "kai" in this research context encompasses both nourishment and knowledge.

"Hauora," the second component of the framework, is defined as "be fit, well, healthy, vigorous, in good spirit" (Te Whanake 3: Te Māhuri., n.d.). This concept is further elaborated through "Mason Durie's Te Whare Tapa Whā Model, which incorporates taha tinana (physical), taha hinengaro (Mental and emotional), taha wairua (spiritual) and taha whānau (social) aspects of wellbeing" (Fitzpatrick, 2018). This holistic approach encourages students to explore their "personal identity, social relationships and interpersonal skills and take a holistic approach to wellbeing" (Fitzpatrick, 2018).

In the context of this research, "Kai Hauora" can thus be interpreted as knowledge and nourishment for good spirit and wellbeing. This conceptual framework reflects the researcher's commitment to operating within a bicultural space at Otago Polytechnic, intentionally incorporating Māori frameworks and concepts to ensure a holistic approach to wellbeing. This bicultural approach not only enriches the research methodology but also aligns with New Zealand's educational ethos, fostering a more inclusive and culturally responsive understanding of wellbeing in culinary education.

This research has been approved by the Otago Polytechnic Research Ethics Committee and Kaitohutohu office.

Mapping to Master of Professional Practice Learning and Graduate Profile Outcomes

Table 2 provides a mapping to the Master of Professional Practice Learning and Graduate Profile Outcomes. The table includes the evidence provided for each outcome, with each item hyperlinked to the corresponding document within the submission folder, ensuring a clear demonstration of how the evidence aligns with and fulfils the program's academic requirements. However, the documents listed below are all discussed in the podcast series also.

	Podcast Evidence	Curriculum & Teaching Evidence	Other Evidence
LO1: Demonstrate, provide evidence for and critically evaluate and comment on how their WBL inquiry activities contributed to transforming their practice and/or that of others and may result in productive improvements in their workplace.	Introduction Podcast Podcast 4		Workplace reflections Course Reflections
LO2: Provide a reflective critical commentary on the learning gained in implementing their WBL learning agreement.	Podcast 4		
LO3: Communicate their findings to appropriate academic, workplace and professional audiences.	Podcast Episode 1, 2, 3 and 4 Introduction Podcast Episode		OPSITARA 2023 Conference SAG25 2024 Conference
GO1: Design and conduct research relating to an area of inquiry within the professional practice significant to the learner and their workplace, by **a**. *identifying sources of knowledge and evidence and using them appropriately, with the identification and appropriate use of sources of knowledge and evidence being wide ranging, critical and often innovative;*	Timestamped reference list for each podcast		Full Bibliography Learner Agreement
GO1: Design and conduct research relating to an area of inquiry within the professional practice significant to the learner and their workplace, by **b.** *selecting and justifying approaches to the tasks which will be self-directed and involve recognition, articulation and critical evaluation of a range of options from which a justified selection based upon a reasoned methodology is made;*			Thesis Navigation Guide Learner Agreement Model development overview PARM
GO1: Design and conduct research relating to an area of inquiry within the professional practice significant to the learner and their workplace, by **c**. *considering and articulating the range of ethical dimensions that impact on the inquiry and resolving these appropriately;*			Learner Agreement Including Ethics & KTO approval Podcast Ethics
GO1: Design and conduct research relating to an area of inquiry within the professional practice significant to the learner and their workplace, by **d.** *analysing and synthesising information and ideas which result in the creation of significant knowledge;*	Introduction Podcast Episode Podcast Episode 1, 2, 3 and 4	Kai Hauora Model Course Framework Teaching Resources	
GO2: engage in self-appraisal/reflection on practice which leads to significant insights likely to make a lasting impact upon personal and professional understanding;	Introduction Podcast Episode Podcast 4		Workplace reflections Course Reflections
GO3: undertake complex action-planning leading to effective and appropriate action likely to impact upon the work of others;		Kai Hauora Model Course Framework Teaching Resources PARM	
GO4: evaluate information and ideas independently and critically evaluate/argue a position concerning alternative approaches; can justify evaluations as constituting bases for improvements in practice;	Introduction Podcast Episode Podcast Episode 1, 2, 3 and 4		
GO5: demonstrate generic skills in the area of professional practice on completion of their programme where the application of learning will transcend specific contexts; **a.** *effective use of resources will be wide ranging and likely to impact upon the work of others*	Introduction Podcast Episode Podcast Episode 1, 2, 3 and 4	Kai Hauora Model Course Framework Teaching Resources	Podcast Feedback
GO5: demonstrate generic skills in the area of professional practice on completion of their programme where the application of learning will transcend specific contexts; **b.** *communicate effectively and persuasively in writing and orally in an appropriate format to appeal to a particular target audience*	Introduction Podcast Episode Podcast Episode 1, 2, 3 and 4	Kai Hauora Model Course Framework Teaching Resources	OPSITARA 2023 Conference SAG25 2024 Conference Thesis Navigation Guide
GO5: demonstrate generic skills in the area of professional practice on completion of their programme where the application of learning will transcend specific contexts; **c.** *work and learn autonomously and with others spanning a range of contexts, often in a leadership role, understanding this is likely to challenge or develop the practices and/or beliefs of others*.	Introduction Podcast Episode Podcast Episode 1, 2, 3 and 4	Kai Hauora Model Course Framework Teaching Resources	

Table 2 – Mapping of the submitted evidence to Master of Professional Practice Learning and Graduate Profile Outcomes

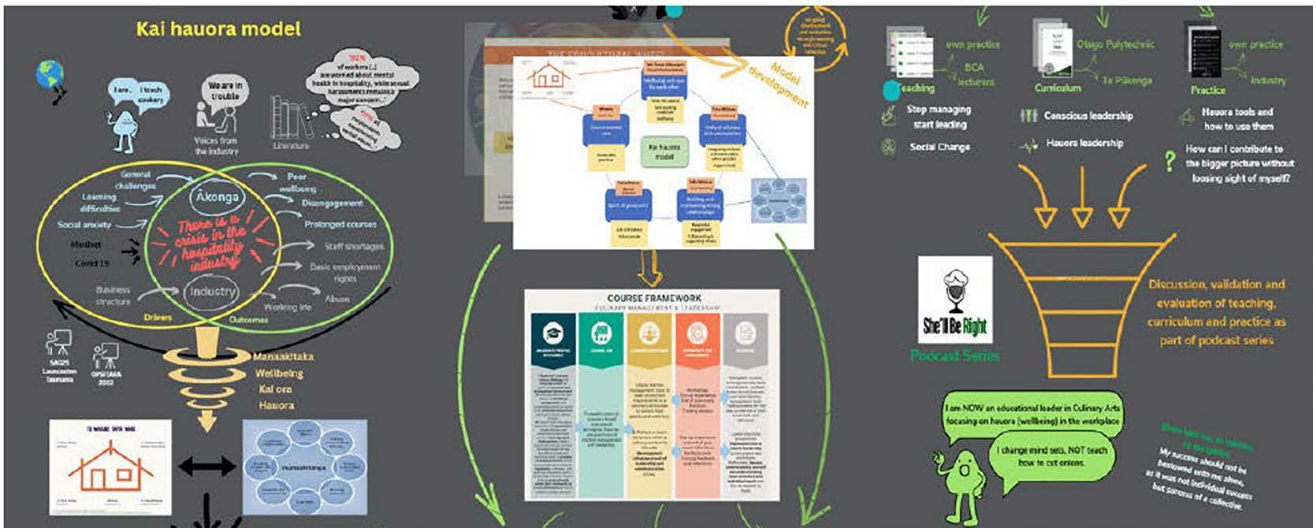
Appendices Table of Contents

1. *Master's Panel Presentation Script & Presentation*

Tēnā koutou katoa,

Ko Juliane tēnei. Ko Inselsberg te maunga, Ko Hörsel te awa. I tupu ake ahau i Tiamana. Kei Ōtpoti ahau e noho ana. Tēnā koutou katoa.

Welcome to my Master of Professional Practice presentation. I am sharing my journey with you—a journey that merges culture, food, and wellbeing. It is not just a story about education; it is about transformation, embracing change, and most importantly, about hauora, which represents holistic wellbeing.



Today, I am going to talk you through the process—the initial stressors that encouraged me to find a research question, the model development, the pivot from co-design workshops to podcasts, the changes to my teaching practices, and my plans for the future. Along the way, I'll share reflections from my journey and the impact it has had, not only on me but on the learners and industry professionals who have participated.

To set the scene, let me begin by painting a picture of the industry.

Chef A's Story

When chef A was 20, fresh out of her apprenticeship, she eagerly took a job as a chef de partie at a bustling restaurant. Being the only woman in a kitchen of 12, she was determined to prove herself. One night, after an exhausting 70-hour week, she was back on the grill.

Service was intense—we are talking 100 steaks and lamb rumps per shift.

That night, the first steak was sent back. No big deal, right? She fixed the issue; the shift went on.

But then the second steak came back, not quite right. Her head chef's look was pure anger and disgust. She started to feel her emotions boiling over, but in a kitchen full of men, showing any weakness was not an option.

Then, the third steak was returned. The head chef exploded, hurling insults and yelling, "Get the fuck out of my kitchen and never come back!"

She walked out to the back past the rubbish bins, tears streaming down her face. She stood in the cold dark night, alone, contemplating why she decided to become a chef in the first place.

Moments later, he stormed out, furious: "What the fuck do you think you're doing? Get the fuck back in there! Clearly service isn't over. Move it bitch."

She wiped her tears away, returned to her station, and finished the night in silence. After service, he left without a word, leaving behind a young chef who was seriously questioning her skills, her place in the kitchen and her career.

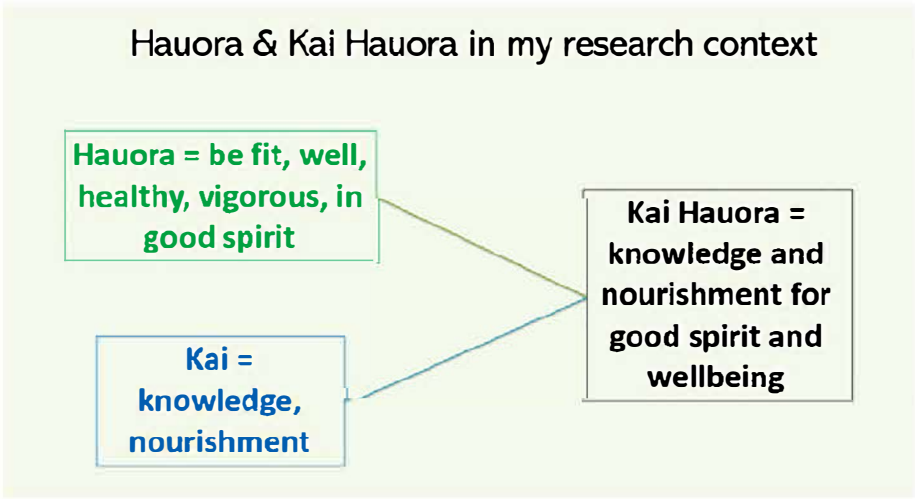
This wasn't a one-time incident. It became a pattern, affecting her more and more.

Looking back, she understood that he was under enormous pressure to ensure everything ran smoothly. But this kitchen culture, which everyone in this kitchen accepted as "normal," was deeply damaging to her.

This story reflects a broader issue about mental distress that I have seen not only in industry kitchens but also with my ākonga at Otago Polytechnic. I found myself directing too many students to mental health services and watching them struggle under everyday pressures.

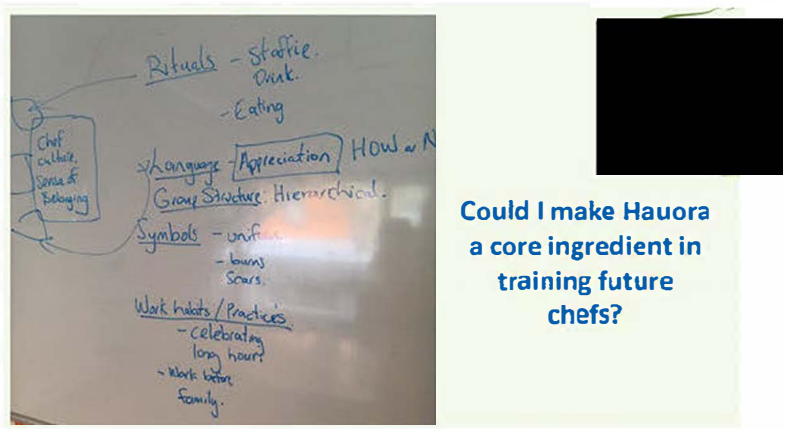
This drove me to ask a fundamental question: Could we make wellbeing a core ingredient in training future chefs?

Before I delve further into the presentation, I just want to remind everyone what hauora and kai hauora means in my research context.



"Hauora" reflects a holistic sense of health encompassing the physical, mental, spiritual, and social aspects of wellbeing and also means be fit, well, healthy, vigorous and in good spirit. "Kai" symbolises both the food we consume and the knowledge we share. Kai Hauora represents the intersection of nourishment and knowledge with wellbeing. The Kai Hauora framework combines these ideas, emphasising the cultural significance and bicultural commitment within New Zealand's culinary education.

Process of Model Development – Health Models and Co-Design Workshops



The development of my wellbeing model started with this sketch and the simple question, and I knew that to find the answers, I had to look at existing frameworks that had already proven successful in supporting mental health and wellbeing. Three models played a critical role in shaping my approach: the WHO Wellbeing Framework, the Carnegie Wellbeing Framework, and Te Whare Tapa Whā/rima.

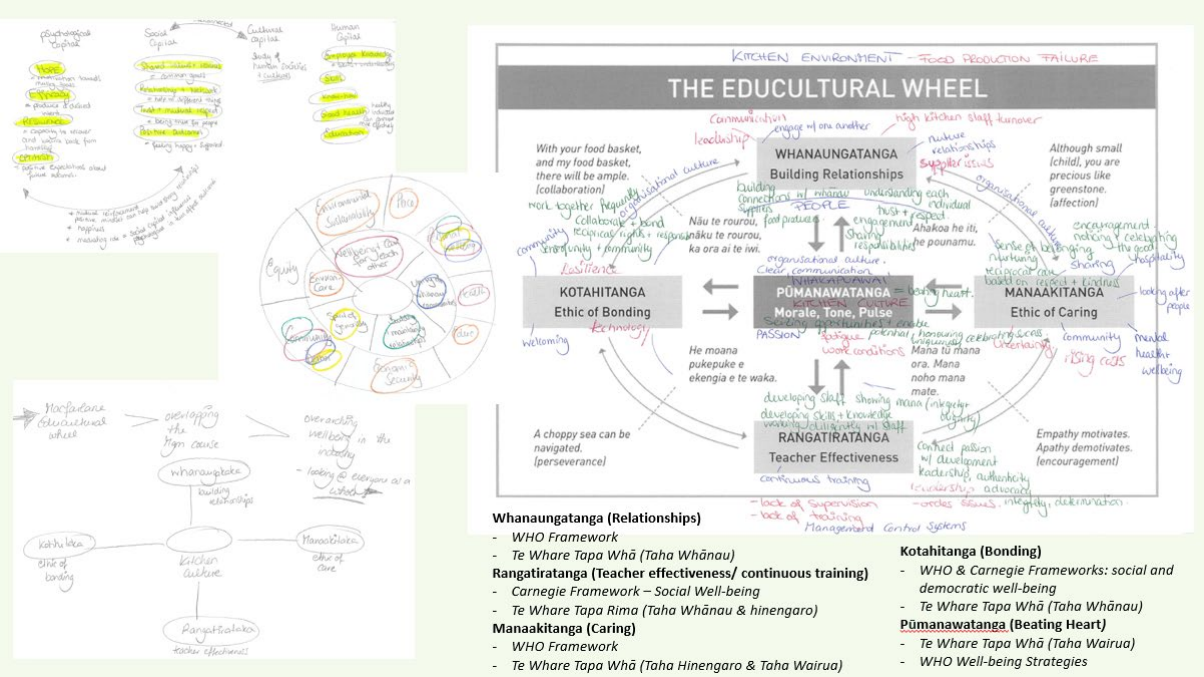
The **WHO Global Framework** on Well-being and Health Promotion aims to incorporate well-being as a central focus of public health, using a health promotion approach. It emphasizes physical, mental, spiritual, and social health.

The **Carnegie UK framework** is centered around the concept of collective wellbeing, ensuring that everyone has what they need to live well both now and in the future. The four dimensions of social, economic, environmental and democratic wellbeing should be treated with equal importance.

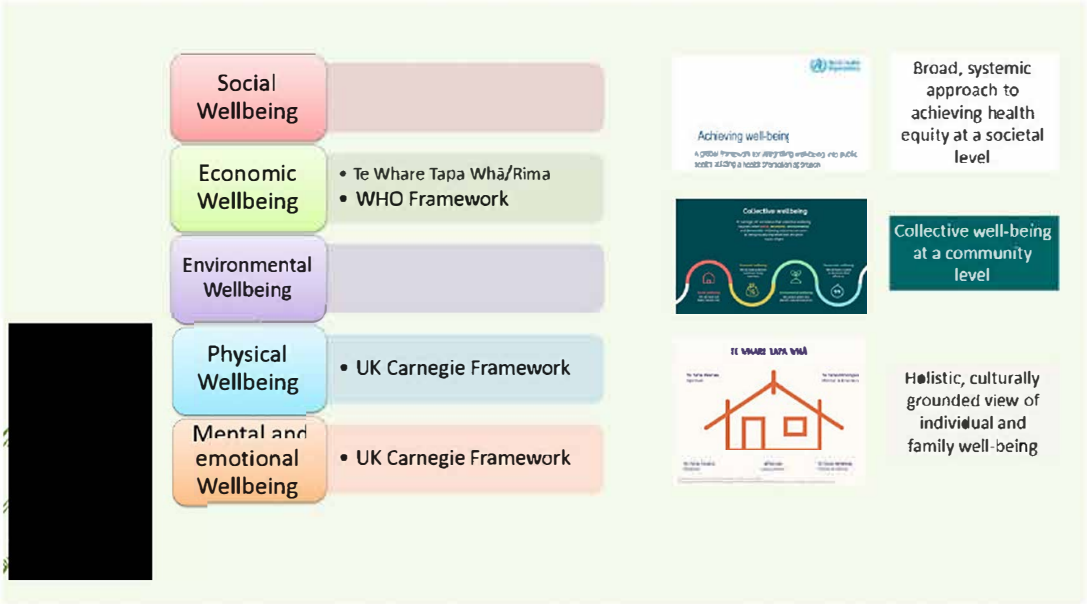
Te Whare Tapa Whā provided the cultural foundation for my model. This Māori model of health considers four pillars: taha tinana (physical health), taha hinengaro (mental health), taha wairua (spiritual health), and taha whānau (family and social health). Later, Te Whare Tapa Rima added taha whenua (connection to the land), emphasizing the role of identity and belonging. This holistic approach was a natural fit for what I wanted to achieve: fostering an environment where chefs could thrive in every aspect of their wellbeing.

The initial process also included to try and fit in Macfarlanes Edu-cultural wheel and other educational frameworks to include an educational lens.

However, trying to use all models in full made the wellbeing framework too complex and hard to understand. I received industry feedback that highlighted that the model needed to be simple, practical, and easily implementable due to constraints like time and resource availability. One of my colleagues, emphasised: *'It's about finding the essence of all models and using that to create your answer."*

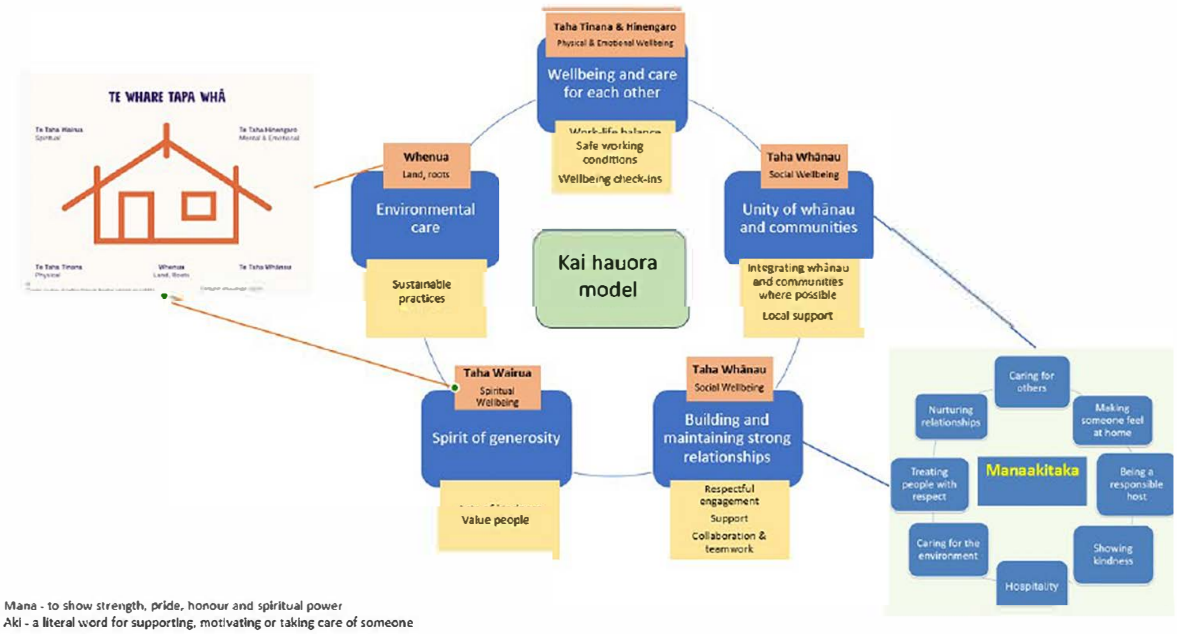


With that in mind, I decided to simplify and align the models by focusing on their core, overlapping components—namely, social, economic, environmental, physical, mental and emotional wellbeing. This simplified approach allowed me to keep the most valuable and applicable aspects of the models without overwhelming the industry practitioners.



As you can see, all three models covered most of the core identified aspects. Economic wellbeing is not represented in TWTW/WHO and physical and mental/emotional wellbeing is not a core aspect of the Carnegie framework. The other difference to note between the three frameworks are that the WHO looks at societal level, the Carnegie framework looks at wellbeing at a community level and Te whare tapa wha looks at hauora at a family/ individual level.

Feedback from the industry, through my autoethnographic research and through conversations with colleagues, I know that the kitchen environment is like a family, at least it should be if it is well run. It made sense to come up with a model that would reflect this. Therefore for my final model, I looked mostly towards the TWTW framework.



By streamlining the concept and focusing on the 5 pillars, I was then able to add Manaakitaka as an underlying element to ensure that hospitality found its way back into hospitality. Manaakitaka is about reciprocal care for each other, to support, to show kindness and generosity. With that in mind, I created a wellbeing framework that is straightforward yet impactful—one that could be effectively implemented in kitchens even where time and resources are limited.

Table 1. Eight "Big-Tent" Criteria for Excellent Qualitative Research

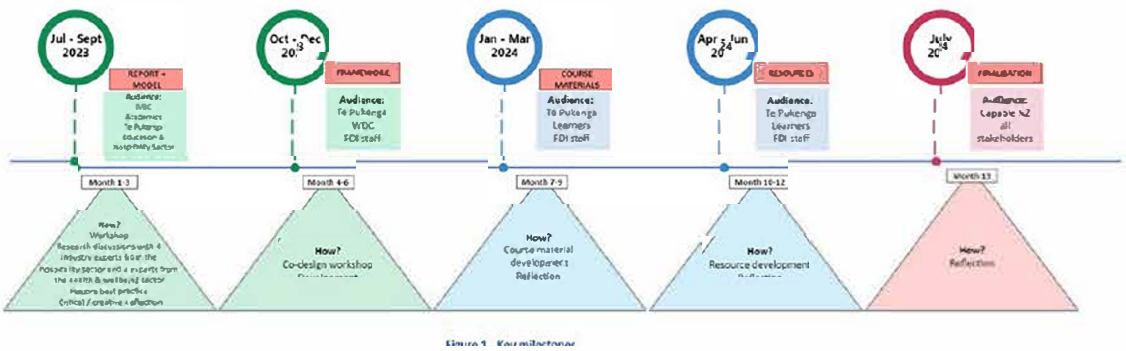
Criteria for quality (end goal)	Various means, practices, and methods through which to achieve
Worthy topic	The topic of the research is • Relevant • Timely • Significant • Interesting
Rich rigor	The study uses sufficient, abundant, appropriate, and complex • Theoretical constructs • Data and time in the field • Sample(s) • Context(s) • Data collection and analysis processes
Sincerity	The study is characterized by • Self-reflexivity about subjective values, biases, and inclinations of the researcher(s) • Transparency about the methods and challenges
Credibility	The research is marked by • Thick description, concrete detail, explication of tacit (nonextant) knowledge, and showing rather than telling • Triangulation or crystallization • Multivocality • Member reflections
Resonance	The research influences, affects, or moves particular readers or a variety of audiences through • Aesthetic, evocative representation • Naturalistic generalizations • Transferable findings
Significant contribution	The research provides a significant contribution • Conceptually/theoretically • Practically • Morally • Methodologically • Heuristically
Ethical	The research considers • Procedural ethics (such as human subjects) • Situational and culturally specific ethics • Relational ethics • Exiting ethics (leaving the scene and sharing the research)
Meaningful coherence	The study • Achieves what it purports to be about • Uses methods and procedures that fit its stated goals • Meaningfully interconnects literature, research questions/foci, findings, and interpretations with each other

Tracy, S. (2010) **Qualitative Quality: Eight "Big-Tent" Criteria for Excellent Qualitative Research**

The development process was collaborative, involving discussions with learners, colleagues, and industry partners. To ensure a robust qualitative research method was used, the feedback process was deeply aligned with the rich rigor and resonance of Tracy's Big Tent Criteria—ensuring that the research was not just rigorous, but also meaningful and impactful for the ones who would be using it going forward. And I will come back to Tracys big tent in a bit. The feedback helped refine the model, ensuring it was practical for real-world kitchen environments. For example, one industry professional pointed out that sustainable wellbeing practices must account for the lack of resources, especially since COVID-19.

How I got From Workshops to Recordings

In my initial Learning Agreement, I envisioned a project that used co-design workshops as the main method to gather information and design the wellbeing model.



NB: I have started my parental leave in December 2022 and will return to this project from July 2023.

However, after having a break from my MPP journey to become a mum, I realized that changing the mindsets of those already in the industry was crucial if we wanted sustainable change. Being a mum changes you and it open my view of this MPP journey in many different ways.

I also thought the project would primarily focus on the model development. I expected that creating a wellbeing model for industry would be the most challenging part, however as I moved through the research, it became clear that the model itself had to be kept simple and straightforward and was therefore not the challenging aspect. These insights led to a major pivot in my research method.

The industry, as we know, is infamously resistant to change and time-poor. This was discussed in the podcasts multiple times. Traditional academic outputs, such as written reports, wouldn't reach chefs working 70–100-hour weeks. As one of my guests on the podcast said: *"Some chefs won't change. Historically, the industry glorified long work hours, burns, scars, and bad language. It's always been like that—why should we change now?"*

To bridge this gap, I decided to turn my findings into a podcast series. Podcasts offered a more relatable and accessible format for busy chefs. Instead of demanding time that many chefs don't have, podcasts could reach them during their commutes or breaks. This was a practical solution, ensuring that even those entrenched in the old ways could still engage with the ideas.

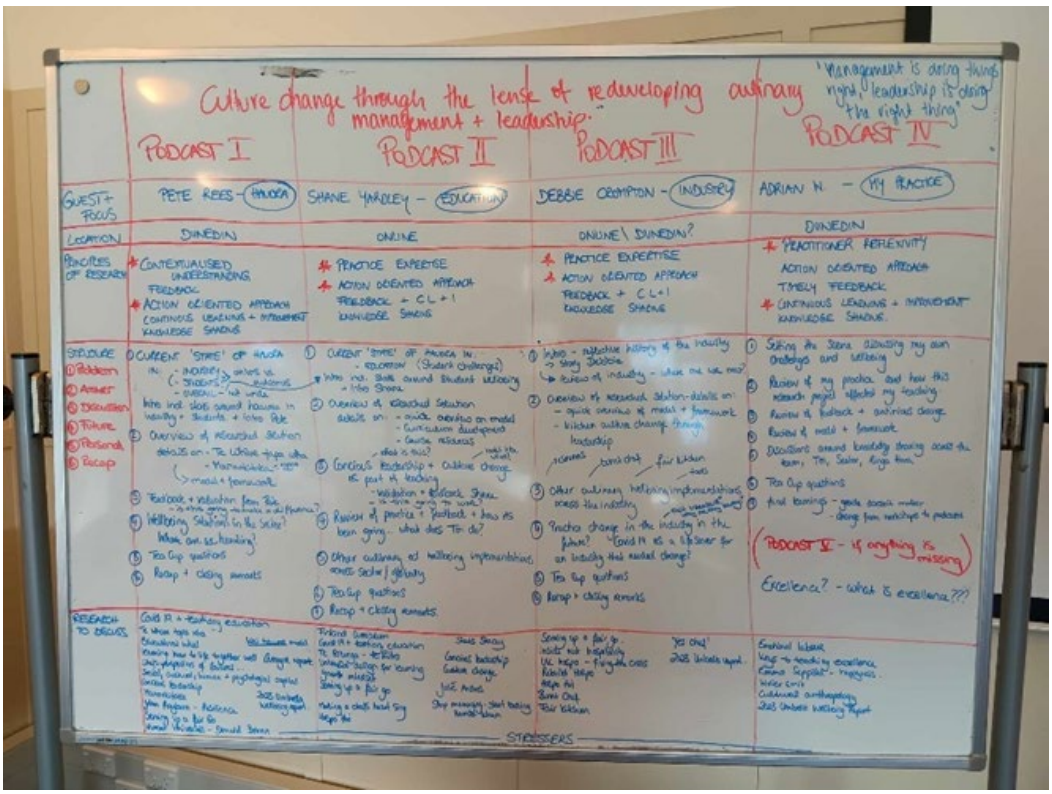
The series covered different aspects of hauora in the industry, in culinary education, and in the New Zealand hauora context. Each episode featured critical discussion partners who speaking through the lens of the Kai Hauora model contributed with their insights and experience. This approach met my learning objectives by critically reflecting on innovations in education, hauora practices in the industry, my own teaching practices and fostering genuine, open conversations, offering direct engagement with industry professionals through podcasts.

The podcasts allowed me to retain the human element. Through discussions, we could share stories, express emotions, and make the research come alive. One of my podcast guests, Peter Rees, who works with individuals struggling with mental health and helping them back into the workplace, expressed that he now wants to use the wellbeing model as part of his work. This illustrates the broader applicability of the model beyond the hospitality industry.

The podcast series wasn't just a medium for communication; it became part of the model itself. It was a way of showing that we need to talk about these things openly, to share stories, to learn from each other.

The conversations I recorded allowed for vulnerability—my critical discussion partners spoke about their own struggles, their fears, and the changes they wanted to see. This again, was deeply aligned with Tracy's Big Tent Criteria around sincerity and resonance —ensuring that the research was meaningful and impactful and that the vulnerability was shown in the podcasts, that listeners got to hear a genuine me and my stories, and that the humanity was a key part of the conversations.

Current podcasts around wellbeing in kitchen settings do not or rarely focus on the need for change of leadership to make a difference. Therefore I felt, that this would bridge a gap in the current podcast scene.



With this said, the process of ensuring the podcasts were my thesis and shared my findings included a lot of planning. I had to work out what my main points were for each podcast, how to communicate this incl. my research and how to keep the humanity in the conversation as well as meeting the academic outcomes I needed to meet as part of the masters journey.

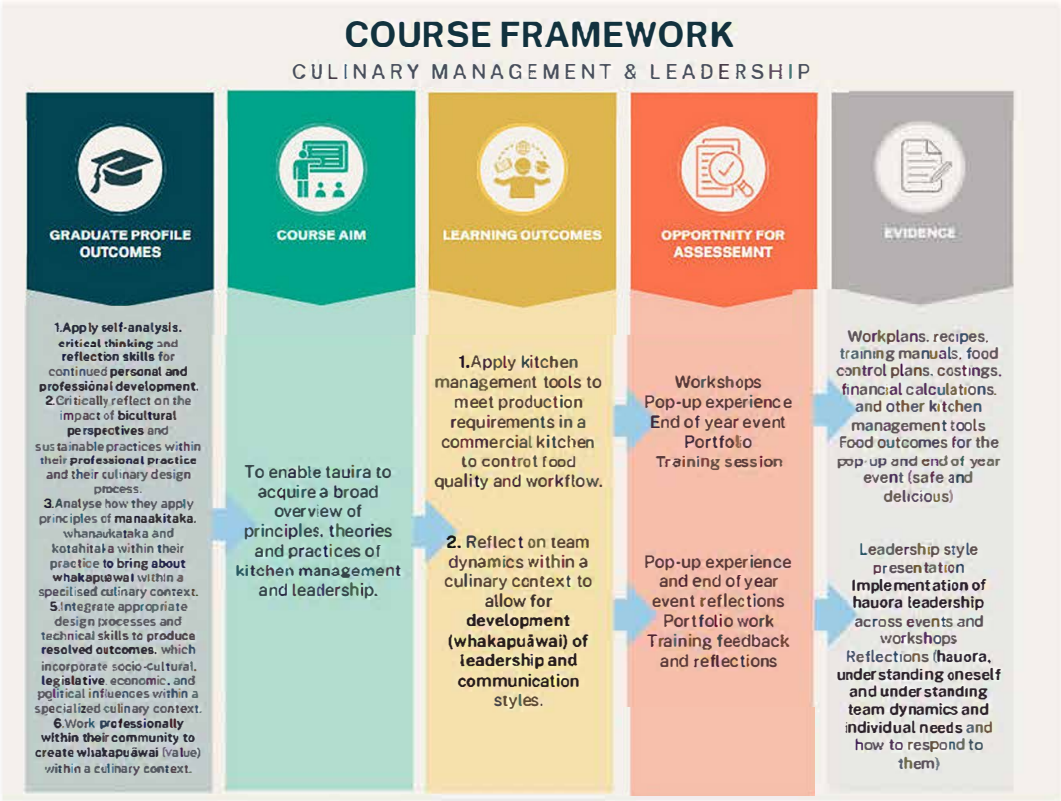
In episode 4 of the podcast I say to Adrian, I just didn't want to write a thesis…. Well planning the podcasts was prob nearly as much work as writing a thesis. I knew nothing about podcasts prior to this one, therefore the process included the complexity of learning new skills around editing, lightning, closed caption writing and other technical skills.

Are the podcasts perfect? In no way shape or form. I am already planning on editing them further for the release to some chefs (some of the components wont interest them).

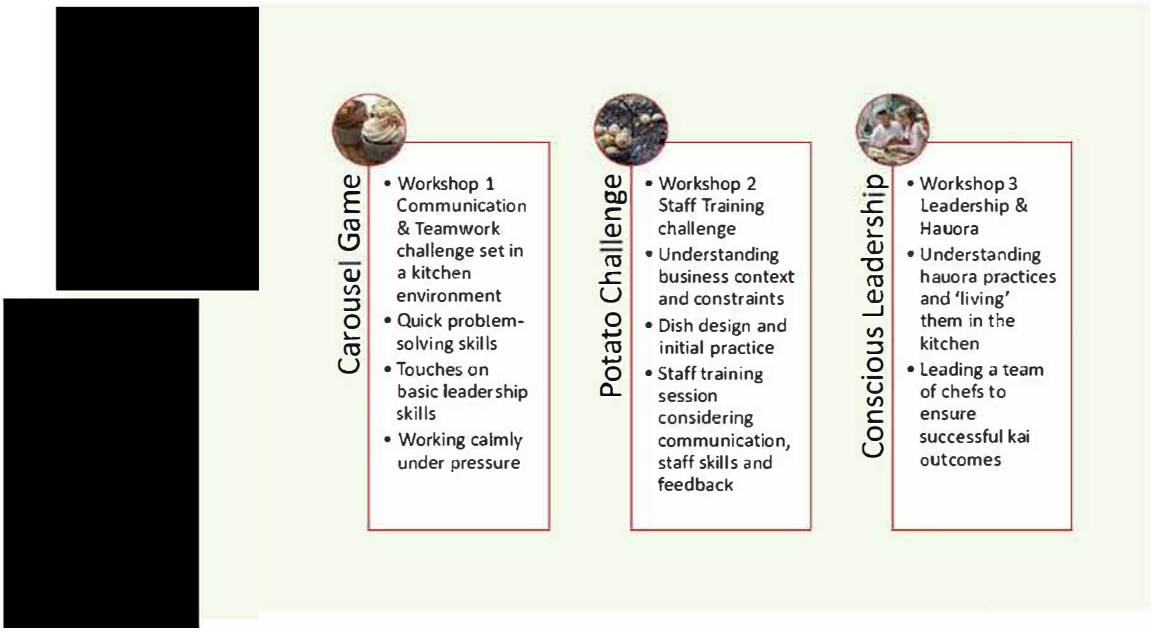
Did I speak enough about potential solutions to the problems I identified? Retrospectively, no not at all. So there might be another podcast coming with a nice summary for the industry that will highlight specific things they can do on a day-to-day basis.

So this is not the finishing story of my masters. It's a timestamp at a certain point of a progressive journey around wellbeing in the industry.

3. Embedding Wellbeing into Teaching Practice



The journey of developing this wellbeing model, and creating the podcast, has had a profound impact on my teaching practice. I wanted my students to not only learn culinary skills but also to understand the importance of looking after themselves and each other.



I have designed three workshops that have been integrated into our leadership and management curriculum, focusing on wellbeing and conscious leadership. These workshops include exercises like staff challenges, where one student leads a team and ensures both the quality of the food and the wellbeing of their teammates.

One of the biggest learnings I have embedded into my teaching is the idea of manaakitaka—caring for others. We discuss how true leadership is not about being the best cook but about being the kind of head chef who people want to work with, someone who respects their team and fosters an environment where everyone can thrive.

I have also integrated these principles into the diploma curriculum over the past year, covering staff management, wellbeing, employment law, and leadership. The goal is to prepare students not only to succeed in the industry but also to change it for the better. Learner reflections have indicated a growing understanding of holistic wellbeing and its relationship to leadership. One student mentioned that their perspective on kitchen culture shifted, understanding the crucial role of empathetic leadership in fostering a positive environment.

The hospitality industry has deep-rooted practices that often glorify toughness over wellbeing. It is clear that while my students may leave their training equipped with the knowledge and tools for a healthier work environment, the success of these efforts also depends on the attitudes of their future employers.

The next steps involve working with high-ranking chefs who can act as ambassadors for change. Their influence can help shift the broader culture of the industry. My hope is that through these ambassadors and through the redevelopment of the curriculum, we can start a movement that places hauora at the center of kitchen culture. This might seem like a lofty ambition, however it has worked in other industries, such as Construction – Mates in Construction is huge across NZ now and has shown some change in the industry.

John Kirwin is a huge ambassador for mental health education and has recently launched his project Mitey across intermediate schools in NZ. I only found details for this project after I had finished my submission. Interestingly his mana model that is part of the wellbeing education, aligns closely to my holistic approach of the Kai Hauora Model – which gives me confidence with my model development. The mana model also focuses on whanau, the sense of belonging and connection, humility and mental wellness as well as being successful.

Reflection

As I reflected on my own wellbeing, and this MPP journey I continuously returned to the uplifting power of food, particularly the comfort that chocolate has provided throughout my life. The cooking sessions with my Oma, my mum, my grandfather, and now the cooking I do with my toddler have always grounded me when life got stressful, unpredictable and chaotic. As chefs, we live for food, the passion for food and the passion to make people happy by eating our food. The pressures we put on ourselves along the way can be cruel and the industry can be unthankful. I was lucky to have great mentors throughout my career (with a few exceptions) and to have worked for leaders who saw my potential and kept pushing me to provoke and go beyond boundaries. This has helped me to look after my own wellbeing along the way, to be able to raise a little girl, working full-time, be a partner, a friend and a daughter all while finishing this MPP journey. I am hopeful that with the leadership skills that I have taken away from this journey and the mentorship I have received throughout from my academic mentor, my facilitator, my industry, education and hauora partners, that I can be a better lecturer, and embed better practices along the way, but also that I can be a better mum – looking after my own hauora and therefore be more present for my wee girl. As you can see in the photos, this whole journey has been about people and looking back at my first submission for the MPP journey reflecting on my learning journey it was all about people then too.

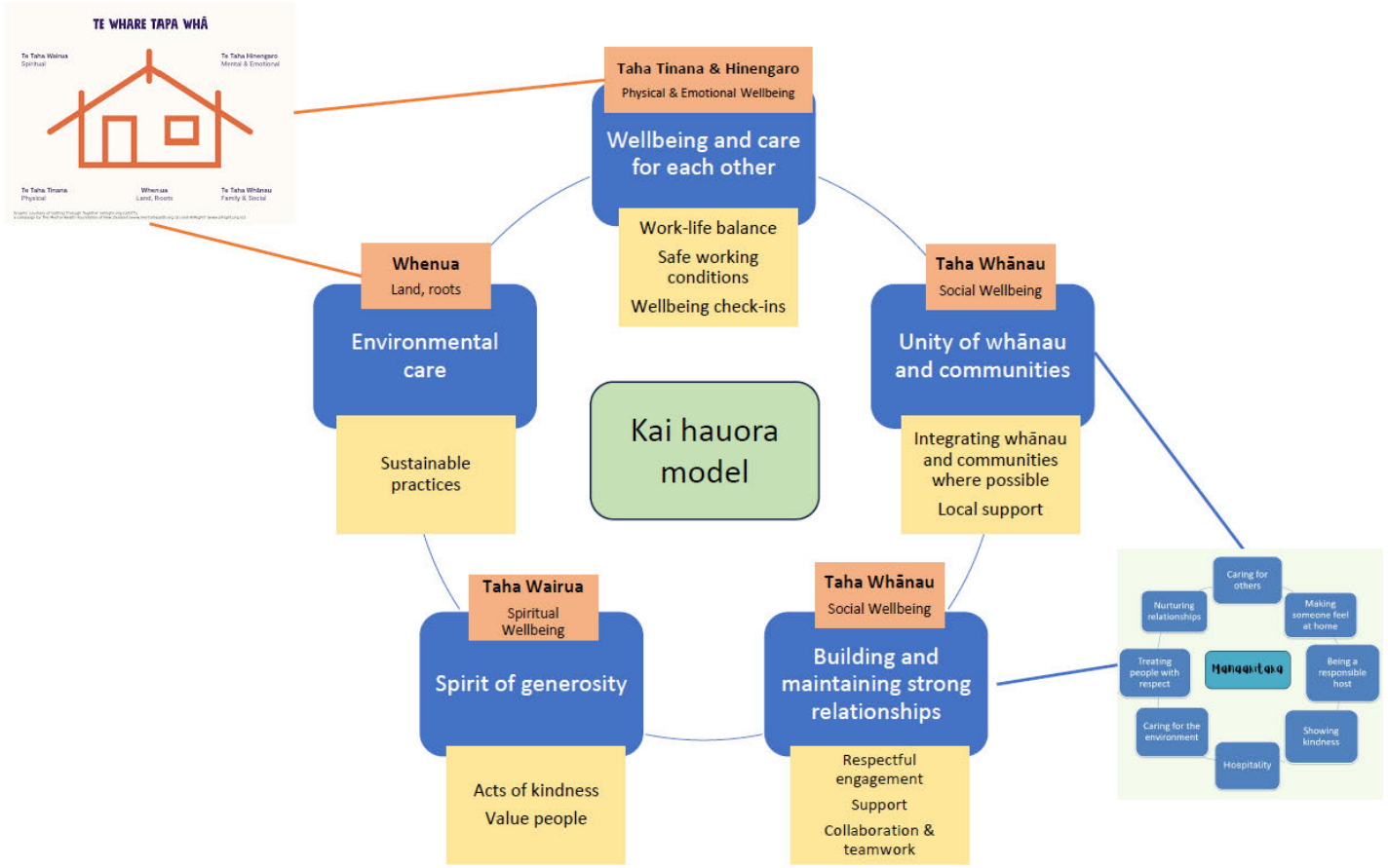
Conclusion

In conclusion, my journey has been like baking a cake. It started with strong foundations—understanding the problem and building upon ethical research. Each step added a new layer: learning from existing models, collaborating with the industry and education sectors, creating a model and education framework, and finally, sharing the stories through a podcast series.

Ultimately, my hope is that this journey is only the beginning—a timestamp in a progressive movement towards wellbeing in an industry that desperately needs to look after its own people.

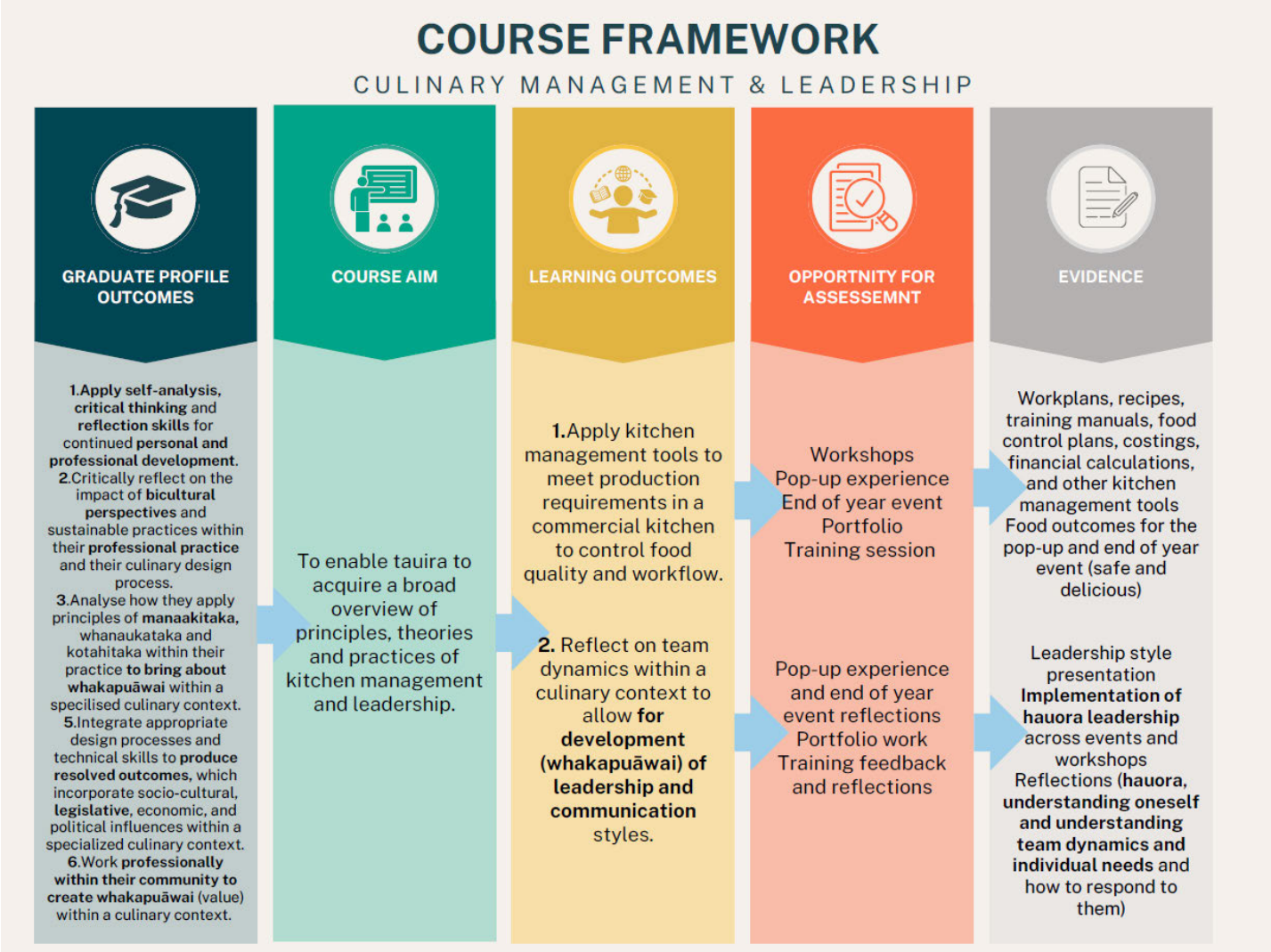
Coming back to the original story, the young girl has since left the industry and joined the education sector to path a way for future chefs to go in an industry that will hopefully be hauora inclusive. The head chef is still running a restaurant.

2. *Kai Hauora Model*



Mana - to show strength, pride, honour and spiritual power
Aki - a literal word for supporting, motivating or taking care of someone

3. Culinary Management & Leadership Course Framework



4. Final podcast Overview

'She'll be right' – Culture change through the lens of developing culinary management & leadership

'Management is doing things right; leadership is doing the right things' - Peter Drucker

	Podcast 1	Podcast 2	Podcast 3	Podcast 4
Guest and Focus	**Pete Rees** **Hauora**	**Shane Yardley** **Education**	**Debbie Crompton** **Industry**	**Adrian Woodhouse** **My Practice**
Location	Dunedin	Online	Dunedin	Dunedin
Principles of Research	• Contextualized Understanding • Action oriented approach • Continuous learning & improvement • Knowledge sharing	• Practice expertise • Action oriented approach • Feedback • Continuous learning & improvement • Knowledge sharing	• Practice expertise • Action oriented approach • Feedback • Continuous learning & improvement • Knowledge sharing	• Practitioner reflexivity • Timely feedback • Action oriented approach • Continuous learning & improvement • Knowledge sharing
Traditional exegetical elements	• Motivation • Hauora context • Model presentation • Findings	• Motivation • Education & industry context • Model presentation • Findings	• Motivation • Industry context • Model presentation • Findings	• Findings • Critical reflections • Implications • Conclusions
Structure: 1. Problem 2. Answer 3. Discussion 4. Future 5. Personal 6. Recap	1. Current state of hauora Industry Overall NZ (drivers vs outcomes) Intro incl. stats around hauora in industry + intro Pete 2. Overview of researched solution Details on Te whare tapa wha Manaakitaka Conscious Leadership Model + Framework 3. Feedback & validation from Pete Is this going to make a difference? 4. Wellbeing solutions in the sector? Where are we heading around wellbeing? 5. Cups of Comfort questions 6. Recap & closing remarks	1. Current state of hauora in education (student challenges) Intro with stats and Intro Shane 2. Overview of research solution with details on: Overview of model Curriculum development Course resources 3. Conscious leadership and culture change as part of teaching Validation and feedback from Shane, is this going to work? 4. Review of Practice and feedback How it has been going at OP What does Toi do? 5. Other culinary education wellbeing implementations across sector and globally 6. Cups of comfort questions 7. Recap and closing remarks	1. Intro – reflective history of industry – stories from the industry Review of industry – where are we now? 2. Overview of researched solution with details on: Overview of model & framework Kitchen culture change through leadership 3. Other culinary wellbeing implementations across the industry Burnt Chef Fair kitchens 4. Practice change in the future? Covid-19 as a lifeline for an industry that needed change? 5. Cup of comfort questions 6. Recap & closing remarks	1. Setting the scene discussing my own challenges and wellbeing 2. Review of my practice and how this research project affected my teaching. 3. Review of feedback and continuous change 4. Review of model & framework 5. Discussions around knowledge sharing across the team, Toi, Sector, Ringa Hora 6. Cups of comfort questions 7. Final learnings: Grade doesn't matter Change from workshops to podcasts Excellence? What is excellence?
Research to discuss	• Covid-19 + tertiary education • Te whare tapa wha • Educultural wheel • Carnegie Report – learning how to live together well • Chefs perspectives of failures… • Social, cultural, human, psychological capital • Conscious Leadership • Manaakitaka • John Rayburn – Resilience • Serving up a fair go • Human universals – Donald Brown • Kai Hauora Model • 2023 Umbrella Wellbeing Report	• Finland Curriculum • Covid-19 + tertiary Education • Te Rito – Te Pūkenga • Universal Design for Learning • Growth mindset • Serving up a fair go? • Making a chefs heart sing • Hospo Hui • Conscious Leadership • Culture Change • Stop Managing – start leading	• Serving up a fair go? • Inside out Hospitality Dublin • UK hospo – fixing the crisis • Rebuild Hospo – Australian report • Hospo Hui • Burnt Chef • Fair Kitchens • Yes Chef • 2023 Umbrella Report	• Emotional labour • Keys to teaching excellence • Emma Seppala – happiness • Walter Smit • Cultural anthropology • 2023 Umbrella wellbeing report

5. Podcast Feedback

Please describe your overall experience recording a podcast episode. How did you feel? What did you initially expect vs what happened on the day?	What did you enjoy about the experience?	What was not so enjoyable and how could I do it better next time?	The Material, Questions and Instructions provided prior to the podcast recording were...	Did you find the discussion engaging and interesting? Was there anything missing in the discussion?	Since recording the podcast, have you thought of anything else I should include in my research?	As part of this process, I am presenting to a panel of assessors in the near future. Is there a key point from our discussions or your own insights that you think I should definitely include in my...	Any other feedback?
I was very pleased with the level of organisation!	the casual nature of the experience	Nothing really.	Extremely helpful	Nothing missing really enjoyed it	No, not really.	I am happy for you to feature what you think best reflects your learning needs.	Keep on making Podcasts like this, they are really great.
The podcast was well organised and went to plan which was great. Having a schedule beforehand helped me to be prepared and feel like i could contribute to the in an insightful manner.	The content that was in the podcast. I gained a sense of how important the work being conducted will be to the hospitality industry.	The disruption of the WIFI dropping in and out. Not too much can be done about that though.	Extremely helpful	I found the discussion engaging, interesting & informative	No, I think you are on the right path. It is going to great to see where you end up at the end of the research.	Just to stress the importance of this is not only for ākonga but for industry as well. Educating people with an understanding of kai hauora is a step to help the hospitality industry as the very people that it is aimed at will be the future leaders of this industry.	Not at the moment.
Initially I was a little nervous. This was a first for me. Juliana was great and I did feel fully prepared, so the subject material itself wasn't a problem, and she had sent me some sample questions in advance, so I felt comfortable. I expected a small space in maybe an office so was surprised and a little impressed that we were working with another department to use a recording space which was specifically for recording audio. The set up was great, professional microphones, lighting and the audio tutor who was there with his student were brilliant. Helpful and friendly. I thought I might've been really tongue-tied but Juliana and I just "talked" and she was right about forgetting about the surroundings.	I think just the subject material in general and being able to share experiences which are becoming more understood today. The setting was cool and fun, and Juliana just guided me simply with good advice and information. I felt prepared.	Nothing really. I'm not big on video/cameras, and prefer just audio, but not so much that it detracted from the experience.	Extremely helpful	It was very interesting, and relevant, and I enjoyed the sharing of experiences together. The topic itself is very current and relevant and has been a part of a really big learning curve in my professional career. I haven't talked to anybody at all about it because it just isn't understood or comprehended unless you've been through it.	Maybe looking at how hard it can sometimes be for chefs to change career and leavethe industry. It isn't always easy, and they need a hand, they are often misunderstood. They need help in understanding what they've been living. They need help adjusting.	The main thing I come away with is the shock realisation we were socialised into a way of life. It was normalised. It wasn't unusual.	It been a great experience and actually is helping me on my own personal growth journey, I'm very grateful.

I really enjoyed working on this with Jules	Jules was very thorough in her preparation, and she has some great ideas about mental health support for people working in a challenging hops environment	I didn't have time to eat the biscuits she provided….	Extremely helpful	The discussion was really engaging and made me think about my own approach to providing MH services	Hope to discuss aspects of this podcast with my own Team of 13 staff, especially new staff who are less experienced at providing support in hospitality	I think Jules has a strong understanding of how working in hospitality can challenge people's wellbeing and she has thought this through very carefully, with solid research and good personal understanding of problems and also solutions. Well done, this was a highly professional experience	I applaud Jules for her work in this area and wonder why so little work of this nature comes though from working mental health professionals. Her fresh approach will be worth following and I am sure her work will be of great benefit to employers, students and workers in this industry

6. *Podcast-Based Academic Research Methodology (PARM)*

Figure 1 - Podcast-Based Academic Research Methodology (Tautz, 2024)

Figure 1 - made with napkin.ai

7. *Ethics Approval*

College of Work Based Learning (CWBL) Category B Ethics Application Form

College of Work Based Learning (CWBL)

Category B Ethics Application Form

Part 1: Project information

Title:	"She'll be right" – The culinary industry in crisis and how hauora as part of culinary education could change the way.
Date (start):	July 2023
Date (finish):	July 2024
Researcher(s):	Juliane Tautz
Academic Ethical Advisor (if applicable)	Samuel Mann
Brief description of project: (300 words)	The project will entail a review of the current state of the hospitality industry and the education sector and include a series of co-design workshops with industry representatives and educators that focus on hauora (wellbeing) in the workplace and how to develop an educational framework around hauora. This will help future ākonga identify potential barriers early and introduce support systems that can be used going forward when entering the hospitality industry and beyond.
Researcher Signature	[redacted]
Academic Ethical Advisor Signature (if applicable)	[redacted]

Part 2: Pathway Categories

Select the category that best describes your project

☐ CATEGORY A: Research or practice that involves:

- Participation of minors or vulnerable individuals.
- Identifiable personal information.
- Taking / handling of any form of tissue / fluid sample from humans / cadavers.
- Any form of physical / psychological stress.
- Situations which might place safety of participants / researchers at high risk.
- Administration / restriction of food, fluid, or drug to a participant.
- Potential conflict between applicant's activities as researcher, clinician or teacher and their interests as professional / private individuals (inc. students, clients, patients).
- Any form of deception.

→ Submit to Otago Polytechnic Research Ethics Committee – OPREC application form

☐ CATEGORY B: Research or practice that involves:

- Situations that may place the researcher or participant at low risk.
- Minor physical or psychological stress.
- Collection of personal data.
- Repeat of a previous Category B study with minor changes.
- Involvement of a third party or external organisation(s).

→ Submit to CWBL Ethicist (on form below).

glenysforsyth@op.ac.nz

☐ CATEGORY C: Research or practice that involves:

- Use of secondary data in the public domain e.g., Statistics NZ figures.
- Retrospective use of data previously collected (completed under a previous ethics approval.
- Repeat of a previous approved study with no changes within three years.
- NB: A research project of this kind would not normally require ethics approval but it might require Category C approval for publication purposes (Otago Polytechnic, 2020).

→ Submit to CWBL Ethicist (on form below).

glenysforsyth@op.ac.nz

Part 3: Details of research process

Briefly provide an outline of your research method/ s for the stage of your research for which you require ethical approval. The reason for this information is to ensure the reviewers of your application have all the information required for them to consider any ethical concerns with your intended research.

Co-design workshops with industry and educational experts, that focus on hauora (wellbeing) in the workplace and how to develop an educational hauora framework.

Project steps:

- Establish a co-design working group with eight hauora experts (4) and hospitality industry experts (4)
- Workshop1: Co-design workshop
- Workshop 1.5: Follow-up research discussions with each person from the workshop
- Development of hauora best practice model for industry (researcher)
- Workshop2: Co-design workshop using the hauora best practice model to begin the development of a hauora hospitality framework for culinary arts education
- Refinement of the hauora hospitality framework development (researcher)
- Workshop3: Co-design workshop to share the refined hauora hospitality framework to gather feedback
- Development of hauora course materials (researcher)
- Development of hauora industry resources (researcher)
- Workshop 4: Co-design workshop of future hauora hospitality framework

Part 4: Details of ethical issues and actions taken to mitigate issues

ISSUES AREA	This column contains standardised descriptors for projects completed in CWBL under Category B – These must be customised by applicants.
What human subjects are involved? Provide an overview of each group of participants you will be working with	• Establish a co-design working group with eight hauora and hospitality industry experts. • Participants will contribute to four Co-design workshops to develop a model of hauora hospitality and use this to develop strategies and resources for teaching and industry. The workshops will take a total of 8 hours spread over 12 months. • Participants will be coming to this from two ways – studied or work in the holistic context of hauora (health and wellbeing) or are experts in the hospitality industry and how the current issues of hauora present. They will be recruited from within Te Pūkenga and from the New Zealand hospitality sector and will have different cultures backgrounds. • Targeted range of people from the industry, identified through professional contacts. The professionals are not considered vulnerable. • Workshops jointly hosted online and face-to-face.
How have you ensured potential participants clearly have a choice about participation (i.e., no coercion)?	• Recruitment via invitation, poster, email, or fb, by a third party where appropriate • Initial contact via email, followed up phone call. Information sheet to include proposed activities and time commitment. • Invite documentation (attached). • See consent form (attached)
How will participants know about the purpose of the study and possible consequences to themselves or others of their participation? (Evidence they understand)	See participant information sheet (attached)
Data collection	Workshops will be recorded on MS Teams. Workshop follow up discussion notes will be recorded by hand. The questions for the follow up discussions will be formed in the previous workshop. Indicative areas may include participant reflection on frameworks of practice for hauora in the workplace.
How will anonymity and/or confidentiality be maintained? Explain the processes you have put in place to ensure this.	Participants will be reminded not to share details from other peoples' stories. All information within the co-design workshops are confidential. The workshops are co-design; therefore it is likely that participants may want to have their name associated with the project. However, the default will be anonymity and the process for this will be discussed in the first workshop and confirmed in the last workshop. For example, somebody may wish for their name to be public, but their practice examples to be anonymised. Anonymity will be assured for those not wanting their names included in this study by me.
How are potential threats to physical, emotional, cultural wellbeing being managed? (Particularly to participants, but also to researchers and others).	Taking part in this research is no riskier than participants typical daily activity. All participants will be 18 years of age or over. Discussions of hauora in the workplace and 'an industry in crisis' may cause people to become sensitive, therefore the researcher will ensure, that • All activities are positively framed • Participation is voluntary • Participants can refuse to answer any question if it is making them feel uncomfortable

	• Participants can withdraw from the project If needed, provide contact details of where they could go if they need to talk over issues, for example 1737 help line, 0800 LIFELINE, Youthline – 0800 376 633, Suicide Crisis Helpline – 0508 828 865, Mental health Crisis Team- 0800 611 116, Samaritans- 0800 726 666. For the safety of the researcher, facilitators will be present at the workshops and work colleagues will be made aware of timings and settings of the workshops.
Is there any conflict of interest or role? How will this be managed?	All participants are from a targeted range of people from the industry, identified through professional contacts, therefore, there is no conflict of interest to my role as a researcher or that as my role as a teaching academic- none of them will be my students. Participants will be reminded that they do not have to answer a question if they do not want to and they can withdraw from the study without any detriment to them at all. Although I do assessments with potential participants, I am not in the position nor are they, to have power over the assessment process from start to finish. My Head of programme, who may be involved in the workshops, has been an active participant of the OP Ethics committee processes and therefore works ethically in all points at all times with me.
How is the research methodology justified, and how will you ensure it is properly carried out?	Co-design workshops will be used in this practitioner-led research. (Note: The workshops will produce draft artefacts, recording is to facilitate model refinement between the workshops rather than to produce full transcripts for analysis). Completing a methodology / methods section as part of my learning agreement ensures I am using the most appropriate method for my data collection.
How will confidentiality of potentially sensitive information be maintained? (Information already in the public arena is not an issue)	The research information will be kept in a secure online cloud portal, that will be accessible by myself and by my facilitators for the time of the completion of the MPP. The information will be kept for 7 years. A public report will be made available to the industry and in academic conferences. See anonymity process above.
How will the data be managed? What will they be used for? How will they be stored and for how long?	The data will be used for the development of the best practice hauora model using emergent themes and the literature and the development and refinement of hauora hospitality framework using outcomes of the workshop. The framework and the model will be used to inform future course material and industry resource developments and will be used as part of my MPP project. Data will be stored in institutionally secured cloud. The workshop data will be kept for seven years after which time it will be destroyed.
Who will receive a copy of the completed report? How will it be made available to participants?	All participants will receive a copy of the report via email. The report will also be made available to my MPP facilitators. The report will also be made public via OPRES.
Potential threats to Otago Polytechnic Sustainability policy	Hauora is in accordance with the OP Sustainability Policy.

TREATY CONSIDERATIONS

Otago Polytechnic researchers have an obligation to consult with Kaitohutohu (KTO) as part of developing their research projects, to keep Kāi Tahu informed about research at Otago Polytechnic and to identify research of significance to Māori. The Kaitohutohu offers assistance, where appropriate, in regard to consultation with Māori, ethics, and the Treaty of Waitangi.

Before consulting with KTO, it is essential to give careful thought to these questions.

Include your responses in your submission.

- Is the research conducted by Māori?
- Will the research include Māori participants or Māori knowledge? How is inclusion respectful and appropriate?
- In what way are the results likely to be of specific interest or relevance to Māori?
- How might the research benefit Māori?
- How does the research demonstrate Treaty of Waitangi partnership? *(The following questions are a guide to support thinking about Treaty of Waitangi partnership in your research):*
  - Has your research included Māori participants?
  - What differences might Māori representation bring to your research?
  - What potential effects on Māori well-being could your research have?
  - What potential effects on encouraging the flourishing of tikaka me te Reo Māori (Māori culture and language) might your research have?
  - What connections might your research nurture with iwi and hapū?
  - What mātauraka Māori (Māori or indigenous knowledges) might your research explore, connect to, or incorporate?

See the Kaitohutohu Moodle page for further information and resources.

If you have questions, please email kaitohutohu@op.ac.nz

Have you met the KTO consultation obligation?

Indicate where you are at in the consultation process:

Not yet started In progress (preparing submission or awaiting feedback) Completed (Include a copy of the feedback in your Ethics application)	☐ ☐ ☐
If not started, when will you do so?	

Invite Information

Kia ora [name],

My name is Juliane Tautz and I am completing my Masters of Professional Practice with the aim to develop a hauora (wellbeing) model and framework for the education sector and hospitality industry to help overcome current issues the industry is facing.

You are an expert in your field [education, hospitality, wellbeing] and I would like to invite you to be part of a series of four 2-hour co-design workshops over the next 12 months.

Below you can find further information around the project, with details on the workshops.

If you are interested in being part of this research or have any questions around it, please get in touch with me.

Noho ora mai

Juliane

[redacted]

Jules.tautz@op.ac.nz

Participant Information Sheet

Title of project

"She'll be right" – The culinary industry in crisis and how hauora as part of culinary education could change the way.

General introduction and aim of the project

My name is Juliane Tautz and I am a culinary arts lecturer at Otago Polytechnic, coordinating the year one cohorts. As part of my role I look after the integration of the year one students into tertiary education.

In our educational space we are challenged with ākonga that are facing anxiety or other mental health issues. It is an area that I have faced in the past, however it was never as present as it is in this job. At the same time the hospitality industry is facing a crisis around staffing and heavy workloads, challenging the mental health of staff, and needing to find support around hauora.

Because of these identified issues, I am to research the current state of the hospitality industry and the education sector. I anticipate to develop a best practice hauora model and a hauora hospitality framework for the education sector after I seek your feedback and expertise as part of the workshops. In the future, I hope that these models and frameworks can help support the hospitality industry as well as Te Pūkenga / OP ākonga to identify potential barriers early and introduce support systems.

What is hauora about?

In my research context Hauora can be defined as "be fit, well, healthy, vigorous, in good spirit" (Te Whanake 3, n.d.) and using "the concept of hauora is represented by Mason Durie's Te Whare Tapa Whā Model, which incorporates taha tinana (physical), taha hinengaro (Mental and emotional), taha wairua (spiritual) and taha whānau (social) aspects of wellbeing" (Fitzpatrick, 2018). Students will be encouraged to explore their "personal identity, social relationships and interpersonal skills and take a holistic approach to wellbeing" (Fitzpatrick, 2018). This will be discussed in more depth during the first workshop.

PARTICIPATION

What type of participants are being sought?

Targeted range of people from the hospitality and hauora industry

How will potential participants be identified and accessed?

Identified through professional contacts

What will participation involve?

Should you agree to volunteer in this project you will be asked to:

- Take part in a series of four 2-hour co-design workshops over a 12-month period.
- These will be carried out at a time and place convenient to all participants and will be a combination of face-to-face and online attendance.
- Some short background paper and workshop plan to read including some considerations to think about.
- Workshop activities will include:
    - discussions around an industry in crisis and best practice hauora model.
    - Participants develop set of questions to think about in their own practice.
    - Workshop activity to confirm model.
    - Workshop activity to translate it to an education practice.
    - Review of the proposed model.
    - Initial generation of examples of course material and resources by participants.
    - Feedback on course and industry resources. Workshop activity on future research and practice direction.

How will confidentiality and/or anonymity be protected?

Please be reminded not to share details from other peoples' stories. The workshops are co-design; therefore you may want to have your name associated with the project. However, the default will be anonymity and the process for this will be discussed in the first workshop and confirmed in the last workshop. For example, you may wish for your name to be public, but your practice examples will be anonymised. You may request a copy of the results of the project by emailing jules.tautz@op.ac.nz

I cannot withdraw any information I have supplied 3 weeks after the last workshop has been completed (at which point data would have been anonymised).

Can participants change their minds and withdraw from the project?

You can decline to participate without any disadvantage to yourself.

If you choose to participate, you can stop participating in the project at any time, before the data is anonymised and analysed, without giving reasons for your withdrawal. The process for this will be discussed in the first workshop and confirmed in the last workshop.

You can also withdraw any information that has already been supplied until the stage agreed on the consent form. You can refuse to answer any particular question and ask for any recording, audio or video to be turned off at any stage.

DATA COLLECTION

What data or information will be collected and how will it be used?

Rather than specific questions, the idea is to collaboratively workshop joint understandings around the following themes. Notes/data will be collected from discussions in workshops that relate to:

Hospitality industry:

- Current issues in the industry and how they affect staff's wellbeing
- Current strategies around helping staff with hauora issues in the industry
- What gaps have been identified around hauora support and how they could be bridged

Hauora industry:

- Current state of the wellbeing sector and how it has changed over the last few years, especially over Covid 19 times.
- Specific hospitality industry case studies
- Discussions around recommendations for the education sector

Education industry:

- Current steps taken to help learners cope with hauora issues
- What gaps have been identified around hauora support and how they could be bridged
- Development ideas of a framework to help 'upgrade' the education sector

Results of this project may be published but any data included will in no way be linked to any specific participant without prior consent.

You may request a copy of the results of the project and it will be available by emailing jules.tautz@op.ac.nz

Data storage

The data collected will be securely stored in such a way that only the researcher, academic facilitator and the academic supervisor will have access to it. The data will be stored on researcher's password protected laptop to which only they have access to. At the end of the project any personal information or any raw data on which the results are based will be destroyed. All other data will be stored on the Otago Polytechnic research data repository. It will be disposed of after seven (7) years, by the organisational management system according to Institutional policy and the relevant storage acts.

CONTACT

What if participants have questions?

If you have any questions about the project, either now or in the future, please feel free to contact:

Researcher:	Juliane Tautz, via email to jules.tautz@op.ac.nz
Academic Facilitator:	Rachel McNamara, via email to rachel.mcnamara@op.ac.nz
Academic Mentor:	Samuel Mann, via email to samuel.mann@op.ac.nz

This project is carried out under the auspices of the Otago Polytechnic Research Ethics Committee Category B Delegated Authority: Please contact the College of Work Based Learning Ethicist for further information glenys.forsyth@op.ac.nz

“She’ll be right” Consent Form

“She’ll be right” – The culinary industry in crisis and how hauora as part of culinary education could change the way.

I have read the information sheet concerning this project and understand what it is about. All my questions have been answered to my satisfaction. I understand that I am free to request further information at any stage during this research.

I know that:

- My participation in the project is entirely voluntary and I am free to refuse to answer any particular question.
- I am free to stop participating at any time.
- I can choose to withdraw information provided without giving reasons and without any disadvantage.
- I cannot withdraw any information I have supplied 3 weeks after the last workshop has been completed (at which point data would have been anonymised).
- At the end of the project any personal information or any raw data on which the results are based will be destroyed. At the end of the project any personal information or any raw data on which the results are based will be destroyed. All other data will be stored on the Otago Polytechnic research data repository. It will be disposed of after seven (7) years, by the organisational management system according to Institutional policy and the relevant storage acts.
- The results of the project may be published or used at a presentation in an academic conference, but my anonymity / confidentiality will be preserved.
- I can request a copy of the research findings.
- Confidentiality will be discussed in full detail in the first co-design workshop.

Additional information given or conditions agreed to

_____

_____

_____

I agree to take part in this project under the conditions set out in the Information Sheet.

…… (Signature of participant)

…… (Date)

…… (Signature of researcher)

…… (Date)

This project is carried out under the auspices of the Otago Polytechnic Research Ethics Committee Category B Delegated Authority: Please contact the College of Work Based Learning Ethicist for further information (glenys.forsyth@op.ac.nz)

She'll be right Workshop Schedule

The activities within each workshop will evolve as the project progresses. The intention for the first workshop is to have group discussions, collaborative development using whiteboards and sticky notes.

Time:	Activity:	Participants:
0-15min	Karakia Introduction of the project and overview of research, including management of confidentiality and data collection	all
15-45min	Introduction of each participant with some background info	all
45-90min	**Discussions around an industry in crisis**	all
90-110min	Discussions around best practice hauora model	all
110-120min	Conclusions Questions raised Participants to develop set of questions to think about in their own practice (at home exercise) Closing Karakia	all

Final Checklist

Application is appropriately signed

- For learners by the academic ethical advisor
- For staff by Research Coordinator/School Ethicist (or delegate)

I have filled out the application form and:

- Explained the rationale for this research (i.e., why is it necessary?)
- Explained my design/methodology
- Explained my participant inclusion/exclusion criteria
- Explained my recruitment method (how are you accessing the group?)
- Explained the researcher and recruiter's relationships to potential participants
- Identified any potential health and safety issues, and my management thereof
- Identified any vulnerability participants may have, and my management thereof
- Explained how I will collect, identify, manage, and provide options for withdrawal of data
- Explained why any deception of participants is necessary and justified
- Makes clear any remuneration that may be provided
- Provided information on where the results will be available

I have included an Information Sheet, which:

- Is in clear lay language, and is written directly to the participant
- Explains what the research is for
- Explains what participants will be asked to do, including the expected duration
- Explains how their data will be managed, and who will have access to data at the various stages of the project
- Explains any confidentiality or anonymity, and any limits on these
- Explains they can withdraw from participation at any time without loss of remuneration or other negative effects
- Explains any time limitations on withdrawing their data from the research
- Explains how results of the research will be used and how they will be reported
- Provides details for two separate contacts (i.e., for questions to researcher and for supervisor or other authority in case of a complaint)

I have included the Consent Form, which clearly states

- That participation is fully voluntary
- They can withdraw from participation at any time
- Any time limitations on withdrawing their data from the research
- How data will be used
- Any potential risks participants may face
- Where and how the research will be disseminated

I have included the following supporting documentation

- Survey, question schedule or topic guide, etc. if one is being used
- Letter of Support/Access where an external person or organization is helping with any aspect of the project including recruitment

I have included the following recruitment material, such as:

- Written invitations to participant
- Other material, e.g., posters, draft text for social media, etc.

Anything that is not ticked needs to be explained in your application why it is not appropriate to your research (or the application will be referred back to you for clarification).

8. KTO Approval

Otago Polytechnic

Consultation with the office of the Kaitohutohu

Version1: 2022

For assistance with filling out this form, please contact:

- Your Research Supervisor/Facilitator (Students) OR
- School Research or Ethics Coordinator (Staff).

Notes:

- Please ensure your consultation is written in language that will be understood by a layperson with no expert knowledge in your field.
- Please ensure your Facilitator/Academic Mentor(s) have read and signed your consultation.
- Please attach your Participant Information Sheet and Consent Form(s) to your consultation.
- If your research is a replication study or extension of a study for which you already have ethical approval, please attach a copy of that application and its approval. Complete only those sections of this application that relate to things that are different from your previous application.
- Please include any other relevant documents that can inform tumuaki rakahau of your research. These might include e.g.: ethics application, Learner's Agreement or research proposal, information form, consent form, interview schedule.

Please submit your consultation **as a single MS Word document or PDF** to the office of the Kaitohutohu via e-mail to Kaitohutohu@op.ac.nz

Lead Researcher / Primary Contact
Juliane Tautz

Co-researchers (if applicable)

Department / School / College
Te Maru Pumanawa | College of Creative Practice and Enterprise

Phone (office & mobile)
[redacted]

Email Address
Jules.tautz@op.ac.nz

Postal Address
[redacted]

Title of Project
"She'll be right" – The culinary industry in crisis and how hauora as part of culinary education could change the way.

Commencement Date
Paper 1 started February 2022 and Paper 2 is currently in progress. Paper 3 (Research work) will commence in July 2023.

Completion Date
December 2024

Te reo and Kaupapa used throughout this document is tightly linked to the 2023 Bachelor of Culinary Arts Programme document, which has been through the process of Māori consultation including Otago Polytechnic's Kaitohotohu office.

"The programme is founded on a bicultural kaupapa described in section 1. Programme Philosophy and Background which was informed by Iwi Māori consultation. The programme continues to implicitly integrate te ao Māori into its philosophy, practices, and content material. This is more explicitly represented within the programme where Māori practitioners are included in the content, and (where relevant) Māori staff and graduates are delivering content. The Poutama Framework is also explicitly represented in section 12. Course Outlines with the bicultural framework integrated into course titles, aims, learning outcomes, and indicative content. It is also integrated into capability mapping which is described below (Learner Capability Framework). As mana whenua, Professor Adrian Woodhouse continues to take a lead role in this area and is supporting the staff on their cultural journey. […] The programme values Kai Tahu/Māori knowledge, cultural practices, and values, and embraces Kai Tahu/Māori guardianship of such knowledge. Through the BCA Kaupapa and Poutama Framework, ākonga are exposed to Kaupapa Māori approaches to knowledge creation through workshops run by Kai Tahu/Māori. All staff involved in the delivery of these programmes have participated in Te Tiriti o Waitangi workshops and a number have completed a Certificate in Mata a Ao Māori or have plans to study the Certificate in Bicultural Competency offered at Otago Polytechnic Limited" (Otago Polytechnic, 2022)

Research aim and question/s

"She'll be right" – The culinary industry in crisis and how hauora as part of culinary education could change the way.

I am a culinary lecturer at Otago Polytechnic, coordinating the year one cohorts. As part of my role I look after the integration of the year one students into tertiary education, facilitate across five papers and run the practical workshops in the kitchens. The job is very satisfying and has helped me grow as an educator in a noticeably brief time. This included work around culinary education, current trends in the culinary world and how ākonga* learn in a tertiary setting. However, there is a challenging side to the role, where I had to direct a lot of my ākonga to other services as they are facing anxiety or other mental health issues. It is an area that I have faced in the past, however it was never as present as it is in this job. "The mental health of young people is important for the wellbeing of communities. In current times, however, some young people are experiencing increased mental health issues, as they grapple with even more complex, cultural, and environmental conditions […]. There is evidence that learning about mental health, and developing strategies for mental health, can have a positive impact on wellbeing" (Fitzpatrick, 2018). A study from the UK highlights that 77% of surveyed students struggled with mental health and wellbeing as a result of Covid-19 and found it a lot harder to make friends, especially if they were first year learners (Unite Group, 2021).

In my research context Hauora can be defined as "be fit, well, healthy, vigorous, in good spirit" (*Te Whanake 3*, n.d.) and using "the concept of hauora is represented by Mason Durie's Te Whare Tapa Whā Model, which incorporates taha tinana (physical), taha hinengaro (Mental and emotional), taha wairua (spiritual) and taha whānau (social) aspects of wellbeing" (Fitzpatrick, 2018). Students will be encouraged to explore their "personal identity, social relationships and interpersonal skills and take a holistic approach to wellbeing" (Fitzpatrick, 2018).

"Hauora (wellbeing) within the workplace has long been a major issue within the food industry, and this is explored in-depth in year three of the degree, when ākonga evaluate their own practice in the context of workplace culture within the wider industry. […] [We want students to focus] "on personal behaviours and attributes and how these impact on personal hauora and workplace whakapuāwai (flourishing, adding or creating value)" (Otago Polytechnic, 2022).

The polytechnic education system and the hospitality sector are both currently experiencing a rebuild and it is a suitable time to review the culinary education in more depth as well.

Manaakitanga (commonly hospitality, caring) is "made up of two words: 'mana' (pride, positive self-concept) and 'Aki' (to cherish or nurture). Therefore to manaaki others is to do things that cherish their mana" (Fitzpatrick, 2018). Manaakitanga should therefore be all about nurture, nourishment, shared experiences, a sense of belonging, looking after each other and being a community (whānau). However, the sector is not showing that same manaakitanga to their own people, or even if they are trying to do this, they have not enough resources to keep up with the demand. The hospitality sector is a sector in crisis and needs to review their own practices to keep up with employee needs, customer needs and post-covid lifestyle changes. One of the biggest challenges for the sector is wellbeing, as work hours can be unsocial and long. Especially now that the industry is facing staff shortages after Covid-19, the sector is dealing with mental health and other health problems across their staff as the demand on them is too great. 'A staff shortage, created by Covid-19 and exacerbated by a dive in mental health, is biting the hospitality industry hard' (Manson, 2022). This will mean changes need to be made in the education sector to allow to incorporate these changes of the sector into the current curriculum and to align with industry needs.

NB: ākonga was used throughout this document, instead of tauira, as it shows the reciprocal relationship and the duality of learning between learners and kaiako.

On the other hand, the polytechnic education sector is being unified and therefore programmes across the network are being reviewed and aligned to all subsidiary needs. The consultation process has shown that a lot of educators agree that a change in the culinary education sector needs to occur to align with industry and ākonga needs. Te Pūkenga wants to see a shift to empower all stakeholders to embed wellbeing practices (Ako, n.d.). The Bachelor of Culinary Arts programme is currently unique to Otago Polytechnic, however other subsidiaries have signalled that they would like to pick it up in the future. The programme has been reviewed this year and includes a an important focus on bi-culturalism and addresses some of the current issues the industry is facing already, including wellbeing aspects. The new programme document for the Bachelor of Culinary Arts addresses this in-depth in year three of the degree, however, I think more, and earlier integration is needed to set the tone for all ākonga. The aim is to help achieve a change across the industry as our learners will not accept jobs from businesses who are not looking after their staff needs and hauora.

The ”She’ll be right” attitude across New Zealand’s businesses is no longer an option if businesses want to retain and develop their staff further.

‘[Staff]… working 12 hours a day… she’ll be right mate; I’ll sleep when I die.
[Staff] … not eating well… she’ll be right mate; I’ll grab a pie on the drive home.
[Staff] … gets sick… she’ll be right mate, I’ll sweat it out at work.
[Staff] covers for the boss… she’ll be right boss; I got your back.
[Staff] doesn’t quite have the experience on a piece of machinery… she’ll be right, the boss will be proud of me for not disturbing him.
[Staff] makes a mistake and gets seriously injured… she’ll be right… ACC will cover that.
[Catering work] gets delayed… she’ll be right, the client won’t mind.
Client minds, terminates contract, business owner is forced to lay staff off and business goes into decline… she won’t be right!!’ (Eagle, 2016)

The Workforce Development Councils (WDC) that form part of the new Te Pūkenga network, would like to see some of the issues the industry is facing addressed as quickly as possible to help them overcome the outlined barriers. Two of the biggest challenges for the industry, as identified by the WDC, is retaining staff and hauora in the workplace. Could professional development opportunities for staff be an option to retain staff that want to progress within the sector. They would also like to see online and blended learning as part of the options for ākonga, and this material could potentially be used by the industry for further staff development. An insight into different delivery options of the content could be explored as part of this research.

Research design

Co-design workshops with industry and educational experts, that focus on hauora (wellbeing) in the workplace and how to develop an educational hauora framework.

Project steps:

Time:	Overview:	Reflection:	Participants:	Activity:
July – September 2023	Establish a co-design working group with eight hauora experts (4) and hospitality industry experts (4)	Critical / creative process reflection	targeted range of people from the industry, identified through professional contacts*	Initial contact via email, followed up phone call. Information sheet to include proposed activities and time commitment
	W1: Co-design workshop		as above	Short background paper and workshop plan to read including some questions to think about. 2-hour workshop (face-to-face and remote) on discussions around an industry in crisis and best practice hauora model. Participants develop set of questions to think about in their own practice.
	W1.1: Follow up research discussions with each person from the workshop		Individuals as above	Questions from above as discussion starters.
	Development of hauora best practice model for industry		Me	Development of the best practice hauora model using emergent themes and the literature
October – December 2023	W2: Co-design workshop using the hauora best practice model to begin the development of a hauora hospitality framework for culinary arts education	Reflecting on development of hauora culinary practice	Participants as above	send draft model prior to the co-design workshop. Workshop activity to confirm model. Workshop activity to translate it to an education practice.
	Refinement of the hauora hospitality framework development		Me	Refinement of hauora hospitality framework using outcomes of the workshop.
	W3: Co-design workshop to share the refined hauora hospitality framework to gather feedback		Participants as above	Review of the proposed model. Initial generation of examples of course material and resources by participants.
January – March 2024	Development of hauora course materials	Reflecting on course development	Me	Course material development as per Te Pūkenga guidelines.
April – June 2024	Development of hauora industry resources	Reflection and review	Me	Modifying course materials to develop industry resources.
	W4: Co-design workshop of future hauora hospitality framework	Reflection on development	Participants as above	Feedback on course and industry resources. Workshop activity on future research and practice direction.
July 2024	Finalising the master's and hand-in Continued implementation into my own teaching practices for 2025	Process reflection	Me	

As part of this project I will use pragmatism as my research philosophy. The University of Nottingham define pragmatism as "[...] an approach that suggests that there are in fact many different ways of interpreting the world and conducting research to investigate reality and that combination of different approaches may provide a broader understanding of the phenomena being investigated" (University of Nottingham, n.d.). This links to my teaching approaches around different worldviews and that in culinary education we have more than just one correct answer.

As part of my pragmatism research process I will follow Dewey's Concept of Inquiry as a Basis for Research (Morgan, 2014), which includes the following course of action and aligns with the process that I am following as part of my upcoming research:

1. Recognizing a situation as problematic.
2. Considering the difference it makes to define the problem one way rather than another.
3. Developing a possible line of action as a response to the problem.
4. Evaluating potential actions in terms of their likely consequences.
5. Taking actions that are felt to be likely to address the problematic situation.

Figure 5- Dewey's model of inquiry (Morgan, 2014)

There will also be research around the integration of neurodiverse applications as part of the education framework. Neurodiversity is an important part of hauora and how we can provide different learning styles to our ākonga, so they learn in the best possible way. More research around this will become evident in course 3 of the programme.

Some of the points to consider as part of the research and within the project are:

- ākonga centred approaches
- Reflection: removal of control freakery and more emphasis on project reflection
- What does good culinary education look like?
- Hauora as part of education and industry practices
- Integration of hauora into current courses
- How can we measure engagement effectively in an online and on campus environment to draw conclusions?
- Is online and blended learning an option for practical orientated courses?

My project will also use an autoethnographic methodology. Translating an understanding of myself within the processes and interactions of my project while considering change within my teaching practice. This will be supported by a personal narrative deriving from the use of integrated hauora skills and my reflections as a lecturer within the culinary arts education sector. Autoethnographic methodology to me includes reflective practices as part of my teaching and learning as well as reviewing and learning from experiences and how these change my professional practice.

Te Tiriti o Waitangi considerations

Questions that can support this kaupapa include:

- Is the research conducted by Māori?
  No

- Will the research include Māori participants?
  Participants could include Māori

- What differences might Māori representation bring to your research?
  As described above, the Māori worldview of hauora is a big part of my research. Gathering feedback from participants groups with different cultural backgrounds will help identify if the course materials work for all ākonga groups.

- How does tikaka (appropriate ways of doing things) support respectful and appropriate inclusion of Māori participants?
  Extensive research into hauora and the Māori worldview of hauora is being undertaken as part of this project. It is important to me to understand the cultural significance of hauora for ākonga Māori and how to best support all learners. The research will be used to ensure Māori participants are supported in a respectful manner and are included in this project in an appropriate way. Associate Professor Adrian Woodhouse has agreed to be a Māori mentor for this project.

- What mātauraka Māori (Māori or indigenous knowledges) might your research explore, connect to, or incorporate?
  Hauora is a key concept in the new programme document for the BCA. It was developed with the input of the Kaitohutohu office, mana whenua, Institutional Kaiawhina Tauira Māori, Māori Kaiako at Te Kura Matatini ki Otago and Māori graduates. (see appendix)
  A significant amount of research will be undertaken into hauora, specifically in the Māori context around Te Whare Tapa Wha, and other wellbeing aspects as part of mātauraka Māori.

- In what way are the results likely to be of specific interest or relevance to Māori?
  The outcomes of this project are likely to be of interest and relevance to Māori, as the research will hopefully highlight how to integrate hauora into everyday teaching for practical tertiary courses across the Te Pūkenga network. The results will include models and course materials that will highlight Māori worldviews around hauora and ensure biculturalism as part of all learning activities. This will hopefully help ākonga Māori to better identify with the topics, feel more at ease to discuss hauora and identify with some of the presented ideas to help overcome hauora issues if required. Te Pae Tawhiti - Ensuring equitable outcomes are achieved for Māori – which was released by Te Pūkenga will inform the development of the model and framework.

- How might the research benefit Māori?
  The outcomes of this project are of benefit to Māori, as hauora is an issue that affects all communities and requires cultural appropriate resources to help create whakapuāwai in the communities.
  To be able to provide this, the research will include the use of the Te Pūkenga Whiria Te Ako "concept that provides for nationally recognised practises, while allowing for regional responsiveness and local relevance" (*Whiria Te Ako*, n.d.)**.**

Figure 6 - (Te Pūkenga 2022)

- What connections might your research nurture with iwi and hapū?
  "The [BCA] programme values Kai Tahu/Māori knowledge, cultural practices, and values, and embraces Kai Tahu/Māori guardianship of such knowledge. Through the BCA Kaupapa and Poutama Framework, ākonga are exposed to Kaupapa Māori approaches to knowledge creation through workshops run by Kai Tahu/Māori" (Otago Polytechnic, 2022). The research will follow those guidelines outlined in the BCA programme document and nurture the connections with Kai Tahu. Associate Professor Adrian Woodhouse will help with connections in this area.

- What potential effects on encouraging the flourishing of tikaka me te reo Māori (Māori culture and language) might your research have?
  As outlined previously, a major part of the research will be around the Māori worldview of hauora and how I can integrate better understanding of it within my teaching practices to help path a way to self-recovery for the hospitality industry. The course materials itself will include te reo Māori and discuss Māori frameworks of hauora, including Te Whare Tapa whā.

Participant incentives / remuneration or koha

Participation of the research is voluntarily and will likely take place online via teams meetings. Kai and parking tokens will be provided during workshops if face-to-face is an option.
Participants will receive a 'Thank you present' at the end of the workshop series, I am yet to decide what this may be.

Bibliography

Ako, W. I. T. (n.d.). *Proposed Te Pūkenga Operating Model*. 105.

Eagle, D. (2016, June 29). She'll be right… or will she? *WorksafeReps*. https://worksafereps.co.nz/shell-be-right-or-will-she/

Fitzpatrick, K. (2018). *Mental health education and hauora: Teaching interpersonal skills, resilience and wellbeing*. NZCER Press.

Manson, B. (2022, July 1). *Mental health issues in hospitality industry "alarming."* Stuff. https://www.stuff.co.nz/business/small-business/300624727/mental-health-issues-in-hospitality-industry-alarming

Morgan, D. L. (2014). *Integrating Qualitative and Quantitative Methods: A Pragmatic Approach*. SAGE Publications, Inc. https://doi.org/10.4135/9781544304533

Otago Polytechnic. (2022). *Final Programme Document—Bachelor of Culinary Arts—2023*. Otago Polytechnic.

Te Whanake 3: Te Māhuri. (n.d.). Te Whanake Resources. Retrieved October 10, 2022, from https://shop.tewhanake.maori.nz/textbooks/te-mahuri

Unite Group. (2021, February 24). *The impact of Covid-19 on student wellbeing*. Unite Group. https://www.unitegroup.com/articles/the-impact-of-covid-19-on-student-wellbeing

University of Nottingham. (n.d.). *Understanding Pragmatic Research*. What Is Pragmatism? Retrieved October 12, 2022, from https://www.nottingham.ac.uk/helmopen/rlos/research-evidence-based-practice/designing-research/types-of-study/understanding-pragmatic-research/section03.html

Whiria Te Ako. (n.d.). Te Pūkenga – New Zealand Institute of Skills and Technology. Retrieved November 14, 2022, from https://www.xn--tepkenga-szb.ac.nz/our-work/our-pathway/academic-delivery-and-innovation/whiria-te-ako/

Lead Researcher:

Juliane Tautz	
Print Name	Signature

Academic Mentor:

Samuel Mann	
Print Name	Signature

8. Timestamped reference lists for each podcast

8.1 Introduction podcast

00:00:23	(Curran, 2021), (Helmore, 2022), (UK Hospitality, 2022) (United Workers Union, 2021), (Traynor et al., 2021), (The University Of Queensland, 2022)
00:00:54	(Durie, 2004), (Mental Health Foundation, 2024), (Ministry of Health, 2017), (Fitzpatrick, 2018)
00:01:25	(Tautz, 2024), (DeMarco, 2022), (@dwake, 2024)
00:01:55	FINAL Podcast Overview.pdf
00:02:29	(Durie, 2004), (Mental Health Foundation, 2024), (Ministry of Health, 2017), (Fitzpatrick, 2018), (Ara Taiohi, 2024), (Hale, 2019)
00:02:36	(Collective Wellbeing Carnegie UK, 2021)
00:02:45	(World Health Organisation, 2022)
00:02:53	(Durie, 2004), (Mental Health Foundation, 2024), (Ministry of Health, 2017), (Fitzpatrick, 2018), (Ara Taiohi, 2024), (Hale, 2019)
00:03:05	(Macfarlane, Glynn, Cavanagh, & Bateman, 2007)
00:03:32	(Tautz, Kai Hauora Model, 2023)
00:05:37	(Mac Con Iomaire, M., Afifi, M. F., & Healy, J., 2020)
00:05:54	(Tautz, Communication Power Point, 2024), (COTHM Dubai, 2023), (Mac Con Iomaire, M., Afifi, M. F., & Healy, J., 2020)
00:06:07	(Anagnostaki, 2022), (Bauer et al, 2023), (Hermann et al., 2011), (Factorial, 2023), (Dweck, 2009), (Machost & Stains, 2023), (Fitzpatrick, 2018), (Mind Tools Content Team, 2022), (Roeser, Skinner, Jennings, & Beers, 2012), (Tinker, 2023), (Dethmer et al., 2015)
00:06:37	(Learn Easy English, 2021)
00:07:05	(Tautz, Communication Power Point, 2024)
00:07:18	(Dodd et al., 2024)
00:09:04	(Tautz, 2024)
00:09:44	(Tautz, 2023)

8.2 Podcast 1

00:00:44 (United Workers Union, 2021)
00:01:15 (Te Ara Mahi, 2024)
00:03:55 (Cameron et al., 2022)
00:04:15 (Victoria State Government, 2023)
00:05:40 (The Burnt Chef Project, 2024)
00:06:22 (Te Hiringa Hauora, 2020)
00:07:48 (Ringa Hora Workforce Development Council, 2023)
00:07:48 (Curran, 2021)
00:09:50 (Mental Health Foundation, 2024)
00:10:00 (Durie, 2004)
00:10:20 (Ara Taiohi, 2024)
00:10:57 (Tautz, Kai Hauora Model, 2023)
00:13:09 (Hermann et al., 2011)
00:14:29 (Traynor et al., 2021)
00:15:32 (Traynor et al., 2021)
00:17:20 (Factorial, 2023)
00:18:10 (The Burnt Chef Project, 2024)
00:19:40 (Dodd et al., 2024)
00:21:40 (Mental Health Foundation, 2024)
00:22:10 (Curran, 2021)
00:23:10 (Tinker, 2023)
00:23:32 (Hell's Kitchen, 2022)
00:23:44 (UKTV, 2003)
00:24:00 (Dethmer et al., 2015)
00:24:10 (COTHM Dubai, 2023)
00:24:24 (Mates in Construction, 2024)
00:25:50 (The Burnt Chef Project, 2024)
00:26:00 (Helmore, 2022)
00:26:10 (The Burnt Chef Project, 2024)
00:26:35 (The Burnt Chef Project, 2024)
00:26:45 (The Burnt Chef Project, 2024)
00:27:25 (de Winter et al., 2022)
00:28:10 (Durie, 2004)
00:28:47 (Kirwan, 2023)
00:30:37 (Tautz, 2024)
00:39:30 (Tautz, 2023)
00:40:00 (Morris, 2004)

8.3 Podcast 2

00:00:26 (Dweck, 2009)
00:00:41 (New Zealand Union of Students' Associations, 2017)
00:01:28 (Cameron et al., 2022)
00:07:00 (New Zealand Union of Students' Associations, 2017)
00:07:26 (Hermann et al., 2011)
00:08:35 (Traynor et al., 2021)
00:09:45 (Tautz, Reflections on my Practice, 2023)
00:10:07 (Tautz, Kai Hauora Model, 2023)
00:14:34 (Watties NZ, 2023)
00:15:00 (Hell's Kitchen, 2022)
00:15:15 (Fair Kitchens, 2018)
00:15:15 (Acre Restaurant, 2024)
00:15:15 (Nobelhart & Schmutzig, 2023)
00:15:15 (Nobelhart & Schmutzig, 2023)
00:15:24 (Tautz, Culinary Management & Leadership Curriculum, 2023)
00:15:55 (Curran, 2021)
00:15:55 (UK Hospitality, 2022)
00:16:40 (Bauer et al, 2023)
00:18:30 (Learning Loop, 2024)
00:19:52 (Dweck, 2009)
00:20:40 (Gladwell, 2008)
00:24:30 (Dweck, 2009)
00:26:34 (Ringa Hora Workforce Development Council, 2023)
00:28:20 (Hell's Kitchen, 2022)
00:28:30 (UKTV, 2003)
00:28:55 (Tautz, Kitchen Culture PowerPoints, 2023)
00:29:40 (United Workers Union, 2021)
00:32:34 (Ara Taiohi, 2024)
00:34:55 (Woodhouse, 2021)
00:35:30 (Hermann et al., 2011)
00:38:56 (Sotardi et al., 2019)
00:39:38 (Martens, K., & Starke, P., 2008)
00:41:20 (Suddaby, et al., 2004)
00:43:00 (Roeser, Skinner, Jennings, & Beers, 2012)
00:45:38 (Sweeney, 2022)
00:46:20 (Durie, 2004)
00:46:58 (McCarthy, 2021)
00:46:58 (Severson, 2020)
00:51:13 (Radio New Zealand, 2023)
00:52:50 (Blair, 2020)
00:53:22 (Ringa Hora Workforce Development Council, 2023)
00:53:45 (Te Pūkenga – New Zealand Institute of Skills and Technology, 2020)

8.4 Podcast 3

00:00:06 (The Burnt Chef Project, 2022)
00:00:48 (Anscombe, 2024)
00:01:20 (HSE - Protecting People and Places, 2022)
00:04:15 (Acre Restaurant, 2024)
00:04:15 (Nobelhart & Schmutzig, 2023)
00:06:30 (Deeb, Alananzeh, & Masa'deh, 2020)
00:06:59 (James, 2023)
00:07:40 (Tautz, Sizzled Creations and culinary care: transforming burnt cheese rolls into hauora champions, 2023)
00:08:55 (Tautz, Kai Hauora Model, 2023)
00:09:02 (Anagnostaki, 2022)
00:10:00 (James, 2023)
00:10:35 (Rossingol, 2023)
00:11:40 (Crompton, 2024)
00:20:00 (Jeavons, 2023)
00:20:00 (Cameron et al., 2022)
00:20:00 (Smith, 2023)
00:22:28 (Masterchef, 2024)
00:24:20 (The Burnt Chef Project, 2024)
00:29:14 (United Workers Union, 2021)
00:30:26 (Jeavons, 2023)
00:30:31 (Pederson, 2023)
00:34:50 (Masterchef, 2018)
00:37:52 (Nielsen, 2019)
00:39:38 (Rees, 2024)
00:40:21 (The Burnt Chaf Project, 2024)
00:40:40 (Helmore, 2022)
00:44:27 (Marcusse, 2019)

8.5 Podcast 4

00:05:58 (Marcusse, 2019)
00:08:31 (Tautz, Learner Agreement for MPP, 2022)
00:09:32 (Greater Good in Education, 2024)
00:10:45 (Mac Con Iomaire, M., 2008)
00:11:00 (Ellis, C., Adams, T. E., & Bochner, A. P., 2010)
00:11:50 (Tautz, Learner Agreement for MPP, 2022)
00:12:05 (United Workers Union, 2021)
00:12:05 (Curran, 2021)
00:12:05 (UK Hospitality, 2022)
00:12:05 (The University Of Queensland, 2022)
00:13:30 (Marcusse, 2019)
00:13:55 (Acre Restaurant, 2024)
00:13:55 (Nobelhart & Schmutzig, 2023)
00:14:18 (Fair Kitchens, 2024)
00:14:22 (The Burnt Chaf Project, 2024)
00:14:30 (Raising the Bar Foundation, 2024)
00:14:50 (Mates in Construction, 2024)
00:15:05 (Masterchef, 2018)
00:16:15 (Snowden, 2021)
00:16:55 (Stoop, 2016)
00:18:10 (Durie, 2004)
00:18:40 (Tautz, Culinary Management & Leadership Curriculum, 2023)
00:19:33 (Crompton, 'She'll be right' Episode 3 Hauora in the industry, 2024)
00:20:02 (James, 2023)
00:20:12 (Anagnostaki, 2022)
00:21:17 (Machost & Stains, 2023)
00:22:15 (Shaw, 2022)
00:23:00 (United Workers Union, 2021)
00:25:30 (Restaurant Association NZ, 2023)
00:26:17 (Yardley, 2024)
00:26:59 (Employment NZ, 2024)
00:28:15 (Tūora Fendalton School, 2018)
00:29:55 (Guest, 2024)
00:31:20 (New Zealand Union of Students' Associations, 2017)
00:33:42 (Hospice UK, 2016)
00:34:40 (Anagnostaki, 2022)
00:35:05 (Crompton, Bachelor of Culinary Arts Assignment - discussing her lived experiences in the industry linking these to bicultural frameworks, 2024)
00:35:38 (Rossingol, 2023)
00:36:35 (Tautz, My Masters as a podcast: Methodology and breaking the glass ceiling, 2024)
00:37:19 (Tautz, Culinary Management & Leadership Curriculum, 2023)
00:38:10 (Ringa Hora Workforce Development Council, 2023)
00:40:05 (The Burnt Chaf Project, 2024)
00:41:06 (Edith Cowan University, 2024)
00:59:50 (Robinson, 2006)

9. *Bibliography*

@dwake. (2024, July 10). *Podcasting as Research: Enhancing Academic Research Skills*. Retrieved from Apple Education Community: https://education.apple.com/resource/250012944

Acre Restaurant. (2024). *About*. Retrieved from Acre Auburn: https://www.acreauburn.com/

Allen, K.-A. (2022, March 23). *What Does Food Have to Do With Belonging and Schools?* Retrieved from Psychology today: https://www.psychologytoday.com/nz/blog/sense-belonging/202203/what-does-food-have-do-belonging-and-schools

All Right? (Director). (2021, August 31). *Fill My Whare Tapa Whā* [Video recording]. https://www.youtube.com/watch?v=6In-lfiK30s

Agee, M. N. (2013). *Pacific identities and well-being: Cross-cultural perspectives*. Routledge.

Ako, W. I. T. (n.d.). *Proposed Te Pūkenga Operating Model*. 105.

Alexander, M., Maclaren, A., O'Gorman, K. D., & Taheri, B. (2012). "He just didn't seem to understand the banter": Bullying or simply establishing social cohesion? *Tourism Management*, *33*(5), 1245–1255. https://doi.org/10.1016/j.tourman.2011.11.001

Allen, H., & Mac Con Iomaire, M. (2016). "Against all odds": Head chefs profiled. *Journal of Culinary Science & Technology*, *14*, 107–135. https://doi.org/10.1080/15428052.2015.1080645

Anagnostakis, B. A. (2022). *FOSTERING CONSCIOUS LEADERSHIP*. Retrieved June 14, 2024, from https://www.researchgate.net/profile/Alis-Anagnostakis-3/publication/363432753_Fostering_Conscious_Leadership_Exploring_Leaders'_Experience_of_Vertical_Development_during_an_Executive_Leadership_Program/links/632949a070cc936cd31fb4ec/Fostering-Conscious-Leadership-Exploring-Leaders-Experience-of-Vertical-Development-during-an-Executive-Leadership-Program.pdf

Anscombe, R. (2024). Kai & shared value creation Paper 2 of the BCA year 2 programme student submission. *Student Assessment*. Rangiora, New Zealand.

APAC, T. H. (Director). (2023, December 4). *Mindful eating* [Video recording]. https://vimeo.com/891293275

Ara Taiohi. (2024). *Manaakitanga - How youth development can enhance mana*. Retrieved from MANA TAIOHI: https://arataiohi.org.nz/mana-taiohi-principle/manaakitanga/

Asher, L. (2006). *Creating conscious leadership* [PhD Thesis, ROYAL ROADS UNIVERSITY]. https://www.collectionscanada.gc.ca/obj/thesescanada/vol2/002/MR23660.PDF?oclc_number=429724984

Bauer, K. N., McAbee, S. T., & Jackson, M. L. (2023). From classroom to kitchen: Predictors of training performance and transfer of culinary skills. *Learning and Individual Differences*, *105*, 102315. https://doi.org/10.1016/j.lindif.2023.102315

Blair, E. (2020). *Independent Thinking on Teaching in Higher Education - From theory to practice.* Crown House Publishing ltd.

Berryman, M., & Bateman, S. (2008). *Claiming Space and Restoring Harmony within Hui Whakatika*.

Bloisi, W., & Hoel, H. (2008). Abusive work practices and bullying among chefs: A review of the literature. *International Journal of Hospitality Management*, *27*(4), 649–656. https://doi.org/10.1016/j.ijhm.2007.09.001

Brown, N. (n.d.). *Our School Values*. Macandrew Bay School. Retrieved September 30, 2024, from https://hail.to/macandrew-bay-school/article/CNrTGzC

Burnout Prevention and Treatment—HelpGuide.org. (n.d.). Https://Www.Helpguide.Org. Retrieved December 8, 2023, from https://www.helpguide.org/articles/stress/burnout-prevention-and-recovery.htm

Burrow, R., Smith, J., & Yakinthou, C. (2015). 'Yes Chef': Life at the vanguard of culinary excellence. *Work, Employment and Society*, *29*(4), 673–681. https://doi.org/10.1177/0950017014563103

Cameron, M. P., Fogarty-Perry, B., & Piercy, G. (2022). The impacts of the COVID-19 pandemic on higher education students in New Zealand. *Journal of Open, Flexible and Distance Learning*, *26*(1), Article 1.

Cattaneo, A. A. P., & Motta, E. (2021). "I Reflect, Therefore I Am… a Good Professional". On the Relationship between Reflection-on-Action, Reflection-in-Action and Professional Performance in Vocational Education. *Vocations and Learning*, *14*(2), 185–204. https://doi.org/10.1007/s12186-020-09259-9

Carnegie UK Strategy for Change. (2021). *Carnegie UK Trust*. Retrieved September 28, 2024, from https://carnegieuktrust.org.uk/publications/carnegie-uk-strategy-for-change/

Collective Wellbeing Carnegie UK. (2021). *Carnegie UK Strategy for Change.* Carnegie: Carnegie United Kingdom Trust .

Cook, J. W. (2019). *Sustainability, human well-being, and the future of education*. Palgrave Macmillan.

COTHM Dubai. (2023, October 30). *The Importance of Staff Training and Development in the Hospitality Industry*. Retrieved from LinkedIn: https://www.linkedin.com/pulse/importance-staff-training-development-hospitality-industry-lmndf/

Cox, M., Harrison, H. L., Partelow, S., Curtis, S., Elser, S. R., Hammond Wagner, C., Hobbins, R., Barnes, C., Campbell, L., Cappelatti, L., De Sousa, E., Fowler, J., Larson, E., Libertson, F., Lobo, R., Loring, P., Matsler, M., Merrie, A., Moody, E., … Whittaker, B. (2023). How academic podcasting can change academia and its relationship with society: A conversation and guide. *Frontiers in Communication*, *8*. https://doi.org/10.3389/fcomm.2023.1090112

Crompton, D. (2024, April). Bachelor of Culinary Arts Assignment - discussing her lived experiences in the industry linking these to bicultural frameworks. Bluff, New Zealand.

Crompton, D. (2024, July 17). 'She'll be right' Episode 3 Hauora in the industry. (J. Tautz, Interviewer)

Curran, D. D. (2021). *Inside-out Hospitality: A Study of working conditions in the hospitality sector in Ireland*. Nui Galway: J.E. Cairnes School of Business & Economics.

Cynefin Framework. (n.d.). *The Cynefin Co*. Retrieved September 11, 2022, from https://thecynefin.co/about-us/about-cynefin-framework/

Deeb, A., Alananzeh, O. A., Tarhini, A., & Masa'deh, R. (2020). Factors affecting job performance: The case of Jordanian hotels' kitchen staff. *International Journal of Public Sector Performance Management*. https://www.inderscienceonline.com/doi/10.1504/IJPSPM.2020.107766

de Winter et al. (2022). *Who benefits from individual placement and support? A meta-analysis.* Cambridge: Cambridge University Press.

DeMarco, C. (2022, August 02). *Hear Here! The Case for Podcasting in Research*. (University of Toronto Mississauga) Retrieved from Society of Research Administrators International: https://www.srainternational.org/blogs/srai-jra1/2022/01/27/hear-here-the-case-for-podcasting-in-research

Dethmer et al. (2015). *The 15 Commitments of Conscious Leadership: A New Paradigm for Sustainable Success*. Conscious Leadership Group, 2015.

Dickinson, K. J., Caldwell, K. E., Graviss, E. A., Nguyen, D. T., Awad, M. M., Tan, S., Winer, J. H., & Pei, K. Y. (2021). Assessing learner engagement with virtual educational events: Development of the Virtual In-Class Engagement Measure (VIEM). *The American Journal of Surgery*, *222*(6), 1044–1049. https://doi.org/10.1016/j.amjsurg.2021.09.021

Dixson, M. D. (2015). Measuring Student Engagement in the Online Course: The Online Student Engagement Scale (OSE). *Online Learning*, *19*(4). https://doi.org/10.24059/olj.v19i4.561

Dodd et al. (2024). Reflection PowerPoint. Dunedin, New Zealand: Otago Polytechnic.

Durie, M. (2004). *An Indigenous Model of Health Promotion.* Melbourne: Massey University.

Dweck, C. S. (n.d.). *MINDSETS: DEVELOPING TALENT THROUGH A GROWTH MINDSET*.

Eagle, D. (2016, June 29). She'll be right… or will she? *WorksafeReps*. https://worksafereps.co.nz/shell-be-right-or-will-she/

Edirisingha, P., & Salmon, G. (2007). *PEDAGOGICAL MODELS FOR PODCASTS IN HIGHER EDUCATION*.

Edith Cowan University. (2024, May 23). *Research Methodologies for the Creative Arts & Humanities: Exegesis*. Retrieved from Edith Cowan University Australia: https://ecu.au.libguides.com/research-methodologies-creative-arts-humanities

Ellis, C. (2011). *View of Autoethnography: An Overview | Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*. *12*(1). https://www.qualitative-research.net/index.php/fqs/article/view/1589/3095

Employment NZ. (2024). *Nau mai, haere mai*. Retrieved from Employment NZ: https://www.employment.govt.nz/

End of Service Checklist—Workplace Poster (A3). (n.d.). Burnt Chef Project. Retrieved September 28, 2024, from https://www.theburntchefproject.com/product-page/mental-health-workplace-poster-a3

Factorial. (2023, August 16). *Performance Anxiety at Work: How to Manage It*. Retrieved from Factorial: https://factorialhr.com/blog/performance-anxiety-at-work/

Fair Kitchens. (2018, August 25). *Making Time to Grow a Happy Restaurant Staff*. (U. F. America, Editor) Retrieved 2023, from YouTube: https://www.youtube.com/watch?v=4GoxW6uJrN8

Fair Kitchens. (2024). *About*. Retrieved from Fair Kitchens: https://www.fairkitchens.com/en.html

Fill My… Whare Tapa Whā. (n.d.). Retrieved November 7, 2022, from https://sparklers.org.nz/activities/fill-my-whare-tapa-wh%C4%81/

Figure 1 | Three pillars of sustainability: In search of conceptual origins | SpringerLink. (n.d.). Retrieved September 11, 2022, from https://link.springer.com/article/10.1007/s11625-018-0627-5/figures/1

Fitzpatrick, K. (with Wells, K., Tasker, G., Webber, M., Riedel, R., & New Zealand Council for Educational Research). (2018). *Mental health education and hauora: Teaching interpersonal skills, resilience and wellbeing*. NZCER Press.

Gladwell, M. (2008). *Outliers: The story of success.* Little Brown.

Gilbert Enoka: Mental skills for sport and life. (2023, December 3). RNZ. https://www.rnz.co.nz/national/programmes/sunday/audio/2018917916/gilbert-enoka-mental-skills-for-sport-and-life

Goode, C. (n.d.-a). *An excellent adventure*. Otago Polytechnic. Retrieved July 12, 2024, from https://www.op.ac.nz/research/research-stories/an-excellent-adventure/

Gough, S. (n.d.). *An Immigrant Cook in Paris*.

Greater Good in Education. (2024). *Empathy for Students*. Retrieved from Greater Good In Education: https://ggie.berkeley.edu/student-well-being/empathy-for-students/#:~:text=Empathy%20leads%20to%20school%20success,eventually%2C%20greater%20success%20in%20college.

Guest, W. (2024). *Building Vocational Identity in VET learners*. International Specialised Skills Institute.

Hauora. (2021, October 13). Health & PE · TKI. https://hpe.tki.org.nz/health-and-physical-education-in-the-curriculum/underlying-concepts/hauora/

Hale, T. (2019). Kai and hauora hinengaro. *Psychology Aotearoa, 11*, 117-119. Retrieved from https://www.psychology.org.nz/application/files/3915/8552/9110/Kai_and_hauora_Taryn_Hale.pdf

Health and Wellbeing in hospitality | Typsy online course. (n.d.). Retrieved September 9, 2022, from https://www.typsy.com/courses/health-and-wellbeing-in-hospitality

Healthy Hospo—Healthier, Happier Hospitality. (n.d.). Retrieved September 9, 2022, from https://www.healthyhospo.co.nz/

Heaton, S. (2018). The juxtaposition of Māori words with English concepts. 'Hauora, Well-being' as philosophy. *Educational Philosophy and Theory*, *50*(5), 460–468.

Hegarty, J. A. (2011). Achieving Excellence by Means of Critical Reflection and Cultural Imagination in Culinary Arts and Gastronomy Education. *Journal of Culinary Science & Technology*, *9*(2), 55–65. https://doi.org/10.1080/15428052.2011.580705

Hell's Kitchen. (2022, December 24). *20 Minutes of Gordon Ramsay Being FURIOUS | Hell's Kitchen*. Retrieved from YouTube: https://www.youtube.com/watch?v=z5E3xXA_4A0

Helmore, E. (2022, October). *'I am lonely': controversial book reveals Anthony Bourdain's final days*. Retrieved from The Guardian: https://www.theguardian.com/food/2022/oct/01/i-am-lonely-controversial-book-reveals-anthony-bourdains-final-days

Hemmington, N., & Neill, L. (2022). Hospitality business longevity under COVID-19: The impact of COVID-19 on New Zealand's hospitality industry. *Tourism and Hospitality Research*, *22*(1), 102–114. https://doi.org/10.1177/1467358421993875

Hermann et al. (2011). What is Resilience? *The Canadian Journal of Psychiatry, 56*(5), 258-265. Retrieved 2024

Hollister, B., Nair, P., Hill-Lindsay, S., & Chukoskie, L. (2022). Engagement in Online Learning: Student Attitudes and Behavior During COVID-19. *Frontiers in Education*, *7*. https://www.frontiersin.org/articles/10.3389/feduc.2022.851019

Hospice UK (Director). (2016, September 7). *Analysing emotional labour – there is a cost when we care* [Video recording]. https://www.youtube.com/watch?v=mrrR7U6HLZc

Hospitality Mental Health & Wellbeing Course | Online Training. (n.d.). Retrieved September 9, 2022, from https://www.highspeedtraining.co.uk/courses/mental-health/mental-health-in-hospitality-course/

Hospitality Wellness Action Group update—Restaurant Association of New Zealand. (n.d.). Retrieved September 9, 2022, from https://www.restaurantnz.co.nz/2018/08/20/hospitality-wellness-action-group-update/

How To Look After Yourself During Christmas In The Hospitality Industry. (n.d.). Retrieved December 8, 2023, from https://www.talenthive.co.uk/blog/view/205/index0/How-To-Look-After-Yourself-During-Christmas-In-The-Hospitality-Industry

HSE - Protecting People and Places. (2022). *Health and safety at work - Summary statistics for Great Britain 2022.* Published by the Health and Safety Executive. Retrieved May 2024, from https://www.ukata.org.uk/documents/424/Health_and_Safety_Statistics_2022.pdf

Isenbarger, L., & Zembylas, M. (2006). The emotional labour of caring in teaching. *Teaching and Teacher Education*, *22*(1), 120–134. https://doi.org/10.1016/j.tate.2005.07.002

Iverson, R. D., & Deery, M. (1997). Turnover culture in the hospitality industry. *Human Resource Management Journal*, *7*(4), 71–82. https://doi.org/10.1111/j.1748-8583.1997.tb00290.x

James, K. (2023). *Escoffier: The King of Chefs.* Bloomsbury Publishing.

Jeavons, M. (2023, March 1). *Hospitality staff shortage and turnover*. Retrieved from Go1: https://www.go1.com/blog/hospitality-staff-shortage-turnover

Karmakar, R. (2017). Guidelines for Stress Management. *Psychology and Behavioral Science International Journal*, *3*(2). https://doi.org/10.19080/PBSIJ.2017.03.555607

Kirwan, J. (2023). *All Blacks Don't Cry - A story of hope.* New Zealand: Penguin Random House.

La Lopa, J. "Mick." (2011). Student Reflection on Quality Teaching and How to Assess It in Higher Education. *Journal of Culinary Science & Technology*, *9*(4), 282–292. https://doi.org/10.1080/15428052.2011.629889

Learn Easy English. (2021, April 21). *SYMPATHY vs EMPATHY 🤔. | What's the difference? | Learn with examples*. Retrieved from YouTube: https://www.youtube.com/watch?app=desktop&v=khitCEJHzH4&t=50s

Learning Loop. (2024, January 8). *The Real Cost of Training*. Retrieved from LinkedIn: https://www.linkedin.com/pulse/real-cost-training-courseplay-bug5c/

Lederer, J., Niekerk, M. V., & Okumus, F. (n.d.). *Burnout in the Hospitality Industry: The case of a Restaurant Manager*. *5*(4).

Lewis, B. (2020). *CULINARY SUSTAINABILITY EDUCATION: A CULINARY EDUCATION AS SUSTAINABILITY*. https://doi.org/10.13140/RG.2.2.15400.29447

Lion pilot wellbeing programme for hospitality staff. (n.d.). Retrieved September 9, 2022, from https://lionco.com/2021/06/25/healthy-hospo-programme-comes-to-new-zealand/

Mac Con Iomaire, M. (2008). Understanding the Heat—Mentoring: A Model for Nurturing Culinary Talent. *Journal of Culinary Science & Technology*, *6*(1), 43–62.

Macfarlane, A., Glynn, T., Cavanagh, T., & Bateman, S. (2007). Creating Culturally-Safe Schools for Māori Students. *The Australian Journal of Indigenous Education*, *36*(1), 65–76. https://doi.org/10.1017/S1326011100004439

Machost, H., & Stains, M. (2023). Reflective Practices in Education: A Primer for Practitioners. *CBE—Life Sciences Education*, *22*(2), es2. https://doi.org/10.1187/cbe.22-07-0148

Manson, B. (2022, July 1). *Mental health issues in hospitality industry 'alarming'*. Retrieved from Stuff.co.nz: https://www.stuff.co.nz/business/small-business/300624727/mental-health-issues-in-hospitality-industry-alarming

Māori health models – Te Whare Tapa Whā. (n.d.). Ministry of Health NZ. Retrieved November 7, 2022, from https://www.health.govt.nz/our-work/populations/maori-health/maori-health-models/maori-health-models-te-whare-tapa-wha

Macpherson, L. (2021). *Barriers to Women's Career Advancement in the New Zealand Hospitality Industry*. http://researcharchive.vuw.ac.nz/handle/10063/9420

Maheshwari, A. K. (2024). Workplace Well-being From Development of Consciousness Through Purposeful Leadership. *Journal of Management, Spirituality & Religion*, *21*(2), 206–223.

Manson, B. (2022, July 1). *Mental health issues in hospitality industry "alarming."* Stuff. https://www.stuff.co.nz/business/small-business/300624727/mental-health-issues-in-hospitality-industry-alarming

Martens, K., & Starke, P. (2008). Small country, big business? New Zealand as education exporter. *Comparative Education, 44*, 3-19. doi:https://doi.org/10.1080/03050060701809367

Mates in Construction. (2024). *Mates in Construction*. Retrieved from Mates in Construction: https://mates.net.nz/

Marcusse, S. (2019, July 17). *Perfection doesn't exist. It's an unattainable goal.* Retrieved from LinkedIn: https://www.linkedin.com/pulse/perfection-doesnt-exist-its-unattainable-goal-sanne-marcusse/

Masterchef. (2018, August 17). *Chef Marco's Funniest Moments | MasterChef Australia | MasterChef World*. Retrieved from YouTube: https://www.youtube.com/watch?v=xzAbpWISfKE&t=1s

Masterchef. (2024). *Masterchef*. Retrieved from Masterchef: https://masterchef.com/

Mathisen, G. E., Einarsen, S., & Mykletun, R. J. (2008). The occurrences and correlates of bullying and harassment in the restaurant sector. *Scandinavian Journal of Psychology*, *49*(1), 59–68. https://doi.org/10.1111/j.1467-9450.2007.00602.x

McCarthy, I. (2021, November 5). *Kitchen Help: The Chef Initiatives Boosting Staff Welfare*. Retrieved from Fine Dining Lovers: https://www.finedininglovers.com/article/chef-initiatives-staff-wellbeing

Martens, K., & Starke, P. (2008). Small country, big business? New Zealand as education exporter. *Comparative Education*, *44*(1), 3–19. https://doi.org/10.1080/03050060701809367

Measuring Student Engagement in the Online Course: The Online Student Engagement Scale (OSE). (n.d.). Retrieved September 9, 2022, from https://www.researchgate.net/publication/283873426_Measuring_Student_Engagement_in_the_Online_Course_The_Online_Student_Engagement_Scale_OSE

Mental Health Awareness Week—5 ways to wellbeing in hospitality—Kitchen CUT. (n.d.). Retrieved September 9, 2022, from https://www.kitchencut.com/mental-health-awareness-week-5-ways-to-wellbeing-in-hospitality/

Mental Health Foundation. (2024). *Five Ways to Wellbeing*. Retrieved from Mental Health Foundation: https://mentalhealth.org.nz/five-ways-to-wellbeing

Mental Health Foundation. (2024). *Te Whare Tapa Whā*. Retrieved from Mental Health Foundation: https://mentalhealth.org.nz/te-whare-tapa-wha

Mind Tools Content Team. (2022). *What's Your Leadership Style?* Retrieved from Mind Tools: https://www.mindtools.com/pages/article/leadership-style-quiz.htm

Ministry of Health. (2017, May 18). *Māori health models – Te Whare Tapa Whā*. Retrieved from Ministry of Health: https://www.health.govt.nz/our-work/populations/maori-health/maori-health-models/maori-health-models-te-whare-tapa-wha

Moon, J. A. (2013). *A Handbook of Reflective and Experiential Learning* (0 ed.). Routledge. https://doi.org/10.4324/9780203416150

Montclair University. (n.d.). *Course Design Frameworks*. Retrieved July 18, 2024, from https://www.montclair.edu/itds/instructional-design/course-design-frameworks/

Morgan, D. L. (2014a). *Integrating Qualitative and Quantitative Methods: A Pragmatic Approach*. SAGE Publications, Inc. https://doi.org/10.4135/9781544304533

Morris, D. D. (2004). *Developing and Delivering Policy for Social Inclusion: Defining a critical path to community mental health*. Auckland.

Murray-Gibbons, R., & Gibbons, C. (2007). Occupational stress in the chef profession. *International Journal of Contemporary Hospitality Management*, *19*(1), 32–42. https://doi.org/10.1108/09596110710724143

My Gothic Dissertation. (2019). My Gothic Dissertation. Retrieved September 30, 2024, from https://www.mygothicdissertation.com

Nanda, S., & Warms, R. L. (2019). *Cultural Anthropology*. SAGE Publications.

New Zealand Union of Students' Associations. (2017). *Kei te pai? Report on Student Mental Health in Aotearoa*. New Zealand Union of Students' Associations.

Nielsen, T. (2019, October 17). *Thomas Keller: True gentleman*. Foodservice Consultants Society International. https://www.fcsi.org/foodservice-consultant/worldwide/thomas-keller-true-gentleman/

Nobelhart & Schmutzig. (2023, Juli 1). *Against bad working conditions, sexual harassment and discrimination, for a better, future-proof restaurant industry: our Guide of Conduct*. Retrieved from Nobelhart & Schmutzig Speiselokal: https://www.nobelhartundschmutzig.com/en/against-bad-working-conditions-sexual-harassment-and-discrimination-for-a-better-future-proof-restaurant-industry-our-guide-of-conduct/

Nobelhart & Schmutzig. (2023). *Guide of Conduct*. Berlin: Nobelhart & Schmutzig.

Otago Polytechnic. (2022, June 14). *Final Programme Document—Bachelor of Culinary Arts—2023*. Otago Polytechnic.

Palao, C. (n.d.). *VOICES FROM THE FRONT LINE*.

Parker, M. N. (2017). *The resilience and wellbeing toolbox: A guide for educators and health professionals*. Routledge.

Pederson, J. (2023, January 23). *There's only 100% in 100%*. Retrieved from Restaurant Association: https://www.restaurantnz.co.nz/2023/01/23/theres-only-100-in-100/

Pratten, J. D., & O'Leary, B. (2007). Addressing the causes of chef shortages in the UK. *Journal of European Industrial Training*, *31*(1), 68–78. https://doi.org/10.1108/03090590710721745

Prebble, T., Hargraves, H., Leach, L., Naidoo, K., Suddaby, G., & Zepke, N. (n.d.). *Impact of Student Support Services and Academic Development Programmes on Student Outcomes in Undergraduate Tertiary Study: A Synthesis of the Research*.

Podcast-Based Academic Research Methodology Model—Napkin AI. (2024). Retrieved from https://app.napkin.ai/page/CgoiCHByb2Qtb25lEiwKBFBhZ2UaJGZlYTVmNzA0LTAyNjEtNGMzZC1iMzg1LWYwNjFhMDliMDM5MA

Price, L. (2023, November 6). The Dream of a 40-Hour Work Week. *MAD*. https://madfeed.co/2023/the-dream-of-a-40-hour-work-week/

Radio New Zealand. (2023, December 3). *Gilbert Enoka: Mental skills for sport and life*. Retrieved from Radio New Zealand: https://www.rnz.co.nz/national/programmes/sunday/audio/2018917916/gilbert-enoka-mental-skills-for-sport-and-life

Ralabate, P. K. (2018, 55-12 01:55:53). *Universal Design for Learning: Meeting the Needs of All Students* (world) [Review-article]. The ASHA Leader; American Speech-Language-Hearing Association. https://doi.org/10.1044/leader.FTR2.16102011.14

Raising the Bar Foundation. (2024). *Abbout us*. Retrieved from Raising the Bar: https://raisingthebar.org.au/pages/about-us

Rajabalee, Y. B., & Santally, M. I. (2021). Learner satisfaction, engagement and performances in an online module: Implications for institutional e-learning policy. *Education and Information Technologies*, *26*(3), 2623–2656. https://doi.org/10.1007/s10639-020-10375-1

Rees, P. (2024, July 16). 'She'll be right' Episode 1 Hauora and wellbeing. (J. Tautz, Interviewer) Retrieved from https://www.youtube.com/watch?v=3WQq-Mv70w0

Restaurant Association NZ. (2023, June 9). *HOSPITALITY BUSINESS CONFIDENCE LOW*. Retrieved from Latest News: https://www.restaurantnz.co.nz/2023/06/09/hospitality-business-confidence-low/

Restaurant Employee Burnout: What It Is And How To Manage It – Forbes Advisor. (n.d.). Retrieved December 8, 2023, from https://www.forbes.com/advisor/business/restaurant-employee-burnout/

Ringa Hora Workforce Development Council. (2023). *Hospitality-Sector-Snapshot-Infographics_A4Spread.pdf*. Retrieved from The Hospitality and Food Service Industry: https://ringahora.nz/wp-content/uploads/2023/06/Hospitality-Sector-Snapshot-Infographics_A4Spread.pdf

Robinson, K. (2006, February). *Do schools kill creativity?* Retrieved from TED Talks: https://www.ted.com/talks/sir_ken_robinson_do_schools_kill_creativity?subtitle=en

Robinson, R. N., Oren, O., & Riordan, T. (2022a). Serving up a Fair Go? Surfacing cultural issues in hospitality employment. *The University of Queensland*.

Roeser, R. W., Skinner, E., Beers, J., & Jennings, P. A. (2012). Mindfulness Training and Teachers' Professional Development: An Emerging Area of Research and Practice. *Child Development Perspectives*, *6*(2), 167–173. https://doi.org/10.1111/j.1750-8606.2012.00238.x

Rossingol, N. (2023, March 9). *The Management Spectrum: Comparing Top Down & Bottom Up Approaches*. Retrieved from Runn: https://www.runn.io/blog/top-down-vs-bottom-up-approach

RNZ (2023, January 23). *There's only 100% in 100%*. Restaurant Association of New Zealand. https://www.restaurantnz.co.nz/2023/01/23/theres-only-100-in-100/

Robinson, R. N. S. (2022). *Serving up a Fair Go? Surfacing cultural issues in hospitality employment*.

Robinson, R. N. S., Brenner, M., Doan, T., Steffens, N., Lodge, J., Mooney, S., & Auckland University of Technology. (2023). *The Mental Health and Wellbeing of Chefs in Commercial Kitchens: An Australasian Study*. Auckland University of Technology. https://doi.org/10.24135/10292/17072

Roeser, R., Skinner, E., Jennings, P., & Beers, J. (2012). Mindfulness Training and Teachers' Professional Development: An Emerging Area of Research and Practice. *Child Development Perspectives, 6*(2), 167-173. doi: https://doi.org/10.1111/j.1750-8606.2012.00238.x

Seppälä, E. (2016). *The Happiness Track: How to Apply the Science of Happiness to Accelerate Your Success*. Hachette UK.

Severson, K. (2020, March 3). *The Hard-Knocks Restaurant World Discovers Wellness*. Retrieved from New York Times: https://www.nytimes.com/2020/03/02/dining/health-and-wellness-restaurants.html

Sharma, H., & Sarkar, C. (2019). *ETHNOGRAPHY RESEARCH: AN OVERVIEW*. *6*.

Shaw, A. (2022, December 1). *Cafe owner shuts two days a week to offer staff "work-life balance."* Stuff. https://www.stuff.co.nz/business/130631997/cafe-owner-shuts-two-days-a-week-to-offer-staff-worklife-balance

SHE'LL BE RIGHT: RISK-TOLERANT KIWI CULTURE FACES DOWN NEW HEALTH AND SAFETY REGIME. (n.d.). ChanceryGreen. Retrieved September 11, 2022, from https://www.chancerygreen.com/articles/2016/healthandsafetyatworkact

Sheridan, L. (n.d.). *LibGuides: Research Methodologies for the Creative Arts & Humanities: Exegesis*. Retrieved September 28, 2024, from https://ecu.au.libguides.com/research-methodologies-creative-arts-humanities/exegesis

Smith, D. (2023, January 14). *Restaurants nationwide are struggling to make ends meet - here's why*. Retrieved from Stuff: https://www.stuff.co.nz/business/130965974/restaurants-nationwide-are-struggling-to-make-ends-meet--heres-why

Snowden, D. (2021). *Cynefin Framework*. Retrieved from Agile Process GmbH: https://www.agile-process.com/wp-content/uploads/2021/05/Agile_Process_Cynefin_EN.pdf

Sotardi, V. A., Thompson, E., & Brogt, E. (2019). Early Influences of the Fees-Free Policy on University Students in Aotearoa New Zealand. *New Zealand Journal of Educational Studies*, *54*(1), 139–156. https://doi.org/10.1007/s40841-019-00129-0

Stoop, E. (2016). *A sketch, by Edwin Stoop of Sketching Maniacs, of the Cynefin framework, a decision-making tool used in management consultancy* [Graphic]. [1]. https://commons.wikimedia.org/wiki/File:Cynefin_framework_by_Edwin_Stoop.jpg

Suddaby, G., Zepke, N., Hargraves, H., Naidoo, K., Prebble, T., & Prebble, T. (2004). *Impact of Student Support Services and Academic Development Programmes on Student Outcomes in Undergraduate Tertiary Study: A Synthesis of the Research - Report to the Ministry of Education*. Auckland: Massey University College of Education. Retrieved from https://thehub.sia.govt.nz/assets/documents/42269_ugradstudentoutcomes_0.pdf

Sweeney, A. (2022). Making a Chef's Heart Sing! The Role of Positive Health and Well-being—Moving Towards a Positive Health Framework for Culinary Arts Education. *Dublin Gastronomy Symposium*. https://arrow.tudublin.ie/dgs/2022/publicvalue/4

Szeko, M. (2022, August 17). *Culinary Education in an online environment – WDC & OP discussions* [Teams Meeting].

Taylor, J., & Ruetzler, T. (2010). A Student-Centered Exploration of the National Restaurant Association Show: Developing a Course for Academic Credit. *Journal of Culinary Science & Technology*, *8*(1), 1–13. https://doi.org/10.1080/15428052.2010.483412

Tautz, J. (2023). Culinary Management & Leadership Curriculum. Dunedin, New Zealand: Otago Polytechnic.

Tautz, J. (2024). Communication Power Point. Dunedin: Otago Polytechnic.

Tautz, J. (2023). *Kai Hauora Model*. Dunedin: Otago Polytechnic.

Tautz, J. (2023). Kitchen Culture PowerPoints. *Class materials*. Dunedin, New Zealand: Otago Polytechnic.

Tautz, J. (2022, December). Learner Agreement for MPP. Dunedin, New Zealand.

Tautz, J. (2023). Reflections on my Practice. Dunedin, New Zealand: Otago Polytechnic.

Tautz, J. (2023). Sizzled Creations and culinary care: transforming burnt cheese rolls into hauora champions. *OPSITARA 2023 Book of Abstracts* (p. 46). Invercargill: OPSITARA.

Te Ara Mahi. (2024). *Homepage*. Retrieved from Te Ara Mahi: https://www.tearamahi.com/

Te Pūkenga – New Zealand Institute of Skills and Technology. (2020, November 25). *Collaborating across the network*. Retrieved from Te Pūkenga: https://www.xn--tepkenga-szb.ac.nz/news/collaborating-across-the-network/

Te Hiringa Hauora. (2020). *Mental Health in Aotearoa*. New Zealand: Health promotion Agency.

Te Whanake 3: Te Māhuri. (n.d.). Te Whanake Resources. Retrieved October 10, 2022, from https://shop.tewhanake.maori.nz/textbooks/te-mahuri

The Burnt Chef Project. (2022). *Serving Up The Tools to end the Stigma of Mental health in hospitality.* Castle Cary: The Burnt Chef Project.

The Burnt Chef Project | Hospitality Mental Health Awareness. (n.d.). Burnt Chef Project. Retrieved July 11, 2024, from https://www.theburntchefproject.com

The Burnt Chef Project publishes 2022 social impact report | Craft Guild of Chefs. (n.d.). Retrieved September 18, 2024, from https://craftguildofchefs.org/news/burnt-chef-project-publishes-2022-social-impact-report

The Burnt Chef Project. (2024). *About*. Retrieved from The Burnt Chef Project: https://www.theburntchefproject.com/learnmore/about

The Burnt Chef Project. (2024). *E-Learning*. Retrieved from The Burnt Chef Project: https://www.theburntchefproject.com/burnt-chef-academy

The Burnt Chef Project. (2024). *Free Resources*. Retrieved from The Burnt Chef Project: https://www.theburntchefproject.com/free-resources

The Burnt Chef Project. (2024). *Learn More*. Retrieved from The Burnt Chef Project: https://www.theburntchefproject.com/learnmore/about

The Burnt Chef Project. (2024). *Training*. Retrieved from The Burnt Chef Project: https://www.theburntchefproject.com/training?srsltid=AfmBOorut1kK_rhYcDZVlfQxp7eZd0GEZFF-FT12VCLy3EONr-p4Sqgn

The University Of Queensland. (2022). *Serving up a fair go? Surfacing cultural issues in hospitality employment*. Australia: The University Of Queensland.

The White Jacket Effect: Canberra's chefs are fed up. (2019, July 16). HerCanberra. https://hercanberra.com.au/food-drink/white-jacket-effect-canberras-chefs-fed/

The White Jacket Effect Uniform. Profits go back into the hospitality community. (n.d.). Chef Works. Retrieved September 9, 2022, from https://www.chefworks.com.au/the-white-jacket-effect

Tongchaiprasit, P., & Ariyabuddhiphongs, V. (2016). Creativity and turnover intention among hotel chefs: The mediating effects of job satisfaction and job stress. *International Journal of Hospitality Management*, *55*, 33–40. https://doi.org/10.1016/j.ijhm.2016.02.009

Tinker, A. (2023, August 11). *The incredible impact of conscious leadership*. Retrieved from LinkedIn: https://www.linkedin.com/pulse/incredible-impact-conscious-leadership-antony-tinker/

Traynor, M., Cain, L., & Moreo, A. (2021). Shooting for the stars: The case of an elite chef. *Journal of Foodservice Business Research*, *25*, 1–19. https://doi.org/10.1080/15378020.2021.1924416

Tūora Fendalton School. (2018, May 31). *This term the Year Two team has been focusing on our Māori competencies.* Retrieved from Fendalton School: https://hail.to/fendalton-open-air-school/article/HBiT9Ue

UK Hospitality. (2022). *The UK's hospitality workforce strategy: Fixing the crisis - A framework for collaborative action across the sector.* UK: Hospitality Ulster.

UKTV. (2003). *Gordon Ramsay - Trouble at the Top: A New Menu, Angela Hartnett*. Retrieved from YouTube: https://www.youtube.com/watch?v=IA791WOIehM

United Workers Union. (2021). *Hospo Voice: #Rebuild Hospo - A Post-Covid Roadmap For Secure Jobs in Hospitality.* Docklands, Victoria: United Workers Union.

Unite Group. (2021, February 24). *The impact of Covid-19 on student wellbeing*. Unite Group. https://www.unitegroup.com/articles/the-impact-of-covid-19-on-student-wellbeing

University of Nottingham. (n.d.). *Understanding Pragmatic Research*. What Is Pragmatism? Retrieved October 12, 2022, from https://www.nottingham.ac.uk/helmopen/rlos/research-evidence-based-practice/designing-research/types-of-study/understanding-pragmatic-research/section03.html

Watties NZ. (2023). Permanent Scar? *Facebook Post*. Facebook. Retrieved from https://www.facebook.com/photo/?fbid=10159432628064352&set=a.10150562093234352

Whiria Te Ako. (n.d.). Te Pūkenga – New Zealand Institute of Skills and Technology. Retrieved November 14, 2022, from https://www.xn--tepkenga-szb.ac.nz/our-work/our-pathway/academic-delivery-and-innovation/whiria-te-ako/

Woodhouse, A. (2021). *Torn identītīes: A Kāi Tahu Pūrākau of Whiteness. (A thesis submitted for the degree of Doctor of Professional Practice).* Dunedin: Otago Polytechnic.

Woodhouse, A. (2024, July 17). 'She'll be right' Episode 4 Implications and critical reflection on findings and process. (J. Tautz, Interviewer)

World Health Organisation. (2022). *Achieving well-being - A global framework for integrating well-being into public health utilizing a health promotion approach.* UNSG, the Sustainable Development Goals Report, UN.

WorkLife with Adam Grant: How to Change Your Workplace on Apple Podcasts. (n.d.). Retrieved September 9, 2022, from https://podcasts.apple.com/us/podcast/how-to-change-your-workplace/id1346314086?i=1000567935411

Victoria State Government. (2023, 02 21). *Better Health Channel*. Retrieved from Types of mental health issues and illnesses: https://www.betterhealth.vic.gov.au/health/servicesandsupport/types-of-mental-health-issues-and-illnesses

Yan, M. R., Deo, A., Rush, E. C., Ricacho, N., & Shaikh, S. (2022). The Impact of COVID-19 on the Lifestyle of Tertiary Students in an NZ Polytechnic. *Medical Sciences Forum*, *9*(1), Article 1. https://doi.org/10.3390/msf2022009026

Yardley, S. (2024, July 16). "She'll be right' Episode 2 Hauora in Education. (J. Tautz, Interviewer) Retrieved from https://www.youtube.com/watch?v=E4sp1X0Fh0o