Age Profile 2011

WORKFORCE REPORT
Division of Human Resources

CSU will be recognised for the outstanding achievements of its people
**Introduction**

Over the next 18 years 51% of Charles Sturt University's total workforce or 74% of our leadership cohort will be approaching their mid 60’s, and considering their retirement options. It is timely to consider the implications of our ageing workforce and start to develop strategies to mitigate this potential mass workforce separation; particularly for the critical management and leadership roles of the University.

The following report summarises the age profile of the University and draws comparisons with results of the ‘Universities HR benchmarking 2010’ program. Staff ages have been summarised into generational groupings. Generations have been defined as “a cohort of people, born within the span of time in which the trends, technologies and events have significantly shaped them.” (http://thehrlandscape.com.au/KnowledgeBase5.html).

Australia’s population is ageing with the median age moving from 32.1 years at 30 June 1990 to 36.9 years at 30 June 2010 (Australian Bureau of Statistics, 2010). This in turn is reflected in the ageing workforce; with the highest number of generations active in the workplace at the same time than ever before. A multigenerational workforce requires a rethink on current management practises and styles, as each generation has their own unique needs and expectations. Success in managing a multi-generational workforce is critical to maintain adequate staffing numbers for the future and in enabling the University to meet its strategic objectives.

**General Observations**

- Baby boomers comprise half of the Universities workforce. The first of the baby boomer generation will turn 65 years this year - the historical age triggering retirement and departure from the workforce.

- Baby Boomers comprise 74% of the Universities leadership cohort. Succession planning for this cohort is particularly vital to minimise corporate knowledge/memory loss in the coming years and to facilitate the transfer of knowledge to the next generation of leaders.

- More innovative styles of employment may need to be developed to encourage the baby boomers to stay engaged in the workforce for longer. For example, job redesign may be an option where the baby boomers can move to a more flexible (for example part time) work arrangements to allow them to have a better work/life balance. Moving the focus of their traditional position to one of a mentor or coach to the next generation of leaders may entice them to stay employed and also assist in retaining their expertise within the organisation. Other strategies will need to be developed and evaluated to encourage this cohort to stay longer in the workforce.

- There is lower participation from Generation Y in the Universities workforce at present. Although this generation, in the most part, are only just reaching employment age or leaving education to enter the workforce, they are still the major source for our future workforce. Recruitment strategies should be reviewed and developed to ensure that the University is well placed in attracting this cohort of staff. Retention strategies will also need to be developed to retain this group in our workforce, as their expectations of the workforce are very different from those of other generations.

- Generation X comprise 38% of the Universities staffing profile. While the focus at present is on retaining the baby boomers and attracting and retaining the Gen Ys into our workforce – we mustn’t forget Generation X. The strong leadership provided by the baby boomers in the
past and the expectations of career paths and promotions of Gen Y, could potentially lead to generation X being forgotten.

- Facilitating each generation to work cohesively towards the University strategy is a challenge that is affecting our leaders today and will be a constant for years to come. Success in this area is critical to the Universities prosperous future.

**Definitions:**

**Snapshot date:** This report is based on data retrieved from the Human Resources Information System; Alesco on the 1 Feb 2011.

**Workforce Generations:** There are many broad definitions of workforce generations. The following table outlines a definition of generations by McCrindle and Wolfinger (2009) which have been utilised in this report.

<table>
<thead>
<tr>
<th>Generation</th>
<th>Year of Birth</th>
<th>Aged today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Builders</td>
<td>1925 - 1945</td>
<td>66 - 86</td>
</tr>
<tr>
<td>Baby Boomers</td>
<td>1946-1964</td>
<td>47 - 65</td>
</tr>
<tr>
<td>Generation X (Gen X)</td>
<td>1965-1979</td>
<td>32 - 46</td>
</tr>
<tr>
<td>Generation Y (Gen Y)</td>
<td>1980-1994</td>
<td>17 - 31</td>
</tr>
<tr>
<td>Generation Z (Gen Z)</td>
<td>1995-2009</td>
<td>2 - 16</td>
</tr>
</tbody>
</table>

**General Staff:** Includes staff with a position category of ‘general’, and ‘Dentist – clinical’.

**Academic staff:** Includes staff with a position category of ‘academic staff’, ‘academic – strategic research professor’, and ‘course director’.

**Leaders:** Includes staff with a position category of ‘Dean’, ‘Associate Dean’, ‘Sub Dean’, ‘Centre Director’, ‘VC, DVCs, PVCs’, ‘Executive Remuneration staff’, ‘Heads of Campus’, ‘Heads of School’, Associate Head of School’.

**Faculty Staff:** All staff employed within a Faculty, regardless of position category.

**Divisional Staff:** All staff employed within a Division regardless of position category.

**Senior Staff/Management (as referred to in the QUT Benchmarking program):** Includes general staff above HEW 10; Academic staff above Level E; and Academic staff below level E who have formal management responsibilities (e.g. Head of School, Dean etc)
Total Workforce

Baby boomers comprise half of CSUs total work force.

Of the staffing cohorts, 48% of general staff; 53% of academic staff; and 74% of CSU leaders are baby boomers and approaching retirement age.
**General Staff**

From levels 1 -10, the majority of staff in each level are baby boomers. Over half the staff in levels 2, 7, 8, and 10 are baby boomers. Over 60% of those staff at level 9 are baby boomers.

![General staff chart]

**Academic staff**

Level A academics are the only cohort of academic staff where Generation X comprise over 50% of the cohort. The majority of Academic B staff are either Baby boomer (49%) or Generation X (46%). Over 60% of academic level C; over 70% of level D and level E staff are baby boomers. Of those level E staff, 20% are from the Builders generation.

![Academic staff chart]

**Leaders**

All of CSUs Deputy Vice Chancellors, Executive levels 1, and 2 and the Vice chancellor are baby boomers. Of those staff at Executive levels 3, 4 and 5, 60 % or more are baby boomers. Generation X only comprises 40% of executive level 5 and 26% of executive level 4 staff.

![Leaders chart]
**Divisional staff**

Human Resources; Information Technology; Marketing; and Student Services and Indigenous Support are the only Divisions where generation X make up the majority of the workforce. All other Divisions have the majority of staff being baby boomers. Over 60% of Staff in the Divisions of Facilities Management and Learning and Teaching are baby boomers. Generation Y staff are represented in each Division; however they only comprise approximately 14% of the total Divisional workforce.

![Divisional staff chart](chart)

**Faculty staff**

Baby boomers comprise the majority (50% or higher) of staff across all Faculties. Generation X are equally represented in each Faculty with a slightly higher number in the Faculty of Science. Generation Ys have a slightly higher number in the Faculty of Science; however this generation only comprises approximately 6% of the total Faculty workforce.

![Faculty staff chart](chart)

**Office of the VC and DVCs**

Generation X are the majority of staff in the Office of the DVC Research and the Office of Planning and Audit. Baby boomers comprise the majority of staff in the Office of the DVC Academic, DVC Administration and the Office of the Vice Chancellor.

![Office of the VC and DVCs chart](chart)
Universities HR Benchmarking Program

Annually, Charles Sturt University participates in the “Universities’ HR Benchmarking Program” which is coordinated and compiled by the Queensland University of Technology. The report provides a summary of our own HR data and analysis against universities across Australia. The full report is available from the Human Resources web site.

The following charts depict the percentage of full time equivalent (FTE) staff in each age group at CSU and the average number of FTE staff in each age group for all universities in Australia.

**Total Staff**

In comparison to the Australian University averages; CSU has a higher percentage FTE staff from aged 35 to 59 years. From ages 25 to 34 years the Australian average is higher than CSU.

![Total Staff Chart](chart1)

**Divisional Staff**

The below chart shows CSU Divisional staff profile has equivalent 35-39 aged staff to the Australian Universities average, however CSU has lower percentage of staff employed in the 25 -39 age bracket, and higher percentage of staff from 40 to 50 years.

![Divisional Staff Chart](chart2)
**Faculty Staff**

The Faculty staffing profile shows that CSU has less FTE staff in the age groups less than 25 years of age to 34 years; and more staff aged 35–64 in comparison to the Australian University averages.

![Faculty Staff](image)

**Senior Staff/Management**

In both the 40-44 and 55-59 years groupings, CSU has a higher percentage of staff in comparison to the Australian University Average.

![Senior Staff / Management](image)
Gen Y – our future workforce

There are a number of external factors that are bringing workforce planning to the fore at CSU. Firstly the ageing workforce; and secondly the current government’s initiative to increase the proportion of 25-34 year olds with tertiary qualifications in Australia. (Hugo and Morriss 2010: 4. Investigating the Ageing Academic workforce: Stocktake, 2010) Not only does the University face the challenge of mitigating its ageing workforce we also have the added challenge of building our workforce to meet the demands associated from the government’s push to increase student numbers, which in turn will affect our staffing requirements. These factors combined makes understanding and catering for Gen Y vital to enable CSU to meet its strategic objectives and succeed in this new competitive environment.

Social researcher Mark McCrindle states that by 2020 most Baby boomers will have retired from the workforce; while employment will be dominated by Generation Y, comprising 42% of the workforce. (McCrindle 2008) For CSU that means that over the next decade potentially 51% of the workforce could have already retired or will be considering retiring in the near future. Currently, Gen Y only comprises 10% of CSU’s total workforce. As an employer, CSU needs to reflect on its strategies to Attract; Recruit; and Retain staff, and implement changes to ensure these strategies are attractive for Gen Y – our future workforce.

Percentage of workforce by Age (McCrindle, Wolfinger 2009: 125)

<table>
<thead>
<tr>
<th></th>
<th>Today</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Builders</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>Boomers</td>
<td>34%</td>
<td>11%</td>
</tr>
<tr>
<td>Gen X</td>
<td>44%</td>
<td>37%</td>
</tr>
<tr>
<td>Gen Y</td>
<td>14%</td>
<td>42%</td>
</tr>
<tr>
<td>Gen Z</td>
<td>0%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Following is an overview of research conducted by McCrindle Research and presented in a paper titled New Generations at work. This paper outlines the idiosyncrasies of gen Y in the three employee life cycle stages of attraction; recruitment and retention.

Attract:

- Branding is vital. Strong branding represents at a glance career opportunities or progression and challenges. Larger organisations are more appealing as they can offer more career opportunities.

- Company values and culture are highly regarded. Company loyalty could be improved if the ideals of the employee are reflected in the organisation. For example environmentally friendly employer.

- Salary was not highlighted as an attraction strategy. Gen Y are more focused on enjoyment/lifestyle/fun and how easy it is to apply for the position (for example one click away to apply for the job).

Recruit:

- Use of recruitment agencies is a preferred method of job searching.
Online job boards also utilised, however company websites used less in comparison. Three click rule definitely applies here – if it is too hard or too lengthy a process to apply for a job – then gen Y won’t apply!

Prefer a one on one interview as opposed to an interview panel. Gen Y are happy to have one or two interviews for a position, however they prefer honest chats and real conversations to the traditional formats of interviews. This savvy generation know that they can pick and choose their jobs – so they are setting new ground rules in the recruitment process.

**Retain:**

- Average tenure today is approximately 4 years. By 2020 this will be reduced to approximately 3 years, making effective retention strategies even more important.

- As a result of gen Y expecting a promotion within 2 years of commencing a position; employers need to have clear career paths progression available. This is important to Gen Y to satisfy their need for a challenge, variety and change.

- Work/life balance is vital. Flexible working hours and structure will allow gen Y to balance work with life. Gen Y are more focused on life than work; so if work does not fit around their life style or commitments, then life wins every time!

- It is very important that the workplace provide social interaction and belonging. Social networks within the workplace are of high importance. As is a cultural fit between the employer and gen Y. Aligning company and employee values.

- As lifelong learners, Gen Y expect regular training from their employer and identify this as a key retention strategy for their employer. They are prepared to go elsewhere to obtain more technical expertise, however they expect to obtain training in the ‘soft skills’ like presentation skills, communication skills and management skills from their employer.

- Management style must be inclusive and consultative. Gen Y need to feel a part of the team and any decision making process; they like public affirmation and also interest from their managers in their personal lives. Coaching and mentoring are highly regarded and valued.

**Generational workplace Characteristics**

A summary of the idiosyncrasies of each generation is provided below.

**Workplace characteristics** (McCrindle, Wolfinger 2009: 139)

<table>
<thead>
<tr>
<th></th>
<th>Baby Boomers</th>
<th>Gen X</th>
<th>Gen Y</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Values at work</strong></td>
<td>Work ethic</td>
<td>Achievements</td>
<td>Ownership</td>
</tr>
<tr>
<td></td>
<td>Industry focused</td>
<td>Company-centric</td>
<td>Individuality</td>
</tr>
<tr>
<td><strong>Motivations for work</strong></td>
<td>Financial security</td>
<td>Career progression</td>
<td>Job variety</td>
</tr>
<tr>
<td></td>
<td>Responsibility</td>
<td>Opportunity</td>
<td>Creativity</td>
</tr>
<tr>
<td><strong>Influences over career choice</strong></td>
<td>Parents</td>
<td>Career advisors</td>
<td>Internet</td>
</tr>
<tr>
<td></td>
<td>Baby Boomers</td>
<td>Gen X</td>
<td>Gen Y</td>
</tr>
<tr>
<td>------------------------------------</td>
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<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>Influences over career choice</strong></td>
<td>Authorities</td>
<td>Experts</td>
<td>Peer groups</td>
</tr>
<tr>
<td><strong>Shapers of career perception &amp; views</strong></td>
<td>Tradition</td>
<td>Observation</td>
<td>Perception</td>
</tr>
<tr>
<td></td>
<td>Reputation</td>
<td>Recommendation</td>
<td>Experience</td>
</tr>
<tr>
<td><strong>Key management tools</strong></td>
<td>Recruiting</td>
<td>Training</td>
<td>Innovating</td>
</tr>
<tr>
<td></td>
<td>Supervising</td>
<td>Promoting</td>
<td>Empowering</td>
</tr>
<tr>
<td><strong>Typical training style</strong></td>
<td>Formal</td>
<td>Programmed</td>
<td>Interactive</td>
</tr>
<tr>
<td></td>
<td>Monologue</td>
<td>Dialogue</td>
<td>Multi-modal</td>
</tr>
<tr>
<td><strong>Key communication tools</strong></td>
<td>Technical data</td>
<td>Visual examples</td>
<td>Hands-on learning</td>
</tr>
<tr>
<td></td>
<td>Evidence</td>
<td>Demonstration</td>
<td>Participation</td>
</tr>
<tr>
<td><strong>Typical leadership style</strong></td>
<td>Control</td>
<td>Coordination</td>
<td>Consensus</td>
</tr>
<tr>
<td></td>
<td>Thinkers</td>
<td>Doers</td>
<td>Feelers</td>
</tr>
<tr>
<td><strong>Influencers &amp; values</strong></td>
<td>Local</td>
<td>Regional</td>
<td>Global</td>
</tr>
<tr>
<td></td>
<td>Long-term needs</td>
<td>Medium-term goals</td>
<td>Short-term wants</td>
</tr>
<tr>
<td><strong>Management approach</strong></td>
<td>Telling</td>
<td>Selling</td>
<td>Involving</td>
</tr>
<tr>
<td></td>
<td>‘Yes boss’</td>
<td>‘What’s in it for me’</td>
<td>‘Here’s what I think’</td>
</tr>
</tbody>
</table>


Hugo, Graeme and Morriss, Anama (2010). Investigating the Ageing Academic Workforce: Stocktake
