

PDP Communiqué

Population Matters: The Implications of Demography for Workforce Excellence

Eugene J. Monaco
Director, Professional Development Program

Of all the factors currently driving continuing professional education and workforce development, demography may be the most profound yet least recognized. The education and training paradigm readily embraces variables such as new knowledge, new skills, new approaches to leadership and work, emerging technologies, policy shifts, and organizational realignments, but pays little attention to demographics. We need to add demographics to our list because population matters — in ways we might not realize. Therefore, we can't afford continuing to ignore its implications. So, I'd like to explore the intersection of demography and continuing professional education where the relationship between education and economic development, the age structure of the current and emerging workforce, the implications of generational differences in the new workforce, as well as the changing ethnic composition of the workforce emerge as factors to consider.

First and foremost emerges the significance to economic development. Spending some time exploring this crossroad soon leads to the realization that a quality workforce is essential to sustained, successful economic development. Understanding the demographic characteristics of the workforce is an inseparable part of planning for continuing professional education and workforce development activities. This applies both to the needs of new businesses for skilled workers and to the needs of host communities where new industries locate. The Capital District's emerging high tech sector is a prime example.

Second to emerge is the discovery that we stand at a generational crossroads where the changing age structure of the workforce and the impact of that become apparent. The retirement of the baby boomer generation represents more than the departure of workers. It also represents the loss of the knowledge and workplace wisdom of a generation. This generational shift will bring new challenges for educators, employers, and workers. How to best identify and capture this invaluable resource poses a challenge equal to the challenge of preparing the workers of the next generations. The diminishing number of employees in the important 35-44 age cohort accompanied by growth of the 18-25 year-old cohort entering the workforce may prove to be one of the most stunning human resource issues as we enter the new millennium.

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A Newsletter from the
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Patricia E. Salkin, Extended Learning Leadership Award of Excellence recipient, addressed the PDP staff in November. See page 4.

GEORGE DOWSE

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GEORGE DOWSE



Eugene J. Monaco, Director and Public Service Professor

PDP Director Eugene J. Monaco named Rockefeller College Public Service Professor

Carlos E. Santiago, University at Albany Provost and Vice President for Academic Affairs has appointed PDP Director Eugene J. Monaco to the faculty of the Nelson A. Rockefeller College of Public Affairs and Policy of the University at Albany (SUNY) as Public Service Professor. In making the appointment, Vice President Santiago said, "The Public Service Professor Program is designed to associate talented public service individuals...with the academic programs in Rockefeller College." Building on his record of support and contributions to the University, the new role is expected to expand Mr. Monaco's involvement with the academic community. Prior to his present position, Mr. Monaco held various faculty and administrative posts at Hudson Valley Community College and has served as adjunct faculty with the NYS School of Industrial and Labor Relations at Cornell University, Plattsburgh State University, The College of St. Rose, and Schenectady County Community College.

Younger workforce entrants bring new experiences, attitudes and expectations, and a range of skills that are unfamiliar to older, established employees injecting tension into the multi-generational workplace. How best to respond as the "Generation Nexters" prevail as tomorrow's workers is a question that stands squarely in front of us.

Yet another phenomenon at the crossroads is the re-entry into the workforce of retired workers. Whether a result of economic necessity or continuing interest in contributing, it has implications for education, training, and human resource management practices. Joseph F. Quinn, dean of arts and science and professor of economics at Boston College, who has extensively studied retirement trends, notes that about one-third to one-half of all retirees work at "bridge jobs" which provide for less work and more leisure before they opt for full retirement. Understanding the broader consequences of each of these changes is essential if we are to design relevant workplace education programs.

Finally, people from racial and minority groups will comprise up to one-third of the new workforce in the coming years, and many new workers will be recent immigrants. There will also be up to a 10% increase of persons with disabilities in the workforce. Additionally, women will continue en-

tering the workforce at historic rates representing up to two-thirds of new workers. In 1962, just 33% of mothers with children under 18 were employed; today it's 67% and 3 out of every 5 women working are mothers of young children under the age of 6. A sea change is upon us.

So, how do we prepare to meet the challenge at this intersection? First, we have to commit to spending more time at this extraordinary place. As continuing education and workforce development professionals, we can make an investment in understanding the variables and how they influence the demand for new skill sets and knowledge bases. Second, a new planning calculus needs to be developed with demographics at the center to support a meaningful approach to continuing professional education and workforce development. The emerging workforce — culturally diverse, generationally overlapping and divided, technologically primed, and facing an unprecedented global environment, requires timely, relevant education to meet its challenges. Finally, we must play a leadership role in establishing and sustaining a working partnership between researchers, employers, and educators. Acting on these will help us successfully plot a course at the crossroads. Then we must take decisive action to meet the challenges presented by demographic change.

Did You Know?

- One of every three public sector employees is between the ages of 45-54, compared to one in five in private organizations. In some public agencies, baby boomers in their 50's account for over 70% of the workforce. Capital News Service
- With an increasingly diverse workforce, managers of every age are encouraged to emphasize the values of the organization before their personal values. The ability to be effective in a complex world is contingent on the ability to be a teacher and a learner at the same time. The Digital Edge
- More Xboxes and PlayStations ensure that a larger number of the newest employees, literally including all of an organization's rising stars, will be coming to us with high expectations for interactive content. Delivering formal learning that can meet their needs will require us to be all that we can be. Training — Industry Watch
- Success in the workplace is not judged just by the size of the paycheck. The three key elements that drive employee satisfaction are trust, flexibility, and a career mindset. Nine out of ten employees define true success as being trusted to get a job done, surpassing fulfillment from money or title. Inc.com
- Today's workforce contains four generations: The Veterans (born 1922-1943); The Baby Boomers (born 1943-1960); The Xers (born 1961-1980); and The Nexters (born 1980-2000). Each has its own work ethics, perspectives on work, and preferred ways of managing and being managed, work style, and unique way of viewing issues such as quality, customer service, and time and attendance. Generations at Work

Educating New York's Future Workforce

John R. Logan

Director, Lewis Mumford Center for Comparative Urban and Regional Research

Demographic changes that are taking place now in New York State challenge our ability to provide the educated workforce that the 21st Century economy requires. There are three factors that come into play here.

First, there continue to be dramatic differences in education levels between whites and Asians, on the one hand, and blacks and Hispanics, on the other. Census 2000 shows that statewide, 32% of non-Hispanic whites and 41% of Asians over the age of 25 had a college degree. This compares to only 19% of blacks and 12% of Hispanics. And there is no sign that the gaps have started to close.

Second, the white population of the state is shrinking, and Asian growth is insufficient to make up for it. Meanwhile, the black and Hispanic population grew by over a million in the last decade.

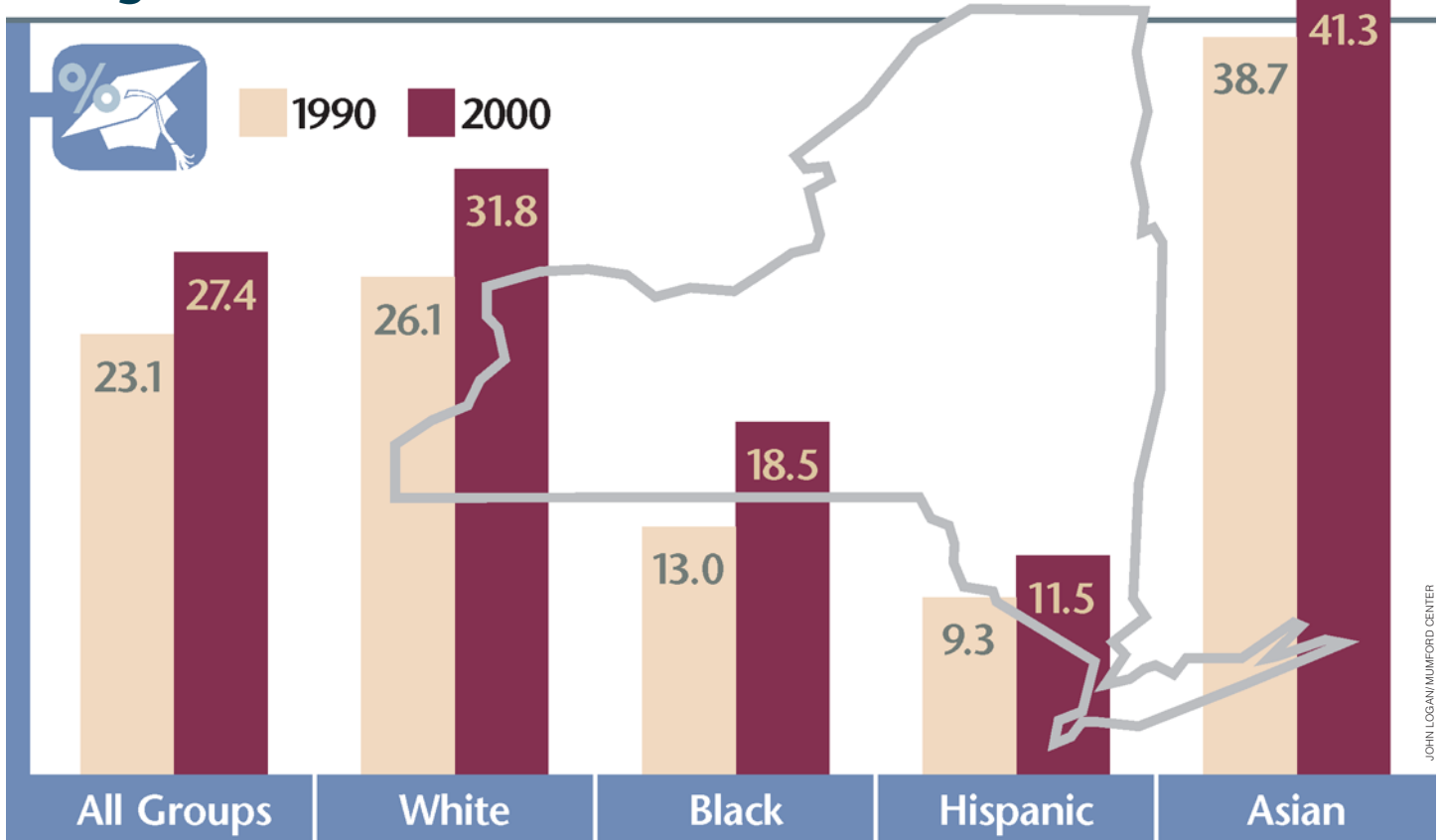
And finally, blacks and Hispanics make up an even larger share of people of school age. These two groups are 31% of the total population but 37% of those under 18. Natural aging of the population in New York today will yield a young-adult workforce in the next twenty years that is steadily blacker and more Hispanic. And based on current trends, it will therefore be less educated.

This challenge is also an opportunity. Imagine that the groups that are lagging behind could be brought up to the current white average. That would include not only blacks and Hispanics, but also whites in the up-state region. To do this would require not only a continued investment in the current educational system, but its restructuring to meet a different set of needs. The college-educated workforce would jump by more than 50%. That is the potential, if we learn how to achieve it.



John R. Logan, Distinguished Professor, Urban Policy, Department of Sociology, University at Albany

College Educated in New York State



JOHN LOGAN/MUMFORD CENTER

JOE SCHULVER

Extended Learning Leadership Award of Excellence

Rockefeller College's Professional Development Program and Albany Law School have enjoyed a unique collaborative relationship for over 15 years. During that time, the college and the law school have successfully partnered in identifying and responding to a range of continuing professional education needs. Activities have included offering workshops statewide for New York State-employed lawyers and other professionals; producing materials for administrative law judges and hearing officers; developing and delivering approved Continuing Legal Education for lawyers in state agencies; and designing web-based learning modules. With a shared commitment to excellence in public service, PDP and Albany Law School continue to explore opportunities. Thomas F. Guernsey, President and Dean of Albany Law School recently remarked in a letter to Eugene Monaco that he "...looks forward to continuing to build upon [the] long and successful relationship."

Eugene Monaco and Associate Dean Helen Desfosses, present Patricia Salkin, Director of the Government Law Center of Albany Law School with the PDP Extended Learning Leadership Award of Excellence. The award is presented to a distinguished recipient annually at the Professional Development Program's All Staff Day.



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