Generational Stratification: Aspirations of Generation Next

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Abstract

Despite continuing recovery from the global financial crisis and improving employment levels, there is widespread consensus that Australia faces challenges of talent retention and skills shortages in both the public and private sectors. Currently, Generation Z—a demographic representing approximately 1.3 million Australians—is entering into higher education and the workforce. An understanding of the values and mindset of this generation is critical to the future Australian workplace in terms of delivering relevant education for both Generation Z and the workplace for which they are being educated. This paper uses qualitative research to identify the career aspirations, perceptions of work and family, and preference readiness for employment (particularly within the public sector) of Generation Z. The research found an increasingly conservative generation seeking high levels of flexibility and autonomy within the workplace. Implications for the public sector marketing itself as an employer of choice are discussed.

Introduction

With the entry of Generation Z—approximately 1.3 million Australians born mid-1990s and onwards (ABS, 2009)—into higher education and the workforce, no era in Australian history has seen such concurrent diversity of generational groupings within the workforce (Glass, 2007). Managing such diversity across four strata of generations presents organisational challenges as generational differences exist with regard to work/career expectations and aspirations (Terjesen, Vinnicombe & Freeman, 2007; Johnson & Lopes, 2008). With the added strata of an approaching 'generation next'—in this case, Generation Z—whose characteristics are still relatively unknown, the increased permutations for managing human capital presents new challenges for employers.

Glass (2007) suggests that managing human capital in a multigenerational workforce can be maximized by investigating how the generational characteristics relate to work style. Therefore, identifying the values and mindset of Generation Z is of significance to the future Australian workplace in terms of delivering relevant education for Generation Z and also to the workplace for which they are being educated. McCrindle (2009), from the Australian Leadership Foundation, states that 'our research shows the biggest divide facing our society is not a gender divide, racial divide, income or technology divide but it is the generational divide'. Whilst there is a plethora of studies identifying characteristics of the previous generations—Builders, Boomers, Generations X and Y—there is a need to investigate the profile of the emerging Generation Z. Only when characteristics such as values, mindset, communication styles and social attitudes have been indentified can managing human capital be maximised.

This research project was developed after a range of discussions with industry and a literature review raised questions concerning the challenges of intellectual capital, skill requirements and talent retention in Western Australia (WA). Academic and industry research findings suggest that these issues are particularly problematic in relation to Generation Y—born 1980-1994 (McCrindle, 2009). However, very limited research exists into the emerging Generation Z. Recognising that this group is about to enter higher education and the Australian workplace, a strategic investigation of this generation would provide a source of information for employers and educators.

Previous research reporting generational differences of youth in the workplace has been dominated by studies from the UK and US (Chen & Choi, 2007; Glass, 2007) and particularly within the corporate sector (Martin, 2005; Chen & Choi, 2007; Shih & Allen, 2007) as opposed to the public sector. Hence, these studies may not readily translate into WA's cultural and economic landscape. Furthermore, much of these generational studies have focused on Generation Z's predecessors—Y and X (Hill, 2002; Sheahan, 2005; Erikson, 2008).

The theory behind generational research is that generational differences are caused by formative events which shape the values of each new generation. Previous studies are unclear about whether these formative events similarly impact across different countries, cultures, and economic and labour conditions (Shaw & Fairhurst, 2008). Additionally, many studies focus on outcomes such as 'occupational attainment, gender and racial segmentation, and male-female earnings differentials' as opposed to expectations or individual preferences (Bradley, 1991: 1159). The findings of this study provide scope for an in-depth study into the formative events, values and expectations of Generation Z on outcomes such as work preferences, career choice and family formation. To answer the research questions, the sub-group of Generation Z—those aged 14-17 years who are still participating in full-time education—are the sampling frame. The fieldwork examines the effect of a range of formative events—such as the impact of part-time work experience—on their choice of work and career and their perception of future family life.

This research is pertinent for two major reasons. First, adolescents' initial work experiences are frequently in front-line service sector positions and this may impact on their perceptions of different sectors as a future study subject and a career (Beatson, Lings & Guidergan, 2008). Second, it is essential that human resource managers understand the aspirations of this cohort of future workers. As human capital is one of the critical resources of a country, it is important that these potential graduates are well-placed to operate within as well as manage the workforce of the future. As Holland, Sheehan and de Cieri (2007) argue, technological sophistication, within the resource-based view of the organisation, has, with the increasing recognition of the potential for human capital to deliver sustainable competitive advantage for the organisation, decreased the competitive advantages of physical capital and organisational capital. Clearly, identifying the values and expectations of Generation Z as they prepare to enter the workforce will enable educators to provide career pathing and informed guidance in terms of work choices. Additionally, employers will be better prepared to assist with realistic expectations of the employees in terms of work-life development and hence the design of sustainable competitive advantage for the organisation.

Current Studies: Generational Differences

To better understand Generation Z, a brief insight into their immediate predecessors might shed some light onto either similarities or differences between these groups. This effect is not limited between these two generations, as research of Generation Y undertaken by Johnson and Lopes (2008) and Shaw and Fairhurst (2008) suggest that that generation's expectations are very different to those of their predecessors. Both of these studies propose a greater need for workplace feedback in terms of understanding the characteristics and, hence, the needs of the generational cohorts within the workforce. To establish a reference point with regards to a predecessor cohort for Generation Z, Martin (2005) portrays Generation Y as confident, independent and individualistic, self-reliant and entrepreneurial. Other studies describe Generation Y as socially active, collaborative, team-oriented and used to having structure in their lives as a result of the type of parenting they have received (Glass, 2007; Shih & Allen, 2007).

Values, Expectations and Career Aspirations

With regard to career preferences, a number of career studies consider emotional stability to be a good predictor of job performance in a number of different jobs across occupations as well as cultural contexts (Hough, Eaton & Dunnette, 1990; Salgado, 1997; Barrick, Mount & Judge, 2001). These findings assume that individuals with less 'emotional stability' tend towards the organisational career field, which offers greater safety and structure and therefore compensates for a lack of internal structural stability. Mayrhofer *et al.* (2005) found differences in generation characteristics with respect to emotional stability which included predictability, long-term commitment to

organisations, leadership-motivation, self-promotion, self-monitoring and networking. For example, whilst research suggests that Generation Y have a desire for clear direction and managerial support in what to do while at the same time 'demand … freedom and flexibility to get the task done in their own way, at their own pace' (Martin, 2005: 40), it is unknown if Generation Z will continue to exhibit these same characteristics within the workplace. The important point here is for managers to acknowledge the differences and similarities of characteristics found in the emerging Generation Z and the impact these may have on their critical life experiences and resulting beliefs, attitudes and behaviours (Hill, 2002). To be able to do this, research needs to be undertaken on Generation Z.

A recent global study (Global Habbo Youth Survey) undertaken by Sulake Corporation (2009) of 112,000 individuals of 13 to 17 year olds suggests that, unlike Generation Y, today's teenagers are not besotted by fame and fortune and they place a greater importance on career stability, ecological responsibility and social justice. According to the study, Generation Z displays values that appear to be more altruistic and loyal. Additionally, they are far less inclined to want to travel or work overseas and are demonstrating a surprising desire to embrace the more conservative viewpoints espoused by their parents. Generation Z, therefore, appear to be returning to traditional values of loyalty and to characteristics associated with a more conservative value system. This contrasts with earlier findings by Blount, Castleman and Swatman (2005) that young people are typically open to the prospect of travel as a means of enhancing their career opportunities.

During the time when a significant amount of empirical research on the subject of occupational choice focused on outcomes, as opposed to investigating occupational expectations of school leavers, Bradley (1995) questioned the strength of research into workplace expectations of young workers. A decade later, little had changed with Blount *et al.* (2005) finding that aspirations for career success were still linked with outcomes such as participation in a professional group. This is an interesting area for future research more so than ever due to the entry of an additional generation (Z) contributing to the multiple generational profile of the current workplace.

Managers need to be aware of this expanding profile of workers within their organisation in terms of how they are managed according to their characteristics and differing work needs and outcomes. Whilst many human resource strategies have been developed and implemented according to the previous generation's needs, it is obviously now necessary to re-evaluate these according to the changing needs of the nascent workforce. Given the social changes taking place, such as the declining population growth and increasing exodus of baby boomers from the workplace, latter generations such as Generation Z and onwards will soon make up the greatest proportion of the workforce.

Work-Life Balance

In recent years the importance of reconciling the needs of personal and family life with the goals of the workplace has been highly placed on the agenda of employment institutes, particularly in the corporate sector. Whilst work-life balance studies initially tended to be associated with women in the workplace, work-life balance has more recently been viewed from a broader perspective positively correlating with job satisfaction, recruitment and retention of talent within an increasingly competitive and diverse human resource terrain (Blount *et al.*, 2005). Furthermore, studies have tended to focus on females' perceptions of the work-life balance and neglected the masculine conceptualisation of work and family (Swanberg, 2005). Other studies (McDonald, 2000; Pusey, 2003) argue that Australia has moved away from a 'male breadwinner model' where the man 'protected and provided' and the woman 'cared and reproduced' (McDonald, 2000: 5). This move has produced a shift towards a gender equity model in which there is no natural necessity for there to be a gender division of paid work and income, domesticity and caring work.

It is noted that work-life balance issues are not a constant but are framed differently at various stages of the life course and it is therefore not valid to assume that Generation Z will approach work and family issues in the same way as that of that previous generations. An examination of the way in which this new generation perceives the work-life balance as being aspired to may provide an insight into their views pertaining to these complex issues. This in turn may provide an insight into their employment preferences in areas such as the nature of work, its flexibility, numbers of hours or location of employer.

Workplace Preferences

One of the greatest challenges in the twenty-first century for the Australian workplace is the acquisition and retention of the desired workforce. This challenge is on the current agenda across industry sectors, discussed prolifically in the public domain and acknowledged both in the private and public sectors. Taylor (2008), when researching the public sector, noted a large outgoing workforce vis-a-vis the aging baby boomer workforce. This is particularly visible within the public sector due to the large number of employed baby boomers. Where this may be an issue is that the Australian public sector continues, in terms of preferred graduate workforce destinations, not to be valued by graduates as highly as the private sector. Australian public sector reforms since the 1980s have focused on concerns that management tools did not exist to meet the challenges of a sustainable competitive environment, including the building of workforce capabilities. Organisational structures and processes were considered bureaucratic and slow, recruitment and selection procedures archaic, and reward was seen to be based on length of service rather than merit or performance. The reforms continued into the 1990s with significant impact on the size of the workforce. Contracting out and short-term contracts were a feature of recruitment practice,

resulting in a drop in the Australian public sector workforce of 56 percent between 1975 and 2002 (Taylor, 2005).

The Department of the Premier and Cabinet (WA) (2007) discussion paper 'Rethinking recruitment' suggests a number of changes to contemporise recruitment, selection and appointment practices in order to attract potential applicants, particularly young people and graduates, into the sector. However, the more recent shift in WA to a shared services model for the provision of HR support and services may see a reversion to a more bureaucratic and one size fits all strategy. Large corporations, on the other hand, have sought to offer the most attractive training packages to graduates. Hogarth *et al.* (2007) argue that graduates are generally more likely to seek good training and development as part of the employment package, yet Connor and Shaw (2008) suggest that while smaller businesses are less likely to offer formal workplace training, they could provide more opportunities to gain early responsibility and more rapid career progression.

The Current Study

Significant disparities in values, attitudes, interpretations and behaviours have been found to exist between different generations of young people. In terms of work, for example, Generation Y tend to be results-oriented, have an appetite for work and pressure, expect to be empowered and work to live (Morton, 2002; Shih & Allen, 2007) whilst Generation X is believed to job-hop, distrust institutions of employment and seek a work-life balance (Vaughan, 1995; Fontana, 1996). The formative events that influence both these generations appear to be marked by varying organisational practices. For Generation Y it was outsourcing and under-employment, whilst for Generation X it was globalisation and downsizing.

In this paper we explore the perceptions of the next generation, namely Generation Z. The current study seeks to examine these issues by addressing the following research questions:

1) What factors influence career choice?

2) What contextual features, including notions of opportunities, types and size of organization, influence youths' work preferences?

3) How do young people conceptualise work and family life?

The data reported in this paper were derived from a larger research project, the first phase of which assessed the future development and sustainability of human capital in WA. The research questions involved examining the impact of values, attitudes and part-time work experience on the future work and career aspirations of WA students aged 14-17 years old and also investigated their employer preferences. A second phase of the research project extended to include different geographic locations within WA as well as seek socio-economic differentiation.

Method

Sample

The youth who participated in this study were born in the early/mid-1990s and included four focus groups each consisting of 5-8 participants. Socio-demographic diversity was sought across age group, gender, and school system (public or private). The chosen geographic location—the city of Perth—remained constant and represents the highest population base and infrastructure area comprising both an education and employment hub within WA. The state of WA was selected because of the enormous employment opportunities due to the resources boom within the state (Department of Local Government and Regional Development, 2006) and because of the lack of available data on youth work aspirations.

There were an equal number of male and female participants. To ensure that diversity within the 14-17 years (mean age of 15.9 years) cohort was captured, four focus groups representing a different socio-demographic profile of participants were conducted. Two groups consisted of female participants, with Group A being representative of the public/government education sector and Group B the private/independent sector. A further two groups consisted of male participants with Group C from a private/independent school and Group D from a public/government school. Year 10 (27%), Year 11 (23%) and Year 12 (50%) students were sampled to determine their perceptions of work, family life and preferred institutions of employment. Seventy-seven percent of participants were employed in a paid part-time capacity and had an awareness of the workplace. Forty-five percent of the participants, namely Groups A and D, were representative of a group of high achievers in terms of results, participation in extension studies, and were additionally identified as such by the schools they attend (Curriculum Council, 2008; West Australian, 2008). Fifty-five percent of the participants, namely Groups B and C, attend mainstream academic classes with half of this group attending an information technology-focused private school where all core subjects were undertaken using personal laptops as a learning tool. Due to the research involving students under the age of 18, Working with Children Checks—a Federal Government requirement for conducting research with minors—were obtained by all researchers.

Procedure and Analysis

As this is an exploratory study, a qualitative approach was utilised in investigating the research questions. In each instance, at least two researchers were present. All participants received an information package that introduced the research, explained its goals and benefits and invited them to participate in the study. Parental consent was also obtained as all participants were below the Australian legal age of consent (18).

In-depth semi-structured interviews were conducted. The first part of the interview covered the impact of part-time work and, in the second part of the interview, participants were asked about their career choices, influences and their

perceptions of work, employment and family. The interviews took, on average, just over one hour. The interviews revealed rich information about the participants' early experiences of part-time work, the development of their career choices and their perceptions of the future workplace. Some respondents gave very detailed and candid accounts of their career aspirations and their views on family life and paid work.

The method of analysis taken by the research team was that the four participating researchers read all transcripts then marked passages and identified initial themes. Each member of the team coded sections of the transcripts in accordance with these themes, then discussed and resolved differences of viewpoint until a final set of coding and themes was produced.

As with almost all qualitative studies, the researchers do not claim generalisability nor that the sample population is representative of all young Australians. Instead, it reports on how participants were working through the complex set of issues pertaining to youth, their career aspirations and biographies. Data analysis was undertaken using the qualitative tool NVivo 8 with a primarily thematic analysis being utilised. The following themes were developed: career choices, employer preferences, work values and life balance.

Results

Experiences of Generation Z

Employment Preferences

Participants were asked about their workplace preferences in terms of working in the public or the private sector. The majority of participants wanted to work for the private sector because they:

- did 'not think the public sector is very good' (Group B)

- felt that the government does not pay well—'generally I think the idea is if it's private sector you earn more money than you do in the public sector' (Group D)

- believed 'private sector you make money – public sector has pitiful opportunities – not much money not much benefits' (Group A)

- perceived that the public sector employed less qualified staff 'private sector gets more highly qualified people' (Group A)

- thought the work environment was not so good 'often public institutions have a bad name' (Group B)

- believed it provided limited opportunities 'so personally I want to go corporate because there's more opportunities' (Group C).

Overall, their image perception of the public sector was quite negative. Government jobs were generally considered to be desk-based, boring and in an inferior work environment offering less opportunity and money. For example:

> *No opportunities as such but I think people see the public* [sector] *as a lot more like, I know this sounds bad, but you see in the media people who work for public sectors and they're so tired and scattered and they don't get much money (Group A).*

> *I don't like the Government 'cause everyone who works there is way too grumpy. I wouldn't want to be stuck in an office all day. I mean, at least with jobs like a journalist you do have to do some desk stuff but you get to go out and interview people (Group B).*

However, the lack of real information and understanding of the public sector in terms of an employer was evident. Participants appeared to have made their judgments with a recognition of the lack of information provided to them pertaining to working within the public sector: 'I haven't received much information about the various sectors and what kind of job opportunities are in there so I really wouldn't have a clue' (Group D). The students could not recall any specific information relating to public sector employment, whether it had been embedded in their curriculum or if they had received any other information from various areas within their schools.

> *I'd probably want to work for a private firm to do with being a solicitor or something like that just because we don't know very much about the non profit organisations and the difference between private and public sectors and things like that, we haven't been taught that (Group D).*

The vast majority wanted to work in a large organisation as opposed to a small firm. The perception was that large organisations were more organised, well branded and highly recognised with greater promotion opportunities and that the degree of anonymity they were perceived to offer was preferable.

> *Big business, they have a reputation and their specialisation in the market but small business - their reputation is not out there as yet ... big corporations are recognised and you can grow and go places (Group A).*

> *Dad worked in a really small company and everyone was like way too close. You would have to like go and talk to everyone like everyday. If it was like bigger it would like be better so you didn't have to handle everybody and all their problems. If something's not going right you are like under pressure to do something about it even if it's not your problem (Group B).*

Career Choices

All participants in this preliminary study clearly identified a strong desire to pursue further studies at university in order to achieve their career aspirations. A

majority identified enabling careers such as Psychologist, Child Psychologist, Social Worker, Family Lawyer and Educator as their career choice with a second focus being that of technology-related careers: 'the thing about our generation we have technology … I can go to the Internet right now and find X course … he can do it right here now on his iPod' (Group C); and 'knowledge in computers, computer science, programming opens a lot of doors' (Group C).

Of interest was a third group, the members of which were considering the arts such as being a musician, working in theatre, acting and modelling. Although a number of students in this group currently had part-time jobs in this area and wished to pursue them for their full-time careers, it could also perhaps be an indication of the age/interest cohort, that is, many students at this age have a strong interest in music, movies, acting, modelling and consider people in these professions as strong role models to aspire to. However, because the reality of students actually achieving success in these professions is quite low, they are often guided to seek education and employment in other areas. For example: 'I got offered a [modelling] contract in France, [and] I wanted to take it but my mum wouldn't let me because she wanted me to finish off my TEE' (Group C). Some choices were strongly affected by significant personal events, such as family breakdown, as well as the positive influences of the professionals who assisted during such events.

A number of extrinsic drivers also affected career choice. All participants identified 'money' as an important element in career choice and, more specifically, potential salary earnings over time: 'money and hours [being] the most important aspects of work' (Group B). Initial salary was not as important as most indicated an understanding of a performance-promotion-increase in salary progression. Opportunities for physical presentation in a job were also identified as a driver of career choice. That is, personal image and ability to exhibit this is strong within the teenage years, therefore jobs that have the potential for employees to develop their own personal image through clothes and styling were considered attractive.

Work Values

Interestingly, whilst the vast majority of those interviewed wanted promotion and progress to senior roles, they did not want to manage staff. They were more driven by the desire to be outcome- and project-based rather than focusing on dealing with 'staff problems'. This appears to correlate with the desire to work in a large organisation where they are not 'having to deal with everyone's problems' or 'don't want to have to worry about anyone else' (Group B). 'Respect and status' were important elements of promotion, as reported by Group C.

Leadership was also viewed as something to be earned rather than handed out, so that you could 'feel like I earned it not just get it … but not sacrifice my life for it' (Group A). Views on being self sacrificial included: 'If it was a temporary thing and only a little while I would do it' (Group B); and

> *I would work really hard if I enjoyed it and stuff and if I was supported and stuff. The money is important too – I would work hard if I knew I was going to be rewarded (Group B).*

The ability to wear 'really nice and expensive' clothes (Group A) was important and a linkage was made between the type of clothing they could wear as indicators of success and importance. Other physical elements of their chosen job and the work environment in which they operated were perceived as success milestones in their career aspirations included 'moving to the corner office' (Group C) and '[I] want [my] own office with [a] couch in it' (Group B). Thus, the outward display of success—personally, such as wearing designer clothes and, professionally, such as in the position of their office within the organisation and fixtures within their offices—appeared to be important values in terms of employment success for Generation Z. This in turn provides information for managers when considering issues of workplace conditions or uniforms within the public sector organisations versus free dress code.

Work-Life Balance

Given the demographic profile of the analysis, the results gave insight into the changing values regarding work and childrearing as well as the balance between work and family. Although all participants identified a potential need and acceptance of working long hours early in their career in order to succeed and obtain promotion, none indicated an acceptance of such work patterns once they had children/families to care for: 'I want to be in my kids' lives and I just wouldn't do it [work long hours]' (Group B) and 'won't have kids until later – get to a position where [I] can determine [my] own hours before having kids' (Group B). This supports literature findings where, if forced, Generation Y will select family and friends over work and seek a work-life balance (Crumpacker & Crumpacker, 2007). Some stated they would not work at all until their children were older whilst other respondents were prepared to delay having a family until they attained job positions that allowed them to dictate their own work schedules: 'longer hours are ok in the beginning for a good end result' (Group B). This decision appears to be, in part, influenced by their own family experiences and observations: 'Judging by my own family, working long hours with kids just doesn't work' (Group B).

Flexible work arrangements were also a priority as was the need to create value in an organisation and engage in meaningful work: 'I would like want to own the business so then you can choose what you want to do – like be with your family and pay other people to do the work' (Group B). The need to keep home and work separate were demonstrated through responses such as: 'keep work at work and family at home' (Group B); 'the need to find a balance' (Group B); and

> *Flexibility, the job should not take up your life – do things that matter to you, afford to take time off, if needed … want to grow and learn new things all the time and feel like I am contributing … don't just go there for 8 hours (Group A).*

Conclusion

The findings from this exploratory study suggest a distinctive set of career values for Generation Z. This generational cohort appears to be conservative and recognises the value of work-life balancing. Whilst it is acknowledged that this study may be limited in its generalisability, the paper illustrates the increasing complexity of generational differences within the context of change and development of human capital. It provides a coherent account of Generation Z's perceptions and preferences and allows for current practices and policies to be seen as contested topography leaving open possibilities for developing alternative visions for human resource development in Australia.

There is also a clear shift in values associated with work, career choices and work-life balance. Whilst a range of extrinsic values remain as important as ever (salary, office), career choices tend to be heavily influenced by critical incidents in their own lives, supporting the premise that each generation makes career choices based on formative events. These young people also make clear their desire to be in positions of authority where they have control over their own work, decisions and hours. This in turn influences career decisions later in life when they have family responsibilities. These participants do not appear to want to replicate their parents' generation (baby boomers) who have, on the whole, spent long hours balancing work and childrearing. Indeed, they want to be in a position in their career where they can either have a career break or, more importantly, have flexibility and autonomy to work less, particularly when children are young. They do not appear to be prepared to balance the two.

There are significant implications for employers. With an increasing number of female school-leavers gaining a tertiary qualification over their male counterparts (Cully, 2008), the number of women occupying professional positions in organisations is increasing. This places pressure on employers to develop flexible arrangements and strategies to both attract these qualified young women and then retain them. Additionally, there appeared to be a real interest from the male participants to contribute to family life, thus requiring organisations to be genuinely interested in designing and developing a sustainably flexible work environment overall.

There are also implications regarding organisational preference from these preliminary results, particularly for careers in the public or government sector. There is a strong perception that work in the government is 'boring and desk bound' with 'few promotional opportunities'. The implications of this finding are important when considering the threat presented by attrition through retirement of our aging workforce, in particular within the public sector (Vandenabeele, 2008; Megalogenis, 2009; Stirling, 2009). Although there has been significant research across public and private sectors in areas such as managerial and organisational differences, the expanding generational differences provide further scope for detailed research given the differing motivational considerations in public administration (Vandenabeele, 2008). As to how Generation Z fits current public sector policy deserves more detailed

research given both the shift in projected growth sectors attributed to the retirement boom of baby boomers and the new baby boom following the return of the mining sector boom in WA (Megalogenis, 2009). This forecast shift is having a huge impact on growth in the health and caring sectors, social assistance sectors and education services, all of which are public sector areas requiring a Generation Z workforce to support their growth.

There are implications regarding graduate recruitment programs for the public sector and the development of clear marketing strategies about the nature of work given the projected growth in the sector. Whilst jobs in the primary and manufacturing sectors are well documented in terms of career pathways, the service and emergent knowledge-based economies appear to be less defined in terms of career structures. The public sector comprises many positions that fall into both service and knowledge-based economies, suggesting that understanding their future workforce whilst defining the available career opportunities would be well served via a thorough review of human capital development, inclusive of considering generational stratification specifically for their sector.

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