

## **WORKFORCE<sup>1</sup> PLANNING THROUGH ENTERPRISE AGREEMENTS**

N K Lutz  
HR Manager  
Lutheran Schools Association SA, NT & WA

### **Introduction**

The wave of enterprise agreement continues to roll ever onwards.

How do we ride the wave to master it and ride upon its back without crashing into sand or rocks on the beach, and so ensure that there is a suitable way forward for Lutheran schools in contemporary and future Australia?

How can we use enterprise agreements to improve workforce planning and vice versa, so that Lutheran schools in Australia have a motivated and skilled workforce that is adaptable to the swirl of cross currents and keep our schools afloat at the local, district and national levels?

Workforce planning is concerned with the entire approach to employment from selection and recruitment to termination and includes training and development and retraining if necessary

The objective of this elective session is to explore with senior school leaders issues surrounding the proposition that:

*Will an intentional approach to workforce planning embodied in Enterprise Agreements enhance the survivability of Lutheran schools?*

#### **Please note:**

The session will not be a lecture, there will be a quick sketch of workforce planning and enterprise agreements as set out below supported by some data from Lutheran schools in Australia and a interactive discussion to achieve the objective as best we can in the time allowed.

### **Fundamentals of Workforce Planning**

Workforce planning is the process of ensuring that people in numbers and with skill and experience required by Lutheran schools will be available when needed.

This definition suggests:

- Future orientation
- Skills and experience required need to be identified

---

<sup>1</sup> The brochure has workplace instead of workforce

- Numbers of people required

### Major Elements of the Workforce

Nankervis, Compton and McCarthy in their book 'Strategic Resource Management' identify four major elements that define the workforce

#### ➤ Culture

- Hofstede – 'the collective programming of the mind which distinguishes the members of one group or society from those of another'<sup>2</sup>
- Include such aspects as customs philosophies, values, beliefs, work systems and practices, expectations and limitations on employee behaviour
- Exclusion and inclusions of members rules and codes of conduct which govern member behaviours define what is acceptable and what is not
- Examples of cultural issues might include dress code, punctuality, formal and informal relationships between supervisors and employees, attitude towards work and management, communication and participation, hours of work, workload, conflict between management and union
- Influenced by a large number of factors, including history of Lutheran schools, present management, size, structure and nature of services provided, industrial relations activities and national culture.

#### ➤ Strategy

- Includes basic long-term goals and objectives of Lutheran schools, the adoption of courses of action and the allocation of resources to carry out goals.
- Strategies involve the clear identification of future goals and purposes for Lutheran schools and the development of detailed plans to achieve the goals and purposes
- The importance of employees to the success of Lutheran school is obvious and are a critical investment in an the current performance and future growth of Lutheran schools.

#### ➤ Structure

Structure is the arrangement or interrelation of all the parts of a whole of an organization.

- The structure of Lutheran schools does have an impact – need to understand the management and divisions and assignment of responsibilities. Three levels are obvious viz:
  - Individual schools self governing
  - centralised to a regional level
  - freer national arrangements
- Does the structure determine the culture or culture the structure?
- Will the nature of Lutheran schools structure enhance or hinder a move to setting corporate strategies and achieving them?

---

<sup>2</sup> Hofstede, G 1985 'Cultural dimensions in management and planning' *Organisational Form* 1(1), pp 12-31

## Workforce Planning Through Enterprise Agreements

---

### ➤ Policy

Policies:

- are a guide to action in Lutheran school.
- reflect management philosophies, principles and strategies
- may form a bridge between strategy and operation.
- may precede strategies and constrain them
- take into account interaction between culture / strategies / structures.
- are framed to modify culture or reflect it.

HR Policies required in Lutheran schools include:

- recruitment,
- selection
- appraisal
- promotion
- employment contracts
- job security
- retrenchment or outplacement.
- movement of employees into, around and out of the Lutheran schools

## Characteristics of the Workforce

The workforce can be viewed as having a number of characteristics viz:

### Age distribution

- an aging workforce
- Australia generally
- Lutheran schools in particular
- implications
  - Elder care and child care
  - Retirement / Replacement
  - Bullying Old / Young – Young / Old
  - Flexible arrival time / core time/ flexible departure time

### Gender

- getting the balance right
- gender related issues
  - communications free from sexual connotations
  - policies flexible to meet the needs of both genders
- encouraging more males to participate

### Skills / expertise

- teaching skills
- knowledge

### Experience

- activity that includes training, observation of practice, and personal

## **Workforce Planning Through Enterprise Agreements**

---

- participation the period of such activity
- knowledge, skill, or practice resulting from this

### **Qualifications**

- any quality, skill, knowledge, experience, etc. that fits a person for a position, office, profession, etc.; requisite
- condition that must be met in order to exercise certain rights

### **Religion**

- any specific system of belief and worship, often involving a code of ethics and a philosophy
- a system of beliefs, practices, ethical values, etc. resembling, suggestive of, or likened to such a system
- Lutheran / Christian / None / Other

### **Values**

- the social principles, goals, or standards held or accepted by an individual, class, society, etc

### **Ethics**

- the system or code of morals of a particular person, religion, group, profession

### **Work ethic**

- reflects that extent to which individuals value work
- in the past there has been correlation between strong work ethic and greater earnings, initiative, job satisfaction, productivity, need for achievement and conservative attitudes and beliefs
- are things still the same now??
- Do people work at full capacity ?
  - \* employees chatting to co-workers, drinking coffee, arriving late and leaving early
  - \* management issues – cripple incentive to work by systems imposed
  - \* societal forces – cant get rid of poor performers, sea-change attitudes

### **Race**

- How do Lutheran schools reflect the multicultural society that is Australia in particular the employment of Aboriginals?

### Reshaping the Workforce

Issues that are reshaping the workforce:

1. The Changing Nature of Work
  - \* technology
  - \* Changing markets – changing demand for skills
2. increasing diversity
  - \* older
  - \* diverse gender / race
  - \* people with disabilities
3. Balance between home and work
  - \* part time / full time
  - \* length of maternity / child rearing leave
  - \* job sharing
  - \* flexi time
  - \* Compressed work week
  - \* Telecommuting
4. growth in international competition
  - \* offering places to international students
5. changing social agenda
  - social values participative decision making, pleasant work conditions, considerate management, supportive facilities eg child care
  - no sweat shops
  - social status
  - educational standards of population
  - expectations of the population
  - expectation and demand for job satisfaction / life satisfaction ~ reciprocally related
6. Reshaped workforce requires a
  - new management practices
  - new organisational structures

### Why do we want Enterprise Agreements?

Industrial Relations Act of South Australia provides at Section 79 (1) (d)

- consultation between employer and employees
- changes to the **organisation and performance of work**

Employers have the accountability for a schools capacity to embrace and capitalize on change

## **Workforce Planning Through Enterprise Agreements**

---

Change initiatives need to be focused on

- creating high performance teams
- reducing cycle time for innovation
- turning vision into behaviour

Enterprise bargaining provides opportunities to negotiate changes that we want in our schools. The consultative approach is to be contrasted with industrial scenes where creating change in a work place arises because the boss says so. Many stakeholders are concerned that such an approach does not work well.

The effectiveness of a registered enterprise agreement is dependent on

- Negotiation Skills
  - Employers
  - Employees
- Relationship with Unions
  - Skill and expertise of union officials assist employees
  - Employers working closely with union can expedite the reaching of an agreement

An effective enterprise agreement can offer:

- Legally enforceable arrangements ie when registered an EA will be enforceable as if it were an award
- Flexibility
- Regulate the conditions of employment of persons who are employed in schools

Enterprise agreements allows for the institutionalization of the requirements of Lutheran schools.

### **Features of our current Enterprise Agreements**

The current agreement (see attachment) include:

- ethos statement
- accreditation requirements

There is a continuing need to identify the requirements that will distinguish Lutheran schools from their competitors and to institutionalize them in enterprise agreements.

Enterprise agreements include a whole host of conditions of employment that also underpin the needs of employees and to maintain the workforce including:

- remuneration
- leave
- professional development

## Workforce Planning Through Enterprise Agreements

---

### Discussion:

From a consideration of the issues described above, the discussion will explore the question below.

1. What has been our past experience?
2. What are our fixed stars?  
That is what principles and values do Lutheran schools have that make them distinctive and may provide a competitive advantage?
3. What long-term issues should be negotiated into future enterprise agreements that will be of use?
4. Can the issues identified if negotiated into an enterprise agreement be sufficient to ensure the survivability of Lutheran schools?
5. Will an intentional approach to workforce planning embodied in Enterprise Agreements enhance the survivability of Lutheran schools?

**Lutheran Schools  
Enterprise Agreement 2003**

**CLAUSE 12: ETHOS STATEMENT**

The Lutheran school is an agency of the Lutheran Church of Australia through which the church seeks to carry out its ministry and mission to the people of Australia.

The specific ministry and mission of the Lutheran school is to provide quality formal education in which the word of God informs all learning, teaching and activities and forgiveness and grace govern the relationships of the members of the school community.

In order to fulfill this ministry and mission, the staff and management in the Lutheran school will be committed to the Christian faith. Teachers will teach in accordance with the Lutheran Church's confession of the Christian faith. Staff members and management will identify with, uphold and promote the Lutheran ethos of the school and endeavour, by the grace of God, to exemplify and model the Christian lifestyle.

**CLAUSE 34 : GRADUATE DIPLOMA OF THEOLOGY IN EDUCATION**

- 34.1 The Lutheran Church of Australia requires that principals, heads of sub-schools, deputy principals and teachers of Christian Studies in Lutheran schools have accreditation status to be employed in these categories. Part of the accreditation status is the successful completion of either the Graduate Diploma of Theology in Education at Luther Seminary, or, the Master of Educational Studies at Luther Seminary [or their equivalent as determined by the Director of Lutheran Education].
- 34.2 The expectation is that employees will gain the qualification within five years. Should there be extenuating circumstances, the employee shall negotiate with the Principal prior to the end of the five years, for an extension of time.
- 34.3 This clause is to apply for all staff commencing employment from 1 August 2003
- 34.5 The Graduate Diploma of Theology in Education is recognised as meeting the requirements of Schedule 2 clause 1.2 and 1.3 of the Teachers Award in determining the initial incremental step for teachers in Lutheran Schools.
- 34.6 If a teacher gains the Graduate Diploma of Theology in Education while teaching they will advance an extra incremental step at the beginning of the next school year.
- 34.7 Teachers remunerated on either incremental step 9<sup>3</sup> or 10 upon completion of the Grad Diploma of Theology in Education and who are not entitled to the benefit in sub-clause 34.5 are to be paid a once only payment of \$1,000.

---

<sup>3</sup> For example a Step 9 teacher finishes the Grad Dip Th Ed during the year. The teacher would be entitled at the beginning of next year to advance to Step 10 any way and so doesn't benefit from the additional incremental step.