

Updating jobs and sectoral development: towards a quality approach based on social dialogue

Introduction

For seven years, the ILO, through its Inter-American Centre for Knowledge Development in Vocational Training (ILO/Cinterfor) and together with its social stakeholders, has been developing a set of methodologies and sectoral outputs with a view to updating occupational structures, and job/role descriptions and evaluations.

This update puts the focus on developing the skills required by workers and provides inputs to professionalize human management at the sectoral level. At the same time, it triggers discussion on issues such as health and safety, qualifications, occupational paths and lifelong learning, aspects that have gradually been incorporated into the agendas of social stakeholders.

Increasingly, training and lifelong learning are included among people's rights and companies' needs and, in addition, constitute a key factor in sectoral strategies for competitiveness and sustainability.

Task Assessment Project for the Construction Industry in Uruguay

Implemented from November 2012 to April 2014, it emerged as a joint demand made by workers and employers of ILO/Cinterfor and was funded by the Social Construction Fund (FSC for its acronym in Spanish), a civil organization that collects, manages and allocates the Fund's resources.

The aim of the project was to endow the sector with a series of updated outputs:

- » occupational structure,
- » job description and evaluation system, and
- » competency certification proposal.

The purpose of these outputs was that both workers and employers in the construction industry should have technical tools for the management and development of the sector's human resources, improving safety and health at work and quality and productivity in the sector, and recognizing skills acquired through experience, as well as greater transparency

in categorizing and fixing remunerations.

Task Assessment Project for the Pulp and Paper Industry in Uruguay

Implemented from September 2014 to November 2015, it was the result of an agreement concluded between the Federation of Paper and Cardboard Workers of Uruguay (FOPCU) and the Paper Manufacturers Association (AFP), signed in February 2011. It was funded by the National Employment and Vocational Training Institute (INEFOP) and was conducted by ILO/Cinterfor.

Its aim was that the sector should have a series of updated tools and outputs in order to adjust its current categories to the real situation of companies, as well as to detect skills and requirements for the vocational training of workers in the sector.

Outputs were:

- » occupational structure,
- » occupational descriptions and job evaluation system.

Initially, the sectors addressed were found to include job descriptions dating back more

than 40 years, reflecting a very different sectoral reality and lacking the new demands brought about by the changes in the world of the work.

CETFOR Project

In this scenario, the experiences of the sector were the starting point for designing the project on **“Capacity building for institutional strengthening of public policies for employment, training and labour certification, within the framework of a culture of work for development” (CETFOR)**, promoted by the Ministry of Labour and Social Security of the Oriental Republic of Uruguay (MTSS) and INEFOP, and implemented by ILO/Cinterfor.

At a first stage, carried out from 2016 to 2018, CETFOR focused on three areas of outcomes: institutional strengthening of the MTSS (specifically, the National Employment and Labour Division; DINAIE/DINATRA) and of INEFOP; capacity building for the updating of occupational descriptions and job evaluation at sectoral level, with the active participation of social stakeholders, and tools for certification design.

Sector-based work was carried out in the tourism-hospitality sector, with the active participation of the Single Catering and Hotel Union of Uruguay (SUGHU) and employers' representatives of the Association of Hotels and Restaurants of Uruguay (ARHU).



CETFOR

Currently, at a second stage, CETFOR (2018-2020) is working with four sectors in the development of sectoral outputs:

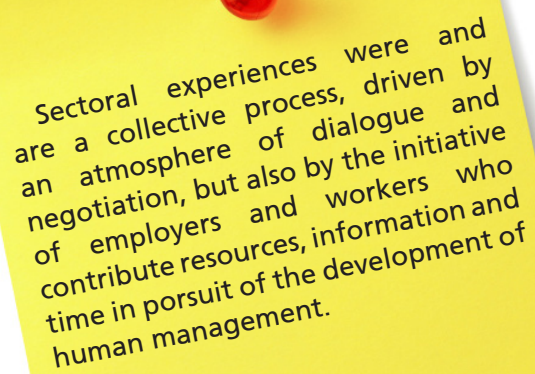
- » **The media, specifically, television:** through the chamber grouped in the National Association of Uruguayan Broadcasters (ANDEBU), trade unions grouped in the Uruguayan Press Association (APU) and the Uruguayan Federation of Television and Related Workers (FUTTVA), represented by the Uruguayan Confederation of Communication, Performance and Entertainment Workers (CUTCEE).
- » **Food**, through the Chamber of Food Industries (CIALI) and workers of the National Organization of Workers of the Confectionery Industry and Related Sectors (ONODRA).
- » **Information technology**, with the participation of the Uruguayan Chamber of Information Technologies (CUTI) and workers grouped in the Uruguayan Federation of Trade and Services Employees (FUECYS).
- » **Industrial fishing**, through the United Maritime Unions, which are formed by the three trade unions of sea workers: the

Single Trade Union of Workers of the Sea and Related Sectors (SUNTMA), the Single Trade Union of Fishing Masters of Uruguay (SUDEPPU), and the Naval Engineers Centre (CMN); and employers represented by the Chamber of Fishing Vessel Shipowners of Uruguay (CAPU) and the Fishery Industries Chamber of Uruguay (CIPU).

It should be noted that other similar projects have also been carried out at the organizational level, and that outputs can be adapted and applied, with certain variations, within an organization and other areas, always considering the need for contextualization and adaptation to the actors and trading areas in which they are incorporated.

In all sectoral experiences, work methodology seeks to contemplate the following aspects:

- » Recover and systematize knowledge and experience.
- » Facilitate the inclusion of the different perspectives of the actors involved.
- » Ensure technical quality.
- » Ensure ethical information management.



Sectoral experiences were and are a collective process, driven by an atmosphere of dialogue and negotiation, but also by the initiative of employers and workers who contribute resources, information and time in pursuit of the development of human management.

» Facilitate mechanisms to build knowledge through the use of participatory methodologies, identifying lessons learned, synthesizing experiences and methodologies.

» Promote team and collaborative work to ensure appropriation of outcomes and methodological bases of the tools developed.

A fundamental aspect of the work process is coordination between workers and employers in bipartite committees for output development, as well as the participation of workers during the information gathering stage.

In this respect, and with the aim of promoting social dialogue and consensus building, various working bodies have been set up, to facilitate participation and interaction among stakeholders.

The Bipartite Committee is a body created specifically to provide regular support for the development of the process, facilitating implementation, and analysing outputs and providing feedback.

The outputs resulting from the process and on which the project is focused are:

► **Occupational Structure or structure of the sector's jobs or roles in the sector**

Makes it possible to organize the set of sectoral jobs or roles, on the basis of the two variables that define them: i) the process or functional area to which the job contributes and which determines its content, and, ii) the level of performance complexity that carrying out the functions requires.

The structure organizes, positions and links the different jobs in the sector.

► **Sectoral Skills Framework**

Includes the key cross-cutting skills required to perform in all job positions in the sector, and organizes them according to levels that are naturally related to (but not determined by) the sector's structural levels.

Within the framework of the projects implemented, it is a tool that supports information gathering and analysis, both for job description and evaluation. It is also a key input to identify the processes involving training, capacity-building and career path development.

► **Jobs Analysis Methodology**

Involves the design of a methodology for the systematic gathering of information, the definition of the descriptors used to determine job positions, as well as criteria and protocols for the analysis and validation of such descriptions. It also includes quality assurance devices for all processes and outputs.

► **Evaluation Tool**

A technical tool that makes it possible to determine the value of each job through systematic evaluation and comparison of certain factors and sub-factors agreed on by each sector. Its main objective is to contribute to internal transparency and equity, whether organizational or sectoral, regarding the adjudication of wage categories.

This evaluation tool has been tailored to each sector, incorporating the job requirements relating to capabilities and skills (frameworks) as a key focal point. The points

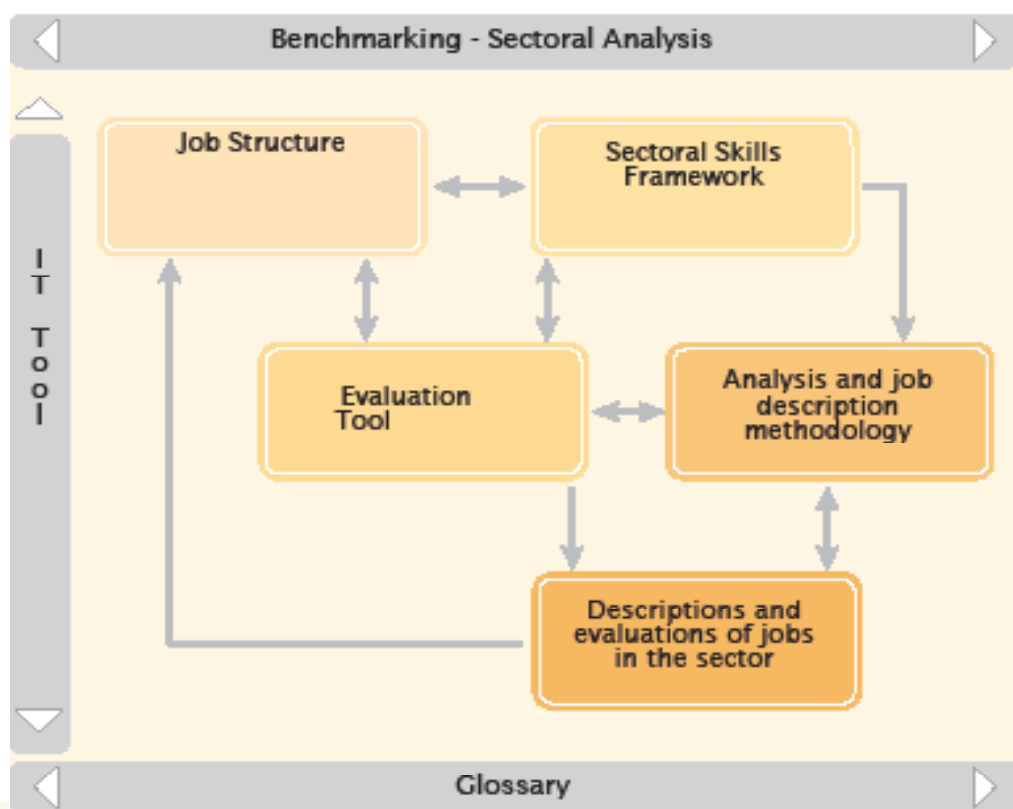
and factors method displays clear advantages for collective bargaining, in particular, because it is systematic and sequenced and enables quantified and objective comparisons.

► **Glossary**

Its purpose is to achieve a common language and a clear definition of the different concepts used, agreed and adopted by all sectoral actors. In particular, this tool is essential for achieving constructive social dialogue on job descriptions and evaluation factors, in order to avoid ambiguity and confusion.

The application of this coordinated set of tools and outputs leads to updated and validated sectoral job descriptions and evaluations.

This issue of ILO/Cinterfor is based on "Tools for sectoral skills management. A Practical guide": https://www.oitcinterfor.org/proyectos/cetfor_uru/guiapractica



Key Concepts



Job or Role Description, as appropriate

The organized presentation of key information defining the job/role. Including: i) the occupational activity and capabilities that the performance of the job demands (purpose, activities, skills, use of tools and equipment); ii) the responsibilities that the performance of the job entails; iii) the social and physical environment of the job: functional and environmental conditions.

Occupational Structure

A grouping of occupations and/or jobs which makes it possible to organize all of the jobs in the sector according to two variables: i) the functional process or area to which the job contributes and which defines its content; and ii) the level of performance complexity (type of skills, responsibility, autonomy, etc.) required to exercise the functions of the role. The structure organizes, makes connections and positions the different jobs in the sector.



Generic Sectoral Skill

The skills that can be mainstreamed throughout the sector; that is, which constitute a common denominator for the various jobs, regardless of the company or process to which they are assigned.

Job Assessment Tool

Through a process of assessment and systematic comparison, it determines the value of a job and positions it, in keeping with its characteristics, within a hierarchy of levels and values. The methodology used is quantitative and involves a model that assigns scores and weights relative to the characteristics of the jobs, according to defined and agreed evaluation factors.



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