

ERASMUS+ Programme 2015 – KA2 Adult Education

Project nº: 2015-1-ES01-KA204-015937

Document name: Guidelines for the analysis of the transfer Model of the experience and the abilities acquired in the household to the economic activity outside it

Partner: FEUP

Author: Emilio Jurado

Employment and Women on the 21st century in Europe: From Household economy to SME economy (Small and Medium enterprises) – MUPYME Project

Guidelines for the analysis of the transfer Model of the experience and the abilities acquired in the household to the economic activity outside it

**FROM THE MANAGEMENT OF THE HOUSEHOLD ECONOMY TO
THE MANAGEMENT OF SMALL AND MICRO ENTERPRISES.**

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THE CENTRAL ROLE OF WOMEN IN DECISION-MAKING. FROM THE HOUSEHOLD ECONOMY TO THE SMEs ECONOMY.

We first address to this question due to the purpose of the MUPYME project action: **the incorporation to the economic activity of women from the local area.** The Spanish *Universidades Populares* (Adult Education Centre) already have a long tradition in the proposal and execution of actions in favour of women, particularly with regard to the socialization process of abilities needed for the incorporation to the active life. The rest of MUPYME members have dealt with similar actions, therefore the target to which we commit ourselves is the employability and the training to widen the women opportunities.

With the action carried out with this document we pursue to cover the targets (in a generic sense) in a double direction. On one hand it is about covering a shortage detected in the local economy field: **to favour the decision-making process** in the SMEs enterprises and therefore to strengthen the productive network. On the other hand, and much more important for those who commit themselves to this action, this is about promoting the women integration process by motivating the abilities acquired within the fields outside economic activity.

This is more than just developing basic skills; it is about discovering a new area for implementing them. The goal of the action which we start-up is to identify the abilities that, essentially women, can develop as managers of the household economy. Secondly, it also involves the projection of the course that goes from the management of the household economy to the management of small and micro enterprises.

This is the challenge, and knowing that the abilities acquired at the household are multidisciplinary and that they can be applied to different management contexts, our goal is to facilitate this transfer. We have to motivate an awareness raising process in women groups so that they become aware of their role as managers of complex economic units and also of the fact that their success in the household economy guarantees their participation in the management of economic units outside the household, which means, within the SMEs.

Our proposal is based on this double goal. We consider that the action we're executing doesn't differ even to the slightest extent from our reference frame in social action:

- Education and social integration of women.
- Basic abilities and active citizenship.
- Employability.
- Promotion and motivation towards the learning throughout life.

We put forward a plan that differs in a sense from the action standards, since we tend to carry out a promotion model of the abilities already lying in women that have been generated within social spaces outside the economic activity but with a wide projection over them. Hence the name of our action: **From the household economy to the SMEs economy.**

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Justification

The years of dedication to the training and development within local areas have generated some convictions, which we consider to be an investment for the future of the aforementioned productive network (SME), and especially of the women playing an important role in this field. An essential conclusion, which have been also shared among other actors (traders, entrepreneurs and experts), lies in the identification of the development burden that the SMEs find out, essentially the small enterprises located in peripheral areas, due to the lack of support in the modern management.

In those places the management support doesn't exist. The possibilities of hiring services are limited, and in other cases it doesn't go beyond the labour and tax consultancy. Everything else is uncommon.

Nevertheless, the main obstacle for the development of management structures is the lack of people with managing qualities, experiences or capacities. Within the local area, besides the entrepreneurs blocked due to the duties of running the business, the support to strengthen the essential managing action barely exists: **the decision-making**.

The decision-making skill is the scarcest and the most difficult to acquire. It is certainly the most complex accomplishment of any professional project: learning to make decisions affecting oneself and third parties. This can be only learned by practicing and experiencing, as anyone involved in decision-making knows.

We can observe that in the local area **women have experience in this issue** (the field to which we address), the decision-making. This is fundamental for the enterprises progress, whatever it is the scope, since they are —the housewives— who carry out the management of the household economy. In essence, the decision-making, the forecasts and the resources management, very similar to the (small) enterprise economy, is produced in the household economy in a high degree of parallelism. In the rural areas, other fields where the decision-making process plays an important role are scarce.

We then address to a matter defined as the existence of people used to make decisions in high-risk environments (women exercising the household activity) and productive networks in which the managing qualification is absolutely necessary and scarce (SMEs).

It is a social responsibility to intervene in this matter, therefore what is presented as a problem —the shortage of professional qualifications— will become a competence factor upon getting people with family or neighbourhood ties and experience in management into the enterprises development that conform the productive network of an specific field at the local level.

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Goals

The goal of the MUPYME project is to create with groups of women from several countries a course —regarding the training of the competences itinerary— that goes **from the starting qualification to the destination qualification**. That means to trace the way which should be followed by defined groups of women in accordance with the sociocultural parameters and to clear up what they should know, learn and of what they should have a good command.

It is a training action aimed at bringing out a professional qualification, which we sense already exists within the target group of our project, **women having experience in the household economy**. All this can be compared to the attempt to learn how to speak prose while this is what we do continuously without being aware of it. In this case the “prose” is compared to the abilities and strategies involved in the management of an enterprise.

To fulfil this purpose it is essential to develop an action with direct connexion to the target group experience: women having experience in the household economy, also called, housewives.

Model of Action

We operate in labour economics and in the control and development of the abilities that enable men and women to deploy their productive potential in different fields. Therefore, we are talking about employability. To promote the employability, labour economics invites us to recognize the levels of polyvalent qualification, which means a set of skills, knowledge and experiences that could be applied to different production environments.

Our action is **to find out the polyvalent area** which occurs in jobs related to the household management and SMEs management.

The labour factor analysis, that is the capacity lying in men and women to achieve a productive purpose, focuses on three elements:

- **Model of organization:** This refers to the type of organization needed to reduce the collective effort (sometimes individual) which always implies the job action.
- **Resources structure:** This refers to the set of tools, implements, premises and other elements that allow the multiplication of the effort effect.
- **Capacity, Competence or Qualification:** This refers to the set of knowledge, abilities and experiences that allow acting correctly when trying to achieve the goal.

This structure, which rationalizes the resources, is repeated in every form of human labour, whether in industry, services and even basic activities (agriculture, fishing, etc.). The household sphere is related to the economic rationality, and is a particular case in the combination of those three elements. We hold that its peculiarity —far from being an obstacle for applying the job inside or outside the household economy— provides extraordinary polyvalent

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fundamentals to the main characters of the household work, which is the capacity to apply the abilities acquired inside the household activity, which are likely to be transferred outside it.

Purpose

We can summarize saying that the purpose is the transfer of the abilities acquired in the fulfilment of the household economy's aim to other fields, especially to the SMEs field. In doing so, the main abilities of the economic activity are being promoted.

Therefore the purpose is a systematic determination of the women's work as managers of the household economy and a definition of the polyvalent area.

The goal is to favour the transfer of the intellectual capital accumulated upon the execution of the household activity that may enrich the limited possibilities of the SMEs management, particularly micro enterprises located in peripheral areas without technical support for their development.

The goal is to take advantage of the management and leadership skills of the housewives to reflect them in the enterprise activity. In our opinion, an indirect but very important target is the claim to the household work beyond its original purpose. The housewife as a producer and not only as a reproducer.

This requires an adjustment process. This is the instrumental purpose of the action, which focuses on the necessary technical training of a group of people who already have the most important: experience in performing jobs related to the management of complex economic units, like a home.

Activities

The starting up of the MUPYME project implies the execution of two research activities intended to:

- 1. Starting qualification (household work)**
- 2. Destination qualification (SMEs management)**

The Annex to this document contains tools for the development of field research taking into account both directions of the research. The tools and the field research design will be checked during the workshop that will be held in Madrid in January, 2016.

The first action is a research action on the determination of the professional qualification related to the household work that could be reflected into the professional area of the small enterprises management. It is about taking a photo to the household, a ***Professiograph***, in which the goals of the household work, the knowledge and the abilities necessary for its execution are put on record, as well as the professional experiences developed in this

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environment. All this is understood as a qualification and competence acquisition to develop production strategies in other fields.

The Professiograph, apart from defining the profile of the worker in the household sphere, must set up an equivalence in terms of competition within the enterprise world.

The second research action, to establish the destination qualification, aims to understand the management work inside the SMEs. But beyond the set of tasks description that this action implies, we will try to relate their compliance with the knowledge acquired from the experience in the household work.

In order to carry out this action we are going to perform an approach through the study of different cases. **The Case Study** is a research methodology most widely used in management science that finds a source of inspiration and learning in the storytelling, in order to transfer the experiences to other fields. This is what we are trying to do, to analyse the cases of women who succeeded in formal economics and by studying their experience to extract their management experience in the household economy.

The Case Study is a story based in different tools, the interview, the contrast in discussion groups and other narrative techniques. In the Tools Annex, we display, for the debate, guidelines for the interview and the relevant information obtaining so that we achieve the purpose we pursue.

Field research development. The Tools

It is about doing an analytical study that enables the development of a training strategy, so that we can find it easier to transfer the management action of the household work to the SMEs. We must begin with the rigorous study of the household management and its projection outside it, something inherent in every action of a social science research.

The steps for performing the study will be based on orthodox methodological principles of the social science: the observation, rigor in the interpretation and data collection led by the tools designed for this purpose.

The technique we'll be using will consist of a **Job Analysis**, in accordance with the **Record Guideline** that will be analysed and designed by all of us with the suggestion included in the tools.

In order to write the **Study Case** we will use the Interview and the Group Discussion technique. The field research will be supported by the project coordination team.

Information transfer

The drawing-up of the aforementioned *Professiograph* and Case Studies.

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With data obtained from the participants in the field research phase, we will draft a report that will give way to a guideline. This guideline will focus on the development of the training process so that we can transfer the household economy principles to the SMEs economy.

Methodology

It is clear that we will operate in the social science sphere and especially in the social science applied to labour phenomenon.

We will develop a research on the productive potential generated at the household work, and we will do it following the orthodox methodological principles of the social science. We will create a unit of the research design that will be made up by the participants and will be carried out during the workshops sessions. This research requires the involvement of all the participants in every phase, from the design to the execution of the actions.

Therefore the workshop and its online version are not the transfer action of knowledge in which the experts “teach” or define the right way to go. The group formed by the participants and the people in charge of the MUPYME project will constitute a unit of the research design. **The workshop will be like a laboratory** for the development of the suggested research.

The methodology we’ll use in this seminary for the design of the unit will be the one used in every Research and Development team. The interaction between all the members shall be the base for exercise.

It is obvious that this R&D team, like any other team, is going to select people with different experience levels and knowledge.

Regarding to the project experts —who have obtained their experience in social science due to the performance of many researches— it is them who have to make available to the rest of participants some reflection and consultation elements about the orthodoxy in the methodology of social science research.

Down below we will address to this issue so that it can be used as a brief methodology section for the research we are going to deploy. In this document you can also find some examples of standard tools for the application of the recognition methodology of the labour phenomenon (Job Analysis and Workload Analysis) and some techniques for the data obtaining (participant observation, personal interview, etc.), as well as some guidelines to carry out the drawing-up of the Case Studies.

Sources of information structures in social sciences

Within Social Sciences we can find two ways of accessing to the reality we are trying to investigate. These ways are: Secondary Sources of Information and Primary Sources of Information.

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Secondary Sources of Information

It is called secondary source of information because the analyst receives and indirect **information** from the reality he/her is trying to study. The data has been developed by third parties (institutions or individuals) with a methodical approach that can be used in several ways depending on the different interpretation versions.

Depending on the type of information we can talk about:

- **Basic Sources of Information**, where the data related with a specific reality is collected; some examples are: the *Padrón* (Spanish Municipal Register), *CNO* (Spanish Classification of Occupations), *ISCO* (International Standard Classification of Occupations), *SIC* (Standard Industrial Classification), *EPA* (Economic Planning Agency), etc.

- **Developed Sources of Information**, where the exposed data has undergone a specific treatment in order to define, systematize, relativize, weigh up and alert to certain realities. There are two models:

- Databases
- Studies and projects

Fortunately every day we have more and better secondary information, which greatly facilitates the task of the analyst. The methodology of analysis and the report progress at a very fast pace. The number of publications is increasing and the solvency of the most important publications is getting strengthened every day. We are trying to correct the issue which we have yet to deal with, **the information breakdown**, but this is not an easy task if we take into account the cultural diversity, the vastness of the territory and the population and economic dispersion.

Since no social reality is completely understandable by having the control over the secondary instruments of analysis, the Social Science and the Economy in a broad sense, have developed a series of instruments of analysis which aim is not the “macro” behaviour characteristic of statistics and other developed information, but the “micro” behaviour.

Primary Sources of Information

The primary sources of information are those we use to know unexplained or hidden realities thanks to the developed or secondary information. Within complex society systems, like ours, any social reality exists for only one cause, but rather it is the result of multiple actions. Thus it is advisable, even necessary, to adapt the instrument, which let us collect the information, to the characteristics of our subject of study; in this sense they're generated *ad hoc*.

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The sources of information have a scope as broad as the reality we study. Therefore we need flexible and versatile tools that can be compared to the diverse plurality in which reality is expressed.

The main techniques we can use are:

- Surveys
- Discussion groups
- Open interviews
- Observation of the participant

These techniques are the most adequate and proven by the experience in the reality of the **Labour Market**, and inside it, a very special job: the management of the household economy.

In the workshop we can discuss about using secondary or primary sources. Obviously we will pay more attention to the latter, the primary sources of information, because they are not only more unknown, but in the field of research we propose there are almost no reference points on which to build the basis of our reflections and draw conclusions. We will have to generate them *ad hoc* and they will be the result of the commitment we assume as advisers in the work analysis against other industry players involved in issues related to the training throughout life.

Otherwise, the secondary sources of information belong to the public subject and have their own instruments for the disclosure and contrast of information.

Development of the workshop

The goal of the workshop is to design a work methodology to collect the relevant information affecting our purpose. In the workshop we are going to develop tools for the observation and analysis of the household work and we are also going to generate guidelines for the observation and the data collection.

The workshop must be organised according to the principles that let us achieve our goal. The most important resource in the workshop, as in any R&D team, is the human resource, that is, the intellectual abilities, the experience lying in the people forming the team and the possibility of making it available to the collective.

It is about creating a space for the exchange and realization of suggestions that enables the optimization of resources, abilities and experiences gathered in this group of people.

For that and only with the intention of making possible the experiences exchange, we suggest certain dynamics for the workshop that can be understood as a methodology of the workshop execution.

There will be three phases:

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- **First phase addressed to the analysis and discussion of the goals and work format.**

This first phase of the workshop development aims to share the goals and strategies in order to start the process that may drive us to the achieve them.

The debate, reflection and consensus about the goals, their scope and more appropriate instruments to start will be the main subject of the first phase of the workshop.

- **Second phase addressed to the use of concepts and terminology related to the recognition of professional profiles.**

In the second phase of the workshop some theoretical and practical reflections about the work analysis will be displayed. The main concepts about the work observation will be analysed, such us:

- Processes
- Tasks
- Tools
- Proceedings
- Competences
- Polyvalent knowledge

- **Third phase addressed to the development of a tool for the recognition of the professional abilities within the household work.**

This third phase is the most important phase of the workshop; therefore we will spend more time in it. This phase aims to develop our own tools to carry out our research work, which is to analyse the work performed by women during the daily management of the household economy.

In this phase we will start with the critical review of existing tools, such as the Job Analysis and the Abilities Analysis survey, which are tools officially recognised used for the work study. However, we will make de necessary changes in order to adapt the tools to the characteristics of our research.

The present document shows some of these tools so that these types of instruments are introduced to the participants attending to the workshop. These and other tools will be analysed in a critical way during the workshop.

The ultimate goal of the workshop may be fulfilled in this phase, since the result must be to have one or more tools to be applied in the field research for the analysis of the household work and the subsequent description of the *Proffesiograph* of the work in managing the household economy.

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Annex:

TOOLS FOR THE JOB ANALYSIS

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Introductory note

As we mentioned before in the attached document, the workshop goal shall be the development of tools for the analysis of the household work and the fact of doing it by collecting primary information. This shall be carried out directly through the research: the household work.

Our proposal is to apply a survey on the Job Analysis and the abilities assessment in the field of the management of complex units. We offer a prototype of the tool so that the participants can analyse this model, since the aim of the workshop is to develop a tool officially recognised, but designed according to the purpose of our research.

Then this is an example or a **guideline to get to know the project**.

Since we reject other type of tools, we show hereby other common tools used in social sciences for the obtaining of primary information:

- Discussion groups
- Direct interview
- To apply the Job Analysis survey

It must be reflected in a terminological sketch related to the household economy when these generic suggestions refer to the sector, enterprise, markets, etc., therefore, it must be transfer to the family group, social relationship, spheres, etc.

We keep using the original terminology of the labour economy to change it if appropriate during the workshop so that the sense of connectivity between both activity spheres is not lost.

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A) DISCUSSION GROUPS

WHAT IS IT ABOUT?:

It is a meeting in which a group of people talk to each other about a topic, assisted by a coordinator, who participates in an indirect way.

PURPOSE:

To understand the attitude of a group regarding to a subject or an aspect of the reality.

CONDITIONS:

- From 6 to 10 people.
- Sitting in ellipse or circle.
- A certain homogeneity among attendees.

DEVELOPMENT:

1. Meeting framework (designed by the coordinator).
 - Topic to be discussed.
 - Purpose of the meeting; what interest has to the participants?
 - The way of discussing the topic (free and participatory discussion); approximate duration: one hour and a half.
2. Participation of the coordinator:
 - To encourage the attendees to participate (invitation).
 - He/she doesn't introduce opinions, but encourages the participants to develop opinions that may interest to the rest of attendees.
3. The participants give their opinion, trying not to talk all at the same time. The information is recorded in a sound recorder, and, at the end, we realize a synthesis and remember the reason and purpose of the meeting.

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PURPOSES OF THE DISCUSSION GROUPS

GENERAL PURPOSE:

To know the qualification needs and to show the main points of the training planning.

SPECIFIC PURPOSES:

1. Description of the sector.
2. Recognize if there are difficulties in obtaining goods and services for production.
3. Knowledge of the different perspectives and changes in the sector. Causes.
4. To know the effects of changes within the job and qualification.
 - Declining jobs.
 - Emerging jobs that respond to changes.
 - Stable jobs.
5. To identify the enterprise areas (functions) that will have a major development in the future.
 - To recognize the areas of the enterprise that will be affected and to estimate the qualification necessities.
6. To identify necessities in the training sector and to set up the priorities.
7. To recognise and value the existing training offer: occupational and regulated.
8. To value the continuous training in the Enterprise.

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B) OPEN OR IN DEPTH INTERVIEW

1. WHAT IS IT ABOUT?

It is a personal interaction between the “researched subject” and the “researcher subject” which aims to know in depth the personal motivations of an individual case against any social problem.

2. PURPOSE

To understand the personal attitude and opinion of an individual against the problems.

3. CONDIOTIONS

- Cordiality atmosphere.
- Defined time and space.
- The interviewer leads the communication through his/her participation, but does not give his/her opinion.
- The interviewee answers to the questions posed by the interviewer.

4. DEVELOPMENT:

Interview framework:

- Purpose of the interview.
- Introduction of the topic.
- Duration.

Participation of the coordinator:

- Doesn't give his/her opinion.
- Summarizes, reformulates and demands explanations.
- Encourages the participation of the interviewee.

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GENERAL PURPOSE:

To know the requirements of the professional training and qualification from an everyday experience. We seek the opinion of people whose responsibilities oblige them to have a broader and a more general vision projected on the future activity.

SPECIFIC PURPOSES:

1. To know and understand the productive activity.
2. To know their relationships in their environment.
3. To know the dynamics of the job-qualification.
4. To identify the training requirements, as well as the more appropriate ways to carry them out.

According to the interviewee, to give priority to the main goals of every interview.

ACCREDITATION

To hand in a letter certifying the researcher's identity and the research program in which the individual is involved.

INTRODUCTION

A polite greeting and a brief explanation of the reasons for the interview.

TIME

To be clarified: around 30 minutes.

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C) PARTICIPANT OBSERVATION

The participant observation is a technique coming from the ethnomethodology, which was developed by the scholars of the cultural behaviour and the anthropology.

The aim is to know the details of a reality alien to us. The farther is the reality under study, the more difficult and polluting it is the participation, situation in which the observation should be imposed. This is the case of the anthropologists.

However, the labour market, and inside it the productive behaviour and its way of socialization are not that alien to us. We all have a sense aimed at these issues, so the methodology we propose basically represents an effort to systematize the possibilities of participation without rejecting the use of our observation skills.

We propose to the user two types of tools in order to facilitate the participant observation:

1. Records guideline of the participant observation in a job.
2. Job Analysis.

WHAT IS IT ABOUT?

It is a systematic record of tasks and behaviour addressed to the achievement of the productive goals of a worker upon the performance of his/her job.

PURPOSE

To analyse the requirements of the job performance *in situ*.

CONDITIONS

- To know which is the target to be observed.
- To be present in the workplace.
- Not to participate in the task development by making value judgments.
- To record the data according to the observation guideline. You can pose question later about the data that hasn't been collected from the observation.
- This task requires concentration, attention and interest of the observer to understand the job and the worker performance.

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RECORDS GUIDELINE OF THE PARTICIPANT OBSERVATION IN A JOB

1. JOB:

- Date:
- Analyst:

2. JOB IDENTIFICATION:

2.1. Occupation:

2.2. Name and code on the Spanish Classification of Occupations:

2.3. Workplace within the production unit (to include references and, if necessary, representation of the peer units):

2.4. Hierarchical/functional position of the job:

3. GENERAL DEFINITION OF THE JOB:

3.1. Job goals:

3.2. The work of this job is:

- Isolated
- In group or teamwork
- Simple coordination
- Line production
- Other:

3.3. Coordination relationships in other jobs:

3.4. Autonomy, initiative and responsibility level:

- Upon solving problems
- Upon making decisions

4. WORKING FACILITIES USED:

4.1. Of production:

- Machinery:
- Tools:

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■ Materials:

4.2. Non-materials:

- Standard software systems
- Personal software systems
- Networks
- Others

4.3. Features of interest relating to the means of production and their use:

5. BUSINESS DEVELOPMENT AND JOB DINAMICS:

The information collection that we pursue in this section requires the examination of the worker. This can be done by observing simultaneously or once the examination is finished. Once again the best application guideline is the situation in which the observation takes place and especially the good judgment and intuition of the analyst.

5.1. Is there any similar job to that which you perform? and, ¿Is it performed in a different way?

5.2. Do you think this job shall vary in a short-term? What will be affected? (If the answer is affirmative, you should look into the type of qualification that the worker should receive).

6. INHERENT QUALIFICATION FOR THE JOB, AND, IF APPROPRIATE, REQUIRED TRAINING:

The information collection that we pursue in this section requires the examination of the worker. This can be done by observing simultaneously or once the examination is finished. Once again the best application guideline is the situation in which the observation takes place and especially the good judgment and intuition of the analyst.

6.1. Level of inherent general qualification for the job.

6.2. In detail, which is the specific qualification required for the job?

- Basic qualification:
- Professional qualification:
- Occupational qualification:

6.3. To identify the current job requirements that facilitates the promotion:

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7. ¿IS ANY PARTICULAR TRAINING REQUIRED, OR RATHER A RANGE, OR A VERY PARTICULAR TYPE OF TRAINING?

We single out the following levels:

7.1. Basic training (to mention regulated studies, if possible):

7.2. Professional training, in the actual sense:

7.3. Occupational training, in the actual sense:

8. JOB ANALYSIS

The job analysis is a very used tool upon the definition of the profesiographies, through which the processes of selection and promotion are designed within the Human Resources fields.

We have to warn the tools' user that what he/she must assess with this instrument is not the worker who performs the job, but the job itself.

8.1. INTELLECTUAL AND PSYCHOLOGICAL APTITUDES REQUIRED FOR THE JOB

To rate from 0 to 3 the need of each required aptitude in this scale.

0- Inappreciable 2- Medium
 1- Scarce 3- High

	0	1	2	3
1. General intelligence required for the job (ease of learning, reasoning, judging, and drawing conclusions).....				
2. Aptitude for solving problems.....				
3. Calculation skills.....				
4. Ease of communication.....				
5. Spatial aptitude.....				
6. Creativity, ease of participation and originality.....				
7. Concentration skills.....				
8. Movement coordination.....				

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8.3. JOB CONDITIONS AND EFFORTS (SYNTHESIS)

1. Postured adopted at work:

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Standing |
| <input type="checkbox"/> | Usually sitting |
| <input type="checkbox"/> | Sitting at least a quarter of the time |

2. Work situation:

- | | |
|--------------------------|-----------|
| <input type="checkbox"/> | Difficult |
| <input type="checkbox"/> | Laborious |
| <input type="checkbox"/> | Interior |
| <input type="checkbox"/> | Exterior |
| <input type="checkbox"/> | Mixed |

3. Main characteristics of the job conditions:

.....

.....

.....

4. Main physical requirements, including sense requirements:

.....

.....

.....

5. Working hours:

Shifts

Breaks

Extra hours

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To rate from 0 to 3 the need of each required aptitude in this scale.

- 0- Inappreciable 2- Medium
- 1- Scarce 3- High

	0	1	2	3
6. Physical strain.....				
7. Mental effort.....				
8. Nervous effort.....				
9. Hazardous effort				
10. Toxicity.....				
11. Environmental aggression.....				
12. Risks.....				

13. Frequent accidents, severity and frequency

.....

.....

.....

8.4. PROMOTION ITINERARY

1. Frequent sources

.....

.....

2. Access Requirements

.....

.....

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NOTE:

This advice may be superfluous, but we want also to point out again that the tools proposed, particularly the observation guideline and the Job Analysis, are just the starting point for the development of our own tool. They can be considered as an example. Therefore, many items that are not related to the work in the management of the household economy appear.

We bet for its maintenance with a double purpose:

- That this survey may be useful in the following operations for all the participants in this action.
- And above all, that upon the redesigning work we will perform in the workshop, it is more comfortable removing than adding.

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TASKS RECORD FILE

The purpose of filling in a tasks record file is to classify the operations performed upon the execution of a professional activity.

These files are designed depending on the target that each one of these have. When the target is to improve the production process we tend to give details of every movement affecting the aforementioned production process and to determine the technologic framework in which the action and the tools are developed. When the target is to improve the security, the guideline focuses on the identification of the risk parameters and on the use of protective measures...and so on.

In our case we are going to develop a file or guideline for the **tasks record related with the decision-making process**. Therefore, we pay special attention to data used for the decision-making process and its impact on the evolution of household activity.

We start from the tasks structuring which comprise generic activities in the household, and an approach to its equivalent in the SMEs economy.

In generic sense we can set up the following groups of tasks:

1.- Cleaning and maintenance. This refers to the activities related to cleaning and maintaining the household (to sweep, to scrub, to clean the windows, to do the laundry, to iron the clothes, to tidy the wardrobes...). It can be compared to the maintenance tasks of the systems and installations in the SMEs economy.

2.- Care of the family unit. This refers to the activities related to the care of the personal aspect of the unit members, including the healthcare and the emotional state care. It can be compared to the tasks of Security, Leadership and Motivation.

3.- Expenses and Incomes Management. This refers to the activities related to the management of incomes (salaries and other incomes) and expenses (payments and economic forecasts). These tasks can be compared to the activities executed in the enterprise field (profit and loss account management).

4.- Inventories. This refers to the activities related to the control of the inventories state regarding food, furniture, consumer staples, etc. It can be compared to the stock management tasks and logistics tasks.

5.- Incomes distribution and expenses control. This refers to the activities related to the decisions that enable the correct management of incomes and expenses (that it, how much it is spend and when it is spend). These tasks can be compared to strategic activities executed within the enterprise (when and how much it is invested).

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6.- Purchases and relation with the suppliers. This refers to the activities related to the purchases and provisions for the household members. These activities can be compared to the purchase management and the suppliers' classification in the SMEs field.

7.- Environment impact. This refers to the tasks related to the assessment of the use of certain products and also to recycling, recovery and reuse of every type of household products. These tasks can be compared to the SMEs economy.

8.- Education and training. This refers to the activities related to the children education and support to other relatives and neighbours. It can be compared to the management and development tasks of human resources and the SMEs economy.

9.- Decision-making process and conflicts resolution. This refers to the activities related to choosing certain actions in the daily life of the household activity. Everyday appear new situations which require a quick decision-making in addition to thoughtful decisions taken by consensus among members of the household. These are tasks which are assigned to the executive management of a SME.

This file will be definitely defined during the workshop. However, we suggest to the participants the following tasks record file (exemplified).

TASKS RECORD

TASK	EXECUTIVE	MANAGEMENT	LEVEL OF DECISION	CRITICISM	IMPACT	CORRESPONDENCE	TIME
To pay the car insurance	Partial (20%)	Partial (80%)	Shared	three	Financial area. Family mobility.	Files management. Maintenance.	5% of the working hours.

TASK: Task definition. A brief description of it shall be done and it shall be assigned to the tasks group. For example: to do the laundry to the cleaning group of the household.

EXECUTIVE: To identify if it is an executive task carried out by the performer.

MANAGEMENT: To identify if the task requires a planning, time estimates, resources identification, to measure the impact, etc.; especially if it implies the starting up of third parties' activities (family, administration, friends, suppliers, etc.).

LEVEL OF DECISION: If the task requires the unilateral decision-making or if it is shared. In that case, by who?

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CRITICISM: To know the urgency of the decision-making. It can be rated in and scale from 1 to 5, where 1= The decision-making can be postpone, and 5=The decision-making can't be postpone.

IMPACT: To what, who or how the decision-making affects.

TIME: Percentage of the total time assigned to this task. We propose a rate according to the following scale:

- 1- Never
- 2- Monthly
- 3- Weekly
- 4- Daily

CORRESPONDENCE: This identification parameter is the most complex to be established, since it is about setting up the correspondence of this task with its equivalent in the economics field outside the household.

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CASE STUDIES

We repeat that the use of this tool comes from its extraordinary flexibility and its potential use in social research whatever it is the studied subject. Given the diversity of situations in which this research can be developed regarding the scenarios of women-managers' work, it is put forward to the workshop the use of this methodology, otherwise it is increasingly strengthened day by day due to its use in several training and action programs.

Methodological Note about Case Studies

The methodology employed in this action phase is based on the combination of two techniques (participation analysis and case studies), which are gaining users, such as research tools in social sciences. The Participation Analysis is an instrument used for determining the point of view of the members or actors belonging to a certain community regarding the development activities that can be implemented, its level of acceptance and its usefulness. In this way it is triggered an identification process of the necessary conditions for the successful activities performance, and for the information collection in order to determine whether the community meets these conditions or can create them.

The analysis frame of reference examines every activity in relation to the conditions and eliminates the activities which don't meet such conditions. Furthermore, the Comparative Analysis of the "Case Studies" as a research methodology is useful for determining the context and the processes implied in the subject studied. How real examples of business experience are able to show their own stories about the change development in practice, and how they interact with the content, context and exchange policies.

In order to carry out this action research, it is put forward the identification of one (or a group of X members) that characterizes the subject analysed. In our case we looked for enterprising women who had launched one or more successful business projects. The case study is the narrative of the experience of each enterprising woman who has been selected.

Outline for the Case Study Performance

The plot of this outline is showed hereafter, and aims to create a story about the enterprising experience of the invited person, so in this sense the outline can be used as a guidance, since the dynamics between the invited woman and the participants goes beyond the guidelines herein explained. Because of that it is made a reduced sentence from the questions that are considered necessities to analyse and develop; they're substantial and common elements in each of the cases.

THE CASE

The Identification

- 1.1. Activity.
- 1.2. Number of establishments.
- 1.3. Number of workers and professional qualifications.
- 1.4. Type of products and services.
- 1.5. Place and type of markets to which it is addressed.

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The beginning

- 2.1. Is this the first business?
- 2.2. When and why did you make the decision of starting this new business experience?
- 2.3. Did you have previous experiences in this concrete field?
- 2.4. Which have been the main difficulties at the beginning?
- 2.5. Did you find help and support at the beginning?
- 2.6. What did let you overcome the difficulties at the beginning?
- 2.7. Which has been the most important decision in the starting up process of the project?

The consolidation

- 3.1. Which factors have been decisive for the maintenance of your project?
- 3.2. What did you have to develop in order to maintain alive your project?
- 3.3. What did you miss, what would have helped you in this consolidation process?
- 3.4. Which has been the most important decision in this consolidation process?
- 3.5. How do you respond to the incertitude and the perception of an error?

The future

- 4.1. To where is directed your project?
- 4.2. What determines the future success?
- 4.3. Does the decision about the future depend on your will or on the context in which your business project is developed?
- 4.4. Do you perceive important changes?
- 4.5. Which knowledge and abilities are indispensable in this new phase?

Enterprising women

- 5.1. What can we find in your project about your condition as woman?
- 5.2. Is it possible to establish a parallelism between household life and the management of your business project?
- 5.3. What has been useful upon the performance of your project regarding your experience in the household?
- 5.4. Do you think there is a way to “modernize” the household experiences in order to transfer them into the enterprise field?
- 5.5. Do you think that there is a differential fact regarding the enterprises managed by women? What is it about?
- 5.6. What are your recipes for being an enterprising woman?
- 5.7. Which aspect, as women with experience in the household economy, should we strengthen?