



O3. Study and Analysis of the Professional Skills of Business Women, Applicable to Housewives – Germany

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O3. Study and Analysis of the Professional Skills of Business Women, Applicable to Housewives – Germany

General Information

The five 'businesswomen who were interviewed in July/August 2016 live in two communities in a small mountain region in the north of Germany ('Harz Mountains').

In this part of 'Lower Saxony' the unemployment rate is higher as in the rest of this federal state.

Industrial production sites, which in the last century have guaranteed jobs for many people, closed up to a few exceptions. The economic situation is furthermore characterised by population decline and aging.

The Female Entrepreneurs

The women have much in common.

- No one among them was younger than 40 years when they opted for self-employment.
- All have a permanent partner who can guarantee a certain financial security for some time due to other sources of income.
- They feel primarily responsible for the household - even after the children have left the house. They want to bring family and professional life in line.
- All have consciously chosen for an activity that corresponds to their own interests.
- All offer services but have developed different niche offerings. Each business has a unique selling point. (**see below**)

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- All activities could be characterized as 'typical' women's work (education, cooking, etc.).
- They have opted for such activities, for which a particular recognized vocational training is not mandatory, but most of them have a corresponding education.

It seems to be true, however, that each housewife got the most important prerequisites for the outlined activities!

Last but not least, they are all successful. Compared with the beginning, the commercial success seems to have increased in all cases.

However, the expectations were not unreasonable or exaggerated. None of the women has had the aim "to get rich". A personally satisfying activity and an a little improvement of the financial situation of the family was in the focus. **(This fact must be particularly assessed. There is no reason to believe that this will always repeat with other founders.** (See below 'Evaluation of Results')

All are well educated. Some learned different professions. Four of five women are trained pedagogues, or, have been active in the field of education. Three of them completed university studies.

Three women decided to take up self-employment when their children were older so that the kids needed less care.

One woman, however, has opted to take up self-employment for health reasons. She cannot work any longer for many hours per day.

Most of the interviewed entrepreneurs know each other for multiple reasons.

Some

- are members of the same women's network of entrepreneurs,
- visited the same preparation seminars for female entrepreneurs at the local 'Volkshochschule',
- are in close contact to a regional service centre for businesswomen, or,
- just have the same cultural interests, and meet each other often on certain events.

The Business Ideas

Entrepreneur 1

Name: Christiane K.

Age: 53

Place: Clausthal-Zellerfeld (Germany)

She was born in Wiesbaden that is located in a German wine region. Therefore she has had important skills and knowledge for one of her later business idea:

A wine restaurant (“Straußwirtschaft”) with meeting or seminar rooms for everybody in northern Germany where wine growing is impossible. “Straußwirtschaft” is a regional type of restaurant in wine growing areas with special meals etc. In the north it is USP.

Her second business idea is to offer certain personal services (consulting, management, group work, individual assistance). Appropriate classrooms are in her restaurant.

She has an education and practical experience in both areas of activity although no particular recognized vocational training is a precondition. Presumably, she would have chosen for another business idea without this background.

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Entrepreneur 2

Name: Michaela St.

Age: 46

Place: Goslar (Germany)

Michaela St. lives with her female partner (married) and minor daughter in Goslar. Michaela St. and her partner have been active for 20 years in the residential care and could collect the necessary know-how. In 2015, they founded their own business (responsible Michaela St.) and became an independent supplier.

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They offer three places with accommodation etc. for the educational-therapeutic accompaniment of young people and ambulant care services (child guidance, autism consulting, animal-assisted education). Such offers are rare and high demanded.

One reason to do this was that Michaela wanted to spend more time with her daughter. She can work most time at home.

Entrepreneur 3

Name: Jacqueline B.

Age: 49

Place: Goslar (Germany)

Jacqueline B. lives with her husband and two minor children in Goslar. She gave up her job in order to better care for the family when the little children were small.

Her passions always have been the love for nature and the passion for cooking. Because it is impossible to find a job in both fields on the labour market, she decided to start her own business. Precondition was that enough time for the family remains.

Since 2010 she offers cooking lessons for everyone (with wild herbs which she and her customers collect from the nature) and sells special kitchen appliances with electronic cooking instruction (direct sales for a manufacturer).

Meanwhile she has three employees.

Entrepreneur 4

Name: Barbara D..

Age: 59

Place: Goslar (Germany)

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Barbara D. lives with her husband in Goslar. They have two adult children who founded their own families. Due to physical problems she had to give up her job as social education worker.

Looking for a new professional field of activity, she had the idea **to inspire other people to nature and the environment**. She attended a training as certified "Forest Educator" and made contact with kindergartens, schools and forest authorities. **At least she set up her own website where she offers guided hikes to everybody.**

After three years she always has a well filled appointments diary.

The income would not be sufficient if her husband would not earn a good salary. But the activity which she can exercise in spite of her health problems, enriches her life.

Entrepreneur 5

Name: Doris M.

Age: 61

Place: Goslar (Germany)

Doris M. lives with her female partner in Goslar. She is educated social worker. For many years, she was employed by the Protestant Church in administration and for social services. But the job gave her no fun.

Twenty years ago, she decided to establish a small

Hotel – just for women.

Males are not allowed to stay there - USP.

This Guest - House still exists and there is a strong demand for accommodation. She has five employees.

Evaluation of Results

As we have seen, there is a wide range business activities resulting in a wide range of interests of 'Housewife-Entrepreneurs'.

Following the model of an 'Educational Supermarket', housewives, who plan to set up their own businesses, should be able to pick up the modules they need and leave the rest for times when they need additional knowledge.

Since learning is a continuous process, it is important to offer opportunities for housewife-entrepreneurs to 'go back' on a specific topic and recap or go more into depth. There are several possibilities to this effect, including e.g. the set-up of a (Social Media) group to ensure the exchange among (former) participants in the training courses.

- **On the other hand, it is essential to help founders to discover what their needs are.**

This seems to be a big problem. Most founders simply tried something without medium or long-term planning and business goals. In many cases, there even was no financial planning. They were lucky, but many opportunities have been poorly utilized.

This procedure cannot recommended to others.

A learning module "**Strategic Plan Development**" should be offered to all new entrepreneurs (see below).

The training courses needs to be extra promoted to housewives. Since most of them first react by stating that they do not know appropriate further education offers or cannot afford it, putting a proper marketing strategy in place is crucial.

'Housewife-Entrepreneurs' usually have a low understanding of 'business language'. Just one of the interviewed women has had an economic education. So it is quintessential to 'translate' all business terminology into simple language, and to explain it in easy comprehensible terms. It is essential to point out the benefits of business knowledge in practical work (e.g., what are the advantages of financial controlling, quality management, etc.).

Human Resources management, however, achieved low ranking on the relevance list. It should be included in the curriculum but it seems that 'Housewife-Entrepreneurs' treat their employees more or less like family members – and are quite happy with it.

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Financing appears to be an important issue just for some founders among the German women, but its degree of importance may vary across Europe. It is highly relevant for entering the economic /private sector, though.

There is a need for a change of perspective amongst 'Housewife-Entrepreneurs' thus there is a need for convincing them of business skills being highly necessary and useful, rather than being a 'bad, non-ethical thing'.

In the training course, the motto needs to be conveyed: Do not forget your family, that is the foundation of your work, but:

Make a business plan and market your 'product'!

Catalogue of Learning Objectives for 'Housewife-Entrepreneurs'

"Strategic Plan Development"

As we have seen, most of the 'Housewife-Entrepreneurs' we interviewed, have had no explicit business plan. Their planning considerations were "family" and their own interest in the content of the proposed work.

So it is essential to help founders to discover what their needs are, if they want to be successful. This can be done e.g. by means of preliminary discussions, workshops, and by setting priorities.

We suggest to unfold this checklist:

Detailed Description of the Business Idea.

(Only if there is a specific objective, specific information can be seek.)

Assessment of the own Abilities, Skills, Opportunities.

(Education, skills, health and physical capacity, age! How many hours day / week can I work, risk assessment.)

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Discuss the idea with many different people and institutions
(Public (neutral) counselling centres, financial consulting (banks, state support programs, Tax consultant, existing specific associations and networks, eg. local entrepreneurs)

Ensure support of partners, family and friends, etc.

Acquire the necessary legal and commercial knowledge in time
(lessons -VHS? Formalities, necessary for founding, legal control number, bank account, minimum accounting needed? Contracts? (employees?), business plan for bank loan?.

Ultimately plan: initial problems, short-term and long-term goals when rethink or give up if the desired result fails, extension and reduction possibilities ?.

Very important: What happens in case of illness? Vacation? Representation?

Planning of "sales strategy": advertising in general, website, e-mail distribution, social networks like Facebook, display advertising, commercial networks such as booking.com, amazon, ebay etc., tour operators etc.

Needs analysis, target groups etc.

Annexes

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

GUIDELINES FOR THE PARTICIPANT OBSERVATION RECORD OF THE HOUSEHOLD WORK

Interview 1

Name: Christiane K.

Age: 53

Place: Clausthal-Zellerfeld (Germany)

Analyst name: Diethard Heindorf

Approximate time of the observation: 2 hours

Context

Christiane K. lives with her husband in a small German town called Clausthal-Zellerfeld (15.000 residents).

CLZ is situated in a mountain region in the north of Germany. In the last century the Harz mountains were very much connected to mining industries. Today tourism is the main source of income. The Clausthal University of Technology provides training places for 5000 students. The region is characterized by population decline and aging.

She graduated from various vocational trainings (state-certified housekeeper, graduate social worker, graduate studies health and social programs, further developments in systemic consulting, group management, self-organization, creative problem solving) and worked in adult education for almost 30 years as a freelancer. None of her trainings is a necessary precondition for her present work (with the exception of some teaching activities). But her knowledge and life experiences helped very much to overcome initial difficulties.

She was born in Wiesbaden that is located in a German wine region. Therefore she has had important skills and knowledge for one of her later business idea: a wine restaurant (“Straußwirtschaft”) with meeting or seminar rooms for everybody in northern Germany where wine growing is impossible.

Her second business idea is to offer personal services (consulting, management, group work, individual assistance).

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She is very satisfied with her current life. After her four children left the house, she decided to build up an independent existence for herself. The start-up was carried out against the background that the income of the husband guaranteed sufficient financial security in the initial phase.

Meanwhile, there are many customers and the business is worth.

1. JOB IDENTIFICATION.

1.2 Occupation:

1. *Managing of an own small restaurant with seminar or meeting rooms for everybody.*
2. *Own teaching activities (coaching, mediation and supervision), independently and for different institutes in the region.*

1.2. An approximation to the ISCO-08 classification. See the section related to Manager and operators of small business:

1. *Restaurant Manager (Unit Group 1412)*
2. *Teaching Professionals Not Elsewhere Classified (Unit Group 2359)*

1.3. Place of work. To describe the hierarchical relation in the work among:

- **Employees:** *two employees on hourly basis*
- **Other members of the family:** *Husband helps sometimes on weekends*
- **Neighbourhood:** *The restaurant is outside of the village, good contact to the few neighbours living there*
- **Social and administrative institutions:** *She is member of a network of female entrepreneurs which has good relations to some local authorities. This is very helpful because these connections make it possible to influence touristic events planned by the municipalities.*
- **Educational, sanitary, recreational institutions, etc :** *Good connections to adult education centers in the region which is necessary for teaching activities.*
-

2 GENERAL DEFINITION OF THE JOB

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2.1. **Job goals:** *Self-fulfilment. Earning money is not the focus.*

2.2. **The job consists of:**

- **Isolated:** mainly: *yes*
- **In group or teamwork:** *two employees on hourly basis, sometimes with husband and friends*
- **Simple coordination:** *often*
- **Line production:** *no*
- **Others:** *marketing (social media like facebook, flyers, website, advertisements, newsletter)*

2.3. **Autonomy, initiative and responsibility level (Scarce, medium, vast):**

- **Upon solving problems:** *vast*
- **Upon making decisions:** *vast*
- **Upon executing them:** *vast*

3. WORKING FACILITIES USED.

3.1. **Of production:**

- **Machinery:** *just machines used in household and small restaurants)*
- **Tools:** *domestic appliances, just for teaching activities: flipchart, beamer etc.*
- **Materials:** *paper, drinks, nutrition*

3.2. **Non-materials:**

- **Standard software systems:** *MS-Office, accounting program, webdesign program*
- **Personal software systems:** *????*
- **Networks:** *facebook etc., facebook, network of women entrepreneurs, informal networks, constant updating of own email distributor list*
- **Others:**

3.3. **Interesting features related to the means of production and their use:**

Restaurant is "Straußwirtschaft" (regional type of restaurant in German wine regions) – the restaurant is situated in the north of Germany where wine growing is impossible. (Unique Selling Proposition)

3.4. Is it perceived any kind of evolution upon the job performance? In which sense, technological, societal, organizational?

The job became easier by routine (many years of experience). On the other hand the business has grown so that there is more work to do than in the beginning.

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

4.1. Level of inherent general qualification for the job (See the classification set up by the CEDEFOP [European Centre for the Development of Vocational Training] adapted to the structure of the different Member States of the EU. Rated from 1 to 5)

The German NQF or the European EQF doesn't fit to this kind of mixed activities. For teaching activities level 6 would be appropriate.

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

- **Knowledge:** *good general knowledge, housewife's basic knowledge, professional knowledge for some teaching activities*
- **Skills:** *no specific skills*
- **Experience:** *housewife's basic experience, experience in dealing with people and contact care .*

4.3. Does it require any kind of specific training or rather a wide range of knowledge?

We differentiate three levels (see the glossary)

- **Basic training (to mention regulated studies, if possible):** *webdesign for own homepage and networking*
- **Professional training, in the actual sense:** *no*
- **Occupational training, in the actual sense:** *no*

5. JOB ANALYSIS

5.1. INTELLECTUAL AND PSYCHOLOGICAL APTITUDES REQUIRED FOR THE JOB

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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

1. General intelligence required for the job (ease of learning, reasoning,

judging, and drawing conclusions) 3

2. Aptitude for solving problems: 3

3. Calculation skills: 2

4. Ease of communication: 3

5. Spatial aptitude: 2

6. Creativity, ease of participation and originality: 3

7. Concentration skills: 3

8. Movement coordination: 3

9. Manual dexterity: 2

10. Ability to differentiate colors, identify and combine them: 2

11. Data, ideas or sentences memory: 2

12. Spatial memory: 1

13. Response capability: 2

5.2. PERSONALITY AND SOCIAL REQUIREMENTS

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

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0- Inappreciable 2- Medium

1- Scarce 3- High

1. Ease of building personal relationships:	3
2. Ability to make quick decisions:	3
3. Perseverance and method:	3
4. Self-control:	3
5. Leadership ability:	2
6. Level of responsibility:	3
7. Organization skills:	3
7.1. In the job itself:	3
7.2. Of the work of others:	2
7.3. Administrative skills:	2
8. Adaptive capacity:	2

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5.3. JOB CONDITIONS AND EFFORTS (SYNTHESIS)

1. Postured adopted at work (Description):

Work should be fun, self-fulfilment.

2. Main characteristics of the job conditions:

Very good working conditions. No extraneous determination of work. The work sheds some profit. Family and financial backing gives complete financial security.

1. Main physical requirements, including sense requirements:

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Requirement for a small business is mental and physical health because there is no representation in case of illness, the job is physically demanding, certain frustration tolerance is a must

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

0- Inappreciable 2- Medium

1- Scarce 3- High

2. Physical strain:	3
3. Mental effort:	3
4. Nervous effort:	3
5. Hazardous effort:	0
6. Toxicity:	1
7. Environmental aggression:	0
8. Risks:	1

9. Frequent accidents, severity and frequency

risks as with housework, very rare and not serious.

5.4. PERFORMANCE IMPROVEMENT

1. Is it possible to improve the job performance?

- **By basic training:** *no*
- **By general profesional training:** *no*
- **By specific or occupational training:** *yes*
- **Only by experimenting:** *yes, very much*

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2. Are there any possibilities of receiving some training in order to improve the job performance?

- Yes.....*some cooking lessons*
- No.....
- No. Only training having an indirect relation

5.5. Working hours by day: ca. 16 h, no separation between professional and private activities
Entrepreneur TASKS RECORD

TASK	EXECUTIVE/ Tasks Carried Out by Performer	MANAGEMENT	LEVEL OF DECISION	CRITICISM 1 - 5	IMPACT	TIME 1 never, 2 monthly, 3 weekly, 4 daily
1. Maintenance tasks of the systems and installations	80 %	100%	100%	3	Employees, Customers, Financial Area	4
2. Leadership, Motivation, Security	100%	No Planning	100%	3	Employees	2
3. Profit and Loss Account Management	100%	100%	100%	3		1
4. Stock Management and Logistic Tasks	100%	No Planning	100%	2	Financial Area	2 18
5. Purchases and relation management with suppliers	100%	No Planning	100%	1	Financial Area	2 
6. Environment impact	100%	100%	100%	1	Customers Financial Area	2
7. Management and Development Tasks of Human Resources	100%	No Planning	100%	1	Employees, Customers	2
8. Decision-making process and conflicts resolution	100%	No Planning	100%	1	Employees	1

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

GUIDELINES FOR THE PARTICIPANT OBSERVATION RECORD OF THE HOUSEHOLD WORK

Interview 2

Name: Michaela St.

Age: 46

Place: Goslar (Germany)

Analyst name: Diethard Heindorf

Approximate time of the observation: 1 ½ hour

Context

Michaela St. lives with her female partner (married) and minor daughter in an old German town called Goslar (51.000 residents).

Goslar is situated in the north of Germany. It is an ancient city whose medieval town center is still largely preserved. In the early Middle Ages the town was headquarters of various emperors. But his former wealth and power was established by its location on old trade routes and by silver and copper deposits near the city. The last last mine was closed until 1968th.

Today Goslar is the economic, cultural and tourist center of Upper Harz region. Internationally known companies have formed the economic base. Especially for SMEs Goslar is still a well-armed business location because of the advantageous geographical location, diverse infrastructural facilities and numerous research institutes. In addition an attractive environment with large living and recreational value attract lots of tourists.

Like many place the city suffers from population decline and aging. The unemployment rate is higher than the average in Lower Saxony

Michaela St. and her partner have been active for 20 years in the residential care and could collect the necessary know-how.

In 2015 they founded their own business (responsible Michaela St.) and became an independent supplier. They offer 3 places with accommodation etc. for the educational-therapeutic accompaniment of young people.

This required to face significant financial risks (bank loans to provide a sufficiently large house and rebuild it according to legal requirements.

But making money is not the focus. Because she has had, as she says, an unhappy childhood, she feels the need to help other children.

1. JOB IDENTIFICATION.

1.2 Occupation:

1. *Educational-Therapeutic Accompaniment (3 places with accommodation etc. in own family)*
2. *Child guidance, Autism consulting, Animal-Assisted Education*

1.2. An approximation to the ISCO-08 classification. See the section related to Manager and operators of small business:

Child Care Worker and Teachers' Aides (Unit Group 531)

1.3. Place of work. To describe the hierarchical relation in the work among:

- **Employees:** *two employees on hourly basis*
- **Other members of the family:** *Partner is active in the field*
- **Neighbourhood:** *Good and friendly contact to neighbours. Few neighbors behave repellent because they do not want to deal with people with disabilities*
- **Social and administrative institutions:** *good and frequent contacts to municipal and regional specialist services*
- **Educational, sanitary, recreational institutions, etc :** *good and frequent contacts to psychotherapeutic support facilities and Hospitals,.*

2 GENERAL DEFINITION OF THE JOB

2.1. **Job goals:** *Helping young people whose families are not able to do so. Earning money is not the focus.*

2.2. The job consists of:

- **Isolated:** *no*
- **In group or teamwork:** *two employees on hourly basis, sometimes with partner*
- **Simple coordination:** *often*

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- **Line production:** *no*
- **Others:** *administrative activities*

2.3. **Autonomy, initiative and responsibility level (Scarce, medium, vast):**

- **Upon solving problems:** *medium*
- **Upon making decisions:** *vast*
- **Upon executing them:** *vast*

3. **WORKING FACILITIES USED.**

3.1. **Of production:**

- **Machinery:** *just machines used in household and offices*
- **Tools:** *domestic appliances, tools for handicrafts (therapeutic work with children)*
- **Materials:** *paper, wood, drinks, nutrition*

3.2. **Non-materials:**

- **Standard software systems:** *MS-Office, accounting program, webdesign and cms program*
- **Personal software systems:** *????*
- **Networks:** *Network of job-related professional services, network of local female entrepreneurs*
- **Others:** *Supervision*

3.3. **Interesting features related to the means of production and their use:**

3.4. **Is it perceived any kind of evolution upon the job performance? In which sense, technological, societal, organizational?**

Negotiations with authorities have become routine. The rent of an external office allows efficient work documentation

4. **INHERENT QUALIFICATION FOR THE JOB, AND, IF APPROPRIATE, REQUIRED TRAINING.**

- 4.1. **Level of inherent general qualification for the job (See the classification set up by the CEDEFOP [European Centre for the Development of Vocational Training] adapted to the structure of the different Member States of the EU. Rated from 1 to 5)**

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Level 6 would be appropriate. But to this kind of work as an independent supplier it is not a prediction to pass a university study,

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

- **Knowledge:** *good general knowledge, housewife's basic knowledge, professional knowledge for some teaching activities*
- **Skills:** *no specific skills*
- **Experience:** *housewife's basic experience, experience in dealing with people with certain handicaps and contact care. Experience in dealing with authorities*

4.3. Does it require any kind of specific training or rather a wide range of knowledge?

We differentiate three levels (see the glossary)

- **Basic training (to mention regulated studies, if possible):** *Social training (not spez.)*
- **Professional training, in the actual sense:** *certain periodic further education*
- **Occupational training, in the actual sense:** *no*

5. JOB ANALYSIS

5.1. 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

1. General intelligence required for the job (ease of learning, reasoning,

judging, and drawing conclusions) 3

2. Aptitude for solving problems: 3

3. Calculation skills: 2

4. Ease of communication: 3

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5. Spatial aptitude:	2
6. Creativity, ease of participation and originality:	2
7. Concentration skills:	2
8. Movement coordination:	2
9. Manual dexterity:	1
10. Ability to differentiate colors, identify and combine them:	2
11. Data, ideas or sentences memory:	3
12. Spatial memory:	1
13. Response capability:	3

5.2. PERSONALITY AND SOCIAL REQUIREMENTS

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

0- Inappreciable 2- Medium

1- Scarce 3- High

1. Ease of building personal relationships:	3
2. Ability to make quick decisions:	3
3. Perseverance and method:	3
4. Self-control:	2
5. Leadership ability:	2
6. Level of responsibility:	3
7. Organization skills:	3
7.1. In the job itself:	3
7.2. Of the work of others:	3

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7.3. Administrative skills: 2

8. Adaptive capacity: 2

5.3. JOB CONDITIONS AND EFFORTS (SYNTHESIS)

1. Postured adopted at work (Description):

The work was selected from conviction. The aim is to offer disadvantaged children a perspective. Therefore, the hard work is perceived as satisfactory.

2. Main characteristics of the job conditions:

See above

1. Main physical requirements, including sense requirements:

High psychological distress. Only little breaks possible, Certain frustration tolerance is a must

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

0- Inappreciable 2- Medium

1- Scarce 3- High

2. Physical strain: 3

3. Mental effort: 3

4. Nervous effort: 3

5. Hazardous effort: 2

6. Toxicity: 1

7. Environmental aggression: 2

8. Risks: 3 (financial risk, parental responsibility for protégées)

9. Frequent accidents, severity and frequency

The children often get hurt because of their certain disabilities. 2-3 times a week, not serious

5.4. PERFORMANCE IMPROVEMENT

1. Is it possible to improve the job performance?

- **By basic training:** *no*
- **By general profesional training:** *yes, depends very much on the cours fee*
- **By specific or occupational training:** *no*
- **Only by experimenting:** *possibly*

2. Are there any possibilities of receiving some training in order to improve the job performance?

- **Yes, but, depends very much on the cours fee**
- **No.....**
- **No. Only training having an indirect relation**

5.5. Working hours by day: ca. 24 h stand by, no separation between professional and private activities
Entrepreneur TASKS RECORD

TASK	EXECUTIVE/ Tasks Carried Out by Performer	MANAGEMENT	LEVEL OF DECISION	CRITICISM 1 - 5	IMPACT	TIME 1 never, 2 monthly, 3 weekly, 4 daily
1. Maintenance tasks of the systems and installations	90 %	90%	100%	3	Employees, Protégées, Financial Area	4
2. Leadership, Motivation, Security	80%	No Planning	80%	3	Employees	3
3. Profit and Loss Account Management	100%	100%	100%	5		2
4. Stock Management and Logistic Tasks	--	--	--	--	--	-- 26
5. Purchases and relation management with suppliers (authorities)	100%	100%	80%	5	Financial Area	3
6. Environment impact	100%		100%	1	Protégées, Financial Area	3
7. Management and Development Tasks of Human Resources	100%	No Planning	100%	1	Employees,	2
8. Decision-making process and conflicts resolution	80%	No Planning	80%	5	Employees Protégées,	4



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

GUIDELINES FOR THE PARTICIPANT OBSERVATION RECORD OF THE HOUSEHOLD WORK

Interview 3

Name: Jacqueline B.

Age: 49

Place: Goslar (Germany)

Analyst name: Diethard Heindorf

Approximate time of the observation: 2 hours

Context

Jacqueline B. has completed a vocational training as a cook, worked two years as attendant at sea. Her second vocational training is clerk for office communication.

Since 2003 she lives with her husband and two minor children in Goslar (description of the city see entrepreneur 2). She gave up her job in order to better care for the family and the little children.

Her passions always have been the love for nature and the passion for cooking. Because it is impossible to find a job in this field on the labour market, she decided to start her own business. Condition was that there is still enough time for the family and that a self-determined definition of working hours is possible. Since 2010 she offers cooking lessons (with wild herbs) for everyone and sells special kitchen appliances with electronic cooking instruction (direct sales for a manufacturer).

The company was founded in the context that the husband alone has sufficient income to support the family. Meanwhile, there are many customers, so that it is worth.

1. JOB IDENTIFICATION.

1.2 Occupation:

1. *independent sales representative for kitchen appliances*
2. *teacher for cooking with herbs*

1.2. An approximation to the ISCO-08 classification. See the section related to Manager and operators of small business:

1. *Commercial Sales Representative (Unit Group 3322)*

2. Teaching Professionals Not Elsewhere Classified (Unit Group 2359)

1.3. Place of work. To describe the hierarchical relation in the work among:

- **Employees:** *three employees*
- **Other members of the family:** *not involved in business*
- **Neighbourhood:** *Good and friendly contact to neighbours.*
- **Social and administrative institutions:**
- **Educational, sanitary, recreational institutions, etc :** *Kindergardens, Schools (taking cooking lessons)*

2 GENERAL DEFINITION OF THE JOB

2.1. **Job goals:** *Self-directed work and self-realization. Money is not the focus*

2.2. **The job consists of:**

- **Isolated:** *no*
- **In group or teamwork:** *three employees*
- **Simple coordination:** *often*
- **Line production:** *no*
- **Others:** *administrative activities*

2.3. **Autonomy, initiative and responsibility level (Scarce, medium, vast):**

- **Upon solving problems:** *vast*
- **Upon making decisions:** *vast*
- **Upon executing them:** *vast*

3. WORKING FACILITIES USED.

3.1. **Of production:**

- **Machinery:** *special electronic food processor*
- **Tools:** *domestic appliances*
- **Materials:** *wood, drinks, nutrition, herbs from the nature*

3.2. **Non-materials:**

- **Standard software systems:** *MS-Office, Powerpoint, accounting program, cms program*
- **Personal software systems:** *????*
- **Networks:** *network of local female entrepreneurs*
- **Others:**

3.3. Interesting features related to the means of production and their use:

- 3.4. **Is it perceived any kind of evolution upon the job performance? In which sense, technological, societal, organizational?**
more self-confidence, personality has grown

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

- 4.1. **Level of inherent general qualification for the job (See the classification set up by the CEDEFOP [European Centre for the Development of Vocational Training] adapted to the structure of the different Member States of the EU. Rated from 1 to 5)**

- 4.2. **In detail, which is the specific qualification required for the job?**

- **Knowledge:** *good general knowledge, housewife's basic knowledge, training as herbalist (with certificate)*
- **Skills:** *no specific skills*
- **Experience:** *housewife's basic experience,*

- 4.3. **Does it require any kind of specific training or rather a wide range of knowledge?**

We differentiate three levels (see the glossary)

- **Basic training (to mention regulated studies, if possible): -**
- **Professional training, in the actual sense: -**
- **Occupational training, in the actual sense: -**

5. JOB ANALYSIS

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5.1. 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

1. General intelligence required for the job (ease of learning, reasoning,

judging, and drawing conclusions) 2

2. Aptitude for solving problems: 2

3. Calculation skills: 1

4. Ease of communication: 3

5. Spatial aptitude: 1

6. Creativity, ease of participation and originality: 3

7. Concentration skills: 2

8. Movement coordination: 1

9. Manual dexterity: 2

10. Ability to differentiate colours, identify and combine them: 1

11. Data, ideas or sentences memory: 3

12. Spatial memory: 2

13. Response capability: 3

5.2. PERSONALITY AND SOCIAL REQUIREMENTS

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

0- Inappreciable 2- Medium

1- Scarce 3- High

1. Ease of building personal relationships:	3
2. Ability to make quick decisions:	3
3. Perseverance and method:	3
4. Self-control:	3
5. Leadership ability:	3
6. Level of responsibility:	3
7. Organization skills:	3
7.1. In the job itself:	3
7.2. Of the work of others:	2
7.3. Administrative skills:	2
8. Adaptive capacity:	3

5.3. JOB CONDITIONS AND EFFORTS (SYNTHESIS)

1. Postured adopted at work (Description):

Work should be fun too, independent working, enough time for the family.

2. Main characteristics of the job conditions:

*See above, therefore the work is perceived in general as satisfactory.
The work became also financially satisfying - and is still rising*

1. Main physical requirements, including sense requirements:

Just physical health because no representation in the case of illness

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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

2. Physical strain:	2
3. Mental effort:	2
4. Nervous effort:	1
5. Hazardous effort:	1
6. Toxicity:	2
7. Environmental aggression:	0
8. Risks:	0

9. Frequent accidents, severity and frequency

--

5.4. PERFORMANCE IMPROVEMENT

1. Is it possible to improve the job performance?

- **By basic training:** *no*
- **By general profesional training:** *yes, (kitchen appliances manufacturer offers lessons for free)*
- **By specific or occupational training:**
- **Only by experimenting:**

2. Are there any possibilities of receiving some training in order to improve the job performance?

- **Yes, see above**
- **No**
- **No.** Only training having an indirect relation

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5.5. Working hours by day: ca. 8-10 h, often no separation between professional and private activities

Entrepreneur TASKS RECORD

TASK	EXECUTIVE/ Tasks Carried Out by Performer	MANAGEMENT	LEVEL OF DECISION	CRITICISM 1 - 5	IMPACT	TIME 1 never, 2 monthly, 3 weekly, 4 daily
1. Maintenance tasks of the systems and installations	80 %	50%	80%	3	Customers, employees, Financial Area	2
2. Leadership, Motivation, Security	100%	70%	100%	3	Employees	2
3. Profit and Loss Account Management	100%	10%	100%	3	Financial Area	2
4. Stock Management and Logistic Tasks	--100%	10%	100%	5	Financial Area Suppliers, customers	3 34 
5. Purchases and relation management with suppliers (authorities)	-	-	-	-	-	-
6. Environment impact	100%	50%	100%	5	Customers	3
7. Management and Development Tasks of Human Resources	70%	60%	70%	3	Employees,	2
8. Decision-making process and conflicts resolution	100%	60%	80%	3	Employees	2

Code: 20160120_MU_O1_FEUP_1

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

GUIDELINES FOR THE PARTICIPANT OBSERVATION RECORD OF THE HOUSEHOLD WORK

Interview 4

Name: Barbara D..

Age: 59

Place: Goslar (Germany)

Analyst name: Diethard Heindorf

Approximate time of the observation: 1 ½ hour

Context

Barbara D. lives with her husband in Goslar (description of the city see entrepreneur 2). They have two adult children who founded their own families. Due to physical problems, she had to give up her job as social education worker. That meant not only a financial setback in her life, because she decided to her job from conviction.

Looking for a new professional field of activity, she had the idea to inspire other people to nature and the environment. She attended a training as certified "Forest Educator" and made contact with kindergartens, schools and forest authorities. At least she set up her own website where she offers guided hikes to everybody. After three years, she always has a well filled appointments diary.

The income would not be sufficient if her husband would not earn a good salary. But the activity which she can exercise in spite of her health problems, enriches her life.

1. JOB IDENTIFICATION.

1.2 Occupation:

teacher for "nature experience"

1.2. An approximation to the ISCO-08 classification. See the section related to Manager and operators of small business:

Teaching Professionals Not Elsewhere Classified (Unit Group 2359)

1.3. **Place of work. To describe the hierarchical relation in the work among:**

- **Employees:** -
- **Other members of the family:** *husband helps sometimes*
- **Neighbourhood:** *Good and friendly contact to neighbours.*
- **Social and administrative institutions:**
Forestry offices, Conservation authorities and initiatives
- **Educational, sanitary, recreational institutions, etc :** *Kindergardens, Schools*

2 **GENERAL DEFINITION OF THE JOB**

2.1. **Job goals:** *Self-directed work and self-realization. The own health needs can determine the pace of work*

2.2. **The job consists of:**

- **Isolated:** *no*
- **In group or teamwork:** *sometimes with other “forest educators”*
- **Simple coordination:** *often*
- **Line production:** *no*
- **Others:** *contact care*

2.3. **Autonomy, initiative and responsibility level (Scarce, medium, vast):**

- **Upon solving problems:** *vast*
- **Upon making decisions:** *vast*
- **Upon executing them:** *vast*

3. **WORKING FACILITIES USED.**

3.1. **Of production:**

- **Machinery:** -
- **Tools:** *tools for woodwork*
- **Materials:** *wood, natural materials*

3.2. **Non-materials:**

- **Standard software systems:** *MS-Office, cms program*

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- **Personal software systems:** ????
- **Networks:** *network of local female entrepreneurs*
- **Others:** *update of email distribution list*

3.3. Interesting features related to the means of production and their use:

3.4. Is it perceived any kind of evolution upon the job performance? In which sense, technological, societal, organizational?

job became easier by routine, more work than in the beginning

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

4.1. **Level of inherent general qualification for the job (See the classification set up by the CEDEFOP [European Centre for the Development of Vocational Training] adapted to the structure of the different Member States of the EU. Rated from 1 to 5)**

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

- **Knowledge:** *good general knowledge of flora and fauna*
- **Skills:** *no specific skills*
- **Experience:** *educational experiences*

4.3. **Does it require any kind of specific training or rather a wide range of knowledge?**

We differentiate three levels (see the glossary)

- **Basic training (to mention regulated studies, if possible):** -
- **Professional training, in the actual sense:** -
- **Occupational training, in the actual sense:** -

5. JOB ANALYSIS

5.1. INTELLECTUAL AND PSYCHOLOGICAL APTITUDES REQUIRED FOR THE JOB

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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

1. General intelligence required for the job (ease of learning, reasoning,

judging, and drawing conclusions) 3

2. Aptitude for solving problems: 3

3. Calculation skills: 2

4. Ease of communication: 3

5. Spatial aptitude: 3

6. Creativity, ease of participation and originality: 3

7. Concentration skills: 3

8. Movement coordination: 3

9. Manual dexterity: 2

10. Ability to differentiate colours, identify and combine them: 3

11. Data, ideas or sentences memory: 3

12. Spatial memory: 2

13. Response capability: 3

5.2. PERSONALITY AND SOCIAL REQUIREMENTS

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

0- Inappreciable 2- Medium

1- Scarce 3- High

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1. Ease of building personal relationships:	2
2. Ability to make quick decisions:	3
3. Perseverance and method:	3
4. Self-control:	2
5. Leadership ability:	3
6. Level of responsibility:	3
7. Organization skills:	3
7.1. In the job itself:	3
7.2. Of the work of others:	2
7.3. Administrative skills:	3
8. Adaptive capacity:	3

5.3. JOB CONDITIONS AND EFFORTS (SYNTHESIS)

1. Postured adopted at work (Description):

Work should be fun too, independent working, connected to the nature

2. Main characteristics of the job conditions:

See above, therefore the work is perceived in general as satisfactory.

1. Main physical requirements, including sense requirements:

Just physical health - no overestimation of one's own performance because no representation in the case of illness

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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

2. Physical strain:	2
3. Mental effort:	3
4. Nervous effort:	1
5. Hazardous effort:	0
6. Toxicity:	1
7. Environmental aggression:	0
8. Risks:	1

9. Frequent accidents, severity and frequency

--

5.4. PERFORMANCE IMPROVEMENT

1. Is it possible to improve the job performance?

- **By basic training:** *no*
- **By general profesional training:**
- **By specific or occupational training:**
- **Only by experimenting:**

2. Are there any possibilities of receiving some training in order to improve the job performance?

- **Yes,**
- **No: No**
- **No. Only training having an indirect relation**

5.5. Working hours by day: ca. 3h
Entrepreneur TASKS RECORD

TASK	EXECUTIVE/ Tasks Carried Out by Performer	MANAGEMENT	LEVEL OF DECISION	CRITICISM 1 - 5	IMPACT	TIME 1 never, 2 monthly, 3 weekly, 4 daily
1. Maintenance tasks of the systems and installations	100 %	50%	100%	5	customers	4
2. Leadership, Motivation, Security	-	-	-	-	-	-
3. Profit and Loss Account Management	100%	100%	100%	5	customers	3
4. Stock Management and Logistic Tasks	100%	-30%	100%	2	customers	2
5. Purchases and relation management with suppliers (authorities)	-	-	-	-	-	- 42 
6. Environment impact	100%	30%	100%	2	customers	2
7. Management and Development Tasks of Human Resources	-	-	-	-	-	-
8. Decision-making process and conflicts resolution	-	-	-	-	-	-

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

GUIDELINES FOR THE PARTICIPANT OBSERVATION RECORD OF THE HOUSEHOLD WORK

Interview 5

Name: Doris M.

Age: 61

Place: Goslar (Germany)

Analyst name: Diethard Heindorf

Approximate time of the observation: 1 ½ hour

Context

Doris M. lives with her female partner in Goslar (description of the city see entrepreneur 2). She is educated social worker and was employed for many years by the protestant church in administration and for social services. But the job gave her no fun.

Twenty years ago she decided to establish a small hotel – just for women. Males are not allowed to stay there - USP. This guest-house still exists and there is a strong demand for accommodation.

On the plot there is a small wood and an own source of drinking water.

At 1995 a foundation was associated with special difficulties and risks. She had to negotiate with banks, must set up business plans, etc., without the help of advice centers, as they exist today. It was only possible because she could gain similar experiences during her work in the church administration.

1. JOB IDENTIFICATION.

1.2 Occupation:

Hotel manager

1.2. An approximation to the ISCO-08 classification. See the section related to Manager and operators of small business:

Hotel managers (Unit Group 1411)

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1.3. **Place of work. To describe the hierarchical relation in the work among:**

- **Employees:** 5
- **Other members of the family:** *partner helps sometimes*
- **Neighbourhood:** *Good and friendly contact to neighbours.*
- **Social and administrative institutions:**
-
- **Educational, sanitary, recreational institutions, etc :** *Tour operators specializing on services for women.*

2 **GENERAL DEFINITION OF THE JOB**

2.1. **Job goals:** *Self-directed work and self-realization. Meeting place for like-minded people*

2.2. **The job consists of:**

- **Isolated:** no
- **In group or teamwork:** *yes*
- **Simple coordination:** *very often*
- **Line production:** *no*
- **Others:** *contact care*

2.3. **Autonomy, initiative and responsibility level (Scarce, medium, vast):**

- **Upon solving problems:** *vast*
- **Upon making decisions:** *vast*
- **Upon executing them:** *vast*

3. **WORKING FACILITIES USED.**

3.1. **Of production:**

- **Machinery:** *kitchen appliances*
- **Tools:** *... to cut firewood for the stove!*
- **Materials:**

3.2. **Non-materials:**

- **Standard software systems:** *MS-Office, accounting program, cms program*
- **Personal software systems:** *???*
- **Networks:** *network of local female entrepreneurs*
- **Others:** *update of email distribution list*

3.3. Interesting features related to the means of production and their use:

3.4. Is it perceived any kind of evolution upon the job performance? In which sense, technological, societal, organizational?

*Job became easier by routine, more work than in the beginning,
periodic advertising, cooperation with certain commercial institutions active in the filed*

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

4.1. **Level of inherent general qualification for the job (See the classification set up by the CEDEFOP [European Centre for the Development of Vocational Training] adapted to the structure of the different Member States of the EU. Rated from 1 to 5)**

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

- **Knowledge:** *good general knowledge*
- **Skills:** *no specific skills*
- **Experience:**

4.3. **Does it require any kind of specific training or rather a wide range of knowledge?**

We differentiate three levels (see the glossary)

- **Basic training (to mention regulated studies, if possible): -**
- **Professional training, in the actual sense: -**
- **Occupational training, in the actual sense: -**

5. JOB ANALYSIS

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5.1. 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

1. General intelligence required for the job (ease of learning, reasoning,

judging, and drawing conclusions) **3**

2. Aptitude for solving problems: **3**

3. Calculation skills: **3**

4. Ease of communication: **3**

5. Spatial aptitude: **2**

6. Creativity, ease of participation and originality: **3**

7. Concentration skills: **3**

8. Movement coordination: **3**

9. Manual dexterity: **3**

10. Ability to differentiate colours, identify and combine them: **3**

11. Data, ideas or sentences memory: **3**

12. Spatial memory: **2**

13. Response capability: **3**

5.2. PERSONALITY AND SOCIAL REQUIREMENTS

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

0- Inappreciable 2- Medium

1- Scarce 3- High

1. Ease of building personal relationships:	3
2. Ability to make quick decisions:	3
3. Perseverance and method:	3
4. Self-control:	3
5. Leadership ability:	3
6. Level of responsibility:	3
7. Organization skills:	3
7.1. In the job itself:	3
7.2. Of the work of others:	2
7.3. Administrative skills:	3
8. Adaptive capacity:	2

5.3. JOB CONDITIONS AND EFFORTS (SYNTHESIS)

1. Postured adopted at work (Description):

Work should be fun too, independent working,

2. Main characteristics of the job conditions:

See above, therefore the work is perceived in general as satisfactory.

1. Main physical requirements, including sense requirements:

-

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

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0- Inappreciable 2- Medium

1- Scarce 3- High

2. Physical strain:	3
3. Mental effort:	2
4. Nervous effort:	3
5. Hazardous effort:	3
6. Toxicity:	0
7. Environmental aggression:	0
8. Risks:	0

9. Frequent accidents, severity and frequency

--

5.4. PERFORMANCE IMPROVEMENT

1. Is it possible to improve the job performance?

- **By basic training:** *computer lessons*
- **By general profesional training:**
- **By specific or occupational training:**
- **Only by experimenting:**

2. Are there any possibilities of receiving some training in order to improve the job performance?

- **Yes,**
- **No: No**
- **No. Only training having an indirect relation**

5.5. Working hours by day: ca. 18h stand by
Entrepreneur TASKS RECORD

TASK	EXECUTIVE/ Tasks Carried Out by Performer	MANAGEMENT	LEVEL OF DECISION	CRITICISM 1 - 5	IMPACT	TIME 1 never, 2 monthly, 3 weekly, 4 daily
1. Maintenance tasks of the systems and installations	40 %	100%	100%	3	Guests employees	4
2. Leadership, Motivation, Security	100%	100%	60%	1	Guests employees	2
3. Profit and Loss Account Management	60%	100%	60%	3	Financial area	2
4. Stock Management and Logistic Tasks	100%	100%	100%	4	guests employees	4
5.Purchases and relationmanagement with suppliers (authorities)	-	-	-	-	-	-
6.Environment impact	100%	100%	100%	3	customers	3
7. Management and Development Tasks of Human Resources	100%	100%	60%	3	employees-	2
8. Decision-making process and conflicts resolution	-	-	-	-	-	-



