

ERASMUS+ Programme 2015 – KA2 Adult Education  
Project nº: 2015-1-ES01-KA204-015937  
Document name: Observation Report Guidelines - Portugal  
Partner: KERIGMA  
Author: Joana Carvalho

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

### **Guidelines for drafting the participant observation report**

As agreed, once the observation is completed it shall be displayed on a report that summarizes the observation action together with other data; both describe what we call the *Professiograph* of the household work. The data, the cold figures, should be discussed by the analyst by making a critical interpretation. We will note possible answers in brackets, but the observer/commentator's reflections are especially interesting.

We remind you that every partner of the project should draft a report for each of the 5 observations that should be made. Afterwards, they will write a summary report for which drafting we will provide an appropriate guide.

### **1.- Identification**

Descriptive data related to:

- **Name** (may be real or even a pseudonym if the woman doesn't want to give her real name) – Luísa Oliveira
- **Place** - Vila Boa - Barcelos
- **Analyst name** – 3
- **Approximate time of the observation**- 2 horas

### **2.- Context**

Other data that may be useful for analysing the space where the observation takes place

- Type of town (population size) – 2 483 habitants
- Local economy (agricultural, industrial, commercial, services) – Agricultural and Industrial
- Local dynamics (enriched, impoverished, emergent) - emergent
- Referential cultural environment (urban, rural, intermediate) – Intermediate

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### **3.- Profile**

Information for the correct understanding of the selected woman as the subject of study

- Age - 36
- Educational level (certified) - Higher degree in Human Resources
- Income level or estimated social class (low, middle, high) – Middle
- Type of household (members of the family) – 2 persons (Husband and her).
- Work experience outside the household - Human resources and Adult Education (5 years).

### **4.- Subject assessment**

Informal data that may help to understand the work performance inside the household

- Where and how did she learn to perform the household? By observation, specifically to observe the tasks that his mother.
- How many years has she been working in the household economy? Since I was unemployed performance daily these tasks (three years).
- What does she consider to be the most and the least difficult task? Simpler task - Cook; Difficult task – to clean the dust, because I`m allergic.
- What kind of things does she consider that would have facilitated her work performance? Motivation and enjoyment of performing the tasks and see the house clean.
- Has she given up to something in order to take care of the household? No
- Would she have pursued other professional career in other circumstances? Yes, I think it's a temporary situation, just as getting a job in my area, however these tasks will always continue to perform them.

### **5.- Most frequent tasks**

*This section has to be filled in by following the Tasks File form attached to these guidelines.*

ANNEX 1

## **6.- The performance**

*This section has to be filled in by following the Job Analysis form (modified) attached to these guidelines.*

ANNEX 2

## **7. - Summary and critical reflection**

The choice of observation of the tasks by Luisa is due to the fact that we have a close contact therewith and assume that could possess a good profile for observation.

Initially, Luisa was contacted and explained what constituted the Mupyme project, then we set a day to do the observation and the task chosen for her was cooking a meal.

As opposed to the other colleagues Luisa was quite comfortable being watched, showing no nervousness. The observation lasted about two hours, in which I observed that the task of cooking goes far beyond the preparation and confection of course, requires preparation and maintenance of space and planning at the level of the menu. Usually she does:

- ✓ A weekly list of menus;
- ✓ Check if have or not the ingredients at home;
- ✓ By the missing ingredients;
- ✓ Preparation of the workbench;
- ✓ Confection dish (taking into account the execution time; the materials and tools to use; the combination of ingredients ...)

During the observation I noticed that she was always arranging the dishes that used and keeping always clean bench.

She mentioned that I would like to make a training to improve their performance, since it is an activity / task that makes every day and will continue to do.

## **ANNEX 1**

### **TASK RECORD FILE**

#### **LUÍSA OLIVEIRA**

<b>TASK</b>	<b>EXECUTIVE</b>	<b>MANAGEMENT</b>	<b>LEVEL OF DECISION</b>	<b>CRITICISM</b>	<b>IMPACT</b>	<b>CORRESPONDENCE</b>	<b>TIME</b>
Cooking	Partial (70%)	Partial (30%)	unilateral decision	Five	Time Personal life; Financial area	Leadership  Motivation  Financial management  Technology  Planning  Time management	20% of the working hours.  she performs this task daily
shopping market	Partial (70%)	Partial (30%)	Shared with her husband	five	Time Personal life; Financial area	Financial management;  Planning;  Time management;	Once or two per week
Paying the bills	Partial (80%)	Partial (20%)	Shared with her husband	five	Financial area	Financial management  Technology  Planning  Time management	10% of the working hours.
Social networking	Partial (80%)	Partial (20%)	Shared	5	Social life; Personal life;	Time management  Communication  Argumentation  Criticism	Once per week

## **ANNEX 2**

### **GUIDELINES FOR THE PARTICIPANT OBSERVATION RECORD OF THE HOUSEHOLD WORK**

#### **1. Identification**

##### **1.1 Occupation: Housewife**

ISCO-08 classification approach. See section relating to the management of small and medium enterprises: ISCO-08- code 5120 - Cooks

##### **1.3. Workplace. Describe the hierarchical relationship of work compared with:**

- **Other members of the family**

Luísa usually plays his domestic duties at home alone.

- **Neighbor** - In its day-to-day has no neighbors together to perform their tasks.
- **Social institutions and administrativas**- not apply
- **Educational, recreational institutions, among others**- not apply

#### **2. General Job definition**

##### **2.1. Objectives: Take care of housework**

##### **2.2. The work is performed in order:**

- Isolated - usually isolated
- In the group - not apply
- Under simple or coordination - not apply
- The production line - not apply
- Others

##### **2.3. Level of autonomy, initiative and responsibility (short, medium and large):**

- Troubleshooting – Large
- Decision making - Large
- Execution of tasks – Large

### 3. Facilitative structures:

#### 3.1. Production: To cook

- Machines - Kitchen robot, mixer, blender
- Tools - as electrical appliances (stove, oven, refrigerator, extractor hood, microwave ...) Electrical knife.
- Materials - kitchen utensils (knives, pots, pans, cutter, grater ...)

#### 3.2. Non- material:

- Software systems - Food processor software
- Software systems - Tablet
- Networks- Not applicable
- Others.....

#### 3.3. Characteristics related to the means of production and their use:

To develop the preparation of activity, preparing and cooking food in the kitchen area requires knowledge level:

- The preparation and confection of food;
- Identification and use of materials and tools for food confection;
- Health and safety;
- Handling, use and maintenance of materials and tools;
- Time management, organization, planning, among others...

#### 3.4. Perception about the kind of change on the performance at work? In what sense? Technological, social, organizational?

Luísa have knowledge in terms of the evolution of the performance of their work due to technological, social and organizational improvements and gave examples of:

- the development of tools and how they brought improvements in performance;
- product and information on its composition, particularly information that is placed on the label;
- the level of technological evolution of materials (eg invention of food mixers ...)

Has a clear perception of the evolution in recent years and improvements in the performance of their work, however, it recognizes that not all people have access to these tools.

### 4. Qualification inherent to work if necessary training required

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4.1. General level of skills inherent in the work (see the classification established by Cedefop [European Centre for the Development of Vocational Training] adapted to the structure of the different Member States of the EU. Related 1 to 5)

EQF - Level 2

4.2. In detail, that particular qualification is required for the performance of work?

For this task the necessary qualifications are related to the area of Hotels and Restaurants - Carry out pre preparation and storage of raw materials used in kitchen service, ensuring the same conservation status; prepare the cooking service, in order to allow the confection of meals required; cooking depending on the set menu: starters, main courses, desserts; make cleaning and storage spaces, equipment and service tools, checking stocks and controlling your condition.

- **Knowledge**

- Nutrition and dietetics (dietary composition of food and its food value). Restaurant service.
- Basic emergency techniques.
- Vocabulary specific technical
- Food and occupation legislation.
- Health, hygiene and food safety
- Food microbiology (development of bacteria, yeasts and molds and their conditioning factors).
- Plating and decorating kitchen.
- Gastronomy and cooking prescriptions.
- Technology of raw materials used in kitchen.
- confection process of kitchen products
- Operation and maintenance of kitchen products.
- Operation and maintenance of equipment and utensils.
- Packaging and storage of kitchen products processes.

- **Competencias**

- Check the characteristics and quality of raw materials and ready meal products;
- Make cleaning and portioning of raw materials and separate and account for waste.
- pack and store the raw materials;
- Prepare the ingredients by consulting the datasheets and respecting the food hygiene;
- Identify and determine the quantities of raw materials and other ingredients necessary for the confection products, consulting revenue and technical specifications;
- Select and prepare the necessary equipment and appliances, consulting revenue and technical specifications and respecting the conditions of hygiene and use;

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- Carry out the cleaning and preparation of raw materials to be used in the dining confection;
  - Interpret prescriptions and confecionar food, given the temperature and time of confection;
  - Proceed to cooking or subjection to cold, the prepared compositions in appropriate times and quantities;
  - Divide into portions the confecionados food;
  - Make the respective decor;
  - Keep the conditions of hygiene and use of equipment and utensils, using the techniques and products appropriate, in respect of conservation and hygiene standards.
- **Experience**
    - She always developed this work/ tasks and she learned with her mother.

4.3 Does it require some kind of specific training or some level of knowledge?

Yes, there is training related to this area. D. Luisa never to attend any training, but does a lot of self-training through research on the internet.

We differentiate 3 levels (see glossary)

- Basic Training (mention regulated studies, if possible).....
- Professional qualification .....
- Occupational Training .....

**5. Analysis developed to work**

**5.1. Skills and intellectual psychological needed for development activity**

0-3 scale:

0- Not applicable 2-Average 1 – Scarce 3- High

	0	1	2	3
1. General intelligence needed to perform the activity (ease of learning, reasoning, judgment and drawing conclusions)				X
2. Ability to solve problems				X
3. Mental calculation				X

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4. Easiness of communication				X
5. Spatial dimension				X
6. Creativity, ease of participation and originality				X
7. Ability to concentrate				X
8. Motor coordination				X
9. Manual dexterity				X
10. Color differentiation capacity, identification and combination				X
11. Ability to store data, ideas or phrases				X
12. Special memory				X
13. Responsiveness				X

## 5.2. Personal and social skills

0-3 scale:

0- Not applicable 2-Average 1 – Scarce 3- High

	0	1	2	3
1. Easy to build personal relationships				X
2. Ability to make quick decisions				X
3. Method and perseverance				X
4. Individual Control				X
5. Leadership skills				X
6. Level of responsibility				X
7. Organizational skills				X
7.1. In the activity itself				X
7.2. Working with other				X

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7.3. administrative powers				X
8. Ability to adapt				X

### 5.3. Working conditions and effort (summary)

#### 1. Posture adopted at work (description):

The observed task, making a dish, it was a great versatility in terms of job development, eg while preparing food, was developing other tasks (cleaning and maintenance work bench).

#### 2. Key features of working conditions:

Has good conditions to exercise the activity, it has a fully equipped kitchen and has access to various tools and utensils that allow you to develop the tasks fully.

#### 3. Main physical requirements, including the sense of requirements:

This task requires some physical dexterity and enough creativity.

#### 4. Working hours per day:

To perform the activity normally requires 2 hours per day (1 prepare lunch and 1 for preparing dinner) is a task that performs daily. This task requires some planning on your part, weekly makes the weekly menu and the list of foods to use in each meal, this planning takes an average 1 per week.

Scale 0-3 attitudes

0- Not applicable 2-Average 1-Scarce 3- High

	0	1	2	3
6. Physical Wear			X	
7. Mental Effort			X	
8. Nervous Effort			X	
9. Dangerous Effort		X		
10. Toxicities	X			

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11. Environmental Assaults	X			
12. Danger	X			

#### 5.4. Performance improvement

1. You can improve performance at work? Yes

- Basic training, yes
- Professional qualification, yes, in terms of nutrition, kitchen cooking and food preparation.
- Specific or occupational training, Not applicable
- Through experimentation, not applicable

2. Is there any possibility to receive some training in order to improve work performance?

Yes, I would like to attend training in this area.

No.....

No, only if the training is directly related to my work .....