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TERPRISE

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Trainers'

MATERIAL

Volume I

Entrepreneurship
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'ERPRISE CREATION

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Trainers' Training Programme

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INDEX

CHAPTER 1

WHAT IS ENTREPRENEURSHIP & WHO IS AN ENTREPRENEUR?

1.0 Objectives of the Chapter:

The major objective of the chapter is to help participants understand the process of entrepreneurship, look at factors critical for growth of entrepreneurship and to provide an orientation on profile of successful entrepreneurs. The focus will be to help them develop motivation towards an entrepreneurial career.

2.0 Introduction

Entrepreneurship is the process of creating or seizing an opportunity, and pursuing it regardless of the resources currently controlled. The American Heritage Dictionary defines an entrepreneur to be "a person who organizes, operates, and assumes the risk for business ventures."

Is everyone who runs a business an entrepreneur? What about the newspaper carrier, shoeshine person, grass cutter? Is a "lifestyle" business, with no plan for growth, an entrepreneurial venture?

Can we consider a person who inherits a business of an entrepreneur? What if, given a small or marginal business, they take it to new dimensions? Are there entrepreneurs in large companies? How can a company promote "intrapreneurship?"

Are franchise owners entrepreneurs? Are franchises sure things? What is the appeal of franchise ownership?

Is an entrepreneur necessarily a manager? Entrepreneurship is generally characterized by some type of innovation, a significant investment, and a strategy that values expansion. The manager is generally charged with using existing resources to make a business run well. Are these incompatible roles? Are most managers entrepreneurial? Peter F. Drucker, author of *Innovation and Entrepreneurship*, says that anybody from any organization can learn how to be an entrepreneur, that it is "systematic work." But there is a difference between learning how to be, and succeeding as an entrepreneur. "When a person earns a degree in physics, he becomes a physicist," says Morton Kamien, a professor of entrepreneurship at Northwestern University. "But if you were to earn a degree in entrepreneurship, that wouldn't make you an entrepreneur."

3.0 Self-Analysis

There is no shortage of entrepreneurial "yardsticks" to measure self so as to judge suitability for a career in entrepreneurship. The entrepreneur checklists suggests we begin by examining our achievement motivation, by checking the applicability of some suggested reasons: desire to work autonomously; freedom from work routine; being your own boss; doing what you want when you want; boredom with the current job; financial desires, and; a perceived opportunity.

Personal characteristics required, are leadership, decisiveness, competitiveness, will-power, and self-discipline, comfort with the planning process, and with working with others. They then lead the entrepreneur through a skills inventory that includes the hiring process, supervisory/managerial experience, business education, knowledge about the specific business of interest, and willingness to acquire the missing necessary skills.

There are certain questions that help us determine our fitness for the temperamental demands of entrepreneurship. These are:

Routinely accept responsibility? Moderate risk-taker? Pro-active?
Confident about overcoming obstacles? Focused? Priority-setter?
Accurate? Controlled? Self-reliant? Disciplined? Self-starter?
Realistic about limitations? Comfortable accepting advice?
Fair and honest? Good delegator? Motivator?
Persevering? Resilient? Constructive?
Willing to do whatever it takes? Know when to quit?

4.0 The Risk Factor

Why isn't everyone an entrepreneur? Obviously, no opportunity is a sure thing, even though the path to riches has been described as, simply "...you make some stuff, sell it for more than it cost you... that's all there is except for a few million details."

The devil is in those details, and if one is not prepared to accept the possibility of failure, one should not attempt a business start-up. It is not indicative of a negative perspective to say that an analysis of the possible reasons for failure enhances our chances of success. Can we say "failure is no big deal?" Can we separate failure of an idea from personal failure? As scary as it is to think about, many of the great entrepreneurial success stories started with a failure or two.

Lot of literature is available today on the subject of why small businesses fail, but the reason is generally one, or a combination, of the following: lack of entrepreneurial temperament; cash shortages due to inadequate financing based on overly rosy projections; a wide range of management shortcomings, including inadequate financial controls, liberal customer credit, inexperience, and neglect, and; a failure to reach the "critical mass" required in sales volume and profitability due to competitive disadvantages or general industry weakness.

Some types of failure are entirely outside our control, for example, those triggered by natural calamity or unfavorable environmental factors. Other types of failure can be recovered from if we "learned our lesson." The most common explanation for these is that "it seemed like a good idea at the time." Other reasons can include: striving for too big a kill; a weak business plan, or no plan; a messy business concept; looking past the flaws in a business concept because it is a business we want to be in; and, feeling that an idea is foolproof. Often, these are not so much a failure of the entrepreneur, as the consequence of a market experiment that simply did not work.

Some types of failure are indicative of a person not being entrepreneurial material. Foremost is reaching one's level of incompetence; if I am a great programmer, will I be a great software company president? Attitudinal problems can also be fatal, such as excessive focus on financial rewards, without the willingness to put in the work and attention required.

Are there any safeguards against failure? No, but there are some general approaches that can greatly minimize risk. These require a commitment to preparation well in advance of start-up.

These preparations would include knowing one's limitations, and setting about filling knowledge gaps; earning a salary in the business one expects to enter, while learning more about it, and waiting for the opportune time to go out on one's own; developing a support network, professional and personal; and starting with a plan and "bouncing it off" people whose opinion one respects. As start-up time nears, one must be able to research the market, know what numbers are important and how to gather them meaningfully, and know what actions this information indicates.

In a recent *Wall Street Journal*, Ken Elias' article on "Why My Business Failed" offers the following suggestions:

- *Don't budget your expectations.*

  Nothing happens according to plan; things happen not incrementally but in bundles. Sales and expenses come in lumps; in cash flow, plan for the worst.

- *Beware of cheap help.*

  Inexperienced or incompetent employees consume your precious time in guidance and damage control. Good employees make good impressions.

- *Talk the vision, sell the reality.*

Talk about what you see in the future, but only sell what you can actually deliver.

- *Even if the concept is right, it won't fly if the strategy is wrong.*

  Acknowledge that it is more likely than not for your strategy to be wrong, and be prepared to change it.

- *Appoint a Board of Directors for oversight.*

  Your point of view is distorted from being too close to the venture.
  Great meetings don't mean sales.

- *Find customers that are ready to buy today.*

Elias concludes by asking himself whether he would start another business today:

> *"Absolutely. The experience is fabulous, exciting and the possibility of success is always there. But next time I'll follow my own advice."*

5.0 Opportunity Mindset

The process of creating or seizing an opportunity is less the result of a deliberate search than it is a mindset of maintaining a form of vigilance that is sensitized to business opportunity. This frequently relates to the prospective entrepreneur's current profession or interests, where he or she perceives a process that can be more efficiently performed, an attractive new service or improvement of an existing service, or some business or geographic "niche" that is being underserved.

Successful entrepreneurs exhibit the ability to recognize an opportunity while it is still taking shape. These are often based on broad trends, which may be: demographic, such as, creating opportunities in health services, sociological developments, like social sector entrepreneurship also other movements that relate to environment, with its emphasis on recycling and environmental sensitivity, and; cultural changes caused by changing economic conditions and technological developments.

Opportunities can also frequently be found in current and developing business trends such as the globalization of business, the need for outsourcing created by downsizing, and the burgeoning service economy. There are often localized opportunities; in the tourism and health care are rapidly growing industries, and niches abound for port-related and energy-related businesses.

6.0 WHO IS AN ENTREPRENEUR?

In addition, researchers have identified certain other factors in entrepreneurs. They have a strong desire to be a winner. (NEED FOR ACHIEVEMENT)

Most people dream of success and achievement, but do not take any action towards achieving these dreams. Entrepreneurs, on the other hand, have a strong desire to achieve a higher goal and make their dreams come true. To them, winning is achievement.

1) Entrepreneurs have a quality of stick-to-it. (PERSEVERANCE)

Once committed to a goal and a course of action, entrepreneurs become absorbed in it. They are not deterred by difficulties and problems that beset any project; they work hard until the whole project is successfully accomplished.

2) Entrepreneurs prefer a middle-of-the-road strategy when they analyse a risky problem. (MODERATE RISK TAKER)

Entrepreneurs are not high risk-takers; they are not gamblers. They choose a moderate risk rather than play wild, speculative gamble. They love a moderate risk situation, high enough to be exciting, but with a fairly reasonable chance to win.

3) Entrepreneurs are alert to opportunities. They seize and convert them to their advantage. (ABILITY TO FIND AND EXPLORE OPPORTUNITY)

Entrepreneurial persons are quick to see and seize opportunities. They show an innovative bent of mind and convert difficulties into opportunities. But they are realistic too. They plan and anticipate carefully how to achieve their goals in realising an opportunity.

Entrepreneurs are unaffected by personal likes and dislikes while approaching problems. (ANALYTICAL ABILITY)

Entrepreneurs are realistic. They have a matter-of-fact approach about business undertakings. They are unlikely to let personal likes and dislikes stand in their way. When they require assistance, they select experts rather than friends and relatives to help them. They generally do not take an emotional attitude towards their business or a problem.

4) Entrepreneurs consider it important to know how they are doing, when they work on a goal or a task. (USING FEEDBACK)

Entrepreneurs like to have immediate feedback of their performance. They like prompt and accurate data and it does not make any difference whether the information they get is favourable or unfavourable. In fact, they are stimulated by unfavourable news to pour more energy into attaining their objectives.

5) Entrepreneurs welcome tackling an unfamiliar but interesting situation. (FACING UNCERTAINTY)

Achievement-oriented entrepreneurs tend to be optimistic even in unfamiliar situations. The odds may not be clear but the circumstances may be appealing. Entrepreneurial persons in such situations see no reason why they cannot win through their abilities. They go ahead undeterred, sometimes even without guidelines and frequently make the best of whatever opportunities there are. As they begin to understand their environment, they begin to calculate their chances very closely. Thus, paradoxically they present a picture of boldness in the face of the unknown and prudence in the face of the familiar. They usually win by applying their special insight and skill.

Entrepreneurs have a dislike for working for others. (INDEPENDENCE)

It is found that most entrepreneurs start off on their own because they do not like to work for other people. They like to be their own masters and want to be responsible for their own decisions.

6) Entrepreneurs are flexible in their decisions. (FLEXIBILITY)

Most successful entrepreneurs, after weighing the pros and cons of a decision, tend to change, if the situation so demands. They do not hesitate in revising their decisions. Successful entrepreneurs are persons with an open mind.

7) Entrepreneurs think ahead, plan for the future and then work to make it come true. (PLANNER)

Most successful entrepreneurs tend to set a goal for themselves and plan to achieve that goal in a certain time limit.

8) Entrepreneurs are comfortable dealing with people at all levels. (INTERPERSONAL SKILLS)

An entrepreneur, in the course of his activities, comes across and deals with many types of persons. He has to make them work for him, with him and help him attain his objectives. Hence he should be a person who likes working with people and has skills of dealing with people.

9) Entrepreneurs can influence others. (MOTIVATOR)

In the course of his career, an entrepreneur will be required in many situations to influence people and make them think in his way and act accordingly. He motivates people to act.

10) Entrepreneurs are capable of working for long hours and tackling different problems at the same time. (STRESS TAKER)

As a central figure in the enterprise, entrepreneurs will have to cope with many situations simultaneously and make right decisions, which may involve a lot of physical and emotional stress. All this can be done if one has the capacity to work long hours and keep cool under a lot of tension.

11) Entrepreneurs are aware of themselves. (POSITIVE SELF-CONCEPT)

An achiever directs his fantasies towards accomplishment of worthwhile goals and sets standards of excellence in what he is doing. This is based upon the awareness of his strengths and weaknesses. He uses positive knowledge to support his thinking. He is rarely negative.

12) Entrepreneurs tend to think ahead. (ORIENTATION TO FUTURE)

Entrepreneurs show a high level of future orientation. They do not allow the past to obsess them. They are oriented towards the present and the future. " So it was, now what to do"; this is their usual response.

An individual may not have all these qualities. But most of them will have many. So the first step for a person aspiring for entrepreneurship is making an inventory of the traits he possesses. This self-awareness and analysis will help define his strengths and overcome weaknesses.

CHAPTER 2

ENTREPRENEURSHIP DEVELOPMENT PROGRAMMES: AN OVERVIEW OF THE CONCEPT AND SEQUENCE OF MAJOR EVENTS

1.0 Objectives of the Chapter:

The major objective of the chapter is to apprise the organizers of Entrepreneurship Development Programmes (EDPs) of the major tasks and their sequence in the programme, so that they can 'prioritize' their activities and conduct the EDPs.

2.0 The Beginning:

Entrepreneurship Development Programmes (EDP), were evolved to foster new entrepreneurs, who had the latent entrepreneurial potential. It laid emphasis on (i) setting up a small venture; (ii) managing it; and (iii) making profits out of it. The initial programmes were oriented towards business knowledge and skills. Later, behavioural inputs (e.g. Achievement Motivation Training - AMT) were added to the regular EDP training package.

3.0 Entrepreneurship Development Programmes: The Key Features

EDPs are undertaken also to serve one or more of the following objectives:

(i) Accelerated industrial development by enlarging the supply of entrepreneurs;
(ii) Industrial development of rural and less developed areas where local entrepreneurship is not readily available and entrepreneurs from nearby cities and towns are not easily attracted;
(iii) Enlarging the small and medium enterprise sectors, which offer better potential for employment generation and wider dispersal of industrial ownership;
(iv) Providing productive self-employment to a number of educated and less educated young men and women leaving schools and colleges;
(v) Improving the performance of small industries by supplying more selected and trained entrepreneurs; and
(vi) Diversifying the sources of entrepreneurship, and thereby, business ownership.

Target Group

EDPs are addressed to all those who possess potential enterprise (even latent) and are willing to take up the challenges of an entrepreneurial career, irrespective of their castes, communities, religion, family background, sex, education, experience, etc. Persons in the 18-35 years age group are preferred for the training. Though there is no condition for any minimum level of education for selection to an EDP, the ability to at least read and write is preferred, except for those EDPs, which are technical and are specifically meant for trainees with technical background. Preference is given to candidates belonging to the scheduled castes, scheduled tribes, women and minorities to widen the base of entrepreneurial supply.

4.0 The General Programme Package:

The comprehensive training package of the EDP is based on conceptual understanding of the process of entrepreneurship development. An entrepreneur passes through different stages during the process of setting up his/her venture. The entrepreneur development package emerged from the felt needs of potential entrepreneurs, the 'gaps' that held them back from becoming entrepreneurs. The task of developing entrepreneurs comprises (a) identifying and selecting those who can be developed as entrepreneurs; (b) developing their entrepreneurial capabilities; (c) ensuring that each potential entrepreneur has a viable food-processing project; (d) equipping them with basic managerial understanding, and (e) helping them to secure financial, infrastructural and related assistance so that an industrial venture is launched soon. The key to success lies in undertaking each of the above tasks in an integrated and coherent manner, backed by requisite training expertise, organization al arrangements and financial support to the entrepreneurs.

Developmental Inputs: The inputs aim at developing the selected potential entrepreneurs into 'well-rounded competent entrepreneurs'. The programme design in terms of inputs and their focus could be as follows:

The EDP Inputs and Their Focus

Focus	Objectives (Needs)	Training Inputs
1. Entrepreneur	Motivation and Behavioural Inputs	Reinforcement of Entrepreneurial Traits
2. Enterprise Establishment	Facilitation of decision-making process to set up new venture	Business Opportunity Guidance, Information, Project Planning Inputs and Technical Inputs
3. Enterprise Management	Successful and profitable operation of enterprise	Managerial Inputs

The unique feature of this package and the key to its success lies in the process of developing a potential entrepreneur (an HRD function) with project formulation (enterprise creation) and project management (enterprise performance) tasks that are integrated and comprehensive, and not *ad hoc* and piece meal. The outcome is confidence and competence development and a responsible entrepreneur.

For fulfilling the basic objectives of developing the entrepreneurs and, therefore, adequately providing the package of inputs described in this section, the EDI approach suggests one month of class-room and field-based inputs (about 180 hours) is followed by two to six weeks' technical, hands-on training. Depending upon the target group characteristics, project size and local environment, flexibility in duration and input structure is possible.

5.0 The Three-Phase Programme Implementation

The EDPs are implemented in three phases viz. (i) Pre-training Phase; (ii) Training Phase; and (iii) Post-programme Follow-up phase. The following process is adopted to implement the programmes (*see Annexure I for details*).

Pre-Training Activities

The objectives of the pre-promotional activities are to make an entry into the location to understand the people, their socio-economic conditions, their values, attitudes and belief their hopes and aspirations, their fears and frustrations, and so on.

<u>Promotional Activities</u>

The promotion of the programme needs the adoption of a multi-pronged strategy. Garnering necessary support of all the stakeholders, besides reaching out to potential trainees, is the key objective of the activities undertaken during this phase. Besides personal contacts, advertising in newspapers, distribution of handbills and announcement by drum-beating, contacting youth clubs (if any), seeking support of the opinion leaders, etc. are the major modes of programme promotion. Another activity during this phase crucial to the success of the programme is the identification of viable business opportunities that could be promoted among the trainee-entrepreneurs. Adequate care is taken that the opportunities have the potential to utilise preferably local resources, could be carried out within the existing infrastructural constraints, are eco-friendly and do not lead to further environmental degradation.

<u>Selection of Trainees</u>

Potential entrepreneurs between 18 and 35 years of age are usually considered for selection. Special consideration is given to disadvantaged groups like scheduled castes, scheduled tribes, women and minorities. After screening the applications and a written test to assess their entrepreneurial tendencies, they are called for a personal interview. Usually the General Enterprising Tendency Test is used for the written test and Personal Interview Technique is used for the interview. It helps interviewers to bring out a candidate's entrepreneurial competencies and traits. Those possessing a 'developable' level of entrepreneurial traits are selected.

Between the choices of taking as many as are willing, and selecting those who have the potential for development, the EDI advocates a firm and clear policy in favour of the qualitative rather than quantitative criteria. Normally, 25 to 30 candidates are selected for one EDP. The selection phase takes about one week. The selection is followed by the second phase, i.e. Training Phase.

Training Phase

The EDI model of four weeks' full-day programme (180 hours), excluding technical training, is fairly well accepted. The key inputs to take care of the felt needs of potential entrepreneurs (trainees) include: behavioural inputs; information inputs; business opportunity identification and guidance; formulation of preliminary business plan and market survey; business plan preparation; managerial inputs; marketing skills; soft skill development; legal system-related inputs; and technical orientation/training and skill development.

The class-room training lasts 4 weeks, followed by technical training ranging from one to six weeks. Pre-training activities also take about 6-8 weeks and the follow-up may take another 6-8 months. The duration of the entire programme could be about a year or so, depending upon the place, the target group, the season etc.

Post-programme Follow- up Phase

The objective of an EDP is not only to strengthen entrepreneurial characteristics, but also to help the trainees launch their ventures. Implementation of the projects starts after the formal training. At this stage, the trainees need guidance and support from the trainer for linking up necessary infrastructural facilities and other aspects of project implementation. Besides counselling support, the trainer may need to act as a trouble-shooter wherever the trainees encounter insurmountable problems in clearing certain statutory procedures/ formalities, securing finance and facilities. The other objectives of the Follow-up Phase are to collect data and monitor the progress of the trainees. Each group of entrepreneurs is looked after by an entrepreneur-trainer-motivator, both during and after an EDP. He/she is responsible for organizing the post-training support, which involves follow-up on loan applications, facilitating infrastructure such as land and/or factory shed, and trouble-shooting. His/her counselling in times of problems, resourcefulness and liaison skills expedite project implementation. The post-training follow-up usually stretches up to 6-8 months, and in some cases, even up to one year. Frequent interactions between trainer-motivators and trained entrepreneurs could continue several years.

At the end of the training programme, the trainer-motivator prepares the post-programme report (immediately after the first follow-up meeting). Subsequently, he/she submits periodical progress reports to sponsors. Lastly, the organization submits the final report along with the audited statements of expenditure to the sponsors.

Administration of EDP

As per the EDI approach, a trained trainer-motivator is assigned one EDP on a full-time basis. He/she acts as a coordinator and is responsible for execution and performance. In-house and external experts and practitioners support him/her. Normally, a trainer-motivator can successfully conduct two EDPs in a year. However, it is seen that to generate more resources, some organizations force the trainers to conduct even 5-6 EDPs. This should be avoided. Otherwise, the results in terms of the trainees' starting their ventures will be disappointing and will lead to sheer waste of resources.

ANNEXURE – I

Sequencing of EDP Activities: An Outline

1. Identifying and profiling the area
2. Liaison with Government agencies
3. Identification of opportunities
4. Promotional campaign - handbills, meetings and drum-beating
5. Selection of potential entrepreneurs (Trainees)
6. Unfreezing
7. Class-room training
8. Interaction with an entrepreneur from local area
9. Exposure to industry, agriculture and market through field visits
10. Technical training
11. Business Plan preparation
12. Submission of loan applications to bank
13. Follow-up phase (May last up to two years)
14. Preparation and submission of the Documentation Report to the sponsors and own organization for the record.
15. Submission of the final reports and audited statements of accounts to the sponsors and closing the programme after final documentation.

CHAPTER 3

ENTREPRENEURSHIP DEVELOPMENT PROGRAMME: TRAINING INPUT STRUCTURE AND SEQUENCING

1.0 Objectives of the Chapter:

The major objective of this chapter is to help the users in developing and finalising their training schedule for an EDP. However, a broad framework is being presented here, and the users are advised to recast it, depending upon the needs of the group. This chapter is addressed to a generic input structure of EDPs.

2.0 Why a Different Approach to Food-Processing EDPs?

The overall food-processing sector is highly profitable and has enormous potential for growth in India. However, several of the sub-sectors within the broad food-processing sector are characterised by high levels of business risks and uncertainty. These risks include seasonality and availability of inputs, high price fluctuations in input prices, and the speculative nature of purchase and operations in the context of tiny, small and medium enterprises. Further, there lies difficulty in projecting the demand in sub-sectors that are critically influenced by 'life- style changes' and varying consumption patterns. Hence, a greater analytical rigour and sector-specific insights in the context of opportunity identification, viability assessment of the business and sustainable management of an enterprise are necessary. Therefore, unlike general EDPs, the programmes geared towards promoting enterprises in food-processing sector needs sector-specific inputs. This necessitates a different training approach that is based on focused input structure and contents.

The Premises

The Food-Processing Entrepreneurship Development Programmes are based on the following premises:

(i) there is potential enterprise and desire to do better;
(ii) the inherent potential/desire will respond if viable opportunities in the food-processing sector are shown to them;
(iii) there are enough such opportunities that may be identified and tapped; and
(iv) a well-conceived development-cum-counselling approach can bring opportunities in the food-processing sector and the latent entrepreneurial potential of the poor together by developing the capabilities and motivations of the selected group to set up an enterprise.

Therefore, the promotion of small and medium enterprises (SMEs) requires different approach, as entrepreneurship is scarce among non-business background youths. One may restrict promoting the sector to only business families. However, it would be limiting the supply that is already quite inadequate. The training package being adopted to promote SMEs in the food-processing sector is discussed in the following paragraphs.

3.0 Inputs Structure

The inputs related to knowledge, skills and motivation, with a definite plan for an enterprise, are imparted during the EDP to develop selected potential entrepreneurs into well-rounded, competent entrepreneurs. (*For input and sequencing please see Annexure I of this Chapter.*) The key inputs are:

(i) Behavioural Inputs

Behavioural inputs, better known as Achievement Motivation Training (AMT), are imparted to the trainees to (a) increase their need for achievement; (b) help them to set their goals realistically; and (c) heighten their self-awareness.

(ii) Information Inputs

Information inputs help participants know the tasks involved in setting up a food-processing enterprise and the facilities available in the State. They are also made aware of the various formalities/procedures for setting up a food-processing venture, the role of various regulatory agencies, promotional schemes, etc. They are also told about the various sources of information they can tap to facilitate business opportunity identification in the sector.

(iii) Business Opportunity Guidance (BOG)

This input helps the trainees understand the opportunity structure and environment in relation to the 'self'. The BOG facilitates potential entrepreneurs in internalising the process of opportunity identification. The input leads the trainees to develop various options in terms of possible businesses they may want to pursue for the assessment of their viability with respect to their own strengths and weaknesses.

(iv) Formulation of Preliminary Business Plan (PBP) and Market Survey

This exercise helps participants to make a preliminary assessment of the viability of business opportunities identified through BOG. The document answers three critical questions, viz., "can it be economically produced?" , "could it be sold?", "can it become a profitable venture?" If the answers are less than satisfactory, participants can examine other business ideas without significant loss of time and efforts. Answering the questions does not involve an elaborate feasibility study.

The formulation of a preliminary business plan is linked with 'market survey'. Participants are provided with basic guidelines for conducting a quick market survey that helps them in understanding the market for the product identified by them.

(v) Business Plan Preparation (BPP)

This input enables the trainee to Finalize his/her business plan for seeking credit support from commercial banks and other financial institutions. Such a plan also acts as a road map for implementing the project idea. The inputs, as in the case of a preliminary business plan, are both class-room based as well as field based. Trainees are expected to Finalize the plans during or soon after the technical training is over. However, experience indicates that a few trainees can finalize their plans even before the training is over and a few take much longer to complete this activity.

(vi) Managerial Inputs

Studies indicate that one of the major reasons for India's industrial sickness is the lack of managerial skills among entrepreneurs. Therefore, a basic understanding of managerial functions is developed among the trainees. The objective of providing management inputs is not to develop expertise in various functional areas of management, but to sensitise the participants to the complex nature of interdependence among various management functions. The inputs cover planning, budgeting and control functions as also intricacies of man management, cash management and market management.

(vii) Marketing Skills

This input enables trainees to adopt an appropriate approach to marketing activities. Given the nature of the industry, they need to be apprised of the market uncertainties and their management in terms of market segmentation, product positioning, market mix and overall strategic choices in marketing.

(viii) Soft Skill Development

It is now well established that what distinguishes a top performer from an average performer is a set of soft skills that need to be understood and developed. Accordingly, inputs on developing problem-solving skills, creativity, interpersonal and communication skills, negotiation skills, etc. are imparted through role plays, simulation exercises, case studies and experiential learning techniques.

(ix) Legal System-Related Inputs

Inputs related to legal aspects are also provided to trainees to make them aware of the rules and regulations for running a small industrial undertaking. Major inputs pertain to the Factory Act, labour laws, environment-related issues, FPO, and other statutory requirements.

(x) Technical Orientation and Skill Development

The trainees are placed in a running SME for some time to meet their individual learning needs. It is important that they are kept in units almost of the same size, which these trainees may run after a year or two of launching their ventures. This input provides the trainees an exposure to the operational aspects of functioning of an SME. They get not only exposed to production management and good manufacturing practices (GMP), but also pick up the tricks of the trade.

4.0 Content Analysis of the Training Inputs

The actual training starts with two days of behavioural inputs for unfreezing. Conditions are created to encourage the trainees to speak out and participate. An atmosphere of healthy trust and mutual respect is thus created and sustained throughout the programme. The unfreezing inputs are followed by experience sharing by a self-made local entrepreneur.

Thereafter, the group is exposed to entrepreneurial culture through visits to a few enterprises, followed by information inputs and opportunity guidance. Officials from various support agencies (e.g. banks, District Industries Centres) are invited to provide information on procedures and formalities involved in the setting up of an enterprise. Here the pace of the input delivery is slowed down and enough time is provided to the trainees for assimilation of information and decision making process.

The participants are sent for the market survey, after OG and basic training in market survey techniques. They compile data on the sources of machinery, raw material, technical process, competitors, potential market, etc., from various places. At the end of market survey all the trainees prepare market survey report. It is followed by the preparation of a Preliminary Project Report. At this stage, the trainees and bankers are brought to one platform to jointly assess the strengths and weaknesses, feasibility and viability, scope and limitations of the projects vis-a-vis the trainees' own resources. This leads to 'concretization' of their business plans.

It is followed by managerial inputs mainly consisting of accounts and bookkeeping, marketing, legal requirements, government rules and regulations, etc.

Subsequently, trainees are sent for technical exposure-cum-training in their selected product lines. However, the timing of such placement depends upon the convenience of the people who agree to impart technical training.

After the technical training, the participants are fully equipped to give finishing touches to their business plans, which could be acceptable to banks for financing. The class-room training lasts 4 weeks, followed by the technical training phase lasting, on an average, 6 weeks.

ANNEXURE I

CURRICULUM FOR EDPs

Day	Sessions	Input Specifics
DAY 1	SESSION I	Inauguration and Introduction to the Programme
	SESSION II	Getting to Know Each Other and Creating a Learning Environment
	SESSION III	Who is an Entrepreneur?
	SESSION IV	Experience Sharing with Local Successful Entrepreneur
DAY 2	SESSION I	Understanding Support Institutions and Schemes for the Sector
	SESSION II	
	SESSION III	Soft Skills for Launching and Managing an Enterprise
	SESSION IV	Interpersonal Communication for Effective Performance
DAY 3	SESSION I	Persuasion and Use of Influence Strategy
	SESSION II	Creativity and Problem Solving
	SESSION III	
	SESSION IV	Interaction with the Industries Centre
DAY 4	SESSION I	Interaction with Lending Institution
	SESSION II	Interaction with Financing Institutions
	SESSION III	Interaction with Appropriate Support Institutions
	SESSION IV	An Overview of the Emerging Sectors and Relevant Policy
DAY 5	SESSION I	Brief on Field/ Factory Visit
	SESSION II	Field/ Factory Visit
	SESSION III	
	SESSION IV	
DAY 6	SESSION I	Discussion on Field/ Factory Visit
	SESSION II	Area Assessment Survey: Modes – Class-room Inputs
	SESSION III	
	SESSION IV	Methodology of Opportunity Identification and Profiling Business Ideas – Class-room inputs
DAY 7	SESSION I	
	SESSION II	
	SESSION III	
	SESSION IV	

Day	Sessions	Input Specifics
DAY 8	SESSION I	Field Visits for Area Assessment and Business Opportunity Identification
	SESSION II	
	SESSION III	
	SESSION IV	
DAY 9	SESSION I	
	SESSION II	
	SESSION III	
	SESSION IV	
DAY 10	SESSION I	Linking Business Opportunities with the Entrepreneur
	SESSION II	Business Plan : An Introduction
	SESSION III	Profiling Various Actors and an Analysis of Industries Sector in Target Markets
	SESSION IV	
DAY 11	SESSION I	Strategic Position and Marketing of an Enterprise as to Develop and Maintain Sustainable Competitive Advantage (Demand Analysis, Identifying and Collecting Necessary Information through Market Survey);
	SESSION II	
	SESSION III	
	SESSION IV	
DAY 12	SESSION I	Field Work and Data Collection for Market Analysis
	SESSION II	
	SESSION III	
	SESSION IV	
DAY 13	SESSION I	
	SESSION II	
	SESSION III	
	SESSION IV	
DAY 14	SESSION I	Discussion on Market Survey and Report Preparation
	SESSION II	
	SESSION III	
	SESSION IV	Product Mix and Pricing Decisions
DAY 15	SESSION I	Developing Entrepreneurial Competencies
	SESSION II	
	SESSION III	
	SESSION IV	

Day	Sessions	Input Specifics
DAY 16	SESSION I	
	SESSION II	
	SESSION III	
	SESSION IV	
DAY 17	SESSION I	Technical Analysis of the Project (Critical Technical Issues in Project and Product Selection: Technology Assessment, Production Programme and Plant Capacity; Estimation of Manpower Requirement, Selection and Layout, Pollution Control and Waste Disposal; Quality and Legal Compliance)
	SESSION II	
	SESSION III	
	SESSION IV	
DAY 18	SESSION I	
	SESSION II	
	SESSION III	Cost-Output-Profit Relationship in an Enterprise
	SESSION IV	Financials of a Project Report
DAY 19	SESSION I	
	SESSION II	
	SESSION III	
	SESSION IV	
DAY 20	SESSION I	
	SESSION II	
	SESSION III	
	SESSION IV	
DAY 21	SESSION I	
	SESSION II	
	SESSION III	
	SESSION IV	
DAY 22	SESSION I	Formulation of a Business Plan
	SESSION II	
	SESSION III	Goal-Oriented Project Planning (GOPP)
	SESSION IV	
DAY 23	SESSION I	Project Activity Planning and Implementation
	SESSION II	Domestic/ International Marketing
	SESSION III	
	SESSION IV	
DAY 24	SESSION I	Applied Management in Business
	SESSION II	
	SESSION III	
	SESSION IV	
DAY 25	SESSION I	
	SESSION II	
	SESSION III	Legal Formalities (Factories Act, Employees Provident Fund, Labour Laws, etc.)
	SESSION IV	Managing Business Crisis
DAY 26	SESSION I	Negotiation and Networking

Day	Sessions	Input Specifics
	SESSION II	Delegating of Authority and Work Effort
	SESSION III	Leadership Modes
	SESSION IV	Efficiency Orientation and Systematic Planning
DAY 27	SESSION I	Interfacing with Lending Institutions for Business Plan Appraisal
	SESSION II	
	SESSION III	
	SESSION IV	
DAY 28	SESSION I	Action Plan for Participants
	SESSION II	
	SESSION III	Valedictory and Feedback from Participants
	SESSION IV	

[EACH SESSION IS ASSUMED TO BE OF ONE HOUR AND FIFTEEN MINUTES]

CHAPTER 4

CENTRE SELECTION, PROGRAMME TIE-UPS AND PUBLICITY CAMPAIGN FOR EDP

Objectives of the Chapter:

The major objectives of the chapter are to provide guidelines to the trainers for selecting an appropriate location for the EDP, making suitable programme tie-ups such as infrastructure arrangement, networking with the support system, guest faculty identification and promoting the programme in the target area. Suggestive formats for programme promotion material and a model application form are also provided in the chapter.

(A) Centre Feasibility Study

1.0 The success of an Entrepreneurship Development Programme (EDP) depends on a number of factors. The selection of the centre/location, from where the activity is to be initiated, plays a very important role in the entire process. A wrong selection of the centre at the very initial stage of the programme would definitely affect the subsequent efforts and programme results. It is, therefore, important that proper attention is paid to this particular aspect of the EDP. For example, if the local population has a negative attitude towards entrepreneurship or support from local institutions is missing, the EDP may not produce the desired results. To avoid this, a trainer should so design the promotional work that it suits the local circumstances and motivates the institutions to supporting the EDP activity.

While surveying the locations for centre selection, the trainer should know:

- The local circumstances under which he/she has to operate.
- About the local people, their preferences, likings/ dislikings, their culture, etc.
- About the local institutions and the kind of support he/she will get from them.
- About the local resources available, based on which viable business opportunities may be identified for trainees.

The selection of a centre calls for a systematic approach, keeping in view the overall objectives of the training programme. The final selection should be done after examining the relevant information collected from various centres. Any *ad hoc* approach to selecting an EDP centre should be avoided which may affect the programme.

2.0 Factors to be Considered for Centre Selection

On the basis of field experience, the following seven broad categories have been identified, which should be considered for selecting an EDP centre.

i) Scope for food-processing industries
ii) Government policies applicable to the area (e.g. backward area incentives)
iii) Institutional policy and support
iv) Infrastructure development
v) Attitude of the local people
vi) Political factors
vii) Residual factors

All these factors may not be present at one particular centre. However, the presence of some of these can be considered as essential.

2.1 Scope for Industrial Activity

This may be divided into the following three categories:

a) Scope for development of new industry
b) Scope for development of ancillaries
c) Scope for development of a specific sub-sector of the industry

(a) Scope for promoting New Units in Food Processing Industries

A trainer has to examine the scope for development of industries in the area. By analysing the availability of local resources and the markets. The availability of local resources provides a better opportunity to start industrial activities in the area. It is always better that the EDP centre, instead of being isolated, is located near a commercial and industrial centre so that a natural surrounding is available to the entrepreneurs.

(b) Scope for Development of Ancillary Industries

The existence of any large industrial unit in and around the area may provide scope for the setting up of small-scale industries as ancillaries. Under such situations, the initial market linkage provides stability to the unit operations and the small entrepreneurs get time to search for new markets. However, one has to be careful not to completely depend upon one buyer or the mother unit in the long run.

(c) Scope for Development of a Specific Industry

Certain centres provide good scope for the development of a specific kind of industry due to the availability of major raw material or special skills required. No doubt, whenever a centre has been selected giving weightage to this factor, the designing of training inputs has become easier because of the homogenous group of trainees and product.

2.2 Government Policy on Industry

Sometimes the Government policy also plays an important role in the process of centre selection. An area may be declared industrially backward or industrial growth centre and enjoys incentives like capital subsidy and other benefits. In such a case, entrepreneurs are generally attracted by the subsidised facilities. However, one should proceed cautiously and study the availability of infrastructure facilities, etc. as well.

2.3 Institutional Policy & Support

The policies of institutions like the State Financial Corporation, banks, the Khadi Board, etc. should also be given due weightage while selecting an EDP centre. Sometimes special area benefits are announced by state financial corporations for a particular location and in that case finance to trained entrepreneurs is easily available on easier terms and conditions. At the same time, care should be taken while seeking support from regional institutions, since their policies vary from region to region. The involvement of these institutions, in the EDP should be ensured to the maximum extent possible from the beginning; because the trainees will deal with the same institutions while setting up their enterprises.

2.4 Infrastructure Development

Industrial land, sheds, electricity, water, communication facilities are the basic needs for any kind of industry. While selecting a centre, the availability of all these should be examined carefully. In the absence of any one of these, the projects may be delayed and trainees may feel frustrated. A trainer has to collect all basic data regarding infrastructure facilities available in the area and accordingly plan a strategy for the EDP.

2.5 Attitude of Local People

This is one of the important factors for the selection of an EDP centre. The response of the local leadership to this new activity is important. It is always better to try to take the local opinion leaders and businessmen into confidence. They are found to be helpful for discharging small favours to the trainees during the programmes.

2.6 Political Factors

At times a centre may have to be selected because it is the constituency of an important political leader. It is a double-edged sword. While it may help the EDP conducting agency get easy access to resources to succeed, it may lead to various frustrations due to political interference (even in selecting the candidates). Experience indicates that it would be best to avoid such locations. But, if imposed, one should avoid being perceived to be very close to one faction or another at the local level.

2.7 Residual Factors

Certain factors other than those listed above sometimes play an important role in the process of centre selection. Sometimes, because of the success of a programme in one area, people from nearby areas also insist on a programme to be conducted there. Similarly, at times people from the same centre insist on a second programme. It may be cost-effective to repeat the programme at the same location. But it should be done only, and only, if it has that kind of potential.

3.0 Sources of Information

A trainer spends about a month at the location for studying various factors to assess the suitability of the centre for the EDP by gathering information about the area, the local people, local institutions, the resources available, etc. The trainer has to seek information from various sources on number of issues like, District Action Plan, Special Survey Reports, Area Statistics, Handicraft & Cottage Development Reports, Census Reports, District Development Office, Lead Banks Reports, etc.

After a thorough study of all the literature available and, on the basis of a primary survey data collected by the trainer, the selection of the centre is finalized. Such an exercise helps the trainer not only in building an inventory of information about the area but also in conducting the training programme smoothly.

[*A suggestive format for preparing the centre feasibility report is provided as Annexure I to the chapter.*]

(B) Identification of Training Infrastructure

Before starting the class-room training, preparations such as the seating arrangements, teaching-aids, training material, stationery for the participants, etc. should be completed. While the tips on the identification of a proper infrastructure are given in the earlier chapter, guidelines are provided here for necessary preparations for a smooth running of the class-room sessions. The best possible training facilities, which may be made available at the centre, should be arranged. A simple seating arrangement flexible to changes, if necessary, must be provided. As the training methodology is a combination of lectures, group discussion, simulation exercises, role-plays, etc., the class-room setting should be maintained to facilitate all these. Effective learning may be facilitated also through simple arrangements, provided the requirements are kept in mind while planning. It is the trainer's responsibility to ensure that the class-room setting should provide a friendly environment and a two-way communication is maintained during the sessions.

Several action-oriented exercises need to be taken up during the training. It is, therefore, essential that free space is available or can be made available by rearranging the seating arrangements. At times small groups of participants have to sit and discuss and at times a semi-circle arrangement may be needed. The gist is that the setting should be flexible enough to accommodate changes. Healthy interactions among the participants and the speaker are possible only if proper planning is done suiting the requirements, within the given resources.

Teaching equipments should be arranged before the start of the class-room training. It is not essential that sophisticated teaching-aids such as OHP, slide projector, etc. be made available. The bare essential equipments, however, should be arranged such as the writing board (blackboard/white board), chalk (or maker pens) and a duster.

The required number of sets of reading material and stationery items such as a writing pad, pen/ pencil, a few sheets of paper, etc., must be kept ready. Similarly, sufficient copies of the programme schedule should also be kept for distribution among the trainees.

The class-room training will also have the participation of guest speakers from support institutions, existing entrepreneurs, practising professionals, etc. Guidelines for the selection of the guest faculty are provided in the earlier chapter. The trainer must make a list of guest faculty members along with the details of sessions (day & time) before sending the request for participation.

(C) Identification of Guest Faculty

As the trainer of an EDP does not specialise in all the topics covered and also keeping in view the needs of the training programme, the involvement of guest faculty/subject experts becomes essential. It is the responsibility of the trainer to plan for various sessions and select appropriate external experts for imparting the inputs. Inviting a guest speaker from the support system often serves the dual purpose of imparting the knowledge and building relations with them, which facilitates support to trainees while launching their projects. The experience sharing by real-life practitioners and the participation of the support system personnel as guest speaker helps building up the participants' confidence in an entrepreneurial career. The trainer may exercise option of inviting a local expert or an outstation expert or a subject specialist from other organizations. The guest faculty should be selected keeping in view the level of the target group, its educational background and medium of instruction, etc. It is advisable to have a guest speaker with the knowledge of a specialised training like the EDP, and not necessarily the head of an organization.

(D) Organizing Publicity Campaign

The publicity campaign for the EDP is organized with the following objectives:

- Creating awareness among the people about the programme and facilitating potential entrepreneurs to join the programme, and
- Establishing credibility of the organization and creating a conducive environment for the programme.

The promotional work also ensures the local support, which facilitates smooth running of the training programme. The promotional work also enables the trainer to prepare project ideas based on information collected during the centre feasibility exercise. Support of the local institutions may be ensured during this period by involving them in the process. It is advisable that local institution(s) be persuaded to co-sponsor the programme, which makes them feel that this is their own programme. The institution may be attracted if its name is given publicity through the material utilised for promoting the programme. The best institution to involve will be the local branch of a bank, as it would serve as a motivating factor for the financial support to start the enterprises. Other institutions may also feel confident and come forward to extend their support. All this may make the EDP an organized intervention.

The Strategy

The promotional strategy should necessarily be worked out keeping in view the location and the target group. EDP promotion demands a flexible and personal approach. The trainer must have clarity about the fact that not all the habitants of the EDP target area aspire to become entrepreneurs, and at the same time, may not have the potential to succeed in an entrepreneurial career. As such, the promotional efforts must be targeted towards those who may be interested and pursue an entrepreneurship career. As it is evident that the EDP can cater to a small group of potential entrepreneurs at one time, it will be advisable to utilise the resources for those who have a high degree of interest, commitment and potential for a successful entrepreneurial career. Accordingly, the most suitable tools must be used to promote the programme.

Tools and Techniques

There is a variety of promotional methods available to generate widespread awareness of and interest in the activity among the target youths. However, a need-based and appropriate combination of the promotional strategies may be taken upto promote the programme, keeping in view the location and the target group. Some of the widely used promotional tools are:

i) Press Advertisement & Press Notes
ii) Handbills & Brochures
iii) Posters & Banners
iv) Public Meetings
v) Cinema Slides
vi) Personal Contact or door-to-door Contact
vii) Audio-Visual Presentations
viii) Other Channels

Initiating Selection Process of Trainees for EDP

One of the major objectives of the promotional campaign is to attract potential entrepreneurs in large numbers to the programme. The trainer needs to design a simple application form for distribution among the potential trainees approaching him/her for inquiry about the training programme and show their in it. It is advisable that the trainer himself/herself should interact with the interested persons at the time of distributing application forms. The application form may be priced (Re.1 to Rs.5) to ensure that only the most interested persons buy it. The potential trainees should be guided properly regarding the submission of completed application forms.

Once the last date for receiving the completed application forms is over, the next job for the trainer is to scrutinize them. The rejection at this stage may not be more than 10%. The next step will be the constitution of an Interview Committee for selecting and finalising the place, date and time of the selection test. The short listed candidates are, then, called to appear before the selection committee for personal interview. The trainer must decide about the date and place of the personal interview in consultation with the committee members and provide them the background information about the candidates in advance.

ANNEXURE - 1

Format for Centre Feasibility Study Report

- **General Information**

- Background
- Centre at a glance
- Population
- People

- **Infrastructure**

(A) Industrial Infrastructure: Telecommunications; Transport (roads, railways, ports, etc.), Power, Skilled Manpower, Training Facilities, Cold Storage, Financial Infrastructure

(B) Social Infrastructure: Schools and Colleges, Hospitals, Passenger Transport, Entertainment and Recreation

- **Natural Resource**

- Agricultural, Forest, Fishery, Livestock, Fruits and Vegetables, etc.

- **Reasons for Industrial Backwardness**
- **Incentives for S.S.I.**
- **Information on Past EDPs (if any)**
    - **Conclusion and Inference of the Study**

CHAPTER 5

ORGANIZING INAUGURAL AND VALEDICTORY FUNCTIONS

1.0 Objective of the Chapter

The major objective of the chapter is to provide a blueprint for organizing the inaugural and valedictory functions. It provides step-by-step guidelines for organizing these functions. Successfully organized, these functions go a long way in establishing the credibility of the programme and the EDP organizing agency. If the trainers follow the guidelines meticulously, the EDP would have been well begun.

2.0 Introduction

The inaugural and valedictory functions of the Entrepreneurship Development Programmes (EDPs) are a major exercise in public relations. While the inauguration goes a long way in establishing a good relationship with the people who could be useful in organizing the programme, the valedictory function helps in further cementing the ties with the people who may be very useful in helping the trainees in starting their ventures.

3.0 Deciding on the Chief Guest: A Critical Choice

The first step to organizing both these functions is to make a right choice of the chief guest. The chief guest should be an influential person whose presence will itself give credibility to the effort. The best person to inaugurate the programme could be a local opinion leader who preferably is apolitical and widely respected in the area. The District Magistrate/Collector may be the next best choice. A senior bank official (maybe, Regional Manager or the Chief General Manager) of the lead bank of the area may also be a good choice, if he/she can be made to commit support of the bank for credit on merit. Another set is the top official of the sponsoring agency available at the State level like the Chief General Manager of Small Industry/ Rural Development Banks, if any. If these dignitaries are not available, the organizers may think of the next senior officers in the hierarchy. However, the trainer-motivators are free to decide upon the persons who could inaugurate the programme or come for the valedictory. In other words, an attempt should be made to invite some one who would help in making the programme a success. The trainers may also think of inviting two senior officials, preferably one of them from the banking sector, and request one to be the chief guest and the other to preside over the function. Fix an appointment with the proposed chief guest and do not forget to carry a request letter for inviting him/her. The letter must give a brief background of the programme and its objectives, besides a few lines about your organization. If the person concerned agrees, collect his/her C.V., which will be required to introduce him/her at the function. Inquire if the chief guest needs transport or escort to reach the venue. If 'yes', arrange accordingly.

4.0 Prepare a List of Invitees

While you are finalizing the chief guest and the date for the function, you should also keep preparing the list of invitees to the function. Ensure that you do not omit any important person while finalizing the list. Sometimes such omissions may cost dearly. All the important leaders, irrespective of their political affiliation, all the local heads of government departments, bank officials, block development officials, officials from the Industries Centre, Handicraft/Cottage Industry officials, important businessmen, NGOs, youth leaders and, last but not the least, the people from the media (representatives of various newspapers, radio, TV, depending upon the availability) must constitute your invitees' list. It will save the last-minute rush.

5.0 Finalizing the Date and Venue of the Functions

The dates of the function should not coincide with any major festival or local important occasion. The date will also have to be decided in consultation with the chief guest, depending upon his/her availability. The venue should be, to the extent possible, a non-controversial place. Religious places should be avoided as far as possible. The best place will be the venue of the training programme itself. It should preferably be a hall, which will help in avoiding unnecessary expenditure on tents or canopy, etc. It will also help in avoiding any unforeseen problems arising out of the vagaries of nature such as rain. Moreover, before finalizing the venue, you must keep the expected number of guests in mind, and fix the venue accordingly. Ensure that the venue can accommodate all the guests you are going to invite.

6.0 Finalizing and Printing Invitation Cards and Inviting Guests

After finalizing the chief guest and the date and venue, finalize the invitation card and arrange to get it printed at least a week before the date so that you have enough time to get the invitation cards distributed. This will also give enough time to the invitees to plan their schedule for attending the function. Also give the matter of the banner to a painter for writing on the banner cloth. Sometimes you may not have enough time for getting the invitation cards printed. Under such circumstances, make good use of computer facilities and write personal invitation letters to your invitees mentioning specifically the date, time, venue and a brief on the chief guest of the function.

7.0 Arrangements for Inaugural/Valedictory Functions

7.1 Seating Arrangement

Once these tasks are over, prepare a blueprint for the seating arrangement, especially that on the dais. Decide on the length or size of the dais table according to the number of guests likely to occupy the dais. It is preferred to have an odd number of seats on the dais so that your chief guest is seated in the middle, with the presiding dignitary seated next to him/her. If you are going to make announcements during the function, keep place for yourself at the extreme left or right, depending upon the location of the mike, so that you do not disturb the guests every time you get up to make an announcement. If you plan to sit next to the chief guest, arrange for two-three table mikes. In any case, arrange for at least one table mike as sometimes the chief guest may like to speak from his place itself. Also keep glasses with water or water bottles at the desk for the dignitaries.

Depending upon the number of guests expected, arrange for at least 10 more chairs (if you plan to have chairs). Otherwise, arrange for at least one more carpet than what you have thought will be required. Some places are conservative about women. In that case, reserve a few seats or some space for women separately. *Have a separate enclosure for the print and electronic media.*

7.2 Arrangements for Mike, Lights, Fans and a Photographer

According to the layout of the inaugural venue, make proper lighting arrangements. Ensure that you have arranged for a stand by generator, given the situation of power supply in most parts of the country. There should be adequate light at the dais so that you or the dignitaries can read a text, if needed. It will also help photographers to snap good photographs. The lighting arrangements should be also adequate where the media people are sitting. If you have invited the TV to cover the events, have at least two extra socket points (one on each side) for camera connections. If you are organizing any of the events during summer, ensure that you have arranged adequate number of electric fans/air coolers, unless you can manage an air-conditioned auditorium (which may not be desirable, given the costs). Also, ensure that the light and mike contractor or an electrician is present throughout the function to take care of any probably fault. Request the photographer to be present at least 30 minutes before the start of the programme, and guide him/her on the important occasions to be covered.

7.3 Arrangements for Flowers and Bouquets

Arrange for bouquets according to the number of VIP guests you plan to invite on the dais. Keep at least one bouquet extra for exigencies. Decorate the table with three or four small flowerpots. You may arrange a few bouquets to be given to the chief guest upon his/her arrival itself. However, it is optional and, most of the time not necessary. You may also arrange for a few garlands in lieu of bouquets, if that suits the local culture and the convention is to garland the key guests as a gesture of welcome. If you have a custom of starting the programmes with the lighting of the lamp, make necessary arrangements for it and place the guests appropriately for performing the ritual. Do not forget to place a matchbox and a candle along with the lamp. Instruct the trainees about getting up and presenting the bouquets to the guests when their names are announced to perform the task. Decide on which trainees will present the bouquets.

7.4 Arrangements for Light Refreshment

After the formal proceedings of the function, as is customary, you may offer some light refreshments to the guests. Finalize the menu and the caterer at least three to four days in advance, so that your caterer can serve quality items. Remember, it is more a matter of quality than quantity that matters. Your menu should be simple but elegant. It should be served in proper (neat and clean) crockery. As far as possible, keep the menu for all the guests uniform (including that for the chief guest). It will give a good feeling to all the guests that they have not been discriminated vis-à-vis the VIPs.

7.5 Preparation of the Programme Schedule

This is the time for you to finalize your programme schedule, i.e., the sequence of the ceremony. Of course, sometimes people give the programme schedule at the back of the invitation letter itself. However, a more conventional approach is to prepare a programme schedule and place its copies on the table with other material. The schedule should specify the sequence of events to be performed during the function.

7.6 Finalizing Names of Persons to Offer Bouquets to Guests of Honour

Since you will have more than one dignitary on the dais, you should finalize the persons whom you would like to request to offer bouquets or garlands to the guests of honour. Ensure their presence and brief them on the procedure of the event where they should perform the task when called. They should preferably be from among the EDP trainees selected for the programme. Persons from your organization may also perform the task.

7.7 Notes for the Function

During the function you will need to perform the task of (i) welcoming the guests, (ii) introducing the programme and your organization (iii) introducing the chief guest and the presiding dignitary, (iv) proposing a vote of thanks at the end of the function; and (v) a brief for the media. You should be ready with a write-up on each event separately before start of the function.

7.8 Your Role During the Proceedings

Your role starts with welcoming the guests and leading them to their seats. You may take valuable help from your trainees in this activity. However, you should personally be present to receive the chief guest, the president, and a few other VIPs. The function will start with your welcome address. While welcoming the gathering, address the guests of honour on the dais, and a few important persons present at the function, including the media (in general). In case, some one senior from your organization is going to welcome the guests, invite him/her to do so. After the welcome, give a brief about the programme.

The person who will welcome the guests should also introduce the chief guest and the president of the function on the basis of their C.V. collected. Request the identified persons to offer bouquets to or garland the guests of honour, beginning with the chief guest. After the welcome address, invite the chief guest to lit the lamp and deliver the inaugural/valedictory address. This will be followed by a request to the president of the ceremony to deliver the presidential address.

The presidential address will be followed by your vote of thanks. Thank all the persons on the dais, the guests, persons who have supported you in organizing the programme, especially the ceremony, and the representatives of the media. Invite all the guests to the hall to have light refreshments with you. You may also arrange for a group photo of the participants with the chief guest and other VIPs.

Another important task you should accomplish is to pass on a write-up on your organization and the programme to the media persons before they leave. Be available to see off the chief guest and other dignitaries. Also prepare a brief note on the proceedings of the ceremony and send it to newspapers, sponsors and collaborators the next day.

[A tentative schedule for the inauguration and check-list of the activities are put as Annexure I and Annexure II to this Chapter)

ANNEXURE – I

Entrepreneurship Development Programme
(Name of the Organization)
Inaugural Function

Date: **Time:**
Venue:

Programme Schedule

1. Welcome Address:
2. About the Programme:
3. Lighting of the Ceremonial Lamp by the Chief Guest
   & Inaugural Address:
4. Presidential Address:
5. Vote of Thanks:

[Invite all the guests and trainees to light refreshment.]

Entrepreneurship Development Programme
Name of the Organization
Valedictory Function

Date: **Time:**
Venue:

Programme Schedule

1. Welcome Address:
2. About the Programme and Feedback by the Trainees
3. Feedback by the Trainees:
   i.
   ii.
4. Distribution of Certificates and Prizes
5. Valedictory Address
6. Presidential Address
7. Vote of Thanks

[Invite all the guests and trainees for light refreshment.]

ANNEXURE - II

Checklist of the Activities for Inaugural/Valedictory Function

A. Tasks to be accomplished at least 3-4 days before the function

1. Prepare a tentative list of potential chief guests and presiding dignitaries for the inaugural and the valedictory.
2. Fix appointments with the probable chief guest and the president.
3. Write a letter requesting the probable chief guest/president to accept the proposals.
4. Meet the persons concerned and finalize the chief guest and the president for the functions.
5. Finalize the venues of the inaugural and the valedictory.
6. Draft and get the invitation cards/letters printed, get the banners, etc. ready.
7. Get the certificates for the trainees printed and buy the prizes (if to be given to the trainees on their outstanding performance during the training).
8. Arrange for chairs, tables and canopy, light, fans/air coolers, microphones, ceremonial lamp, flowers, flowerpots, garlands, bouquets, etc.
9. Finalize the photographer and instruct suitably.
10. Finalize the catering service and the menu for refreshment.
11. Send invitation cards/letters.
12. Get the banners, and nameplates of the dignitaries, to be seated on the dais, prepared.
13. Prepare the programme schedule and make 5-7 copies.
14. Prepare your own notes viz. welcome speech, introduction of the chief guest and the president, on your organization, the programme, the sponsors and collaborators, vote of thanks, etc.
15. Personally invite the media to attend the functions. Meet them with a brief note about your organization, the programme and the chief guest and the president, inform them of the date, time and venue of the functions.
16. Form small committees comprising the trainees such as reception committee, logistics committee, refreshment committee, decoration committee, etc. and assign each the related task.
17. Reconfirm the presence of the chief guest and the president a day or two before the function.

B. Tasks to be performed one day before the function

1. Set the chairs, tables, flowerpots, and canopies/tents.
2. Order bouquets or garlands.
3. Ring up or contact the important persons and the media to remind them of the function.
4. Instruct the trainees to be present at least three hours before the function starts. Also, review the arrangements with each group and take corrective action, if necessary.
5. Check that all the certificates are in order with correct names and the prizes are properly labelled.
6. Withdraw enough cash from the bank at least a day before the function to avoid any embarrassment.

C. Tasks to be performed one to three hours before the function

1. See to it that tables and chairs are laid as per the layout; table cover is put on the dais table.
2. Get the banner placed at a proper place.
3. Keep the bouquets or garlands ready to be offered to the guests while welcoming them.
4. Place a copy of the programme schedule, a writing pad and a pencil for each of the dignitaries to be seated on the dais.
5. Properly place the nameplates of the persons to be seated on the dais in order of the seating arrangement.
6. Put all the certificates and prizes in proper sequence on a separate table (during the valedictory).
7. Set the ceremonial lamp and place a matchbox and two candles near the lamp (before the inaugural).
8. Get the lights, fans, and microphones tested and ensure that they work. Also ensure that the person with the generator comes at least two hours earlier and sets the connections.
9. Review the catering arrangements and check the quality of food items to be served. Ensure that the crockery is decent enough to be used.
10. Place the glasses and water bottles on the dais for the dignitaries.

11. Ensure that the bouquets or garlands are received at least one hour in advance and the persons who will offer the bouquets/garlands are present to perform their assigned role.

12. Be present at the gate or the entrance to receive the chief guest, the president and other dignitaries.

D. Tasks to be performed after the function:

1. Prepare the press release and dispatch it to the media; or post them latest by the next day to important dailies in which you will like the news of the functions to appear.
2. Organize returning the articles brought on rent.
3. Pay up to all the parties according to agreement.
4. Send a letter of thanks to the chief guest, the president and officials of the support system for their presence at the function. It may prove to be a good exercise in public relation and may pay rich dividends.

CHAPTER 6

POST-PROGRAMME FOLLOW-UP SUPPORT: SOME GUIDELINES AND HINTS

Objective of the Chapter

The major objective of the chapter is to help the trainers evolve an effective follow-up strategy to help the trainees in setting up their ventures. If properly organized, this phase may yield remarkable results in terms of the start-up rate (i.e. the proportion of trainees starting their units).

Introduction

The follow-up phase starts after the formal class-room training is completed. While the class-room inputs are closer to theory, the follow-up phase is the applied phase. During this phase most of the trainees submit their loan applications, get the loan disbursed, acquire land and building, buy and install the machinery and finally start commercial production. This phase sometimes may also turn out to be the most frustrating phase for a few trainees and their trainers, especially if the support system does not respond favourably. However, experiences suggest that a well-planned and executed follow-up strategy may significantly reduce the failures and the concomitant frustrations. While the strategy should be situation-specific, a general, step-by-step planning is described below.

Step 1: Prepare Case Histories

By the end of the class-room training, you should be ready with a file on each trainee, containing his/her strengths and weaknesses, current status and action plan. The cover of each of the file should mention:

- Name of the Trainer
- Name of the Centre and Batch Number
- Programme Dates: from______ to ________
- File Number (Trainee Number)
- Name of the Trainee
- Address of the Trainee
- Telephone Number of the Trainee

The first document the file should contain is the history card/progress card of the trainee. The first two pages of the card should contain the various stages in the setting up of a venture, along with the dates of completion of the stages by the trainee. The third and the fourth pages of the card will contain follow-up details under three heads, viz. Date, Particulars and Remarks (*for a sample of the History Card, see Annexure-I to this Chapter*).

As the follow-up proceeds, keep on filling the details of each meeting with the trainee in the card. You should also file a copy of the important correspondence made by the trainee, or by you on his/her behalf, with the support system like banks, the Industries Centre, electricity department, water supply department, etc. Also keep a copy of the quotations and related correspondence and the responses received from the agencies. It will help you in making necessary and timely intervention. Based on the cases, classify the trainees into four broad categories:

i. Early Birds: trainees who are in the advanced stage of their project implementation, such as those who have already commissioned machinery, or obtained loan or ordered machinery, tied up land and building, etc.

ii. Progressive: those who have shown adequate progress towards launching their ventures, such as those who have already been sanctioned loan, applied for loan, prepared a project report and completed the documentation necessary for applying for the loan, etc.

iii. Laggards: those who are still in the process of market survey and have yet to Finalize their project/product and are still preparing their loan applications. However, they are making serious attempts to complete these stages.

iv. Suspects: those who show only casual interest in the process and hardly approach the trainer.

The trainer should concentrate more on the two middle categories than the first and the last. While the first category will hardly need any support from the trainer except for some casual advice, the outcome of the last categories may not be commensurate with the effort. The second category will require more of counselling, while the third category will require more of motivation and guidance from the trainers. The trainer will have to be more active in helping the trainees in product identification, project report preparation or even in market survey in the case of third category trainees. The trainees in the second category may require help in networking with support organizations for obtaining loans or tying up infrastructure, or sometimes the trainers' support in the identification and procurement of the right kind of technology and machinery. The follow-up, being more a one-to-one action phase, may require the trainer to adopt as many strategies as the number of his/her trainees.

The trainer should also sort out the cases according to the agencies where more follow-up is required. For example, cases pending with banks may form one category, while the cases waiting for their provisional registration from the DIC may form another.

Step 2: Form a Monitoring-cum-Guidance Committee

The second step should be to form a monitoring-cum-guidance committee (MCGC), with the most influential and senior bureaucrat, available and willing to chair the committee, as its chairperson. The members of the committee should be the representatives of the various support agencies such as banks, Industries Centre, Handicraft/Cottage Industries Board, state financial corporation, sponsors, collaborators, a representative of the local business community and a representative of the trainees. Such a committee will be powerful enough to take on-the-spot decisions or commit the necessary support.

Step 3: Form a Young Entrepreneurs' Club

The third step may be to convert the trainees group into an informal club where they may draw support from each other, and fight for each other's cause, if necessary. They may also represent on the MCGC.

Step 4: Calling the First Meeting of the MCGC

Having formed an MCGC and prepared the cases of each trainee, the trainer should organize its first meeting. The major agenda of the meeting should be to review the progress of the trainees, the help/support required by them and the action to be taken by various support agencies, on the basis of the progress made by the trainees. You should invite the chairperson, all the members and the trainees to the meeting. However, split the meeting into three phases. In the first phase, brief all the members on the progress made by the trainees and the type of support required. In the second phase, bring the MCGC and the trainees face to face for interaction; and in the third phase, take necessary decisions (evolve an action plan with assigning clear-cut responsibilities to the members, depending upon the trainees' needs). The entire process should, at the most, take about two hours at the first time and a maximum of one hour at the subsequent meetings.

Along with the notice of the meeting, send an explicit agenda to the members. Also send trainee-wise progress report in a tabular form to all the members, so that they come prepared (*for tabular format, see Annexure – II*). It is advisable to brief the chairperson in advance so that he/she comes prepared. It will save much time and the decision-making will be much faster than otherwise. The better spelt out the agenda, the better will be the outcome.

Step 5: Recording and Circulating the Minutes of the Meeting

As a member-secretary of the MCGC, the trainer must record all the major deliberations and decisions, prepare the minutes of the meeting and get them signed by the chairperson, preferably the same day. The trainer should circulate the minutes soon to all the members of the MCGC. This strategy will help the trainer and the trainees a great deal in ironing out the issues with many support agencies. It is important that major decisions are written specifically, avoiding ambiguities, so that they may be executed quickly.

Step 6: Develop a Follow-up Action Plan on the Basis of the Meeting

Once the minutes have been passed on to the members, the trainer should sit with the trainees and help them develop their plan of action for launching their units. The trainer should also brief the trainees regarding the major decisions taken in their respective cases and advise them to take appropriate action. The trainer may also follow-up the cases of the trainees with the support agencies. Some of the more skillful trainers manage to organize some sort of camp to solve a common problem of the trainees. For example, they may convince the bank officials to earmark one day when all the trainees will submit their loan applications, and another day could be fixed when the bankers will get back to tell them on the problems and possible solutions in their respective cases. Such a strategy may hasten the process of venture launching.

Step 7: Frequency of the Follow-up Meetings

There is no hard and fast norm about the minimum or maximum time gap between one meeting and the other; and the MCGC may be convened any time as per the needs. The normal practice is to hold the follow-up meetings every month for the first three to four months and gradually taper them off to half-yearly meetings during the second year.

The role of the trainer-motivator, however, should remain confined to an advisor or a counsellor and not an executor during the follow-up phase. There is a high risk that an overenthusiastic trainer may create a dependence syndrome among the trainees by assuming the fighter's role on their behalf. One should remain vigilant not to fall prey to such temptations.

The follow-up phase should ideally continue till the last trainee launches his/her venture or decides to give up the idea. However, in practice, the follow-up could be carried out up to two years after completion of the programme. If some trainee does not start the venture even in two years, he/she is unlikely to start the venture ever, exceptions apart.

Step 8: Submission of the Final Report

Upon completion of two years, the trainer should write the final report, highlighting the major achievements and emerging lessons as per the last section of the monitoring proforma, discussed elsewhere.

ANNEXURE – I

Sample History Card of the Trainee

Card Number:

1. EDP CENTRE: ____________ 2. EDP DATES: From________ to________

3. TARGET GROUP 4. TRAINER'S NAME ______________

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5. Name of the Trainee ______________________________

6. Address and Telephone No. ______________________________
____
____
____
____
____

7. Date of Birth ____________________, Age ______years.

8. Highest Qualifications: ______________________________

9. Experience: __________ years in ____________

10. Family income at the time of joining EDP: (US $) ___________

==

PERIODIC STATUS UPDATE

Sr. No.	Stage of Project Implementation	Initiated on (date)	Completed on (date)
1.	Product identification		
2.	Preliminary project report		
3.	Project finalization		
4.	Provisional registration		
5.	Quotations for machinery received		
6.	Loan application ready with DPR		
7.	Loan application submitted		
8.	Loan sanctioned		
9.	Loan documentation over		
10.	Loan partly disbursed		

Sr. No.	Stage of Project Implementation	Initiated on (date)	Completed on (date)
11.	Formalities to acquire land/building completed		
12.	Order for machinery placed		
13.	Power connection applied		
14.	Water connection applied		
15.	Power connection received		
16.	Water connection received		
17.	Possession of land/building taken		
18.	Machinery erected		
19.	Trial run of the machines done		
20.	Recruitment of workers and technical hands done		
21.	Order for raw material placed		
22.	Raw material received		
23.	Commercial production started and permanent registration No. obtained		
24.	Name and address and tel. No. of the unit		

PROJECT DETAILS

Sr.No. Cost	Project Items	Estimated Project Cost (US $)	Actual Project (US $)
1.	Total fixed capital		
2.	Preliminary & pre-operative expenses (P&POE)		
3.	Margin money for working capital		
4.	Total working capital		
5.	Project cost (1+2+3+)		
6.	Means of finance (US $):		
	*Promoter's contribution		
	*Term loan		
	*Working capital loan		
	* Government subsidy		
	Total (US $)		
7.	Employment (Nos.):		
	*Administrative/supervisory		
	*Technical/skilled workers		
	*Unskilled workers		
	Total:		

FOLLOW-UP DETAILS

DATE	PARTICULARS	REMARKS

ANNEXURE - II

Present Status of the Trainees

Sr. No.	Name of the Candidate	Product/ Project	Present Status	Support Required	Decisions Taken
1.					
2.					
3.					
.					
.					
.					
.					
n					

CHAPTER 7

GUIDELINES FOR DOCUMENTATION OF ENTREPRENEURSHIP DEVELOPMENT PROGRAMMES

Objective of the Chapter:

The major objective of this chapter is to facilitate the trainers in preparing a documentation report on the EDPs being conducted by them. The chapter provides a sequential methodology for documentation and preparing a documentation report on the EDPs. Though the title of the chapter is Guidelines for Documentation of EDPs, it deals with preparing the documentation report on the programme.

1.0 Introduction

1.1 Why to Document?

The implementation of Entrepreneurship Development Programmes (EDPs) consists of many facets. During this process - from conception to implementation – a trainer-motivator acquires a variety of experiences. The knowledge thus generated should be widely shared with those who are involved in the Entrepreneurship Development Movement for (i) spreading and enriching the existing body of knowledge, and (ii) strengthening and benefiting the colleagues engaged in similar pursuits. This is possible only when the entire process of any given EDP is well documented for future reference.

2.0 What is EDP Documentation?

The documentation report of any EDP is an exhaustive account of the total process - from inception to implementation - presented in a systematic manner. It is different from a progress report to the extent that while latter constitutes the accomplishments up to a particular stage of an EDP, the documentation report is an exhaustive account of the EDP in question, and takes analysis and reflection of the trainer-motivator on various issues and situations into its ambit. In short, the progress report forms a part of the documentation report or is used as a base material for writing it. Therefore, a documentation report should be exhaustive enough to highlight all important facets of the EDP and yet brief enough to keep the reader's interest alive.

3.0 For Whom?

The documentation report is a useful compilation and analysis of the facts collected during the EDP process. It is useful to various target groups variously. For example, it is useful:

i) to the sponsoring and implementing organizations to review and plan follow-up along with planning for the future EDPs;
ii) to other trainer-motivators who may use it as a reference material, and take lessons and cautions from others' experiences;
iii) for the trainer-motivator himself who can use it for proper catharsis of the programme in retrospect, which may provide useful learning for the future, once he analyses it properly. For, he hardly gets time to do a proper analysis of the situations while conducting an EDP;
iv) to the researchers who may use this information for carrying out various researches; and
v) as a benchmark document for comparison later, in the future.

In the light of the above discussions, a need to properly document the entire process of EDPs can hardly be overstated.

4.0 When to prepare Document Report and How?

The question arises: what is the most appropriate time or stage in an EDP when the documentation report should be prepared? The answers may be many. It may be on a daily, weekly or monthly basis or in the end when everything (all the stages of a particular EDP) is over and the trainer has enough time to think, analyse and reflect. There may be arguments and counter-arguments on the merits and demerits of each.

Since the EDP is a continuous process, the documentation should also follow the same methodology. Here, one should not confuse between documentation and documentation report. Documentation means writing a logbook of daily activities and accomplishments, reactions and reflections, interesting anecdotes, maintaining records, files and the data sets, etc., while the documentation report implies putting the document in a systematic and analytical frame, once the programme is over.

The trainer-motivators need to be advised that the documentation report must be completed within one month of the completion of the programme or 15 days after the first follow-up meeting (which normally is held in about 15 days after the completion of the EDP*).

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* *Without going into the merits and demerits of the arguments, one thing is strongly advised to all trainer-motivators. They must keep a daily account of their activities and accomplishments without fail, despite digressions and fatigue.*

5.0 BACKGROUND MATERIAL FOR WRITING DOCUMENTATION REPORT

The documentation report may be written with the help of the background material including the progress reports. Therefore, the total documentation report will consist of material acquired from:

i) Daily logbook of activities or diary of the trainer-motivator;
ii) Periodic progress reports sent to the head office or sponsors;
iii) Files and notes containing background data, course material, faculty, field visits, minutes of the meetings, published/printed material used during the EDP, notes on discussions with various persons, etc.

Once the first follow-up is over, the trainer-motivator should settle down writing the documentation report with the help of the information mentioned in the preceding paragraph.

6.0 What to Document?

This section deals with the contents of a documentation report. For, information compiled during the implementation of the EDP has to be put and analyzed in a fruitful manner, which may be used for not only future reference but also research. As EDPs may conveniently be phased into three stages, viz., pre-promotional and promotional phase, training phase and follow-up phase; the documentation report may also be divided broadly into identical sections in the following formats.

6.1 Background or Introduction

This chapter should contain information on the background of the EDP, target group, objectives, sponsors, etc. It should also give the genesis of the EDP under documentation. Advice on the sponsors or collaborating agencies (if any) and your own (implementing) organization is also given. This section should also mention the type, duration with dates and location of the EDP.

6.2 Pre-Promotional Activities

Information about the preparation made by the trainer before launching the EDP may be highlighted in this chapter. It should also contain, in brief, basic information about the Centre – the rationale for selecting this Centre, its strengths, its weaknesses, opportunities available and major threats (SWOT Analysis). This section should give the readers a brief idea about the Centre. The base of this information - *The Centre Feasibility Study Report - should be put as Annexure - I* to the report. Besides this, the section/chapter should also consist of a brief write up on the possible business opportunities supplemented by a list of such identified opportunities in a tabular form and put as Table - I (*See Exhibit - 1 to the chapter for the format*).

6.3 Promotional Activity

This chapter should contain information on two aspects of the promotional activities viz., promotional campaign, and identification of the potential entrepreneurs. (*Both these aspects are two sides to the same coin - i.e. promotional campaign. It is being divided here for the sake of convenience.)*

Promotional Campaign

This section should contain all the liaison work done by the trainer. The write-up on the liaison work may be supported and enriched by the reflections of the trainer-motivator on various situations encountered, organizations and the persons contacted. A list of the persons contacted (useful for the programme) should be given in *Annexure - II,* along with the names of their organizations. Information on some other related activities like identification of the guest faculty and arrangement for class-room etc. is also to be given in this section.

Identification of Potential Entrepreneurs

This section should contain every aspect of the promotional campaign, except liaison work with the officials and other important persons covered during the promotional campaign. This section should start with a statement citing the date and the place of the initiation of this facet, to be followed by the major activities viz., public meetings, meetings with the youth clubs, school/college students, villagers, meetings in local bodies, etc., putting posters, banners, distribution of handbills, using notice boards, radio announcements, Press Notes, conducting entrepreneurship awareness camps, etc.

Details of each method should be given under different sub-heads. The place of meetings, number of persons attending each type of meeting, duration of meetings, time and date of meetings and reactions at the meetings and your own reflections thereon may be mentioned. In the case of handbills or pamphlets, a mention may be made of the major places where they were distributed/pasted. The total number of persons approached (approximately) through these methods may also be stated.

A copy of each printed material (handbill, poster, etc.) should be kept as *Annexure - III.* It should also contain clippings of press releases and press notes, etc. If some news items appear do not forget to keep their clippings date wise along with the names of the newspapers in *Annexure - III.* A gist of the radio talks or radio announcement (if any) and their frequency along with time and date may also be put in the *same Annexure.*

This section contains the response to the promotional activities in terms of:

- Number of inquiries received
- Number of application forms sold
- Number of application forms submitted, duly filled-in.

The last date of submitting the forms should also be mentioned. A copy of the application blank should be kept as *Annexure - IV.*

A Committee of Directions (CoD) should be constituted in this phase. This section should contain the process of the constitution of the CoD. A list of the members of the Committee with their names, designations, organizations and addresses should be given here.

6.4 Selection of Trainee Entrepreneurs

This chapter should contain information about the total selection process, including the dates and place of selection, constitution of the selection committee, etc. as follows:

i) Constitution of the Selection Committee (with names of the members, their designations and names of organizations);
ii) Procedure adopted for the selection of candidates, including sequencing and the flexibility adopted, if any and,
iii) Number of applicants called after scrutinizing applications; and according to the selection methodology, details of the total number of applications appeared at each stage, invited for the subsequent stage and the total number of candidates finally selected - the information accordingly should be given in a tabular form as in Table - 2 (*See Exhibit - 2 to this chapter*). Mention, with their names and designations, which of the committee members were present during the interview.

Profile of all the applicants - separately for selected and rejected candidates should be given in *Annexures - V and VI.* The format for this information is enclosed as *Exhibit - 3 to this chapter.* This section should also contain a table exhibiting an overall profile of the selected candidates as Table - 3, in the format given in Exhibit - 4 to the paper.

6.5 Inaugural Function

This chapter should contain details about the inaugural function of the EDP. Mention the date, place, time and venue of the function. Name of the chief guest and the presiding dignitary along with other 8-10 important persons present, an approximate number of audience, etc. may be mentioned. Main contents of the Inaugural Address may also be given briefly (say, in one paragraph) along with some other highlights. All this will be a sort of proceedings of the function. A copy of the invitation card should be kept as *Annexure - VII*. A list of the invitees may also be kept in the Annexure (optional). Copies of the Press Release or news item on the function should be also kept as *Annexure - VIII* (along with the name of the newspaper, date, page and column). Photographs may also be enclosed in *Annexure - VII* (optional).

6.6 Training Programme

In this chapter, details about the training programme may be given under the following sub-heads:

i) Information Inputs
ii) Opportunity Guidance
iii) Behavioural Inputs/Achievement Motivation Training (AMT)
iv) Managerial Inputs
v) Procedural Inputs
vi) Field Visits/Inplant Training
vii) Market Survey
viii) Preliminary Project Report Preparation

Each sub-section mentioned above should contain the objectives, contents and methodology of the concerned input in brief. It should also give a brief account of the number and duration of sessions, background of the faculty and the feedback on each of these eight sub-components separately. It is important that, as a trainer, you remain present in each session and subsequently reflect upon the communication and rapport between the faculty and the trainees. You should also add, separately, a few lines about your counselling the trainees outside the class-room and the issues on which counselling was needed.

The *Annexure* to this section should contain detailed timetable of EDP (*Annexure - IX*), list of the guest faculty (*Annexure - X*), list of the factories visited (*Annexure - XI*). For the format for these Annexures, see *Exhibits - 5 to 7*. A list (and copies) of the teaching material, if given, may also be annexed (optional).

6.7 Feedback

This section should contain the feedback given by the trainees on the various aspects of the programme. It could be divided into three components, viz. feedback on the eight course components, faculty members; and the overall EDP. It should contain the trainees' views and reactions as well as trainer's reflections. The feedback could be collected through structured Proforma (*given in Exhibits - 8 and 9*). The data could be tabulated suitably and analyzed in the write-up. While the feedback on the course components should be discussed along with the description of the components, the overall feedback on the EDP may be discussed separately under the sub-head `FEEDBACK ON THE EDP'. The feedback data analysis on course components may be tabulated in the format given in *Exhibit - 10* and may be put in tabular form along with each component as Table No.4a, 4b, ...4n. Similarly, feedback data on the EDP may also be suitably tabulated and analyzed and put as Table 5a, 5b, ... 5n.

6.8 Valedictory Function

This chapter, by and large, follows the pattern of the chapter on inaugural function as discussed earlier. The only addition will be the presentation of the progress report on the programme by you, stating:

i)	Total number of Trainees selected in the Programme	
ii)	-do-	joined the Programme
iii)	-do-	completed the Programme
iv)	-do-	dropped out of the Programme
v)	-do-	identified and selected products
vi)	-do-	completed market survey
vii)	-do-	applied for loan
viii)	-do-	sanctioned loan
ix)	-do-	started their units with loan
x)	-do-	Started their units with own funds
xi)	-do-	likely to start their units within next 3 months.
xiii)	-do-	likely to start their units in the future.

This information will be in addition to the data on the total number of applications received, the total number of candidates called for the written test and interview, the number of candidates who attended the selection test and the number of candidates finally selected. Annexures, on the lines suggested for documenting the Inaugural, may be enclosed as *Annexures - XII and XIII* to this chapter. A copy on the certificate of successful completion of the EDP should be enclosed as *Annexure - XIV*.

6.9 Follow-Up

Follow-up starts almost immediately after the Valedictory with a gap of about 15 days. Therefore, all the process up to the first follow-up has to constitute the body of the documentation report. The first part of the follow-up report must consist of details on the objectives, the agenda, the follow-up committee, the date, the place, the venue, the time, the attendance, the problems discussed and the outcome of the first follow-up. In short, it will be a sort of minutes of the proceedings of the first follow-up meeting.

It should be followed by plans for the future follow-up, its strategy and its methodology. A detailed blueprint for the future follow-up, mentioning, a time-bound action plan and the persons responsible for that, should be mentioned clearly. The chapter should also contain a brief account of the trainees' progress to the setting up of their units, case-by-case, along with a projection as to where they are likely to be by the next follow-up meeting on the basis of the action taken in the first follow-up meeting.

The trainer should highlight in this section the trainees' problems at various stages of implementation. Mention the financial and infrastrcutural facilities made available to them. It should help organizations in taking some pragmatic decisions about solving the trainees' problems at their level in the future. Critical areas must be identified and organizations concerned cautioned about them. Annexures to the follow-up should consist of:

i) A list of the follow-up Committee Members, with their names, designations and organizations (*Annexure - XV*).
ii) A list of invitees to the follow-up meetings (*Annexure - XVI*)
iii) A list of persons who attended the first follow-up meeting (*Annexure - XVII*); and
iv) Progress Report of the trainees as on the date of the first follow-up meeting in a tabular form (as per the proforma given in *Exhibit -11 to the Guidelines as Annexure - XVIII*).

6.10 Conclusion

In this chapter you, as a trainer-motivator, should give your frank opinion about the programme, the trainees, the centre, the support received and required and any other issue you would like to highlight. You may predict future requirement of the trainees on the basis of their expectations and may help the organization in planning a better follow-up strategy. In this section you may also advise on the feasibility of conducting another programme in that area and on the problems, prospects and issues involved. You should also caution your successors on various issues by indicating what to do or what not to do - as some trainers put it as 'an inventory of do's and don'ts'- including persons to be contacted, places to stay, social groups to interact with, etc. The report should carry a cover titled `EDP at a Glance', giving the reader a statistical bird's eye view of the accomplishments of the EDP under documentation. For the format of this sheet see *Exhibit - 12* to the Guidelines. For a brief outline of the documentation report, *see Exhibit - 13* to the write-up that gives a layout for the complete report.

7.0 Concluding Remarks

So far, the outlines of a documentation report have been discussed which cover up to the first follow-up meeting. Now a question obviously may be asked: is this documentation complete as far as the EDP under documentation is concerned? Answers may be both 'No' and 'Yes'. 'No', because the whole process of the EDP is completed with the last follow-up meeting, while the documentation report covers only up to the first follow-up meeting; and 'Yes', because the sponsoring as well as the implementing organization wants a documentation report soon after the programme is over, and for that matter coverage and result up to first follow-up meeting is sufficient to satisfy the queries of these organizations. That is why here the coverage has been restricted to the first follow-up meet. However, it may not be out of place to give some hints for the subsequent documentation of the EDP conducted by the trainer. During the first follow-up meeting you as a trainer should be ready with one separate file on each trainee, containing all the necessary information about him and the progress in each case. It may also contain the case history or the Progress Card in which you may record the progress made by the trainees, periodically, and keep a track of the problems faced by each of them at every stage up to the successful launching and running of the venture.

Once a trainee launches his unit and starts running it successfully, you should prepare his case history and close his file. Such case studies (histories) may be compiled and analyzed later. This process will go on till either the last trainee launches his/her venture or gives up. No time-frame can be prescribed for this.

Copies of all the correspondence, loan application, loan sanctions, other sanction letters, order for machinery process of procuring raw material and correspondence thereof, record of the discussion in each case during the follow-up meetings and outcome, notes on the individual trainees should be filed systematically for final documentation. All these will provide a good base material for writing the case studies as well as evaluating the EDP.

This type of documentation can provide a solid background material for the trainer for evaluating the EDP as well as conducting research on the various aspects of the process. That will be final documentation report on the EDP.