APPROACHES TO ENTREPRENEURSHIP DEVELOPMENT:
A TREND ANALYSIS

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1.0 INTRODUCTION:

The nineteen eighties had witnessed a spurt in the emphasis on promoting entrepreneurship especially among developing countries, for creating new enterprises. The stress was not altogether misplaced, given the problems of unemployment, poverty and economic underdevelopment in these countries. For, industrialisation is taken as a panacea to all these problems. Fortunately, a wealth of experiences, in fostering entrepreneurship, is accumulated over time in both developed as well as developing countries. However, what has been lacking so far is an appropriate mechanism to disseminate the accumulated knowledge and skills, insights and experiences. An attempt has been made by the INTERMAN/ILO to bridge this gap by providing a comprehensive document of successful and replicable approaches in entrepreneurship development for wider replicability.

2.0 OBJECTIVES AND COVERAGE:

This paper presents the emerging trends in entrepreneurship development (ED) efforts undertaken, through a sample of 12 entrepreneurship development organisations (EDOs) from Asia, Europe, North-America and Latin America*. For the purpose of the study, entrepreneurship development is defined in a broad sense which includes all activities ranging from inculcating entrepreneurial values in the society to the creation of new enterprises. Hence, the approaches to develop entrepreneurship vary according to the objectives with which the programmes were undertaken.

Some of the major objectives of EDPs are:

(i) to create awareness about entrepreneurship and inculcate entrepreneurial values in the society,
(ii) to orient and motivate people to think in terms of entrepreneurship as an alternative career path,

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* In all 22 successful entrepreneurship development programmes (EDPs) were identified for preparing case studies in order to disseminate examples of replicable practices in ED and new enterprise creation, the world over, under the ILO/UNDP/INTERMAN Entrepreneurship Project. Ten of these cases were in Latin, French, Spanish languages. The analysis in this paper is based on only 12 cases, written in English language.
to create new avenue of self-employment for educated and uneducated youth,

to diversify sources of entrepreneurial supply by attracting entrepreneurs from historically non-entrepreneurial communities/ethnic group; in other words promoting first generation entrepreneurs,

to enlarge small and medium enterprise sector which offers better potential for employment generation,

to improve the health of existing units by enlarging supply of trained and well-rounded entrepreneurs,

to develop entrepreneurial competencies and strategic management capabilities of individual owner managers in order to enable them diversify and grow,

to attain balanced regional development, in general, and rural development, in particular,

to help resettlement/rehabilitation of handicapped persons, refugees and released civil servants.

3.0 THE APPROACHES:

There could be ‘n’ number of ways to classify the approaches, such as, on the basis of specific target groups, type of EDI institutions, region/area (like backward/developed, rural/urban) etc. For the sake of brevity, this paper follows the INTERMAN classification of the programmes which is based on the stages of intervention and objectives to be achieved therein. There could be three major stages of training intervention for promoting entrepreneurship viz. pre-start-up stage: start-up stage; and survival and growth stage. Accordingly, all the Entrepreneurship Development related interventions could be classified into following three categories:

(i) Entrepreneurship Orientation and Awareness Programmes
(ii) New Enterprise Creation Programmes
(iii) Existing Entrepreneurs’ Programmes for Small Business Survival and Growth.

An attempt is made in this paper to provide an overview of various approaches of entrepreneurship development and to highlight common as well as unique practices adopted by various ED organisations to meet their set objectives. The approaches are discussed in terms of their objectives, target groups, methodology, major inputs, effectiveness and replicability, etc.

3.1 Entrepreneurship Orientation and Awareness Programmes:

Entrepreneurship Orientation and Awareness Programmes are organised at the first stage of inculcating entrepreneurship; and are targeted at the pre-start-ups who may or may not start a business and are not actively engaged in launching their ventures. This segment consists of almost everybody
except the existing entrepreneurs. Their needs, by and large, are to identify a business opportunity, understand the process of business launching, acquire self-confidence and motivation etc. which could help them launch their ventures in future or at least consider entrepreneurship as an alternative career path.

At this juncture, it may be mentioned that there is a very subtle difference between orientation and awareness programmes. Entrepreneurship Orientation Programmes (EOPs) mostly focus on general information about entrepreneurship so that the participants may start thinking in terms of taking up entrepreneurship as a career. These programmes, by and large, are part of the education system at various levels such as secondary school, college or university, for undergraduate or graduate programme students?

Entrepreneurship Awareness Programmes (EAPs) normally refer to short-term courses conducted for generating interest in entrepreneurship as a career among participants who, in most of the cases, come from outside the education system but are willing to do something which may lead them to become their own masters, rather than serve others.

Three cases of this category are: 'Own Your Business' A case of Level University (Canada); 'High School Seminar’ A case of Centre for Entrepreneurship Development – ICESI University (Call-Columbia); and ‘Price – Babson College Fellowship Programme’ of Centre for Entrepreneurship Studies, Babson College (Wellesley – USA). One common characteristic of all these cases is that all were conducted by educational organisations. All the three were highly successful, relevant to their situations and were addressed to different market segments.

'The Own Your Business (OYB)’ a case of Level University is an excellent example of EOP and a very meaningful use of media like newspapers and television. Initiated as a series of articles on how to become an entrepreneur in a French newspaper, it instantly attracted approximately 500 registrations and created a considerable interest among the readers. It was later repeated in 15 different newspapers. An evaluation of this first attempt revealed that chosen medium had very limited access to readership and presented only the main principles of business management in a static and theoretical frame. Hence, a shift was made to a mass medium like; Television, which appeared to be a more appropriate medium in terms of meeting the objectives of community awareness and easy accessibility.

The hoped-for results were a contribution towards the generalisation of small business management theories for a clientele consisting of people wishing to increase their knowledge of the business world or launch or develop a venture, without placing restrictions on admission to the programme. It was done through 13 televised broadcasts each of 30-minute duration, and dealt with small business management in a stimulating dynamic way. The serial comprised of the procedure for launching a new venture under thirteen headings viz. the taste for entrepreneurship;
ingredients for start-up; looking for a business idea, information on assistance and support, marketing strategies, communication skills; material resources, human resource management; the value of an enterprise; financial management; organisational aspects, sources of finance; and success strategies. It was followed by production of thirteen 30-minute enterprise case studies on videotapes. Here, the emphasis was placed on one aspect of management for which each firm studied was recognised. It was supplemented by a 303-page book covering all the details. Viewers made observations and acquired information from the television programme. They could contact the persons responsible if they needed further information or additional explanations.

One of the criteria to measure success of such a programme could be its spread effect. From this point of view the programme was considered successful as its average weekly viewership numbered 21000. It has already been successfully replicated by Dakar Centre for Higher Education in Management in 1990.

An evaluation of the programme shows that the 12 per cent of the participants had set up a business, 12 per cent improved the performance of their existing units and four per cent prepared their business plans. Thus it could be argued that television teaching can provide a good alternative to more traditional entrepreneurship training programmes. This type of approach enables entrepreneurship courses to be more flexible and accessible; depending on the educational means used.

The second programme viz. High School Seminar of Centre for Entrepreneurship Development (CED) is a good example of an Entrepreneurship Orientation Programme, which inculcates entrepreneurial values in the students giving credence to slogans like ‘Catch Them Young’. The programme also known as ‘Starting New Business Seminar’ for senior and junior high school students (aged 15-18 years) was organised in 1986.

It was planned with the objectives of creating awareness about entrepreneurship among the students, making them aware of the role of free economy and its relation with democracy; difficulties of Columbian development and providing basic language of business. It fulfilled the need of value development, knowledge about entrepreneurship and orientation about career path to the participating students.

It was imparted for 30 hours, either 2 hours per week along with the academic year or four days full time. However, it was felt by the organisers that the ideal time duration to impart these inputs would be 6 hours, per week. The programme was followed by a test conducted to evaluate the trainees. The programme consisted of courses on socio-economic development, entrepreneurship – its meaning and relevance, introduction of economic concepts, economic systems and free economy, role of resources in promoting a venture, myths about entrepreneurship and business, creation of new business, identification of opportunities, creativity and
innovation, alternatives to start a business, elements of a business plan, financing a new business in Colombian environment, and the development of entrepreneurs. The methodology of the Seminar consists of the conference and the exchange of opinion supported by audio-visual aids and presentation by successful entrepreneurs. The programme was well marketed through contacting principals of the schools, motivational programmes for the students, information to the board of parents, etc.

Since its inception in August 1986 and till November 1990, the CED had conducted 40 seminars with a total attendance of 932 high school students. The programme was very cost effective with US$18 per trainee for a group of about 25 students. The programme was easily replicable, as it had already been tried in different socio-economic environments in Colombia and the Honduras. However, pre-requisites for successful replication are at least 2 well-trained trainers, financial resources to cover the expenses of at least 10 seminars, acquisition of some academic material and basic audio-visual equipment like an overhead projector or Liquid Crystal Display.

The high school seminar had been a very interesting programme for initiating the young students in entrepreneurship which helped them in acquiring some knowledge and experience required to decide on their career path.

The last case under review in this category is that of the Babson College viz. Price Babson Fellowship Programme. It was a unique programme in the sense that it made an effort to blend academic teaching with practical experiences of successful entrepreneurs. In the 1980's while there was a growing demand for entrepreneurship education, there was a shortage of qualified faculty able to teach the subject. Business teaching was also being criticised for its insulation from the real world. At the same time, successful entrepreneurs were willing to share their knowledge but did not know how to teach. Hence the programme was established in 1985 as a collaborative effort of Price Institute of Entrepreneurial Studies and Babson College Centre for Entrepreneurial Studies.

Major objectives of the programme were (i) to develop teaching skills of entrepreneurs willing to engage in teaching; (ii) assist colleges and universities in developing an entrepreneurship curriculum and (iii) to build an international cadre of effective teachers of entrepreneurship.

It operated through colleges and universities. Each selected school nominated two participants for the programme; a full time faculty member and a successful entrepreneur, designated as the Price-Babson College Fellow. The programme consisted of two parts viz. (i) The Symposium for Entrepreneurship Education (SEE) which focused on state-of-the-art of entrepreneurship teaching. It helped entrepreneurs learn how to “teach what they practice” and facilitate faculty in becoming more effective teachers of entrepreneurship, and (ii) Reunion of Educators and Fellows Learning About Entrepreneurship Curricula and Teaching (REFLECT) in which SEE alumni
shared their experiences and insights on teaching, developing courses and building entrepreneurial programmes and centres. It was done through 4-day seminars for SEE where REFLECT alumni joined on the 3rd day to make it experience-based. Major inputs related to new knowledge in entrepreneurship and examination of pedagogical use of business plans. Methodology adopted was case-method and experience sharing. Till date, approximately 200 “alumni” from 110 colleges and universities and 20 nations have attended the SEE Programmes and participated in the symposium since its inception. The programme thus had served as a catalyst to unite the entrepreneurs and faculty members in a unique forum for combining progressive educational theory and proven business practice.

The programme was easy to replicate and what it needed was a faculty that understood entrepreneurship and basic infrastructure to organise classes. A 2-3 day orientation might be required for the faculty on how to run the programme.

Thus, all the three programmes reviewed above had their own strengths and were replicable. However, one notes that all the programmes belong to Western Hemisphere while they were even more needed most in the Eastern Hemisphere or developing countries. Another factor which draws attention is that all the programmes were run by educational institutions. There is a scope for other types of organisations to adopt the models.

3.2 New Enterprise Creation (NEC) Programmes:

An NEC programme is defined as a comprehensive training package evolved to develop competencies in trainees/participant, which would lead to self-employment of the promoter, setting up of an enterprise thus creating further employment. The programme aims at developing knowledge, skills and attitudes etc. in a potential entrepreneur to make him/her an actual owner-manager of an enterprise.

It is offered on a regular basis and includes an adequate planned post-training follow-up support. Single major objective of the NEC-EDPs could be stated as “creating” well-rounded entrepreneurs (preferably first generation) to take up the challenges of entrepreneurship. This implies that the foremost-expected outcome of NEC programme will be that the trainees set up their own businesses within a shortest possible period after completion of the training, or in other words, creation of new enterprise takes the front seat, as against “awareness” or “orientation”.

The Cases:

The training intervention through NEC-EDPs is aimed at start-up and is for those who have a desire or potential to do so. This programme has attracted maximum attention, especially in the developing countries. For, it is seen as a vehicle of promoting local small and medium enterprises, generating employment, creating wealth, leading to a better standard of
living, etc. A wide variety of socio-economic objectives are envisaged to be achieved through this planned training intervention. Possibly because of these reasons, as many as eight (8) out of the twelve (12) cases under review fall in this category. The eight case studies on the approach pertaining to Entrepreneurship Development Institute of India (EDI), Xavier’s Institute of Social Service – XISS, Ranchi (India); Psytech Management International – PMI (Philippines); University of Philippines Institute of Small Scale Industries – UPISSI (Philippines); The Small Business Centre – SBC (Helsinki); Centre for Innovation and Entrepreneurship of the University of Twente – CIOT (The Netherlands); Hawaii Entrepreneurship Training and Development Institute – HETADI (Hawaii); and the Dade County Entrepreneurial Institute – TDCEI (Miami – USA).

**The Target Groups Addressed**

For the sake of convenience, the above institutions could be grouped according to the target groups, their NEC programmes are addressed to*. For, it is the target group or clientele which, by and large, determines the programme objectives, inputs, methodology and the delivery mechanism. While institutions like EDI, HETADI and the SBC, Helsinki address a wide variety of target groups ranging from educated unemployed to rural poor, school dropouts to university graduates etc.; XISS-Ranchi and TDCEI-Miami concentrate their efforts on tribal and certain ethnic groups/communities like Dade Community. On the other extreme, CIOT targets its programmes at either persons with a university or higher vocational degree, or students of the Department of Management Studies who want to become familiar with entrepreneurship and want to develop a business plan.

**Major Objectives**

Similarly, some of the organisations have enterprise creation as the prime objective of their programmes, while others teach up to preparation of a viable, sound business plan. EDI, HETADI and The SBC, Helsinki are examples of the first category while CIOT represents the second. The Dade County Institute and XISS, Ranchi conducted the programmes in order to bring historically depressed communities into mainstream of the economy through developing entrepreneurs among these communities which had no business history behind them.

The other set of objectives is determined by the contextual factors of the respective countries. For example, EDI model emerged as an answer to the problem that despite easy availability of finance and other infrastructural facilities, the entrepreneurial response in adequate quantity and of high quality was not coming forth. Hence, the need to concentrate on developing this human resource was felt. Similarly most of the countries were (and are) facing rampant unemployment and the avenues of new jobs are not available in commensurate with demand. Therefore, EDPs were thought to be an answer. EDI, UPISSI, Psytech Management International and to an extent HETADI Programmes are a few such examples. It may be mentioned
that to an extent even the emergence of specialised EDP organisations like EDI, UPISSI etc. had their genesis in such contextual factors. However, in most of the educational institutions like CIOT or SBC, Helsinki, the reasons were somewhat different. One important lesson which emerges out of the discussions, is that the programmes should fulfil some felt need/gap as dictated by the contextual factors, to be relevant.

Most of the organisations developed their approaches either on the basis of research (CIOT and SBC Helsinki) or on the basis of their own experience (EDI), and some others borrowed from existing models with modifications to suit their situations *HETADI, XISS).

**The Input Structure**

In order to develop and reinforce entrepreneurial traits, facilitate the decision making to set-up new business venture, help the trainees to take appropriate steps for firming up and implementing their business idea, and enable them to manage their units successfully, following broad category of inputs are normally imparted in the NEC-EDPs, notwithstanding the variations in approach:

(i) Information related inputs (procedures, rules and regulations etc. required for launching a venture),
(ii) Business opportunity guidance: To make participants aware of the opportunities available in their environment and develop their skills for opportunity search,
(iii) Formulation of Preliminary Business Plan and Market Survey: To help the participants make a prima facie assessment of the viability or a measure of confidence in the same,
(iv) Behavioural Inputs: To develop their motivational and entrepreneurial traits such as need to achieve, risk taking, initiative etc.,
(v) Business Plan Preparation: To enable the participants finalise their business plan for submitting it to the funding agencies for financial help,
(vi) Technical Orientation and Skill Development: To provide the participants an opportunity to get an exposure to the actual functioning of small enterprises,
(vii) Managerial Inputs: To sensitise the participants on the complex nature of interdependencies among various management function and facilitating development of working knowledge pertaining to certain key management functions,

* One could also classify the ED Organisations according to the regions they represent or according to the nature of the organisation e.g., government (UPISSI), voluntary (XISS) private (Psytech), autonomous (EDI), educational (CIOT), etc.
Marketing Skills: To enable the participants adopt an appropriate approach to marketing activities,

Legal System related Inputs: To make them aware about the rules and regulations involved in running a small industrial undertaking, e.g., factory act, labour laws and other statutory requirements, etc.

All the organisations under review, however, do not impart all the inputs. Even the weight age assigned to each input varies greatly. For example, the EDI model lays heavy stress on behavioural inputs while CIOT or CSB, Helsinki does not. The CSB imparts inputs on computer science, which XISS, HETADI, EDI and the like, do not.

It seems that the institutions working with underprivileged groups or in a developing economy need to impart behavioural inputs because of the low motivation level of the people in general, unlike European countries or the developed world where CIOT or the CSB are operating. It may be, therefore, argued that in the societies where positive initiative has not been an acceptable way of life, the behavioural inputs are likely to be very critical in promoting entrepreneurship.

The other case is that of technical training inputs. For example, the XISS-Ranchi lays a lot of emphasis on the technical skill development component. For, it works with the tribal who inhabit far-flung areas and the size of their venture, more often than not, may not permit them to hire a technical person. Therefore, it becomes necessary for them to acquire basic technical skills of operating and maintaining their machines. This may not be very relevant for a target group which CIOT addresses. Similarly, developing societies and underprivileged target groups will need more intensive training in finance and accounting than the trainees with business management or commerce background.

The Training Methodologies

As far as teaching methods are concerned, pedagogy adopted to deliver the inputs is a mix of class room lectures and field work. Use of case-study method, role-plays, simulation exercises, business games, use of audio-visuals are some of the commonly used methods. Some of the institutions also arranged for placement of the participants in factories etc. for technical orientation or for acquiring technical skills. EDI, XISS-Ranchi are some of the examples. However, it may be stated that participatory method of learning, which elicits involvement of the trainees is likely to be more useful. Experience sharing by successful entrepreneurs in this direction scores quite high.

The Training Duration:

As in the case of inputs, the duration of NEC-EDPs also varies for different programmes. While EDI and HETADI recommend about 125 – 180 hours of
inputs, and that too at a stretch for 6 weeks full time (6 hours, a day) or 12 weeks part time (3 hours, a day): the SBC imparts the inputs in 360 hours spanning over 42 days, but over a period of 2 years divided into 15 seminars (first 6 seminars 4 days a week – Wednesday till Saturday; and the remaining nine two day seminars on Thursday and Friday). On the other extreme, CIOT complete their programme in 8 meetings lasting three hours each. The last i.e., the 9th meeting is kept for test and evaluation. Similarly the Dade Country Institute offers 5-week part-time course (one evening 3 hours per week) and XISS, Ranchi on the other hand offers 8 weeks full time programme. On the basis of the inputs to be imparted and the assimilation level of the participants, it can be said that the duration will depend on the target group and the objective of the programmes. Higher the learning needs, longer will be the duration. However, there are issues related to too long or too short a programme, just as giving small dose of inputs over a longer period Vs intensive training at one time.

While analysing the approaches one also has to ask as to how well the programmes are executed? What are the steps involved in them?

**Marketing of the Programmes**

After the planning phase, the next step would be to market the programmes for participation generation. It is argued that marketing determines the ultimate success of the programme. By and large, all the organisations have been using more than one method of spreading the message of the programme amongst their clients. Most frequently used channels are newspapers, T.V./Radio (HETADI) University or college magazines/news letter (CIOT), information spread through support system and through earlier participants (SBC), village meetings (XISS), handbills, pamphlets, door to door publicity, public meetings and use of industry/business associations (EDI). Better the promotional campaign better will be the response from the potential entrepreneurs.

**Selecting the Trainees**

This is followed by selection of the potential entrepreneurs. Some of the organisations like CIOT, the Dade County Institute does not conduct selection test while others like EDI or HETADI have a rigorous and a very scientific and elaborate selection procedure. EDI has evolved a three tier selection procedure which starts from scoring of a specially designed application form followed by a written test using psychological tests in order to gauge the entrepreneurial potential of the applicants. These tests are finally followed by personal interviews. On the basis of the total scores, the candidates are selected. XISS, HETADI etc., follow almost similar methodology. Other like the CVSB, UPISSI, Psytech, etc. use performance of the applicants in the personal interview besides their application form ,after selecting the candidates. Sound selection of the participants is very important for ensuring success of the programme. If the selection is not properly done, the results will be poor and vice-versa. Therefore, most of the organisations use some or the other selection technique and emphasise its importance.
The Follow-Up:

Objective of an NEC Programme is not only to strengthen entrepreneurial characteristics, but also to help the participants launch their ventures. It is in the implementation stage after the training programme that the trainees need extensive guidance and support from the trainer for linking up necessary infrastructural facilities and other aspects of project implementation. Most of the organisations, including EDI, HETADI, and XISS-Ranchi feel that a strong follow-up support is most critical to the success of the programme. The follow-up duration ranges from six weeks (EDI) to 48 weeks (XISS-Ranchi).

A Good Training Manager/Trainer Needed:

At least one trainer-motivator or training-manager, who organises and manages the programme, is a regular feature of all the programmes. Training manager plays a key role and is often called the king pin of the programme. It is observed in most of the case studies that the programmes have been successful, even in the toughest of environments, when the training-manager was competent and, in quite favourable conditions, results have been poor when some inappropriate person organised and managed the programme. It may be inferred that a well trained person-who possesses an aptitude for developmental work, faith in people’s capabilities, capacities to work under stress and adequate knowledge and/or experience of launching and managing a small business, will be more suitable for the role.

The Programme Cost:

At this stage, it will be pertinent to ask the cost at which the organisations conduct the programme and develop entrepreneurs. For, the programme should not be too costly to be replicable. The cost will depend on the target group, the location and the duration of the programme and will vary from country to country and place to place within a country. However, the cost per programme conducted by XCIOT work out to be approximately US$20000. In terms of per trainee, it works out to about US$2000 and per successful trainee (i.e. who starts his/her venture after the training) US$4000. On the other extreme is HETADI. Its average cost ranges from US$300 to US$3000, which works out to a maximum of US$120 per trainee and U.S $ 184 per venture created. However, it varies from target group to target group. On an average, a cost of about US$5000 per programme could be taken as ideal in the case of developing countries. In developed countries it could be as high as US$15000 to US$25000 per programme.
The Success and the Impact:

When it comes to assessing impact or spread effect of the programme, one observes that EDI has attained maximum spread effect. Nearly 2100 organisations in India follow EDI-NEC approach and conduct approximately 500 programmes per year. An estimated number of 12,500 trainees are thus trained annually. Given the national average start-up rate of 35 per cent, the programmes create around 4400 new enterprises and nearly 15,000 jobs every year. Other organisations having noteworthy spread effect are HETADI and The Dade County Institute which have a turn out of about 3000 participants each in the last 6-7 years. However, success rate of the Dade Institute is rather poor (10 per cent compared to HETADI’s 65 per cent out of which 90 per cent are still in business even after 3 years. Most impressive success rate is that of the Small Business Centre, Helsinki – 90 per cent. Institutes like EDI are at the middle rung with a success rate of about 50 per cent.

The astounding success of the SBC is explained by the fact that almost all (90%) of its participants are selected only when they have a firm business idea (10% are in the implementation stage) and have good experience in business. Studies conducted by EDI also have shown that people with experience have better chances of starting their ventures and succeeding in them. The case of CIOT also testifies the same. On the contrary, almost 90% of the trainees have no business idea in the case of XISS-Ranchi with 27% start-up rate. It implies that if the objective is to get ventures launched in shortest possible time it will be better to select those who have a higher degree of preparedness (with firm business idea and further stages) and have sound experience to their credit.

Success rate to a great extent also depends on the support extended by the government. It is observed that even well executed programmes with very good participants have failed to achieve success because of lack of government response and apathy of the support system. EDI’s case establishes this fact by citing examples of Ghana and other African countries. This analysis indicates one more interesting fact that one could do a very good job but for a few (The SBC) and a reasonably good job for many (HETADI and EDI). Depending on the situation, one could decide on the strategy to be adopted. However, this ‘many’ should not be confused with a very high number (but with very poor tangible outcome) as in the case of the Dade County Institute.

3.3 EXISTING ENTREPRENEURS’ PROGRAMMES FOR SMALL BUSINESS SURVIVAL AND GROWTH:

These programmes are addressed to existing entrepreneurs who are interested in survival and/or growth of their enterprises. These programmes are mostly modular in nature and fulfil specific need(s) of the client, such as, identification of a new opportunity, production planning, accounts and finance, personnel management, growth strategies, strategic management,
etc. A programme may be conducted on each of the input separately or for a pool of two to three components. Such programmes help improve the business practices and performance of the small entrepreneurs (owner-manager) who may not be able to afford employing many specialists to look after their ventures.

Under this category of programmes there was only one case for review viz. “Small Firm Growth Programme” of Durham University Business School. The programme started in 1980, was aimed at assisting the owner-manager of smaller firms (turn over £0.5 m to £3 m) plan business development successfully.

Main purpose of the Growth Programmes is to develop strategic management capability of individual owners’ managers. The duration of the programme is of 15 days spreading over a 12-month period besides in-company counselling. The 15 days programme consists of ten ‘core’ programmes, and five ‘critical competency’ workshops allow for special concerns of the participants, to be coped with in flexible manner. The ‘core’ sessions which focus on exploration of fundamental strategic issues and evaluation of strategic positioning of the firm deal with inputs like – what makes a successful growth company, self-auditing, planning process, financial performance, marketing performance, management styles, etc.

Counselling is an essential feature of DUBS Growth programme which provide each participant an opportunity to gain a structured, outside view of their business early in the programme. The counsellors are mostly experienced business people, trained in small business counselling and organisation of Growth Programmes.

The programme is implemented at the DUBS. It is marketed through brochures and handouts. The peer group and people who have access to and influence on the owner managers are also involved in the promotional campaign. The participants may be drawn from both manufacturing and service ventures and they should be owner-managers.

The programme is conducted by a programme manager who is an experienced member of the DUBS staff. The initial two workshops were handled by the DUBS faculty and the subsequent, by experts/experienced business people.

The DUBS has so far conducted 10 programmes with a total clientele of 170 participants. The total cost per trainee for these works out to £2200, out of which 30% is contributed by the participants. An evaluation study conducted in 1988 revealed that growth in turnover of all participants had risen from £13 m to £28 m an average individual turnover from £0.5 m to £1.02 m. Their performance also improved significantly over time. This was further illustrated by an increase in the total number of employees.
The programme has widely been replicated. Some of the important lessons which emerge out of the DUBS Growth Programmes Case are:

(i) it requires to have proper need identification of the trainees;
(ii) more stress should be given on one to one counselling;
(iii) the trainer will have to respond to the problems of individuals with very different levels of education;
(iv) helping the participants build a personal network could be very important activity for the trainer;
(v) training should be organised taking into account the limited resources and time at the disposal of the owner-managers;
(vi) the learning process should be participatory rather than bureaucratic (i.e. just the lecture method). For there is likelihood of little or no inclination for reading among the small business owner-managers;
(vii) the inputs will have to respond to the need of the participants. Therefore ‘give what they need rather than what you have‘; should be the mantra.

4.0 CONCLUDING OBSERVATIONS:

The paper reviewed the three major strands of entrepreneurship development training interventions for pre-starters, start-ups and existing entrepreneurs. The common threads one gets are:

(i) all the approaches are need based and have emerged in response to their contextual factor, and have an absolute clarity of objectives or goals;
(ii) all the approaches rely on a comprehensive approach consisting of adequately conducted promotional campaign (marketing of the programmes) and relevant inputs package and delivery mechanism;
(iii) proper selection of the participants seems to have a strong bearing on the success of the programme;
(iv) motivational or behavioural training is more relevant in developing economies or for underprivileged groups/communities than the ‘achieving societies’.
(v) linking the potential entrepreneurs with viable business opportunities is one of the key tasks to make the NECs successful;
(vi) individual one to one counselling to the trainees is essential;
(vii) there cannot be any unique approach or formula for developing entrepreneurs. It has to be tailor made, to suit the target group. Hence, the approach should be very flexible to accommodate the necessary changes;
(viii) EDPs for NEC are more successful when backed up by adequate follow up and positive response of the support system;
(ix) The trainer-motivator/training manager plays a very critical role in leading the programmes to success; and
(x) On the basis of the available evidences it appears that the EDP activities could possibly be carried out by any type of organisation provided it has enough autonomy and operational flexibility to
experiment with such new approaches like EDPs. However, since orientation programmes are addressed to mostly students, most of the educational institutions are organising them, while NEC programmes which are mostly out of the education stream are found to be conducted by mostly specialised ED organisations.

In the light of the above lessons if some organisations or countries want to institutionalise EDP, following will be the major requirements*:

(i) Commitment of the Government
(ii) Availability /creation of an appropriate organisation, with strong networking support, where EDPs could be housed.
(iii) Adequate and well-trained faculty resources.
(iv) Adequate and long term funding support.
(v) Availability of critical minimum infrastructural facilities.