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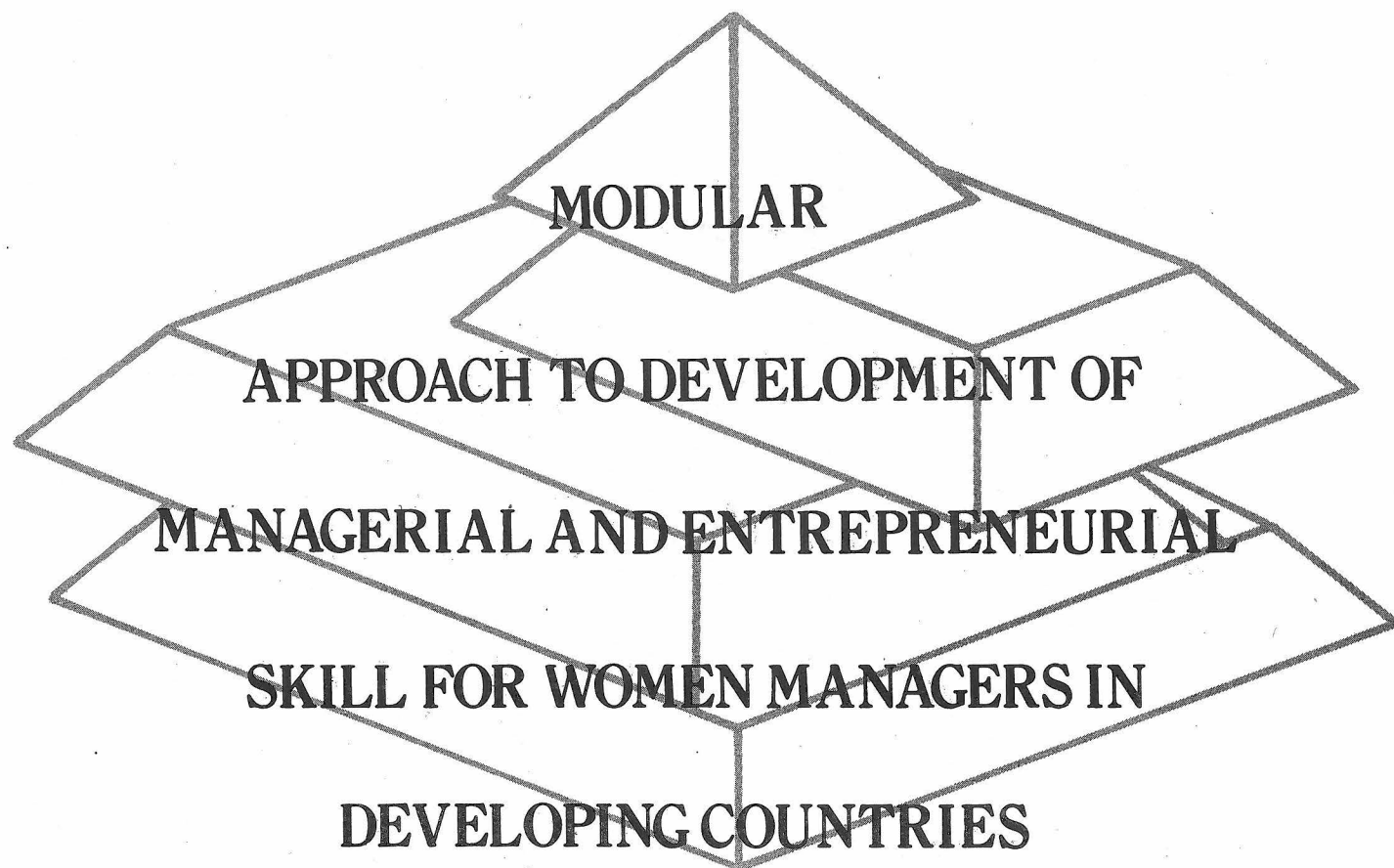


UNITED NATIONS INDUSTRIAL
DEVELOPMENT ORGANIZATION

INSTRAW



INTERNATIONAL RESEARCH AND
TRAINING INSTITUTE FOR THE
ADVANCEMENT OF WOMEN



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**MODULAR
APPROACH TO DEVELOPMENT OF
MANAGERIAL AND ENTREPRENEURIAL
SKILL FOR WOMEN MANAGERS IN
DEVELOPING COUNTRIES**

TABLE OF CONTENT

	Page
FOREWORD	3 - 4
I. STATEMENT OF PROBLEMS AND OBJECTIVES	
1. Introduction	5
2. Women's Training Opportunities	6 - 7
3. The Modular Approach to Training	7 - 8
II. WOMEN IN DEVELOPMENT	
1. Women's Situation in Industry	8
2. Promotion of Women in Managerial Careers	9 - 10
3. Institution Building	10 - 11
III. WOMEN IN INDUSTRY	
1. Background	11
2. Women's Participation in the Work-Force	11 - 13
3. Industrialization and Structural Changes	14
4. Effects of Industrialization on Women	14 - 17
5. An Analysis of Women's Industrial Labour Market Position	17 - 20
IV. INSTITUTION BUILDING ON MANAGEMENT TRAINING FOR WOMEN	
1. Background	20 - 22
2. Leadership Development for Women	22
3. Changing the Management Environment	23 - 25
V. THE MODULAR APPROACH TO TRAINING: GENERAL INTRODUCTION	25 - 27
VI. OPERATIONAL GUIDE	
1. Application of the Modular Approach	27 - 30
2. Definition of Target Groups	30 - 31
3. How to Use the Modules	31 - 32
4. Note on Existing Literature for Training Material Development	32

	Page
VII. TRAINING MATERIAL DEVELOPMENT	32 - 35
MODULE OUTLINE	36 - 38
A. Advanced General Management for the Female Executives	39 - 66
B. Essential Management for Female Entrepreneurs/Managers	67 - 91
C. Entrepreneurship Development for Female Business Entrants	92-114
D. Project Promotions Service for Female Entrepreneurs	115-131
E. Training of Female Entrepreneurs' Trainers	132-159
F. Training Managers' Course on Entrepreneurship and Management Development for Women	160-187
G. Development of Financial Skills for Female Entrepreneurs	188-204
APPENDIX: Recommended films and filmstrips	205

FOREWORD

The design and development of the Modular Approach to Managerial and Entrepreneurial Skills Training for Women Managers in Developing Countries, is an initiative which was launched in 1985 jointly by the International Research and Training Institute for the Advancement of Women (INSTRAW) and the United Nations Industrial Development Organization (UNIDO). The RVB-Netherlands (International Institute for Management) and the International Centre for Public Enterprises in Developing Countries (ICPE) provided their full co-operation.

The "Modular Approach to Development of Managerial and Entrepreneurial Skill on Women Managers in Developing Countries" is aimed at those persons that formally or informally are involved in the skills enhancement of women who wish to become entrepreneurs or managers. This package will be distributed to interested training institutions and to public as well as private enterprises within developing countries. The flexible and innovative character of the training package allows for adaptation to different national economic environments in any country as well as to different target groups.

This activity falls within the framework of INSTRAW's training strategies to keep abreast of the mainstream developments which fully value women's actual and potential economic contribution. INSTRAW is committed to innovative approaches to training in recognition of the evolving urgent needs of women in developing countries.

In this direction INSTRAW produced innovative multi-media self-sustained modular training packages for a variety of target groups including government and development officials, women's and non-governmental organizations.

INSTRAW has prepared multi-media training packages on Women, Water Supply and Sanitation in June 1986 and a multi-media training package on Women, New and Renewable Sources of Energy in April 1988.

INSTRAW attempts to accomplish this through training programmes specially designed to bridge some of these gaps and is guided by the following principles:

- i) **Networking:** By working through existing institutional frameworks, at the national and regional levels, resources can be effectively and efficiently utilized and responsibilities decentralized. Networking promotes co-operation between existing local and regional research and training institutions.
- ii) **Training Trainers:** Emphasis is given to the training of trainers as a means for reaching a much larger number of women that hitherto possible.

- iii) Training in situ, to stimulate grassroots participation, ensure training is appropriate to local conditions as well as utilize local resources and expertise.
- iv) Influence training activities within and outside the United Nations through its role as a catalyst. The institute operates catalytically in order to ensure that issues related to women and development are part of on-going and planned activities both within and outside the United Nations system. This involves an attempt to develop as broad a constituency as possible. By creating greater understanding of the problems concerning women in development, it stimulates others to organize around these issues.

The programme contains seven modules. It outlines curricula for each of the areas covered, clear instructions are given with each session as to exactly what materials are required, so that local instructors can co-ordinate their lectures. Each module comprises a topic. It is given in printed form to facilitate both learning and teaching, together with an "Instructor's Guide" which describes the activities for both the instructor and the learner. The present modular training programme contains fully developed curricula and an indication of the supporting materials needed for its delivery (trainer's guide, instructional notes for a participatory approach, workbooks, handouts, etc.). The package also includes user's notes, i.e., explanations for conducting a needs assessment, selecting trainees and evaluating the course.

The prototype version of this training programme was prepared without formal editing. Initial field tests were implemented in 1989 with 6 groups of 20 women entrepreneurs each.

As a follow-up, UNIDO recently developed another training package for managerial and entrepreneurial skills development for women in developing countries in co-operation with the Pan African Institute for Development of Eastern and Southern Africa and the Cranfield School of Management from the United Kingdom.

This programme led to a further joint initiative between INSTRAW and the International Centre for Public Enterprises in Developing Countries (ICPE) to strengthen the institutional infrastructure for managerial skills training in developing countries. It resulted in the publication of a training manual to serve as a "Framework for Training Women Managers in Public Enterprises in Developing Countries".

I. STATEMENT OF PROBLEM AND OBJECTIVES

1. Introduction

Human resources constitute the driving force behind development. The individual is at the centre of the development process, not only as the ultimate beneficiary of that process but also as its initiator and promoter. But to initiate and promote, one has to be appropriately equipped for the task at hand. Technical deficiencies in skills can hamper, and seriously affect a catalytic and innovative initiative even before it has had an opportunity to develop. This means men and women who are able, competent and achievement-oriented are needed if they are to play catalytic and innovative roles in the development process. Where managers are scarce, especially as regards female management, there is an awareness that such skills must be developed.

Developing this managerial and entrepreneurial capability amongst women and putting it to optimum use is a problem in a majority of developing countries even though dramatic shifts in employment prospects are taking place in the manufacturing sector for women, especially in electronics, textiles and clothing industries. It has been estimated that 75-90% of assembly workers in the electronics industry around the globe are women. Their work is labour intensive, poorly paid with few promotional opportunities and with little job security. A chief rationale in the employment of women is female dexterity, trainability and the relatively low cost of such labour. Yet a very small proportion of these women are found in administrative and managerial cadres that fall into the upper end of the skills hierarchy. The significance of this can be understood only when we realize that in 1976, at the beginning of the United Nations Decade for Women, it was estimated that about 35% of the world labour force, or 575 million workers, were women. By the turn of the century, this figure is expected to go up to about 900 million women workers. Despite this considerable increase in women's participation in the labour force, a large number of them are concentrated in occupations characterized by low skill levels, productivity, pay and job security. In professions such as nursing, teaching and social work, they are overrepresented but in managerial, administrative and entrepreneurial fields, they are by far under represented. This poses negative consequences not only for the women themselves but for national development as such. There is an urgent need to improve women's access to decision-making positions, through training and other means. This will usher in a more equitable distribution of opportunities under conditions of economic growth. Of the several restrictive elements which hinder the process of managerial and entrepreneurial development in developing countries, inadequate levels of formal education/training and skills which advance one's professional careers, low savings, instability of export markets, skill bottleneck, lack of managerial capability within both the male and female populations in particular would most probably rank highest on the list. Managerial

capability embraces, in many views, entrepreneurial initiative, strategic design and operational fulfillment efforts. What makes the creation of such know-how a complicated and difficult process in developing environments, is the existence of constraints which impact upon the system's ability to provide the required skills, in this case a business function to women.

Women, therefore, represent a potential but not readily recognized work-force in small and medium scale industry in a large number of developing countries. This is manifest in evidences of formal and informal exclusions and discouragements of women attempting to enter the industrial sector in managerial or entrepreneurial roles in these countries. These women are often confronted with attitudinal and structural impediments that influence their opportunities, such as rigid institutional frameworks that do not allow consideration of specific needs of women, lack of access to credit, training and other such skills-building facilities, lack of awareness on women's issues, hiring practices, earning/wage structures, etc. The major forces, in sum, that interact to influence opportunities for women in management and entrepreneurial occupations may be broadly categorized as culturally defined, influenced by household and family organizations and related to the skills and resources she brings to the job. This has not only limited the scope of the contribution to the industrialization process but also reduced the productive utilization of a significant proportion of human resources that is most needed in developing countries.

2. Women's Training Opportunities

Furthermore, even for those who do manage to enter the workforce, their participation and progress in industrial development and management is hampered by institutional and attitudinal barriers, as well as by the relatively slow rate of change in educational and training approaches which generally fail to address the specific problems of women in industry. There is also compelling evidence of the exclusion of women in training programmes directed towards skill and opportunity building. For instance, women are discouraged from entering certain types of training. Therefore, even if programmes are open to both men and women, in practice, women's participation in management and entrepreneurial training is often limited. Consequently, despite their growing involvement in the industrial sector of the economy, women are not always able to take full advantage of available possibilities and are often incapable of competing effectively in entrepreneurial and management opportunities.

This has been attributed not only to the socio-cultural determinants that restrict the availability of women for work but also to the structural properties in the economic system. The consequences may be seen in terms of the low demand for female employment in developing societies. The situation becomes further detrimental to women, when this lack of demand goes unrecognized and undocumented statistically.

While structural inequalities do present a major constraint, a central issue for women in management and entrepreneurial positions is the difficulty of combining a commitment to work with a satisfactory personal life. Although economic pressures and greater social acceptance of working women today have allowed increased flexibility and control in developing one's career, yet day-to-day problems continue to confront them, e.i. child care during working hours. This calls for changes in women towards both attitudes and methods of coping with multiple roles as well as policy recommendations for minimizing environmental constraints in industries and businesses.

For structural changes to be successful women in society need to be recognized; concentrated efforts need to be made to increase their working opportunities by improving their knowledge and potential for advancement.

3. The Modular Approach Towards Training

As a great proportion of women entrepreneurs have not had adequate education or training, suitable programmes need to be designed to take into account their varying needs.

An important step in this direction is the modular approach to training. A modular training scheme consists of a group of complimentary modules, each having a specific objective. They are intended to meet the needs of various target groups based on identified needs. The modules are broadly structured to provide basic management skills, as well as interpersonal relations and support opportunities enhancing structural interventions. They attempt to integrate four critical dimensions of effective managerial and entrepreneurial capabilities amongst women: management behavioural skill and understanding of organizational politics; management technical skills; office administrative skills; and professionalism.

The essence of the modular concept is the distinction in training between programmes which may be used in various contexts and those only suitable for a specific training programme. Management development, a broad field, may be classified into three distinct levels (entry, middle and senior) at which training is relevant. Each level has its own approach, methodology and context. These broad-based modules have been put together for a wide range of training programmes. They include specialized modules dealing with a particular group of skills and focussed modules that deal with a specific skill or specific local situation. These training modules are an outcome of a growing realization that this area has not received the attention it deserves and that women's training in management development has consequently remained stagnant.

The training requires both intensive learning efforts which participants are confronted with and ways of thinking that may be quite unique and novel to them.

Two kinds of complementary training programmes would be necessary in providing effective results - the first involving policy development skills for senior public service managers and the second gradually enhancing skills for women in small business and entrepreneurial occupations in order to prepare them for higher levels of responsibilities and decision making positions as companion strategies. While the former is currently underway, this package is being addressed towards the latter. A central assumption is that key decision making personnel must be in a position to manage organizations effectively. For this, they need to have organizational management skills, sufficient command of specialized tools of management as well as the entrepreneurial spirit. It is towards these goals that this package has been designed.

II. WOMEN IN DEVELOPMENT

1. Women's Situation In Industry

In the developing countries, women account for more than 50% of the potential labour force. However, existing employment measures tend to under-represent women's economic participation and contribution to the overall economy for several reasons, such as the non-recognition of the value of women's economic contributions inside and outside the household and family enterprise. Therefore, a deliberate policy and strategy is needed to enhance the participation of women in industrial sectors i.e. increasing opportunities for women to enter managerial and entrepreneurial positions.

This implies training women so as to build leadership, entrepreneurship, management and marketing skills, etc. In sum, providing credit and equipping them with skills and other support systems that could enhance their resource capabilities bearing in mind the women-specific problems in participation and development. Strategies also need to be directed towards introducing changes in the family division of labour in order to secure the participation of women on more equitable terms.

Therefore, development goals for training may be broadly summed up as attempting to change organizational constraints for women in management and entrepreneurship positions. While this may be attempted through public service organizations that set the tone for women's participation in business and entrepreneurial undertakings, it is also essential to ensure that women who do aspire to opportunities for training in required skills have the needed access.

2. Promotion of Women in Managerial Careers

Towards this end, new organizational alternatives and training programmes that can provide the structural support for women in managerial careers will have to be designed, in keeping with the Nairobi Forward-looking Strategies (FLS), that recognizes the important role of women in managerial positions and sets forth concrete measures to be undertaken over the next decade. While urging governments to increase the inclusion of women in management and decision-making processes at national, state and local levels by setting up special offices in governmental departments, the strategies also recommend improvements in techniques of management through training approaches designed specifically for women, especially at the managerial levels. It confirmed the economic contribution of women as a key element in planning and implementing development policies. Based on this resolution, conceptual approaches to improving the condition of women were evolved and a framework for long term vision was provided in the FLS. The strategies clearly indicate that all women's issues result from the neglect or exclusion of women in decision-making processes and could seriously jeopardize the economic and social progress of people. In this context, the following are some questions that need to be considered: How can women be more fully involved in key decision-making processes? How can economic opportunities for them be increased while simultaneously opening up new avenues of participation in non-traditional occupations? What kind of training and retraining schemes could rapidly upgrade women's skills in management, industry, small business and entrepreneurial undertakings? What are the ways in which these skills can be imparted? How can these training programmes keep pace with modern technological changes? How can women learn to develop the necessary behavioural traits that will facilitate their entry, sustenance and advancements in these fields? How can we bring about this major shift in groups of decision makers so there is greater control and leverage for women over these opportunities?

These issues may be dealt with by adopting a two-pronged approach: (i) by sensitizing senior government officials involved in policy-making and training in respect of the factors that would facilitate women's entry into managerial and entrepreneurial positions; and (ii) by equipping women with the skills, techniques and confidence necessary for professional growth as executives in industrial, small business and entrepreneurial undertakings. Emphasis is given to structural approaches and innovative techniques in institution building so that appropriate training relevant to human resource development may be evolved.

The design of innovative training strategies and techniques require the identification and strengthening of existing institutional frameworks in order to maximize the efficiency and effectiveness of training efforts for women. In addition, if women in managerial cadres are to be reached, research and training programmes should be closely interlinked. It should seek to enhance the capabilities of regional, national and local

institutions and emphasize the training of trainers to produce a multiplier effect.

The training programme should be designed to recognize barriers to opportunities for career minded women managers and entrepreneurs so that increased participation of women at these levels may be facilitated. This initiative is eventually expected to trigger other avenues to accommodate more women in these cadres, thus enhancing overall human resource development. Towards this end, local resources and expertise are to be used in training programmes.

3. Institution Building

An integral part of such training activities should be the self-reliant approach to training. In this approach, it must be emphasized that one of the most important activities to enhance the role of women in industrial development is the strengthening of management training institutions in developing countries.

Experience indicates that at least seven key elements are fundamental for the successful implementation of an institution building programme in developing countries:

- i) Enabling training institutions to serve a broad scope of users, in both the public and private spheres;
- ii) Incorporating a mix of training, consultancy and research methods which can mutually reinforce each other and better serve the institution's clientele;
- iii) Incorporating a financial plan and appropriate financial controls from the outset of any joint programme so that the training institution can remain financially viable after donor agency support is reduced or withdrawn;
- iv) Establishing a strong and effective administrative structure;
- v) Building a competent institution by adopting personnel policies that provide opportunities for career development and include other incentives to encourage professional staff to remain with the institution for a reasonable period of time;
- vi) Incorporating into the teaching methods broad range of effective pedagogical techniques using relevant locally prepared material;
- vii) Creating a mechanism for internal evaluation that will permit the institution to continually improve its performance and adapt to changing circumstances.

In essence, institution building programmes are effective guidance tools for developing countries. To that end, this modular approach to training can be adapted to suit the particular needs of a given country.

III. WOMEN IN INDUSTRY

1. Background

Research on women and development that began during the United Nations Decade for Women has been instrumental in initiating today's database on women. This has sensitized policy makers and planners by raising questions rooted in empirical investigations and by promoting a more propitious climate for public concern on women's issues. However, the bulk of these studies still pertain to the "grey area" of knowledge and there is a critical need to promote their findings through a combination of research, training and information dissemination.

Judging from available data, women presently form more than one-quarter of the industrial labour force and almost two-fifths of the labour force in agricultural and services sectors. Even so, the contribution of women to economic development is generally underestimated in national and international statistics. Labour force concepts do not adequately quantify women's contribution in four major areas: the informal sector of the economy; agricultural production; household production; and unpaid family work. In order to make adjustments to these development strategies and programmes of action it is essential to closely re-examine and redesign the existing concepts on women's work. The new concepts need to eliminate gender biases as well as cast more light on women's present and potential role in development. This may be accomplished by recognizing that women are permanently and constantly working in a range of tasks which are neither defined, measured nor recognized.

2. Women's Participation in the Work-Force

In the past two decades, there has been a substantial increase in the participation of women in industrial development. The male industrial labour force grew by 2.6% per annum as against the female industrial labour force at 3.3% per annum between 1960 and 1980 (calculated from ILO, Economically Active Population 1950 - 2025, volume V, third edition, 1986).

Both developed and developing countries have shown similar patterns of overall structural changes in their labour force, i.e. a marked relative decline in the importance of the agricultural sector and corresponding increase in the relative importance of both the service and industrial sector. However, these structural changes have been much more

pronounced with regard to the female segment of the labour force. In respect of the developing countries in the 1960-1980 period, the male labour force in agriculture went down by 12.6% while the corresponding decline of the female labour force came to 15.3%. The proportion of women employed in the industrial sector almost doubled, in the same period, to reach 16.3% while for male industrial workers the increase was less rapid.

This structural change has been largely determined by pertinent trends in Asia which clearly stands out, quantitatively, in terms of female industrial employment: Asian countries in the 1980s accounted for as much as 87% of the developing country total; even when excluding China and India as exceptionally populous countries, female industrial employment in the remaining Asian countries was higher than in Africa and Latin America taken together (CF. UNIDO, the role of women in industrial development, UNIDO/IS.484, 13 September 1984, p.9). In relative terms, i.e. looking at the industry's share in the female work force in 1980, Asia ranked first as well with 17.5%, closely followed by Latin America with 17.2%. However, in the latter region, the share of industry slightly decreased between 1960-1980, a possible explanation being the rapid growth of capital-intensive traditionally male-dominant industries in middle income countries, and only a small portion of the total labour force is employed in industry. The industry's share of the female labour force, in spite of having doubled since 1960, stood at only 7.8% in 1980.

On the basis of studies conducted by the International Labour Organization (ILO), the share of women in industrial employment has been substantially lower although rising, with few exceptions. In developed countries, it went up from 21.0% in 1960 to 26.5% in 1980. Thus the inroads into industrial employment made by women in the developing countries appear to have been, on an average, slightly faster than those made by women in the developed countries. Despite a gap that still exists between developed and developing countries, the share of women in industrial employment is of the same magnitude in both regions, i.e. slightly more than a quarter of industrial workers are women.

Both in 1960 and 1980 the lowest female industrial participation rates were to be found in the Middle East and in Latin America. In Asia, the share of women in industrial employment was already higher in 1960 than in other developing regions. The next two decades brought a further increase which was particularly pronounced in China. It is remarkable that in Asia, women's share of employment is higher in industries than in services, while the opposite is true of all other countries globally.

The ongoing process of industrial transformation in developing countries is accompanied by a corresponding change in skill requirements. Human skills required at any one stage of industrial development in a country for planning, promoting, operating and servicing industries, will constantly need to be enhanced and adapted to enable the country's attainment of a higher degree of industrial development.

Traditionally, human resources planning in the 1960s and 1970s attempted to project requirements in terms of quantities of broad professional categories and, could in many cases, be based on trend developments and international comparative data. In most developing countries, vast skill gaps existed in practically all professional categories relevant to manufacturing. Human resource development for industry could thus be extensively designed pending availability of financial and institutional resources for training.

Human resources did not always receive the strong attention it deserved as crucial determinants of economic development. Specifically, in the sixties and early seventies, a widespread fallacy had been to explain economic development basically in terms of capital and technological inputs and to treat the concomitant development of human resources largely as residual, i.e. more as a social concern than an economic variable. Since then, however, it has been recognized that it is human beings and the skills they command which are decisive for development and that investments in human capital can in fact yield higher returns than does real capital formation. This relatively recent awareness of the indispensable role of human resource development has been fuelled from a number of different sources, such as the theoretical debate within development economics which in the context of the basic needs debate, re-established the functional relationship between minimum levels of human resource development and enhanced productivity of the labour force. Moreover, the successful experience of a number of developing countries has clearly demonstrated the importance of a well trained and educated work-force in accelerating industrial development.

Unless the prevailing occupational gender stereotypes largely assigning low-skill jobs to women can be changed, the latter stand to lose regardless of the outcome: either by reduced inflows of foreign investment or by the changing skill requirements which only a minority of female workers are currently able to acquire.

If the potential women's contribution to industrial development is to be fully utilized, a better quantitative and qualitative matching of skills of the female labour force to the emerging needs of the manufacturing sector is essential. In many countries, there is widespread unemployment among graduates of tertiary education establishments, as well as a serious shortage of employees with a technical education background. Dynamic, development oriented human resources planning, therefore, requires special attention. Co-operation between government agencies involved in industrial development and educational authorities can identify areas where special efforts need to be undertaken, to promote a stronger participation of women in technical and managerial training and education.

3. Industrialization and Structural Changes

The rapid industrialization of developing countries constitutes an indispensable component of their sustained self-reliant economic growth and social transformation. Industrialization is an effort in developing countries to solve their fundamental problems by changing the structure of production and society in an attempt to bridge the gap that separates them from developed countries.

For developing countries, such structural changes means gaining control of the industrialization processes and formulating new concepts to suit their own needs and conditions. These changes could include, for example, spatial distribution of industry, increasing productivity, effective use of indigenous resources, etc. Such changes also presuppose the integration into and equal participation of women in industrial development processes.

In the industrial sector there is a particular need to assess the relationship between the new international division of labour and the internationalization of industry. Women's work and condition in industries are more sensitive to price fluctuations and protectionist measures, particularly in the electronics, textile, and garment industries. Analyses are also needed to indicate how abrupt changes in labour market conditions, due to the restructuring and modernization of industry, affect women's employment; the ability of women to adapt to technological innovations in industry; the industries and groups of women to benefit from these innovations; the conditions required for women to benefit from the innovations on equal terms with men; and women's migration within countries and across borders where industry provides job opportunities. Moreover, further analyses are needed of the constraints faced by women entrepreneurs and the major obstacles these women experience in market infrastructures and operations.

Women are involved in the industrialization process in almost all developing countries. As employment has been increasing at a much faster rate in industry and services than in agriculture, the sectoral distribution of the female labour force has been shifting in accordance with this pattern. As a result, the proportion of women in the industrial labour force in developing countries has risen from 21% in 1960 to 26.5% in 1980. These figures have indicated that the female labour force is moving into industry distinctly faster than the male labour force, yet this increase took place at a time when the overall share of women in total labour force remained constant at about 32%.

4. Effects of Industrialization on Women

Women are typically concentrated in sectors making light industrial consumer goods by relatively labour-intensive techniques. These light industries are mostly of a traditional kind but have a new strategic

value to developing countries in the modern world economy. This indicates industrialization in the postwar period has been as much female-led as export-led. The very rapid growth of manufactured exports from developing countries has, therefore, led to a specific demand for female labour and relatively fast growth of female employment in industry. In terms of the relatively fast employment, the influence of the international economy has been more clearly favourable in industry than in any other sector. This assessment gets complicated when the distribution of employment-creation and conditions-of-work are considered: in particular, the international factor has put a premium on low wages. The benefits are thus highly equivocal.

As a result, the effects of industrialization on women are mixed and contradictory. On the one hand, new industrial plants have provided employment to women, a trend that is growing in both developed and developing countries. Industrial wages are higher than wages for agricultural workers; income (withholding pension, social security, etc.) is more easily accessible to industrial than to agricultural workers; working conditions in industries are sometimes preferable to those in agriculture. If accompanied by increasing productivity of the national economy, industrialization makes resources available for public investment in services that reduce women's reproductive and domestic responsibilities, and allows them to take jobs outside the home. On the other hand, the rigidities of the production process, the repetitiveness of industrial work, especially on the assembly line and the exploitative working relations that exist in export-free zones, constitute important exceptions.

There is also evidence to show that the benefits which women derive from industrialization are lesser than those derived by men. The main evidence of this comes from wages and other earnings, which are lower for women in all countries that provide information on this subject, amounting to between one-half and four-fifths of men's wages. In industrialized countries, women's wages are proportionately higher than they are in developing countries but, even here, the wage gap is still very significant.

The main causes of this discrepancy is women's lack of training, labour discrimination policies/practices and occupational segregation rather than skill differentiation. Definitions of skills are seldom objective or neutral and are framed in ways that tend to favour men. Besides, these definitions emphasize skills acquired formally rather than informally. Because skills learned in the household tend to be undervalued, as do most skills acquired by women, occupations become segregated in that they are mainly or exclusively engaged in by women. Thus the training skills required for such occupations are also downgraded to values lower than those obtained for comparable training and skills in men.

It is practically universal that women's earnings are lower than men's. The main reasons for men's higher wages seem to be seniority and work continuity. At the macro economic level, there are no factors apart from men's longer and more continuous duration in employment that can be explained by association as to why the differentials exists. (Women's absence for childbearing and childcare reduce their total time in wage employment). But micro studies of manufacturing employment suggest employment practices that make sense only as instances of gender discrimination.

The wage labour market discriminates actively and persistently against women. This is universally so and is practiced with more severity where the majority, with lower incomes and fewer skills, are concerned. The female wage labour market is often secondary and residual and is usually subject to more dramatic fluctuations than the male wage labour market.

Where there has been substantial growth in female wage employment, as has occurred in several developing countries, this has not always been to the advantage of the women concerned. Work is arduous, conditions are poor, and hours are long. Women who start working as young as fourteen years of age and give up their jobs in their early twenties to start married life are already exhausted and prematurely old. Furthermore, the pay is very low and is not always under the control of those who earn it. Many of these young married women are members of families to whom they have to give the whole or a major part of their wages because their wage is vital to the existence of their families. Also, the power structure within the family may be such that if their wages are not vital, they are not regarded as their own. The position of these young working women within the family may be strengthened a little when they work but it is not clear if this is always the case.

Women's situations in industry is less satisfactory than men's in other respects besides wages. Social security, pensions and working conditions are less favourable for women than for men. As indicated earlier, this is manifest because women's reproductive functions, which are of fundamental economic and social significance, are often considered by employers to be detrimental to women's work, attachments and productivity.

Women workers are grouped in terms of occupations they carry out. While there exists no hierarchy of industries as such, there is a standard occupational hierarchy of jobs classified by skill levels and promotional prospects. Women tend to be placed in jobs that are inferior in these terms, doing repetitive, short-cycle, relatively quickly learned tasks for which thorough technical knowledge of the production process as a whole is unnecessary. Assembly line work is stereotypical as these jobs are categorized as unskilled. Women are universally concentrated in unskilled jobs of this kind.

Women also tend to be placed in dead-end jobs, i.e. jobs for which there are no promotion lines as against those leading to more varied and rewarding work within the enterprise like those that would entail training to higher levels of complexity, be seen as more responsible and, accordingly, better paid. In industries with mixed work forces, even heavily feminized ones, there is a tendency for the men working alongside women in end-of-the-line production jobs to take these jobs only in the expectations of getting promoted up to supervisory positions. Men monopolize such upward opportunities wherever they exist (often, of course, being initially recruited at higher levels of command than women ever achieve). There is an obvious analogy, with the situation in the services sector, in this respect. There seems to be little doubt on the differences by sex in the labour force. But micro studies have questioned whether these differences are large enough to explain the distribution of male and female labour by occupational levels. Job descriptions in terms of skill levels are closely matched to wages, generally. The higher skills are rewarded by higher wages. But the match can be interpreted differently wherein the wage level attached to a job may set its skills label. In a purely nominal sense, the real skill levels of female jobs are clearly higher than those of more highly paid male jobs despite the fact that official job gradings denote them as lower skilled in accordance with ranking by wages.

5. An Analysis of Women's Industrial Labour-Market Position

All such apparently anomalous cases can be explained by references to the prior existence of different wage rates by sex. Differing male and female wage rates are the products of market forces in segmented labour market conditions resting on discriminatory social gender relations such as are reflected within the "bread winner" ethic. Discrepancies between the skill levels of wages in women's jobs compared to men's can be explained as a consequence of the employers being able to pay women the going female rate and then determining the nominal (as opposed to real) skill level of the job in conformity with that lower wage. It is not clear to what extent occupational descriptions would be altered if real rather than nominal skill levels (in this sense) were to be recorded. But this consideration does, nevertheless, point back to a truly discriminatory element in the observed differential in male and female wages.

Women's lesser education and their expectations (born of past experience) of receiving little training makes them apparently suited to unskilled occupations and, most importantly, prepared to stay at such unskilled jobs however monotonous they may be.

The process of increased specialization of labour through simple mechanization is not to be confused with the changes in the work requirements brought about by technological change in the fullest sense. Of course, mechanization is a form of technological progress in so far as

it improves labour productivity, but it usually does little to reduce labour intensity. Automation and other applications of scientific advance to industrial processes are usually associated with increased capital intensity, on the one hand, and a "masculinization" of the work force on the other. Changes in the textile industry are a good illustration. As textiles became automated, the newly set up factories with modern machineries needed a work force with a certain technical ability and women workers were replaced by men.

The proportion of women among the administrative and managerial workers in manufacturing is usually quite low, although there are wide differences between countries. In recent years, women have been making slow, though steady inroads into management everywhere.

The reasons so few women enter managerial responsibility in industry are many and can be summarized as follows:

- Cultural values and adverse attitudes against women;
- Lack of career planning on the part of girls due principally to social conditions;
- Small supply of women having the qualifications and specific managerial and organizational skills most sought after by industry;
- The necessity of having to be more knowledgeable or/and productive in their fields than their male colleagues;
- Inflexibility of working hours at management levels in industry; and
- Conflict between the need for continuity in an industrial career and the likelihood of women having a break for childbearing.

Women are much less represented anywhere in the managerial category than in manufacturing employment. In countries where female-dominated industries have been supplanted by technically more advanced branches (employing male technicians and managers), the share of women in overall industrial management is low although the share of women in manufacturing employment is high. There are countries where a large female labour force works in food processing, tobacco processing and textiles, and women are entirely absent in management.

In the majority of countries women have traditionally played an important role in the preparation of food products and consumer goods such as earthenware and textiles, and at least part of those products has generally been marketed. At present, women's roles, in both the urban and rural informal goods-producing sector, is considerable in most

developing countries. Women contribute significantly to the household income, although the roles of women and men are frequently complementary in various social and cultural settings.

Women account for a significant share of the entrepreneurial drive and initiative for the small scale sector and their role tends to be strongest in activities requiring less heavy work and fewer technical skills. They are quite active, for example, as owner-managers of individual small enterprises. In small, family-based concerns, which account for the majority of all small enterprises, women are often found taking care of bookkeeping, the ordering and controlling of supplies and other important management functions, leaving men free to concentrate on production work.

The displacement of women's work in rural industrial activities, mainly food processing, is quite well established. Much of the disadvantages rural women have suffered through the introduction of modern technology, has in fact been in industrial rather than agricultural activities; the case of women rice huskers of Indonesia, whose livelihood was wiped out by the introduction of rice mills, is perhaps the best known. But displacement of wage work opportunities for women has probably been much less serious in urban industry. Many manufactured goods are new products supplied to new markets. They do not displace products sold locally and, by extension, do not displace the local producers of such goods. The export sector including the electronics industry, which clearly produces for new markets, is where incremental female employment has been concentrated.

It is clear that an improvement in women's position in the economy is not simply a matter of increasing women's welfare and promoting greater equity. The interdependence between the improvement in women's position in the economy, on the one hand, and the basic objectives of development policy (increased economic growth, improved productivity, fuller employment, more just distribution of income, elimination of poverty, improved balance of payments, reduced birth rates, etc.) on the other hand, is such that, providing women with the opportunity to increase and improve their contribution to economic development is an important means of achieving the fulfillment of basic development goals.

The interconnection between policies aimed at increasing women's participation in industries and efforts towards overall economic and social development objectives has greater implications than has been recognized. By enabling women to participate more fully and more productively in the development effort, such a government policy leads to higher earnings for women. This results in an improved distribution of income and reduced poverty. The provision of more employment, particularly of more productive and better remunerated industrial employment of women directly reduces poverty and leads to a more equal distribution of income.

There are more factors linking women's enhanced contribution in the production process to development policy goals. Many developing countries list among the objectives of their development policy, the reduction of population growth. There is a whole range of inter-connected factors, influencing the birthrate in any country, but it has been established that the level of women's education, the degree of their participation in the production process and the level of income of their households are positively correlated with a reduction in the birthrate. By instituting a policy of increased employment for women and securing their increased employment for contribution to production, through better education, training and access to jobs, a government not only improves the position of women and their contribution to fuller employment and faster national economic growth, but also indirectly, contributes to a reduction in the birthrate. Moreover, improved earning capacities and higher income levels for women lead to improved health and nutritional conditions that reduce infant mortality. A reduction of infant mortality is itself a factor in the determination of birthrates, as families with lower rates of expected child mortality tend to have a lower number of births.

The industrialization and modernization process often displaces women in traditional activities without providing new scope for their contribution to community welfare. It is of great importance that development and training programmes take into account the central role of women in these activities and ensure new developments affecting the modernization of industry, i.e. the application and adaptation of new technologies should reach men and women simultaneously so as to provide men and women with equal opportunities to participate in the industrialization process.

IV. INSTITUTION BUILDING ON MANAGEMENT TRAINING FOR WOMEN

1. background

Development itself has been defined as a "process of institutional change... improving the capability of a nation's institutions and value system to meet increasing and different demands whether they are social, political or economic" (United Nations Report of the Symposium on Social Policy and Planning, Copenhagen, Denmark, 1970, ST/TAO/SER,C/128 pp 3). Against this backdrop, if equitable participation, involvement and control by the people in an environment of growth with social justice is to be realized, of the different strategies of development, institution building may be identified as one that assures greater stability.

Institution building is a strategy by which organization are introduced and established in a society; a process by which problems of development can be examined in a concrete, comprehensive and action oriented manner. It involves the introduction and establishment of

specially designed organizations that induce changes in patterns of action and belief within a society. It is a process that is learnable as well as transferable amongst people and, therefore, most suitable for building indigenous support for women.

The term institution building also refers to the process of development of some institutions, by an outside institutional expert if it is used to refer to the internal development of an institution so as to enable it to play its role effectively. It is seen as a process of developing capabilities of the organizations to emerge into institutions. In the context of this module, institution building is being defined as the process of establishing and transforming an organization for women into an integrated part of a community. This may be done in a way that helps the organization play an active role in projecting new values that recognize women's role in economic contributions and capabilities and, thus, becomes an agent of change in the community for enhancing sustained participation of women in managerial and entrepreneurial opportunities. The institutional arrangement may range from setting up a simple local organization for women to establishing a highly formalized structure such as a management training institution. The main ingredient of institution development is that the total transactions within this institution can be controlled and dealt with by the women themselves, from initiation and development of policy to implementation and final evaluation of services and programmes. It is towards building these skills and competencies that women need to be trained.

In developing countries, few institutions exist, apart from the government itself. The government provides more or less all opportunities. It is the institution through which most decisions are taken and any event is initiated. But such a situation is not conducive for the generation of new initiatives, options and attitudes. When a monopolistic institution dominates an environment, the process of decision making turns conservative and stale. It is precisely for these reasons that institution building needs to be promoted so as to provide entrepreneurial women with alternatives in bringing in new options and fresh ideas.

Institution building provides an approach to transforming societies in a comparatively gradualistic fashion that is not traumatic. Most prominently, this is an approach committed to change and strives to achieve a viable strategy by working at the weakest link in inhibiting the changes. Broadly, the approach aims at changing attitudes and behaviour towards women in career building opportunities and in decision making positions. This change is initiated by working from the bottom rather than the top.

In sum, institution building as a strategy for the development of women could provide a greater opportunity for equality as well as open up positions of leadership for a great number of individuals. Institutions

closer to women and operated by them can diminish and regulate some of the inequities, raise greater awareness of these inequities, and bring organized pressure to bear on national, state and local governments to bring about the necessary changes for access to sustained opportunities.

In accomplishing this, management training skills are crucial. In many developing countries, the lack of staff trained in management skills continues to impede economic growth. Moreover, circumstances tend to change as development initiatives progress. Thus, as the skills required in business enterprises change, new ones are needed and old ones require upgrading. Although it is true that developing countries need people with traditional business administration skills, it is equally essential that people be trained to formulate and manage policies to encourage economic development and to identify, design and manage development programmes and projects, which should fully take into account human resource development, including the full participation of women.

2. Leadership Development for Women

Leadership is the key to this approach as it sets the limits of growth. The leader functions both as an entrepreneur as well as a manager in this context. The entrepreneur's role is vital to the growth and development of the institution from one level to another and in discovering new inputs and opportunities for institutional development. However, once these connections are made, a favourable balance is to be maintained, and between the internal and external resources, attention is to be paid to organization and planning of the institute. It is here that managerial skills become important. In sum, a combination of both managerial and entrepreneurial skills are called for in institution building. The doctrine of the programme, its resources and flexibility in introducing innovative approaches in the community are important features. Additionally, its linkages with the environment is crucial. The effectiveness of its performance can be measured only in terms of what is transformed in the society even though there is no linear relationship between the two. Therefore, goals should be set in terms of the behaviour changes possible and anticipated in knowledge, attitudes and in action patterns or skills.

In this context, a scrutiny of resource institutions in industrial and developing countries shows us that while there are over 280 management training institutions this is not adequate for the purpose. Some institutions need to increase the quality and relevance of the training they offer; others need to be established from scratch in countries which have little or no experience with such ventures. Many more institutions offering mid-career management training to remedy the acute shortage of trained management staff are needed in a number of developing countries.

3. Changing the Management Environment

As economic conditions become more complex, it is not only necessary for entry level management staff to be well versed in modern management techniques and principles but for those already established in their careers to attain a higher level of expertise. Many choices have to be made that will have long term implications for their country's social and economic development. For example, in the case of civil servants, the kinds of policies that need to be set in place range from price policies that will give incentives to producers, to programmes that will ensure that the poorest segments of the economy have at least the minimum necessities for survival. Once the policies are adopted, a whole network of middle-level management staff is needed to implement them.

Today's changing environment has enhanced the emphasis on regulating the system according to rules and ensuring norms are followed. Consequently, management has brought about a change in emphasis and is now primarily concerned with efficiency, i.e. task accomplishment with minimum optimal resources. Enterprises are also becoming increasingly concerned with the value of these dimensions. These concerns impact on institution building for women in managerial and entrepreneurial functions.

This also makes quality managers essential, i.e. their education, work experience and personality are major factors in determining their performance. Effective managers are in short supply everywhere, and this is more so for women managers. It is only through training and the building up of a local capacity for training initiatives that this aspect of national development can be strengthened. A system needs to be built through which qualified management trainees are located, then trained to be effective managers and entrepreneurs and supported over time. Trends indicate that many women aspire to become managers and decision makers but in an organizational set up fall short of their mission because of factors like work-related incompetencies, i.e. organizational powerlessness, tokenism, lack of social and psychological preparedness, technical administrative skills, political astuteness and so on.

Moreover, if structural changes that would be more equitable to women are to be brought about in the system, women's voices need to be heard. Women need to be more visible in key positions and decision making tasks as managers and decision makers. They need to have the opportunities to speak and protect their concerns so that necessary sensitivity may be developed and their options to development may not be limited; but in order to do this, they also need to have the necessary skills. An effective way by which this can be imparted to women is through appropriately designed training programmes, sponsored by institutions indigenously designed for the specific purpose of meeting the needs of women managers and entrepreneurs, and supported by carefully prepared and meaningful training materials.

Broadly, three issues emerge as constraints to the full participation of women: lack of access to opportunities for advancement; lack of access to the formal power structure of the organization; and the paucity of women in managerial ranks that provides the basis for the numeric imbalance in cadres. In practice, most women are concentrated in the lower cadres of the institution and suffer the consequences of limited power and limited opportunities. For those who transcend this and reach up to the higher echelons in the hierarchy and, thus, have both the opportunity and access to power, they are confronted by the disadvantages of being in the minority.

All this makes national and local capacity building for training, i.e. institution building, vital. Through institutions, training programmes can be aimed at the process of change; and changes in organizations can be brought about, broadly, at the structural and functional levels. This involves problem identification, problem analysis, change and evaluation which can be introduced through adequately prepared indigenous training materials produced to support the training programmes. They provide the tools through which this exchange of information can be accomplished. The more refined the tools, the more indigenous the quality of the training material, the more effective its impact on the trainees.

The transferability of training depends not only on the quality of training materials used but also on the extent to which the organizational environment has been prepared for the transfer of this training through the sensitization of other members of the team. This transferability can be hindered unless others are convinced of the importance of the training goals.

The need for training and institution building is further emphasized when we draw the distinction between professional and career development. Professional development may be described as the acquisition of skills rendered through a training programme and career development as engineering through the progressive use of these skills in positions of increasing responsibilities. To accomplish this at the individual level, support needs to be provided at the work environment through the institutional capacity to initiate, monitor and prepare the channel for progress. Many factors such as structural barriers, lack of support facilities and stereotypical attitudes are obstacles to the upward mobility of women and it is through carefully designed training and material development that these problems can be tackled.

In general, institution building is largely supported to correct the perceived weaknesses of the system. The criteria for its effectiveness are dependent on its capacity to identify, reach out and render assistance to women in the right places; its assimilability, so it can be taken up by women and their colleagues who need to be sensitized and benefitted from its services; its impact, so it can significantly bring results that are tangible in facilitating women with enhancing their

skills, attitudes and performances; its low cost and non-redundancy; and its sustainability. Yet numerous institutions for women exist that are not effective according to certain of these standards and which, therefore, need to be strengthened. However, experience shows national institutions stand a better chance of growing into vital strong mid-career training institutions for women. It is easier for them to obtain the high-level political backing needed to ensure continuing financial support and to attract capable trainers in a field steeped in communal and traditional values. National institutions are also in a better position to establish good relationships with the organizations that will send trainees and key personnel for sensitization courses.

In sum, changes introduced to strengthen women's performance and upward mobility should not stop at the next dead-end situation. This is an era of rapid change for those involved in female resource management. New technologies, new values, new expectations, new demands open new avenues and make our tasks more complex. Continuous monitoring, reinforcing, documenting and updating of training programmes and materials are a prerequisite for obtaining effective results in institution building and creating opportunities for women.

V. THE MODULAR APPROACH TO TRAINING: GENERAL INTRODUCTION

In recent years, there has been a substantial increase in training as well as research activities directed towards issues such as growth with equity and popular participation, and towards women from developing countries in the context of individual and collective self-reliance. The previous lack of attention to issues of relevance to women has given way to the establishment of "national machineries" which may take the form of national women's bureaus or posts in governmental and non-governmental agencies. They are specifically designed to oversee and monitor women's programmes and projects and often create special training programmes for women in the private and public sectors.

An analysis of most national training projects and systems show that they are structured in a traditional or classical way with primary, secondary, university and post-graduate education geared to curriculum designed primarily to meet examination situations. Most classical training programmes show little evidence of creative methods or innovative approaches for improving the learning capacity of the target population.

Training for the advancement of women offers a challenge to break new grounds, to look at curriculum development and the design of training programmes, modules, courses, seminars, workshops and advisory services in a manner which would make them lively and attractive to participants. Since there is evidence indicating that the majority of women in developing countries leave school or other forms of formal education at

an early age, to engage in activities vital to the survival of their families, there is a strong argument for not applying classical methods of instruction. When women and girls can gain more from other approaches to training, particularly in view of their limited exposure to systems and simultaneously the rapid social and technological changes that would facilitate life-skill learning practices, a reordering of approaches becomes mandatory. Due to the growing interdependence of various development initiatives, it is necessary to critically assess and appraise the implications of training on development in general, and on community and individual lives in particular. This can take place if problem solving analysis and dialogue are an integral part of the training process. It means that women themselves should play an active part in identifying problems, needs and approaches to their solution.

To ensure that activities for the advancement of women are closely linked with regional, national and community needs and objectives, training programmes for the advancement of women should be based on the criteria of training in situ and implemented in close co-operation with national/regional institutions as well as local networks of institutions and professionals. By networking with existing regional, national and local research and training institutions, resources can be most effectively and efficiently utilized when responsibilities are decentralized and shared. Working through local organizations, whether formal or informal, development institutes, academic institutions or individuals whose familiarity with and sensitivity to local conditions, can provide the necessary perspective to design appropriate strategies all there for effective training. In this respect, particular emphasis should be given to the training of trainers so as to ensure a multiplier effect.

Finally, it is most relevant to ascertain that issues related to the development of human resources in general, and women in particular, are included as an integral part of ongoing and planned training activities in the institutions within and outside the United Nations system. This involves an attempt to develop a large constituency which would contribute to a greater understanding of the problems concerning women and development which could, in turn, stimulate development agencies at all levels, to act in favour of such developmental patterns as would benefit the population in general, and men and women alike.

The modular approach to training is, thereby, committed to demonstrating that:

1. An economically viable training scheme can reach down to the field level and result in observable changes in behaviour;
2. A self-sustaining training delivery system can be built at the national level, based upon local resources, with only minimal external support. Countries can develop their own national WID training capabilities;

3. The training programme will generate its own momentum and continue long after the initial INSTRAW intervention has ended. As training sites are mostly located in developing countries, the constraints which such countries experience will force them to use resources creatively and to design programmes strictly within the limits of available resources;
4. Assuring economic benefits will accrue from investing in the development of a valuable human resource, in terms of a cadre of qualified women capable of shouldering the manifold responsibilities involved in development, as well as of a group of committed and motivated policy-makers; and
5. In countries where human resources are in shortest supply, the investment in trainers and national training will be even more keenly felt. As trainers of trainers and national training co-ordinators organize women in the various target groups and/or training personnel in public and private enterprises, who in turn train others, the multiplier benefits of training will begin to accrue.

VI. OPERATIONAL GUIDE

1. Application of the Modular Approach

This training material is conceived as a package containing all the information needed to develop text, examples, exercises, audiovisual and control aids necessary for:

- The trainer to deliver a lesson or conduct training activities; and/or
- The trainee to analyse, reinforce and apply the theoretical concepts learned during training sessions; and/or
- The professional to use as self-learning reference material for upgrading knowledge and skills related to the effective integration of women in industrial management, entrepreneurship and decision-making.

To reduce the learning time and improve the learning efficiency, while maintaining the motivation of the user, the text of the module contains only that information and activities considered essential for the achievement of the training objectives as specified in the following pages. Additional reading material can be included for those users who wish to study in greater depth specific issues related to the subject considered in this modular package.

Modules are self-contained structured individual lesson units which together form the bases of a core curriculum for training of trainers. Each module contains all or some of the following information: text, instructor's guide and/or notes, exercises and activities, instructor's checklists, participants' questionnaire and bibliography. Each module is built upon clearly defined behavioural objectives and has a specific length and scope. Sub-modules are complementary to the module and include other supplementary material.

Training modules are specific units of interventions, which provide an individual trainee with the necessary knowledge, skills and expertise to perform a specific task. Modules are designed to concentrate on a specific conceptual issue, requirement or skill. The combination of modules provided for these requirements or skills form a job training package.

Job requirements, however, differ from country to country and existing professional skills equally differ from one target group to another. The modular package under consideration is targetted to a general group described below. A training needs assessment (TNA) within the specific target group is necessary to select the modules that will constitute the training course. Then the final training text, examples, exercises, audiovisual and control aids necessary have to be developed based on testing of the prototype modules and the extensive bibliography given in the module-outline, to ensure the material will be responsive to specific cultural, financial and educative circumstances.

The purpose of the training resulting from these modules is to meet a growing need in management training for women in decision-making positions in industries, small business and enterprises. It is intended for all female professionals who need orientation or up-dated training. The training is designed to accommodate women aspiring to enter the field as well as potential professionals. The objective of the programme is to ensure that participants have an up-to-date working knowledge of key management skills and decision-making techniques as well as an opportunity to develop their own competencies for the job. This is accomplished by providing the required technical knowledge and skills in priority areas related to industries, small businesses and enterprises. The programme is also intended to include trainers of this target group at the senior and middle management levels.

The key features of such a programme distinguishes it from other similar training programmes. A study was initiated a few years ago on assessing the training needs of women managers and entrepreneurs in developing countries. The professionals, themselves, identified areas of relevance in training programme for their cadres. Out of this experience and collection of information and feedback, an appropriate system was evolved to update and improve the skills required in various technical and managerial functions.

Accordingly, the main focus of the programme is on:

- i) Identifying environmental constraints impairing the full participation of women in the industrial/economic sectors of developing countries;
- ii) Identifying specific constraints restricting entry and full performance of women in an entrepreneurial and managerial role in the industrial structure of developing countries;
- iii) Identifying functional gaps in the professional skills of the entrepreneurial female managers of developing countries;
- iv) Methods of dealing with and responding to environmental-and task-related constraints;
- v) Developing a structure for a modular approach to the problems of enhancing female professional management skills; and
- vi) Developing capabilities to cope with problems identified for female professional management skills.

The modular approach to the training of women managers and entrepreneurs is designed in accordance with the objectives responding to their situations at the governmental, organizational and individual levels.

Design and Content: the programme is divided into seven modules each of which is programmed from 2 to 4 weeks comprising an overview, introduction to selected programme strategies, support operations, and evaluation. A major theme emphasized throughout the programme is the need for operational flexibility. While there are no prescriptions for building professional strengths, skills and competence levels, it is possible to extract certain essential steps and components that are part of the process of acquiring them. However, they do not have to be rigidly followed in a linear fashion. Successful programmes depend on the quality of training materials, the selection of training materials used but most of all on the participants themselves, their intuition, social skills, ability to negotiate and cope with ambiguity and uncertainty allowing reality to dictate the courses of action in decision-making and management.

The programme is built on the notion that learning is more important than teaching. The materials are used as a catalyst in enabling participants to decide and determine for themselves where their inadequacies and weaknesses lie and what they would like to strengthen and build. Group activities will build on the resource documents, case materials and discussions with colleagues. Participants will be helped to identify what they need to learn, analyse their experience with the help of others from different perspectives and apply new concepts to their work.

The learning design includes the following methods: lectures, brainstorming sessions, case studies, group problem solving, group discussions, guest speakers, individual readings, exercises, films, videos and other such sessions. The design emphasizes group interaction and collaboration, both for its value as a learning tool, as well as a thrust towards networking amongst women. Towards the end of the programme, sessions will also provide for customizing the programme to meet the needs of individual or small group problems in real life.

The clue to the effectiveness of this design is maximum participation of all participant and resource persons. However, training activities will be monitored closely to ensure participation is focussed on desired outcomes.

2. Definition of Target Groups

1) Description of Trainers

The module outlines presented below are targetted to the following trainers of female entrepreneurs and managers:

- Training instructors involved in management training of female managers and public enterprises personnel.
- Small and medium scale industry instructors; Ministry of Industry training staff; lecturers of public administration institutes.
- Women employed in industrial public enterprises in supervisory positions or those identified for promotion.

These trainers have to develop and organize training courses based on a combination of modules, targetted to five different groups.

2) Description of Training-Audience

- i) Female executives fulfilling an upper middle management or a top management function in either industry or the service sector in both the public and private sectors.
- ii) Potential and threshold female entrants in business enterprises.
- iii) Women that temporarily occupy positions with management responsibility such as:
 - Women being groomed for line responsibilities at middle management level.
 - Female consultants to private and public industrial business.

iv) Men and women in key positions regarding the integration of women as managers/entrepreneurs within industrial activities, such as:

- Operational officers working in development finance institutional/commercial banks and providing consultancy services to female clients of the small-scale industry sector.
- Personnel directors/managers.
- Managers of public sector training institutions providing training for public enterprises.

v) The future trainers of female managers and entrepreneurs themselves.

3. How to Use the Modules

The seven modules have been developed as a model in workshops for women managers and entrepreneurs. Nevertheless, each module may be adapted to meet the training needs of groups according to their regional needs by reflecting updated information and priorities and matching the backgrounds and experiences of participants and trainers. The modules are reflective of the problem areas encountered by women when performing a managerial function or embarking upon business for the first time. Some of them represent an advanced stage of development within management and assume familiarity with some managerial terms and concepts while others are basic and fundamental. The advanced modules include: advanced general management for the female executives, project promotion services for female entrepreneurs, training for the trainers of female entrepreneurs and manager training course on entrepreneurship and management development for women. The basic modules deal with essential management for female entrepreneurs/managers; entrepreneurship development for female business entrants; and finance for female entrepreneurs.

An important factor which must be taken into consideration when using the modules is the measurement of the capability and needs of the target groups. Yet another consideration is that of the flow of the modules or the sequence in which they should be presented. Ideally, a target group that is not familiar with either management or entrepreneurship should go through the entrepreneurial development module first, followed by the basic management and the one on basic finance. The other modules would be irrelevant for this group.

Women already in managerial positions should find the advanced management module sufficient. Trainers who would like to qualify for the training of the female entrepreneurs and managers should go through the

trainers' programmes. Promoters of small industry and the entry of women into business in general should find the project promotion module adequate for their needs.

4. Note on Existing Literature for Training Material Development

Training material on women and management and women and entrepreneurship are scarce, especially if one deals with developing countries. There, such material is almost non-existent. The list of training materials featured in column 7 of the modules provides only what is considered relevant and accessible. Some of the material is especially targeted at the developing countries while others are general. What is important to mention here is that some country-bound material may be available which should certainly be given priority over some of the materials contained in this list.

It is suggested, whenever it appears as if the required segment of training material is not available and would require some research work, to embark upon some effort to develop that material. This is done with the intention of drawing the attention to potential areas of research and stimulating work on many of those directions.

One important factor when considering the relevance of the training material is the proper assessment of the level of the target group. Entrepreneurial development programmes should rely on simple, interactive and appealing methods with simulations and exercises playing an important role. Advanced topics could contain a good deal of lecturing and case discussions; both being tools that impose different demands on the recipient.

One factor that should be added here is the practical dimension of training. Classroom sessions must be complemented with an exposure to real life situations which demonstrate or stress some of the issues at hand. Successfully operating businesses of female entrepreneurs should provide an example of how certain issues have or have not been addressed. Case histories of successful female executives should be examined in order to identify points of strength or weakness in both individual behaviour and business approaches. These are normal modes within ordinary training programmes, but ones that need special emphasis in women's programmes.

VII. TRAINING MATERIAL DEVELOPMENT

It is an established fact that one of the most critically important factors affecting women's status is inadequate or non-existent education and/or training. To fully integrate women into the industrial as well as other sectors of development, appropriate training programmes must be specifically directed towards the particular needs of women.

An integral part of any such programme must be the creation of ongoing information, education and communication programmes and activities to generate widespread sensitivity to the concept of women in development (WID) as an increasingly relevant development issue. Training of both women and men, particularly those in leadership or in management positions, is an important part of the process.

To create such a training base, training managers and trainers should support each training programme with a broad range of training materials which may either be produced or compiled from existing ones. Such materials provide the instruments and working tools necessary for the trainers and training managers. These tend to strengthen the major aspects of industrial training.

Training materials are indispensable in providing participants with tools aimed at developing specific managerial or technical skills. They provide participants with an opportunity to verify and deepen the knowledge acquired and experience gained during the theoretical and technical phases of the training programme. Training materials also provide participants with a systematic basis for the analysis and discussions of the relevance in activities covered in the programme as it relates to their needs and environments.

Within the context of innovative training schemes, materials have to be developed taking into account the specific cultural, economic and other constraints and possibilities that characterize the particular target group of the course. The development of these materials should be based on sound research, oriented to the balanced design of the course, combining updated technology with data collected from basic research and training systems, including available software. Types of materials should include printed and non-printed materials, technical handouts, transparencies, slides, instruction manuals, guidelines and books, kits, training modules, films, and computerized training.

A necessary dimension for training programmes is the building of national capabilities for sustaining viable, culturally specific and relevant training delivery systems, utilizing the most appropriate activities, experiences and methods. The readiness in women to assume roles of increasing complexity in entrepreneurial and managerial sectors as well as the preparation of personnel in management training institutions, to acquire the necessary sensitivity and information to afford women these opportunities, must be seen as parallel activities. Such training, purposefully carried out, will result in the effective exchange of ideas, concepts and methods to trainee needs and problems in a meaningful fashion.

A basic principle of training is to influence the form, scope and content of training to bring about changes in attitude, values, perceptions, and, ultimately, behaviour. This can be achieved in various ways: **First**, by providing an experientially relevant and practical base for training; **Secondly**, by tailoring training to meet specific

training needs as identified by accurate and systematic needs assessments; Thirdly, by developing training programmes directed towards problems that must be addressed and where remedial action is to take place; Fourthly, by ensuring a cadre of competent and motivated trainers who can assess training needs, design appropriate curricula, choose effective methodologies and provide a stimulating training environment.

One of the critical activities in any systematic approach to training is the assessment of training needs. The curriculum guidelines have been built around the specifics of training needs assessment which encompass both distinctive and common features, so that the training content would assure trainees the broadest possible exposure to the subject.

Training materials in this package constitute a vital component of the training process. They strengthen and enhance the transference of knowledge, the acquisition of skills and the modifications of behaviour to achieve training objectives. Key factors in the development of training materials are their sensitivity, relevance to and appropriateness for the socio-cultural environment in which they will be used. Their applicability to the needs, goals and objectives of the type of training proposed and its acceptability to the training group is vital. The design of these training programmes involved the preparation of textual and visual elements which were then critiqued by specialists, revised, and then field tested on a sample of the prospective audience before final production was completed.

Training for entrepreneurial and managerial skills in industry is a two pronged activity. It is oriented not only to women but also to all engaged in the industrial sector. Regardless of the audience at which it is directed, the goal of such training is to enable women to grow and develop that they may more fully utilize their human potentialities so as to gain greater control over the direction and quality of their lives. Obviously, for women to make such a major leap forward requires support within the power structure. Therefore, sensitization, awareness-building and attitudinal change among executives, managers and administrators are also important components of the process. The right combination of these factors is expected to bring about the required changes in self-awareness, attitudes, perception and behaviour among these two target groups.

The methodology of these training modules represents a departure from the traditional, conventional, didactic "classical" approach to training and reliance on more participatory methodologies, utilizing as basic tool comprehensive prototype training packages, designed along modular lines and comprising of a mix of techniques. This training philosophy represents INSTRAW's rationale and guiding principles : creating the organizational framework for a self-sustaining training

delivery system. It is built around an active research programme and incorporates a strong multi-media component for sensitization, motivation and training support.

The training content has been developed after careful analysis and specification of the needs that training is supposed to meet. The modules, in the final chapter of the manual are not intended to be self-instructional but to be used as a reference and resource tool for those engaged in staff management and training programmes of the industrial sector.

As instruments for human resource development, the training manual aims to provide a clear, well-structured and analytical overview to the main issues and concepts linking women to the industrial sector. It is also designed to be used either as a comprehensive training programme for a set period, or as independent units utilizing the modules which can be inserted into a larger information/management training programme with its own plan and strategy.

MODULE OUTLINE

A MODULAR APPROACH TO MANAGERIAL AND ENTREPRENEURIAL SKILL DEVELOPMENT
AMONG FEMALE ENTREPRENEURS IN DEVELOPING COUNTRIES

SUMMARY

This training manual consists of seven modules targeted to specific groups. **Module A, Advanced General Management for the Female Executive** aims at the development of general and strategic management skills. It addresses upper-middle and top-level managers as well as their trainers and top consultants. It also underlines the potential and specific role of female managers and assists them in their career development.

Module B, Essential Management for Female Entrepreneurs/Managers aims to underscore the specific problems and constraints that confront female managers of small industries, and to develop essential basic skills for assisting potential female entrepreneurs/managers of small industries. It includes:

- i) An analysis of the set of socio-cultural values and attitudes that influence and sometimes determine the role of the female in business life in the area or region under review; and
- ii) An identification of forces of change within those values and attitudes and recent trends in this regard.

The objective of this segment is to create an immediate awareness of the general environmental forces impacting upon the female business operator and to try to identify the underlying process of change.

Module C, Entrepreneurship Development for Female Business Entrants aims at increasing the level of confidence and entrepreneurial orientation, developing personal entrepreneurial competencies and improving basic business planning skills of potential or threshold female business entrants.

Module D, Project Promotion Services for Female Entrepreneurs is targeted to those institutions and operation officers that guide female business entrants, e.g. finance institutions/commercial banks providing consultancy services to female clients belonging to the small scale industry sector. Its objective is to raise awareness of the specific problems and opportunities for female entrants in the pursuit of entrepreneurial careers as well as to enhance the quality of assistance services rendered to them.

Module E, Training of Female Entrepreneurs' Trainers seeks to enhance knowledge and appreciation of small industry and entrepreneurship development as a strategy for national growth; and increase skills and competence in assessing training needs, establishing training objectives, developing curricula, planning and delivery of training sessions, and evaluating the impact of training programmes for female entrepreneurs. This module is aimed at small and medium scale industry instructors; training staff in the Ministry of Industry; and lecturers of public administration institutes.

The module on the training of trainers includes:

- i) An assessment of the training needs of women managers at entry, junior, middle and senior management levels, and entrepreneurs;
- ii) The development of curricula based on analyses of training needs and the development of training programmes addressed to women managers and women entrepreneurs;
- iii) The implementation of training, including strategies for monitoring the execution of training;
- iv) The evaluation of the impact of training, i.e. the transfer of learning at the workplan level; and
- v) The re-designing of training programmes and other policy options.

Enhanced knowledge and appreciation of the contribution of female managers/entrepreneurs and small industry to national development and the improved skills in planning and organizing training programmes is the objective of **Module F, Training Managers Course on Entrepreneurship and Management Development for Women**. It addresses actual and potential training and Human Resource Development Managers and Training Officers in public administration institutions.

Finally, **Module G, Development of Financial Skills for Female Entrepreneurs** is targetted at potential or actual practicing women entrepreneurs. This module concerns management and financing and has among its objectives the following:

- i) To create an awareness of the different processes involved in the management of an enterprise and to introduce the functional areas involved;
- ii) To outline the functions and role of the manager;
- iii) To highlight the specific dimensions of women's performance of the general management function; and
- iv) To develop the competence and enhance the effectiveness of women entrepreneurs in financial matters and expose them to methods, procedures, eligibility criteria and administrative requirements for setting up a new business or to expand an existing enterprise. Inherent in this objective is the goal of establishing openness and co-operation between women clients and potential sources of finance.

A. ADVANCED GENERAL MANGEMENT FOR THE FEMALE EXECUTIVES

PROGRAMME OUTLINE

- | | | |
|----|---|---|
| 1. | <u>Module Title</u> | Advanced General Management for the Female Executives |
| 2. | <u>Target Group</u> | <ul style="list-style-type: none">. Female executives fulfilling an upper middle management or a top management function in either industry or the service sector.. Female instructors involved in management training of female managers.. Female consultants to industrial business. |
| 3. | <u>Objective</u> | <ul style="list-style-type: none">. To develop general and strategic management skills among female executives in industry and the service sector.. To develop an appreciation of the role of the female manager and the potential of the female work force in developing countries.. To develop some skill at career development among the female managers population. |
| | <u>Duration</u> | Four weeks. |
| | <u>Potential Number of Participants</u> | 20 |

6. Course Outline/Programme
Contents

<u>TOPIC</u>	<u>SESSIONS</u>	<u>NO. OF TRAINING HOURS</u>
I. Environmental Analysis	I.1 Environmental texture & change	2.5
	I.2 Environmental impact on women in industry & management	5
	I.3 Women as an economic force	2.5
II. The positioning of the female executive in organization	II.1 Positioning	1
	II.2 The behavioural approach	9
	II.3 The organizational approach	2.5
	II.4 The macro approach	2.5
III. Defining and analysing managerial problems	III.1 Managerial problem segmentation	1
	III.2 Approaches to problem solving	9
IV. Organizational behaviour	IV.1 Corporate culture	2.5
	IV.2 Female management career development	2.5
	IV.3 Power	2.5
V. Management and the managerial function	V.1 Management as a process	2.5
	V.2 The task of the manager	2.5
	V.3 The cultural impact on the performance of a managerial function	2.5

<u>TOPIC</u>	<u>SESSIONS</u>	<u>NO. OF TRAINING HOURS</u>
VI. General and strategic management	The strategic and general management function	5
VII. Functional areas of policy formulation	VII.1 Marketing policies	5
	VII.2 Financial policies	5
	VII.3 Production policies	5
	VII.4 Manpower policies	5
VIII. Controlling organizations	Managerial control	7.5
IX. Integrated management	Makati garments (a case-study)	15
X. Programme evaluation		

The Environment of the
Female Executive

Strategy and Policy

Week 1

Week 3

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
I.1	I.2	II.1 II.2	II.2	II.3	III.1 III.2	III.2	IV.1	IV.3	V.2	VI	VII.1	VII.2	VII.3	VII.4	VIII	VIII	IX	IX	IX
I.2	I.3	II.2	II.2	II.4	III.2	III.2	IV.2	V.1	V.3	VI	VII.1	VII.2	VII.3	VII.4	VIII	IX	IX	IX	X

Week 2

Management and the Managerial

Week 4

Control and Integration

TITLE: ADVANCED GENERAL MANAGEMENT FOR FEMALE EXECUTIVES

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
I. Environmental Analysis	By the end of this sub-module the female participant should be in a position to:	I.1 Environmental Texture	Week: 1 Day : 1 Hrs.: 2.5	-An analysis of the four dimensions of the environment: economic, political, socio-cultural and technological, and the forces and organizations involved.	- Lecture - Participant pre-prepared paper	Kast, F., Rozenzweig, J; <u>Organization and Management</u> (Wiley, 1966)
	1. Develop awareness of the forces and organizations influencing women as executives.			-An exploration of the position of the enterprise within this environment and enterprise-environment links.		
	2. Project a picture of specific potential changes in this force field.			-Identification of the potential impact of environmental forces on the performance of women of managerial functions and their progression to upper middle management and top management positions		
	3. Appreciate the role of women as an environmental force, as a work force and as a managerial resource base.	I.2 Environmental Impact	Week: 1 Day : 1 Hrs.: 5		- Lecture - Exercise	El-Namaki, M. <u>The environmental impact matrix</u> , RVB handout, 1979.

TITLE: ADVANCED GENERAL MANAGEMENT FOR FEMALE EXECUTIVES

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
		Environmental change		Projecting change in environmental forces especially with reference to socio cultural factors and economic trends and their impact on the position of women in organizations.	- Lecture - Group discus- sion - panel discus- sion	Basil, D. C. & Cook, C. W. <u>The Management of Change</u> , McGraw Hill, 1974. Dauber, Roslyn & Melinda L. Cain (eds). <u>Women and Technological Change in Developing Countries</u> , Boulder, Colorado: Westview Press, 1980. Hagen, Everett E. <u>On the Theory of Social Change</u> , Dorsey Press, Homewood, Ill., 1962. Harriman, Ann <u>Women/Men Management</u> , Praeger, 1985.

TITLE: ADVANCED GENERAL MANAGEMENT FOR FEMALE EXECUTIVES

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
		I.3 Women as an economic force	Week: 1 Day : 2 Hrs.: 2.5	-Size of women work population in selected developing countries. -The occupational mix and potential. -The comparative occupational advantage. -Requisites for optimum impact on the industrialization process.	- Lecture - Group discussion	UNIDO, <u>Women and Industrialization in Developing Countries.</u> Boserup, E <u>Women's role in Economic Development</u> (London: Urwin). Continuation of Bibliographic References for Session I.3 See Annex A1

ANNEX A1

- Arizpe, Lourdes. "Women in the informal Labour Sector: The Case of Mexico Women and National Development: The Complexities of Change by Wellesley Editorial Committee, University of Chicago Press, Chicago & London, 1977, pp 25-37.
- Chinchilla, Normas S. Industrialization, Monopoly, Capitalism and Women's Work in Women and National Development: The Complexities of Change, University of Chicago Press, 1977, pp 38-56, cited above.
- Kandiyoti, Deniz. "Sex Roles & Social Change: A Comparative Appraisal of Turkey's Women and National Development": The Complexities of Change, University of Chicago Press, 1977, pp 57-73 cited above.
- Colliver, A & E. Langlois. "The Female Labour Force in Metropolitan Areas: An International Comparison" in Economic and Cultural Change. 10: 4, 1962.
- Es-said, Nimra Tannous. "The Changing Role of Women in Jordan: A Threat or an Asset?" in Sex Roles and Social Policy (ed.) J. Lipman-Blumen and J. Bernard.
- Karlekar, Malavika. "Perception of the Woman as Earner in Social Action a Quarterly Review of Social Trends, Indian Social Institute, Oct-Dec 1984, Vol. 34, No. 4, pp 368-382.
- Schoeffel, P & E. Kikan. "Women's Work, in Fiji: An Historical Perspective Review, 1980 1 (2).
- UNITAR. Creative Women in Changing Societies - A Quest for Alternatives, Transnational Publishers Inc. Dobbs Ferry, NY (eds.) Stikland, T., 1982 (Report of Seminar held July 9-13, 1980 in Oslo, Norway).

TITLE: ADVANCED GENERAL MANAGEMENT FOR FEMALE EXECUTIVES

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
II. The Positioning of the female executives in organizations.	By the end of this sub-module the female participant should be in a position to: - Identify a few behavioural tools for coping with environmental constraints.	II. 1. Positioning or how to influence and create an impact on the environmental forces.	Week: 1 Day: 3 Hrs.: 1	The concept of positioning defined.	Lecture	Aaker, D. A. & J.G. Shausby. "Positioning Your Product", <u>Business Horizons</u> , May-June 1982. Davison, M.J. & C.L. Cooper. "Women Managers: their problems and what can be done to help them" in <u>Women in Management: Career Development for Managerial Success</u> by David and Cooper, Heinemann: London, 1984. Continuation of Bibliographic References on Session II.1, See Annex A2

ANNEX A2

Ennis, F. Beaven. "Positioning for Differential Advantage" in V. P. Buell (ed) Handbook of Modern Management, II ed., McGraw Hill, 1986, Chap. 18.

"Position Revisited", Advertising Age, March 15, 1982.

"Advertising in Practice-Positioning" in Paul W. Farris & J.A. Quelch, Advertising and Promotion Management, Chilton Book Co., Radnor, Pa., 1983, pp 257-269.

"Positioning" in Association of National Advertisers, Marketing Norms for Product Managers. NY, 1984.

Ries, A. The Battle for your Mind. New York: McGraw Hill, 1986.

TITLE: ADVANCED GENERAL MANAGEMENT FOR FEMALE EXECUTIVES

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
	- identify a few policy tools for introducing change in attitudes towards women in organizations.	II.2. The behavioural approach to positioning.	Week: 1 Day: 3/4 Hrs.: 9	Specific approaches to behaviour response - Networking - Assertivity - Others.		Archibald, R.D. & R.L. Villoria. <u>Network-based Management System</u> (PERD/CFM) NY: John Wiley & Sons, 1967. Cannie, J.K. <u>The Women's Guide to Management Success: How to Win Power in the Real Organizational World</u> , Englewood Cliffs, NJ: Prentice Hall, 1979. Illich, J. <u>Successful Negotiating Skills for Women</u> , Reading, MA: Addison-Wesley,

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151

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ANNEX A3

Cortes, Irene. "Philippine Law and Status of Women in Law and the Status of Women: An International Symposium, ed. by Columbia Human Rights Law Review, Center for Social Development and Humanitarian Affairs, United Nations, 1977.

Jayaweera, Swarna. "Women and Education" in the Status for Women, University of Colombo, Sri Lanka, 1979.

Krishna, Raj. Women and Development Planning (With Special Reference to Asia and the Pacific), APDC, Kuala Lumpur, 1982.

Report of the Select Committee on Women's Rights, "The Role of Women in New Zealand Society", New Zealand Society", New Zealand Government Printer, 1975.

Subramanian, Geetha. "Women and Development Planning in Malaysia", Academic Exercise, Faculty of Economics and Administration, University of Malaya, Kuala Lumpur. 1983.

Towards Equality. Report of the Committee on the Status of Women in India, New Delhi: Ministry of Education and Social Welfare, 1974.

TITLE: ADVANCED GENERAL MANAGEMENT FOR FEMALE EXECUTIVES

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
III. Defining & Analysing Managerial Problems.	By the end of this sub- module the participant should be able to: - Develop a skill at identifying and segmenting managerial problems.	III.1. Managerial problems segmentation.	Week: 2 Day: 1 Hrs.: 1	- The functional approach to manage- rial problems seg- mentation. - The integrated management approach	- Lecture - Lecture	Agnew, Neil Mc K & J. L. Brown. "Executive Judgement. The Institute/ Rational Ratio," <u>Personnel</u> , Dec., 1985. Agnew, Neil Mc K & J.L. Brown, Ibid. Continuation of Bibliographic References on Session III.1, See Annex A4

TITLE: ADVANCED GENERAL MANAGEMENT FOR FEMALE EXECUTIVES

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
	- Deal with these problems along some recognized approaches to problem solving: qualitative and quantitative.	III.2. Approaches to problem solving	Week: 2 Day: 1/2 hrs.: 9	- The "rational" approach to problem solving (not statistical techniques). - An appreciation of the quantitative approach to problem solving and decision making: a few tools. - Time event analysis. - Decision trees. - Multiple-regression analysis. - Simplex method for linear programming.	- Lecture - Case - Lecture - Exercise - Exercise	Several existing handouts & lecture notes.

TITLE: ADVANCED GENERAL MANAGEMENT FOR FEMALE EXECUTIVES

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
IV. Organiza- tional behaviour	: By the end of this sub- : module the female : participant should be in : a position to:	: IV.1. : Corporate : Culture	: Week: 2 : Day: 3 : Hrs.: 2.5	: - Parameters of : corporate culture. : - Typology of corpo- : rate culture. : - Impact of corpo- : rate culture on : female executives : behaviour.	: - Lecture : - Case	: Deal, D.; and : Kennedy, A., : <u>Corporate</u> : <u>Cultures</u> : (Mass.: Adison- : Wesley, 1982).
	: - Develop an awareness : of the intangible : forces influencing the : structure of and : mobility within : organizations. : - Position themselves : within this force : field.	: IV.2. : Female career : development	: Week: 2 : Day: 3 : Hrs.: 2.5	: - Coping with Corpo- : ration Culture. : - Career choise. : - Career stages. : - Career analysis. : - Career adaptability : - Career planning.		: Hall, D., : <u>Careers in</u> : <u>Organizations</u> : (Illinois: Scott, : 1976).
		: IV.3. : Power	: Week: 2 : Day: 4 : Hrs.: 2.5	: - Sources of power : within the organi- : zation. : - The coalition and : influence systems. : - Power configura- : tions. : - Power and control.	: - Lecture : - Group : discussion	: Mintzberg, H., : <u>Power in and</u> : <u>around the</u> : <u>Organization</u> : (Englewood : Cliffs: Prentice : Hall, 1983).

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"Better Decision Making", Supervisory Sense, May 1988, 22 pages.

"How To Communicate Unpopular Decisions", Supervisory Sense, September 1987, 22 pages.

Nelson, R. B. Decision Point: A Business Game Book, AMACOM Extension Institute Course, 1986.

Segall, Linda J. & Carol Meyers. "Taking Aim At Problems", Management Solutions, February 1988, pp 5-8.

TITLE: ADVANCED GENERAL MANAGEMENT FOR FEMALE EXECUTIVES

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
V. Management and the managerial function.	By the end of this sub-module the female participant must be able to:	V.1. Management as a process.	Week: 2 Day: 3 Hrs.: 2.5	- The operational approach to management.	- Lecture	Kontz, O'Donel, Management (New York: McGraw Hill)
	- Know the processes tasks involved in a managerial function.			- The systems approach to management.		El-Namaki, M., The concept of management
	- Understand the impact of cultural attitudes/traits on the behaviour of the female manager.	V.2. The tasks of the manager.	Week: 2 Day: 3 Hrs.: 2.5	- The behavioural approach to management.	- Lecture - Case	capability in developing countries, RVB Research Paper, 1982.
				- The planning organizing, staffing, directing and controlling constellation.		Mintzberg, H. Ibid.
				- The applied role and behaviour.		
		V.3. The cultural impact on the performance of the female executive.	Week: 2 Day: 4 Hrs.: 2.5	- Femininity/masculinity as a cultural dimension.		Hofstede, G., Culture's consequences (London: Sage, 1980).
				- Cultural dimensions and the performance of the female executive.		
				- Cultural dimensions and the managerial functions of the executive		

TITLE: ADVANCED GENERAL MANAGEMENT FOR FEMALE EXECUTIVES

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
VI. General & Strategic management.	By the end of this sub-module the female participant should be able to:	Strategy and the general management function.	Week: 3 Day: 1 Hrs.: 5	- The concept of strategy.	Lecture	Hofer, C.; Schendel, D., <u>Strategy Formula-</u>
	- Have a conceptual frame for strategic thinking at enterprise level.			- Analysis of enterprise organizational capability.	Case	<u>tion: Analytical Concepts,</u> (New York: West Publ).
	- Skill at the choice of strategic alternatives.			- Analysis of environmental opportunities and threats.	Case	
				- Patterns of strategic behaviour.	Lecture	El-Namaki, M., "A Strategic Planning Model
				- Models for strategic design.		for State Enterprises in Developing
				- Strategic planning/management.		countries" <u>Public Enterprise,</u> Vol.4, No. 4.
						Abell, F.;
						Hammond J.,
						<u>Strategic Market Planning</u>
						(Englewood Cliffs: Prentice Hall, 1979).

TITLE: ADVANCED GENERAL MANAGEMENT FOR FEMALE EXECUTIVES

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
VII. Functional areas of policy formulation.	By the end of this sub-module the participant should be able to:	VII.1. Marketing policies.	Week: 3 Day: 2 Hrs.: 5	- Product policies. - Pricing policies. - Distribution policies. - Communication policies.	Lecture	
	- Identify different functional policies existing.					
	- Have some skill at operating with some of those policies (depending on her organizational background).	VII.2. Financial policies.	Week: 3 Day: 2 Hrs.: 5	- Fund mobilization policies. - Investment mix policies. - Profit disposition policies. - Taxation policies.	Lecture	Christenses, C., et al <u>Business Policy</u> (Homewood: Irwin 1978).
		VII.3 Production policies.	Week: 3 Day: 4 Hrs.: 5	- Make or buy policies. - Scale and technology level policies.	Lecture	Biai, Boris Jr. Eight Steps to Successful Problem Solving, <u>Supervisory Management</u> , February 1986, pp 5-18.
						Conrath, Jerry. "Imagination Harvest: Training People to solve Problems Creatively", <u>Supervisory Management</u> , Sept. 1985, pp 6-10.

TITLE: ADVANCED GENERAL MANAGEMENT FOR FEMALE EXECUTIVES

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
						Deitzer, B.A. & A.G. Krigline. "When Making That Decision", <u>Management Solutions</u> , November 1988, pp 3-8.
						Kindler, H. S. "Decision: Which Approach To Take?" <u>Personnel</u> , January 1985, pp 47-51.
						Wright, K. Does "Analytical Thinking Hinder Your Performance?", <u>Supervisory Management</u> , April 1985, pp 2-6.
		VII.4. Manpower policies.	Week: 3 Day: 5 Hrs.: 5	- Recruitment poli- cies. - Manpower gender composition. - Training and development.	Lecture	Knadwalla, P., <u>The Design of Organizations</u> , (New York: Harcourt 1977).

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TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
VIII. Controlling Organiza- tions.	By the end of this sub- module the female participant should be in a position to: - Appreciate the critical role of control in the managerial process. - Work with some tools of control.	Managerial Control.	Week: 4 Day: 1 Hrs.: 7.5	- Control process. - Managerial control characteristics. - Budgeting. - Management audit. - Operational audit.	Lecture	Kontz, O'Donell, <u>Management</u> (New York: McGrawhill, 1982).

- 62 -

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TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
IX. Integrated management of organizations.	By the end of this sub-module the participant should be able to: - Appreciate the integrative aspect of the managerial function. - Have some skill at viewing the enterprise as a unit and at the exercise of the general mat. function.	Makati Garments, a simulation of the processes involved in the integrated management of a small industry in the garments sector.	Week: 4 Day 3/4/5 Hrs.: 15	- Introduction to the game. - First quarter. - Second quarter. - Third quarter. - Fourth quarter. - Fifth quarter. - Sixth quarter. - Presentation of results. - Evaluation.	Lecture Gaming	El-Namaki, M. <u>Makati Garments</u> (Willemstad, 1982).
		Course Evaluation	Week:4 Hrs.:2	- Review and evaluation	Discussion	Course evaluation form

- 63 -

B. ESSENTIAL MANAGEMENT FOR FEMALE ENTREPRENEURS/MANAGERS

PROGRAMME OUTLINE

- | | | |
|----|---|--|
| 1. | <u>Module Title</u> | Essential Management for Female Entrepreneur/Managers. |
| 2. | <u>Target Group</u> | <ul style="list-style-type: none">. Practicing female entrepreneurs/ managers of small industries with need for managerial skills.. Starting female entrepreneurs with a desire for a better level of managerial competence. |
| 3. | <u>Objectives</u> | <ul style="list-style-type: none">. To develop essential basic skills essential for the conduct of a managerial function in a small industry.. To underscore the specific problems and constraints that confront female managers of small industries. |
| 4. | <u>Duration</u> | Two weeks. |
| 5. | <u>Potential Number of Participants</u> | 20 |

6. Course Outline/Programme
Contents

<u>TOPIC</u>	<u>SESSIONS</u>	<u>NO. OF TRAINING HOUR</u>
I. The Small Enterprise Characteristics, problems and potential methods for improvement	I.1 Characteristic and problems of the small enterprise.	2.5
	I.2 Some proposals for improvement	2.5
II. The specific position of the female entrepreneur/manager in the small enterprise (sector)	II.1 The environmental constraints	2.5
	II.2 How to cope with the environmental constraints?	5
III. Essential managerial skills or what do managers really do?	III.1 The functions of the manager	2.5
	III.2 Entrepreneurial vs managerial behaviour	2.5
IV. Management processes	IV.1. Planning in the small enterprise	5
	IV.2 Organizing the small enterprise	2.5
	IV.3 Dealing with the personnel of the small enterprise	2.5
	IV.4 Controlling operations	
V. Essential functional areas of management	V.1 The marketing function	2.5
	V.2 The accounting and finance function	2.5
	V.3 The production function	2.5
	V.4 The Manpower function	2.5

<u>TOPIC</u>	<u>SESSIONS</u>	<u>NO. OF TRAINING HOUR</u>
VI. Office management		2.5
VII. Conclusion and evaluation		2.5
		<u>42.5</u>
		=====

Essential skills & processes

Office management

: 1 :	: 2 :	: 3 :	: 4 :	: 5 :	: 1 :	: 2 :	: 3 :	: 4 :	: 5 :
: I.1 :	: II.1 :	: II.2 :	: III.1 :	: IV.1 :	: IV.2 :	: IV.4 :	: V.1 :	: V.3 :	: VI.1 :
: I.2 :	: II.1 :	: II.2 :	: III.2 :	: IV.1 :	: IV.3 :	: IV.4 :	: V.2 :	: V.4 :	: VI.2 :

:
: The positioning
: of the female
: entrepreneur/manager
:
The SSE sector
in developing
countries

:
Function areas

:
: Week 1

:
: Week 2

TITLE: ESSENTIAL MANAGEMENT FOR FEMALE ENTREPRENEURS/MANAGEMENT

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
I. The small enterprises characteristics, problems and potential methods for improvement	By the end of this sub-module the female participant should be in a position to: - Appreciate the specific problems confronting the small business owner in developing countries.	I.1. Characteristics and problems of the small enterprise.	Week: 1 Day: 1 Hrs.: 2.5	Specific problems of the small enterprise: - Entry barriers (especially to the female potential entrepreneur) - Product design and adjustment - Market measurement and approach - Financial resources and financial management - Production planning and control - General management skill	- Lecture - Case discussion	Molenaar, K.; El-Namaki, M.; Van Dijk, M. <u>Small Industry Promotion in Developing Countries</u> (Delft: RVB, 1984). Neck, P. (Ed.) <u>Small Enterprise Development: Policies and Programmes</u> (Geneva: ILO, 1977).
	- Providing some proposal for change.	I.2. - Some proposals for the improvement of the performance of the small enterprise as a unit and as a sector.	Week: 1 Day: 1 Hrs.: 2.5	- Government policies and attitudes (credit, buying policies, extension (etc.). - Big enterprise policies and attitudes (sub-contracting, credit, managerial support, fair practice, etc.).	- Lecture - Panel discussion	Albert, K.J. <u>How to Pick the Right Small Opportunity</u> , McGraw Hill, 1977. Bow, D.H. "How to Win Small Business Clients", <u>Bank Administration</u> January 1987, pp 35.

TITLE: ESSENTIAL MANAGEMENT FOR FEMALE ENTREPRENEURS/MANAGEMENT

[illegible]

ANNEX B1

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Hisrich, Robert. "The Women Entrepreneur: Characteristics, Skills, Problems and Prescriptions for Success", pp 61-81 in Hisrich, R & C. Brush: The Woman Entrepreneur (above).

Krentzman, Cohen, Pickle, Hisrich,...Some Problems in the Organization and Administration of Public Enterprises in the Industrial field, UN Publication, Sales 54 II.H.1

Krentzman, Harvey C. Successful Management Strategies for Small Business, Prentice Hall Inc, Englewood Cliffs, NJ, 1981.

Miller, J.P. "Rethinking Small Business and the Best Way to Create Rural Jobs", Rural Development Perspectives, Vol 1, No. 2, Feb. 1985, pp 9-12

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Sexton, D.L. & R.W. Smilor. The Art and Science of Entrepreneurship, Ballinger Publishing Co., Cambridge, Ma. 1986.

Taylor, Charlotte. Women and the Business Game: Strategies for Successful Ownership, NY: Cornerstone Library, 1980.

Wilkins, Joanne. Her Own Business: Success Secrets of Entrepreneurial Women, NY: McGraw-Hill, 1987.

TITLE: ESSENTIAL MANAGEMENT FOR FEMALE ENTREPRENEURS/MANAGEMENT

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
II. The specific position of the female entrepreneur/manager in small business in developing countries.	By the end of this sub-module the female entrepreneur/manager should be in a position to: - identify the position and role of the female entrepreneur in developing countries. - Develop some skill at "managing" the constraints.	- The environmental constraints. - How to cope the environmental constraints	Week: 1 Day: 2 Hrs.: 5 Week: 1 Day: 3 Hrs.: 5	The constraints - National policy-related - Legal - Educational - Value/attitude-related - Infra structural - Gender-related - Actions at the individual level - Actions at national governmental level - Actions at the level of the small enterprise itself	- Lecture - Case by the participants - Lecture - Panel discussion	Bay, E. (Ed.) <u>Women and work in Africa</u> (Boulder: Westview, 1982). Selected chapters. Van der Pol, J. <u>Implementation of change in Women's roles in organization</u> (Unpublished paper, RVB, 1984

TITLE: ESSENTIAL MANAGEMENT FOR FEMALE ENTREPRENEURS/MANAGEMENT

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
III Essential managerial skills or what do managers really do?	: By the end of this sub-	: III.1.	: Week: 1	: - The classic task-	: - Lecture	: Some introductory
	: module the female parti-	: The functions	: Day: 4	: based conceptual	: - Case	: chapters from
	: cipant should be in a	: of the manager.	: Hrs.: 2.5	: vision: planning		: Kontz O'Donell
	: position to:			: organizing, direct-		: Management
	: - Identify the specific			: ing, controlling		: (New York:
	: skills required to			: - The behavioural		: McGrawhill, 1982)
	: carry out a managerial			: dimension: leading		: Technonet Asia
	: function.			: and motivating, in		: Entrepreneur's
				: what way could a		: Handbook
				: female manager be		: (Singapore:
				: different?		: Technonet, 1981).
	: - Identify the differen-	: III.2.	: Week: 1	: - The demands of the	: - Lecture	: Harp, L.
	: ce between managerial	: Entrepreneurial	: Day: 4	: entrepreneurial		: the Entrepreneur
	: and entrepreneurial	: vs managerial	: Hrs.: 2.5	: task	: - Case	: sees himself as
	: roles.	: behaviour.		: - The managerial	: - Role play	: manager in <u>Trails</u>
				: component of entre-		: and rewards of
				: preneurship		: the entrepreneur
				: - Phases of organiza-		: (Boston: HBR,
				: tion and enterprise		: 1983).
				: growth		
				: - The lines of		: Several chapters
				: demarkation between		: from Kilby, P.
				: entrepreneurial and		: (Ed.)
				: managerial roles	: - Participant	: <u>Entrepreneurship</u>
				: - The lines of	: reflections	: and <u>Economic</u>
				: demarkation between		: <u>Development</u>
				: family roles,		: (New York: The
				: managerial task and		: Free Press,
				: the entrepreneurial		: 1971).
				: function		

TITLE: ESSENTIAL MANAGEMENT FOR FEMALE ENTREPRENEURS/MANAGEMENT

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
						Jansen, L., Female Entrepreneurs in small scale industry in the Philippines (Delft: RVB, 1984).
						Robidoux, J., Entrepreneurial characteristics of women in Entrepreneur and enterprise Development (Milakee: The Centre for Venture Management, 1975).

TITLE: ESSENTIAL MANAGEMENT FOR FEMALE ENTREPRENEURS/MANAGEMENT

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
IV. Management Processes.	By the end of this sub- module the female participant should be in a position to: - Demonstrate basic ability to plan her business activities.	IV.1. Planning in the small enterpre- se.	Week: 1 Day: 5 Hrs.: 5	- The building up of a business plan - Setting objectives for the long and short terms - Tracing market changes and their potential impact on the small enterprise - Assessing small enterprise strengths and weaknesses - Setting action programmes - Participant reflection - Reconciling enterprise long term planning with the specific conditions/ constraints of the female manager/entrepre- neur	- Lecture - Own enterprise case	-To be prepared in advance by the participants Small Business Management: Bergsman, D. L. "Checklist for a Successful Small Business Acquisition"; <u>Journal of</u> <u>Accountancy</u> , February 1987, pp 116. Delaney, R. V. & R. A. Howell. <u>How to Prepare an</u> <u>Effective</u> <u>Business Plan - a</u> <u>step by step</u> <u>guide</u> , AMAOCM, 1986. Edmund, Stahlr. W. <u>Performance</u> <u>Measures for</u> <u>Growing Business</u> , AMAOCM, 1986.

TITLE: ESSENTIAL MANAGEMENT FOR FEMALE ENTREPRENEURS/MANAGEMENT

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
						Rich, S.R. & D.E. Gumpert. "How to Write a Winning Business Plan", Harvard Business Review, May/June 1985, pp 156.
						Scarborough, N.M. & T.W. Zimmermer. Strategies for the Small Business, Business, April/ June, 1987, pp 11
		IV.2.	Week: 2	- Distinguishing	- Lecture	Christy, Ron.
		Organizing the	Day: 1	between management	- Case based on	The Complete
		small business.	Hrs.: 2.5	and ownership	a sample parti-	Information Bank
				- Dividing work in	cipant enter-	Entrepreneurs and
				segments	prise	Small Business
				- Allocating respon-	- Role plays	Managers,
				sibilities to sub-		2nd ed.,
				ordinates with		New York, NY:
				authority		AMACOM, 1988
				- Choosing an organi-		
				zational frame		Continuation of
				- Co-ordinating work		Bibliographical
				flow		References on
				- The female work		Session IV.2
				force and their		See Annex B2
				position in the		
				organization		

ANNEX B2

Golberg, Robert. "Organizing Women Office Workers - Dissatisfaction/Consciousness & Action", Praeger Special Studies, Praeger: Scientific, 1983.

Landau, Martin & Eva Eagle. On the Concept of Decentralization, Berkeley, California: University of California, Institute of International Studies, Project on Managing Decentralization, March, 1981

Pickle, H/B/ & R.L. Abrahamson. Small Business Management, II ed., NY: John Wiley & Sons, 1981. (Chapter 8: Management & Employee Relations in Small Business, pp 191-218; Chapter 9: Personnel Management in Small Business, pp 219-250).

Sherwood, F. "Devolution as a Problem of Organizational Strategy" in Comparative Urban Research (ed) R.T. Daland, Beverly Hills: Sage, 1986.

United States Agency for International Development. Managing Decentralization, Project Paper, Washington, DC, 1979.

Walker, James W. Human Resource Planning, NY: McGraw Hill, 1980.

Zorn, Theodore, E. The Managers's Role in Developing Subordinates, NY: AMA membership Publications, 1983.

Some games and role plays from Harvey D; Brown, D., An experimental approach to organization development (New Jersey: Princehall, 1976

TITLE: ESSENTIAL MANAGEMENT FOR FEMALE ENTREPRENEURS/MANAGEMENT

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
	Some personnel-related issues: - Exercise basic overall control over operations.	IV.3. - Dealing with the personnel of the small enterprise.	Week: 2 Day: 1 Hrs.: 2.5	- Setting board rules for recruitment compensation and incentives - Setting individual objectives - Introducing change - Dealing with conflict - Integrating the female work force	- Lecture - Role play	Foulkes, F.D. & H.M. Morgan. "Organizing and Staffing the Personnel Function", <u>Harvard Business Review</u> , March-April, 1975. Hunt, Thelma. "Critical Issues Facing Personnel Administrators Today", <u>Public Personnel Management</u> , Nov-Dec 1974, pp 464-472. Klinger, D. E. <u>Public Personnel Management: Contexts & Strategies</u> , Prentice-Hall Inc, Englewood Cliffs, NJ 1980. "The Asian Manager: Recruiting,

TITLE: ESSENTIAL MANAGEMENT FOR FEMALE ENTREPRENEURS/MANAGEMENT

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
						Training & Retraining Executives", Hongkong: Business International Asia/Pacific, 1982.
						Mulridge, A.L. (Revised). Office Adminis- tration by J.C. Denyer, IV ed., McDonald & Evan Ltd., 1982. See: Part I on Organization and Personnel, pp 1-66.

TITLE: ESSENTIAL MANAGEMENT FOR FEMALE ENTREPRENEURS/MANAGEMENT

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TITLE: ESSENTIAL MANAGEMENT FOR FEMALE ENTREPRENEURS/MANAGEMENT

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
V. Essential functional managerial areas/activities.	By the end of this sub-module the female participant should be in a position to: - Appreciate the multi-functional dimension of the managerial process. - Gain an insight into the contents of each functional area.	V.1. - The marketing function.	Week: 2 Day: 3 Hrs.: 2.5	- The scope of the marketing function - What does good marketing mean? (consumer-orientation, profitability, spirit) - Marketing decision areas	- Lecture - Case based on participant enterprise	Bell, Martin L. <u>How to Prepare a Results Driven Marketing Plan</u> , AMACOM, 1987. Beuley, E.L. (ed). "Pricing Practices and Strategies", <u>The Conference Board</u> , NY, 1978: Continuation of Bibliographical References on Session V.1 see Annex B3

ANNEX B3

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See: Sections on Marketing.

Edmunds, S.W. Performance Measures for Growing Businesses - A Practical Guide to Small Business Management, Van Nostrand Reinhold Co., 1982
See: Chapter on Marketing Research, pp 88-105.

Laidler, David. Introduction to Microeconomics, Basic Books Inc. Pub., NY, 1974. See: Part I on Introduction, pp 3-7; Part II on Theory of Consumer Behavior, pp 11-95.

Rewalt, S. H. Introduction to Marketing Management: Text and Cases, Homewood, ISLL, 1973.

Ronstadt, R. Entrepreneurship Text Cases and Notes, Lord Pub., Dover, Ma., 1984. See Chapter on Direct Marketing

Techniques: Information & Concepts for Entrepreneurs, 715-729.

Rothwell, J.M. Managing Marketing Function: Concepts, Analysis and Application, NY: Wiley, 1969.

Stone, B. Successful Direct Marketing Methods, Passport Press. 1985.

Wilson, M. T. The Management of Marketing, NY: Wiley, 1980.

TITLE: ESSENTIAL MANAGEMENT FOR FEMALE ENTREPRENEURS/MANAGEMENT

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
		V.2.	Week: 2	- The scope of the	- Lecture	Ramsey, J. E. &
		- The account-	Day: 3	accounting and		I.L. Ramsey.
		ing and	Hrs.: 2.5	female function		<u>Budgeting Basics:</u>
		finance		- The broad content		<u>How to survive</u>
		function		of the function		<u>the budgeting</u>
						<u>Process, 1985.</u>
						Robinson, D.
						<u>Accounting</u>
						<u>Information</u>
						<u>Systems, Harper &</u>
						Row, 1986.
						Russell, R.R.
						<u>Measures of</u>
						<u>Technical</u>
						<u>Efficiency, New</u>
						York, NY: C.V.
						Starr Center for
						Applied
						Economics, NY
						University
						Faculty of Arts
						and Science,
						Department of
						Economics, 1984.
						Schaps, A.L.
						et al. Auditing
						Small Businesses
						- a New Look, C
						PA Journal, Oct

TITLE: ESSENTIAL MANAGEMENT FOR FEMALE ENTREPRENEURS/MANAGEMENT

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
						1984, pp 12.
						Timms, H.L. The
						<u>Production</u>
						<u>Function in Busi-</u>
						<u>ness: Decision</u>
						<u>Systems for</u>
						<u>Production,</u>
						Homewood ILL,
						R. D. Irwing,
						1970, 3 rd. ed.
						Wallace, W &
						J. Wallace.
						<u>Accounting</u>
						<u>Problems and How</u>
						<u>to Solve Them,</u>
						Harper & Row,
						1985.

TITLE: ESSENTIAL MANAGEMENT FOR FEMALE ENTREPRENEURS/MANAGEMENT

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
		V.3. - The produc- tion function.	Week: 2 Day: 4 Hrs.: 2.5	- The broad scope of the function - Simple production planning and control - Simple materials flow	- Lecture	
		V.4. - The manpower function.	Week: 2 Day: 4 Hrs.: 2.5	- The broad scope of the function - The basics of manpower planning	- Lecture	Miner, R. S. & C. W. Pettridge (eds). <u>The</u> <u>Dartnell Adminis-</u> <u>tration Handbook</u> , Dartnell IV ed., The Dartnell Corporation, Dartnell Press, Chicago, ILL - 60640-4595, 1984. See: Chapter 16 on Manpower Planning Today Today for Tomorrow's Needs, pp 429-444. Richter, Lothar. "Manpower Planning in Developing Countries: Changing

TITLE: ESSENTIAL MANAGEMENT FOR FEMALE ENTREPRENEURS/MANAGEMENT

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
						Approaches and Emphases, "Int'l Labour Review, Vol 123, No. 6, Nov-Dec 1984, pp 677-692, Walker, J. W. Human Resource Planning, NY: McGraw Hill, 1980. Zorn, T. E. <u>The Manager's Role in Developing Subordinates</u> , NY: AMACOM, Membership Publications, 1983.

TITLE: ESSENTIAL MANAGEMENT FOR FEMALE ENTREPRENEURS/MANAGEMENT

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
VI. Office Management	By the end of this sub- module the female participant should be in a position to: - Appreciate the role of simple efficiency measures in increasing productivity. - Adopt some simple routines related to that.	VI.1. Office Management	Week: 2 Day: 5 Hrs.: 2.5	- Facility layout - Secretarial support - Filing and record keeping - Maintenance	- Lecture	Monor, R.S. & C.W. Pettridge (ed). <u>The</u> <u>Dartnell Office</u> <u>Administration</u> <u>Handbook</u> , Dartnell, VI ed., 1984, Dartnell Corporation, Dartnell Press, Chicago, ILL 60640-4595. See: Chapter 17: Paperwork Simplification, pp 447-455; Chapter 21: How to Organize and Executive File, pp 505-527; Chapter 22: Record Management - Filing/Retention pp 529-567; Chapter 33: Office Bldgs., Layouts, Furnishings, pp 793-821.

TITLE: ESSENTIAL MANAGEMENT FOR FEMALE ENTREPRENEURS/MANAGEMENT

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
VII. Conclusion and evaluation		Course evaluation	Week: 2 Hrs: 2.5	Review and evaluation	Discussion	Course evaluation forms
						Mulridge, A. L. (Rev). <u>Office Administration</u> by J. C. Denyer, IV ed., MacDonald and Evans Ltd., 1982.

C. ENTREPRENEURSHIP DEVELOPMENT FOR FEMALE BUSINESS ENTRANTS

PROGRAMME OUTLINE

1. Pilot Training
Module Title : Entrepreneurship Development
for Female Business Entrants.
2. Training Module
Objectives :
 - Increased level of confidence and entrepreneurial orientation among potential of threshold female entrants in business enterprises.
 - Developed psychological awareness in the participants of the key concepts and processes required for business venture involvement, particularly the development of personal entrepreneurial competencies.
 - Developed competence in basic business planning.
3. Target Group : Potential or threshold female entrants in business enterprises.
4. Duration : Three weeks (90 hours).
5. Potential Number of
Participants : 15 participants (per module).

6. Programme Content

<u>TOPICS & SESSIONS</u>		<u>NO. OF TRAINING HOURS</u>	
I.	Introduction to the Module and to Entrepreneurship		3.0
II.	Assessment of the Environment Affecting the Development of Women Entrepreneurs		
	1. External Environmental Factors Affecting Female Entrepreneurial Effectiveness	3.0	
	2. The Female Entrepreneur Positioning Herself Within Her Environment	3.0	
	3. Opportunity Identification and Project Selection	<u>3.0</u>	9.0
III.	Developing Female Personal Entrepreneurial Competencies		
	1. Entrepreneurial Self-Assessment	3.0	
	2. Competency Building on Information Seeking	3.0	
	3. Competency Building on Problem-Solving, initiative, Persistence and Systematic Planning	3.0	
	4. Competency Building on Persuasion, Assertiveness and Use of Influence	3.0	
	5. Competency Building on Efficiency, Quality Consciousness, Self-Confidence, and Commitment to Work Contracts	3.0	
	6. Personal Development Action Planning	2.0	
	7. Topic Integration and Closure	<u>1.0</u>	18.0

<u>TOPICS & SESSIONS</u>		<u>NO. OF TRAINING HOURS</u>	
IV.	Basic Business Planning		
1.	Concepts and Processes on Basic Business Planning	3.0	
2.	Business Plan Preparation	15.0	
3.	Practicum on Business Plan Preparation	<u>24.0</u>	42.0
V.	Financing and Setting-Up the Business		
1.	Sources of Financing	3.0	
2.	Setting-up the Business: Administrative and Legal Requirements	3.0	
3.	Panel Discussions of Business Plans with Financial Institutions Representatives	<u>9.0</u>	15.0
VI.	Module Integration and Evaluation		<u>3.0</u>
TOTAL No. OF HOURS			<u>90.0</u> =====

TITLE: ENTREPRENEURIAL DEVELOPMENT FOR FEMALE BUSINESS ENTRANTS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
I. Introduction to the Module and to entrepreneurship	Upon successful completion of the topic, participants shall have clarified their expectations from the training program. They shall have also gained familiarity with entrepreneurial issues and considerations.	Introduction to the module	Week: 1 Day: 1 Hrs.: 3.0	- Getting acquainted and clarification of expectations - Training modules' objectives, coverage, schedule and methodologies - Adult learning concepts and techniques - Entrepreneurship and the role of women	diad.- Introductions Lecture - discussions	Pfeiffer, J.W. & J.E. Jones (ed). <u>A Handbook of Structured Experiences for Human Relations Training</u> , University Association Press, 1977 (Vol i-vii) (see Module E) on SLEs for getting acquainted.
II. Assessment of the Environment affecting Development of women Entrepreneurs	Upon successful completion of the topic, participants shall have: - identified and analyzed the salient features of their environment relevant to their entrepreneurial careers	1. External Factors in the Environment Affecting Entrepreneurial Effectiveness	Hrs.: 3.0	- Social Factors .changing D. J. Brass. females in societies .problems arising from these changes .society's views on the female as an income earner through entrepreneurship	Lecture - discussions	Banbury-Masland, Brooke & "Careers, Marriage and Children: Are Women Changing their Minds", <u>Business Horizons</u> , May-June, 1985.

TITLE: ENTREPRENEURIAL DEVELOPMENT FOR FEMALE BUSINESS ENTRANTS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
	<ul style="list-style-type: none"> - determined possible threats and conflicts posed by certain features of the environment - assessed and formulated resolutions on prospective conflicts between the entrepreneurial role on one hand and family and social role on the other, and - identified and generated business ideas resulting from an assessment of the environment 			<ul style="list-style-type: none"> advantages and disadvantages of being a female entrepreneur - Economic factors <ul style="list-style-type: none"> the economic structure of the region and the country profiles of the economic sectors and sub-sectors income distribution commodity flows economic blocks - Demographic factors <ul style="list-style-type: none"> general features labour supply and demand savings and consumption patterns - Physical factors <ul style="list-style-type: none"> geographical location 		<ul style="list-style-type: none"> Catalyst Group. "Matter of Personal Ability, Not Gender", <u>Management Solutions</u>, Nov 1987, pp 38-45. Dubuo, Peter. "Attitudes Towards Women Executives: A Longitudinal Approach", <u>Academy of management journal</u>, March 1985, pp 235. Feuer, Dole. "Attitudes towards Women Executives: 1965 and Today", <u>Training</u>, Dec. 1985, pp 109. Scott, Carole E. "Why more Women are becoming

TITLE: ENTREPRENEURIAL DEVELOPMENT FOR FEMALE BUSINESS ENTRANTS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
				<ul style="list-style-type: none"> infrastructure and facilities natural resources - Legal and Political factors political situations development plans and programs features of the bureaucracies - Technological factors availability and/or access to sources of technology 		<p>Entrepreneurs", <u>Journal of Small Business Management</u>, October, 1986, pp 37.</p> <p>Harriman, Ann. <u>Women/Men Management</u>, Preager Pub., 1985.</p>

TITLE: ENTREPRENEURIAL DEVELOPMENT FOR FEMALE BUSINESS ENTRANTS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
		2. The Female Entrepreneur Positioning Herself within her Environment	Week: 1 Day: 2 Hrs.: 3.0	<ul style="list-style-type: none"> - Findings of researches and studies on values and motivations of female entrepreneurs - The role of the family and intimate circles' support to women's entrepreneurial careers - The need to reconcile the female business entrant's family and social roles with her prospective entrepreneurial role 	Lecture - discussions	<ul style="list-style-type: none"> Reading materials on the personality characteristics of female entrepreneurs: Davidson, M. J. & C. L. Cooper. "Women Managers: their problems and what can be done to help them" in <u>Women in Management, Career Development for Managerial Success</u> by David and Cooper, Heinemann: London, 1984. Emmis, F. B. "Positioning for Differential Advantage" in V.P. Buell (ed) <u>Handbook of Modern Management</u>, II ed., McGraw Hill, 1986, Chapter 18.

TITLE: ENTREPRENEURIAL DEVELOPMENT FOR FEMALE BUSINESS ENTRANTS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
						Public Management Institute. <u>Non-</u> <u>profit Management</u> <u>Skills for Women</u> <u>Managers</u> , 358 Brannan Street, San Francisco, California 94107, 1980. See: Chapter III Managing Your Emotions.
				- Value clarification case exercise	Case	- Case materials on value clarification: See Annex Cl.

ANNEX C1

- Attfield, Robin. A Theory of Value and Obligation, London, NY: Croom Helm 1987.
- Collins, G. "Unforeseen Business Barriers for Women" in B.A. Stead's Women in Managements, Prentice Hall, Englewood Cliffs, 1985, pp 161-164.
- Derr, C. B. "Careers in Collision? The Changing Role of the Executive Wife" in B.A. Stead's Women in Management Textbook, Hempstead, NY:Hosftra Univ. 1979.
- Harriman, A. Women/Men Management, Preager 1985, Chap. 10 Performance and Perceptions of Performance.
- Levi, I. Hard Choices: Decision Making Under Unresolved Conflict, NY: Cambridge Univ. Press, 1986.
- Pickford, L.J. "The Superstructure of Myths Supporting the Subordination of Women " in B.A. Stead's Women in Management, Prentice Hall, Englewood Cliffs, 1985, pp 165-174.

TITLE: ENTREPRENEURIAL DEVELOPMENT FOR FEMALE BUSINESS ENTRANTS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
		3. Opportunity Identifica- tion and Project Selection	Week: 1 Day: 2 Hrs.: 3.0	- the concept of opportunity - techniques in iden- tifying and genera- ting business ideas - business opportuni- ties offered by the environment for females - procedures, crite- ria, and key consi- derations in screening and pre- selecting business ideas	Lecture- discussions Workshop	Reading materials on: - Generating and pre-selecting Business Ideas - Reference: <u>Souder, Wm.E.</u> <u>Project Selec-</u> <u>tion and</u> <u>Economic</u> <u>Appraisal,</u> N.Y. Van Nostrand Reinhold, 1984.

TITLE: ENTREPRENEURIAL DEVELOPMENT FOR FEMALE BUSINESS ENTRANTS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR. MATERIALS PREPARATIONS
						Albert, K. J. <u>How to Pick the Right Small Business Oppor- tunity</u> , McGraw- Hill 1977.
						Leslie, M. & D.D. Seltz. <u>New Business Women can Start and Successfully Operate</u> , Rockville Centre, NY: Farnsworth Pub Co Inc., 1977.
						"Question Marks Surround the Opportunities" (Survey), <u>Sales & Marketing Manage- ment</u> , Feb. 1988, pp 23.

TITLE: ENTREPRENEURIAL DEVELOPMENT FOR FEMALE BUSINESS ENTRANTS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
III. Developing Female entrepreneurial competencies	<p>Upon successful completion of the topic, participants shall have:</p> <p>1. assessed their strenghts and weaknesses affecting their entrepreneurial effectiveness</p> <p>2. set short and long term goals for their entrepreneurial careers</p> <p>3. developed awareness on and commitment to improve their personal competencies required for successful entrepreneurial careers</p>	1. Entrepreneurial Self-Assessment	Week: 1 Day: 3 Hrs.: 3.0	<p>- Self-Rating Questionnaire</p> <p>- Personal Entrepreneurial Competencies (PEC's) of Successful Entrepreneurs</p> <p>- "Who Am I" Essay Writing</p> <p>- Goal Setting</p> <p>- Introduction to the Personal Improvement Worksheets (PIW)</p>	<p>- Self-diagnosis</p> <p>- Lecture-discussion</p>	<p>- <u>Self-Rating Questionnaire</u> Manual developed by McBer and Co. for the USAID Entrepreneurship and Small Enterprise Project, Boston, 1985.</p> <p>- Reading on <u>Research to Identify Personal Entrepreneurial Competencies</u> presented by McBer and Co. at the USAID First Annual Network Meeting, Oxford, U.K., 1985.</p> <p>- Personal improvement Work sheet (PIW) developed by Management Systems International (MSI)</p>

TITLE: ENTREPRENEURIAL DEVELOPMENT FOR FEMALE BUSINESS ENTRANTS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
						for USAID's
						Entrepreneur-
						ship and Small
						Enterprise
						Development
						Project. (To
						be re-designed)
		2. Competency	Week: 1	- Exercise on Infor-	Structural	- Instructions on
		Building on	Day: 3	mation seeking	Learning Exercise	the "Informa-
		Information	Hrs.: 3.0		(SLE)	tions Seeking
		Seeking		- Discussions by	Lecturette	Exercise",
				learnings from the		Developed by
				exercise		MSI, <u>Entrepre-</u>
						neurship
				- Approaches to		<u>Training</u>
				information gene-		<u>Program,</u>
				ration, analysis		<u>Trainers Guide,</u>
				and utilization		Washington,
						D.C., 1985.
				- Accomplishing the		
				PIW		- PIW
		3. Competency	Week: 1	- Exercise on "Deci-	- SLE	- Exercise mate-
		Building on	Day: 4	sion 1-2-3"		rials on Deci-
		Problem	Hrs.: 3.0			sion 1-2-3
		Solving,		- Discussions of		found in the
		Initiative,		learnings from the		<u>Entrepreneur-</u>
		Persistence		exercise		<u>ship Training</u>
		and Systema-				<u>Program,</u>
		tic Planning		- Personal commit-		<u>Trainers'</u>
				ments to developing		<u>Guide, drafted</u>

TITLE: ENTREPRENEURIAL DEVELOPMENT FOR FEMALE BUSINESS ENTRANTS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
				the competencies		by Management Systems Inter- national (MSI) for USAID
						- PIW
		4. Competency	Week: 1	- Sources of power	- Lecturette	- Reference:
		Building on	Day: 4			
		Persuasion,	Hrs.: 3.0	- Case studies on	- case studies	MSI Entrepre-
		Assertive-		power strategy		neurship
		ness, and		formulation		Development
		Use of				Program,
		Influence		- Role plays on per-	- role plays	Trainers' Guide
				suation, asserti-		Module 15 MSI,
				veness and use of	- reflections and	Washington
				influence	verbalization	D.C., 1985.
					of commitments	
				- Discussion of		- Reading
				learnings from		Materials on
				cases and role		power motiva-
				plays		tion:
				- Personal commit-		Harriman, A.
				ments to developing		Women/Men
				the competencies		Management,
						Preager, 1985,
						Chapter 8
						Motivation and
						Rewards.

TITLE: ENTREPRENEURIAL DEVELOPMENT FOR FEMALE BUSINESS ENTRANTS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
						Mainiero, Lisa A "Coping with Powerlessness Gender...Job... Empowerment- Strategy Usage", <u>Administrative</u> <u>Science Quater-</u> <u>ly</u> , Dec 1986, pp 633.
						Powell, G.N., B.Z. Posner & W.H. Schmidt. "Women: The More committed Managers?" <u>Management</u> <u>Review</u> , June 1985, pp 42-45.
						Tarketon, F & T. Tuleja. <u>How</u> <u>to Motivate</u> <u>People - the</u> <u>Team Strategy</u> <u>for Success</u> , Harper & Row Pub., NY, 1986, pp 119-164.
						-PIW

TITLE: ENTREPRENEURIAL DEVELOPMENT FOR FEMALE BUSINESS ENTRANTS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
		5. Competency Building on Efficiency, Quality Consciousness, Self-confidence and Commitment to Work Contract	Week: 1 Day: 5 Hrs.: 3.0	- Achievement Game Exercise - Discussions of learnings from the exercise - Personal commitments to developing the competencies	- SLE	- Reference: Techmonet Asia <u>Achievement Motivation Training, Trainers' Guide and Handbook of Exercises</u> , Singapore, 1984. - PIW
		6. Personal Development Action Planning	Week: 1 Day: 5 Hrs.: 2.0	- Guidelines in action planning - Workshop on personal development action planning	- Lecturette - Workshop - Individual consultations	- Workshop materials - PIW
		7. Integration, Summary and Closure of Topic	Week: 1 Day: 5 Hrs.: 1.0	- Feedback sharing on experiences with the topic - Integration and Summary - "Letter to Myself" writing	- Discussions - Reflections on learnings and commitments to self-improvement	- "Letter to Myself" forms

TITLE: ENTREPRENEURIAL DEVELOPMENT FOR FEMALE BUSINESS ENTRANTS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
IV. Basic Business Planning	Upon successful completion of this topic, the participants shall have formulated an appropriate business project plan which is consistent with her accurate self-assessment and supported by her personal development plan	1. Concepts and Approaches on Basic Business Planning	Week: 2 Day: 1 Hrs.: 3.0	- Situational analysis - Setting objectives - Generating and analyzing alternative courses of actions - Formulating the action plan and planning for implementation and control - Installing the evaluation system - Introduction to the Business Planning Workbook (BFW)	- Lecture - Discussions	- Reading Materials on Basic Business Planning - Reference: Entrepreneurship Development Corporation, <u>How to Prepare a Business Plan</u> , copyrighted 1984, Honolulu, Hawaii - Business Planning Workbook: Dickson, D.E.N. <u>Improve Your Business: A Handbook</u> , ILO 1986, 129 pages Dickson, D.E.N. <u>Improve Your Business: A Workbook</u> , ILO 1986, 83 pages.

TITLE: ENTREPRENEURIAL DEVELOPMENT FOR FEMALE BUSINESS ENTRANTS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
						Fry, Fred L & C.R. Stoner. "Business Plans: Two Major Types", <u>Journal of Small Business Management</u> , Jan 1985, pp 1.
						Rich, S.R. & D.E. Gumpert. "How to Write a Winning Business Plan", <u>Harvard Business Review</u> , May/ June 1985, pp 62.
		2. Business Plan Preparation	Week: 2 Days: 1, 2, 3 Hrs.: 15	- Understanding the marketing system and processes - Formulating the marketing plan - Formulating the production plan - Formulating the	Lecture- Discussion - Exercises - Workshops	Reference: 1. Entrepreneur ship Develop- ment Corpora- ration, <u>How to Prepare a Business Plan</u> Honolulu, 1984.

- 109 -

TITLE: ENTREPRENEURIAL DEVELOPMENT FOR FEMALE BUSINESS ENTRANTS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
V. Financing and Setting up the Business	Upon successful completion of the topic the participants shall have examined the available sources of financing for their projects as well as the legal requirements and procedures in setting up their business enterprise. They shall have also presented to a panel of financial institutions' representatives their business plans	1. Source of Financing	Week: 3 Day: 3 Hrs.: 3.0	- Alternative Sources of Financing - Presentation by representatives of financial institutions of their respective lending programs - Open forum	- Presentations and discussions	- Selected financial institutions' lending programs
		2. Setting-up the Business: Administrative and Legal Requirements	Week: 3 Day: 3 Hrs.: 3.0	- Legal requirements of doing business - Governmental incentives programs for small enterprises and their requirements	- Lecture-discussions	- Reading Materials on legal laws and taxes concerning business enterprises (country specific)
		3. Panel Discussions of Business Plans with Financial Institutions' Representatives	Week: 3 Days: 4, 5 Hrs.: 9.0	- Presentation by the participants of their business project plans - Discussions with panel	- Presentations and discussions	- Copies of the participants project plans

- 111 -

Suggested Readings

1. Souder, Wm. E., Project Selection and Economic Appraisal, New York, Van Nostrand Reinhold, 1984.
2. McBer and Company, Research to Identify Personal Entrepreneurial Competencies, paper presented during the USAID First Annual Network Meeting on the Entrepreneurship and Small Enterprise Development Project, Oxford, U.K., July 1985.
3. McBer and Company, Manual for Selection and Impact Measures (Draft), Boston 1985.
4. Management Systems, International Entrepreneurship Development Program, Trainers' Guide (Draft), Washington D.C., 1985.
5. Techonet Asia, Achievement Motivation Training, Trainers' Guide and Handbook of Exercises, Singapore, 1984.
6. Entrepreneurship, Development Corporation, How to Prepare a Business Plan, Honolulu, Hawaii, 1984.
7. UNIDO, Manual for the Preparation of Industrial Feasibility Studies, New York, U.N., 1978.

D. PROJECT PROMOTIONS SERVICES FOR FEMALE ENTREPRENEURS

PROGRAMME OUTLINE

1. Pilot Training Module Title : Project Promotions Services for Female Entrepreneurs.
2. Training Module Objectives :
 - Improved understanding of the female entrants' problems and opportunities in the pursuit of entrepreneurial careers.
 - Enhanced competence in rendering assistance services to female entrants in business enterprises, particularly in the field of enterprise planning and development and in industrial extension.
3. Target Groups : Operational officers working in development finance institutions/commercial banks and providing consultancy services to women clients belonging to the small scale industry sector.
4. Duration : Two weeks (60 hours).
5. Potential Number of Participants : 20 participants (per module)

6. Programme Content

<u>TOPICS & SESSIONS</u>		<u>NO. OF TRAINING HOURS</u>	
I.	Developing Women Entrepreneurs: Key Issues and Considerations		
1.	Profiles of Women Entrepreneurs	3.0	
2.	Personal Entrepreneurial Competencies	3.0	
3.	Identifying Women with Entrepreneurial Potentials	3.0	
4.	Assisting Women Entrepreneurs	<u>3.0</u>	12.0
II.	Developing Competence and Effectiveness in Project Promotions Services to New Female Entrants in Small Industry		
1.	Introduction to Project Planning and Development Cycle	1.0	
2.	Project Idea Generation and Selection	2.0	
3.	Project Feasibility Study: An Overview	1.0	
4.	The Market and Plant Capacity	4.0	
5.	Materials and Inputs	1.0	
6.	Location and Site	0.5	
7.	Project Engineering	1.5	
8.	Manpower	1.0	
9.	Implementation Scheduling	2.0	
10.	Financial and Economic Evaluation	7.0	
11.	Project Appraisal	3.0	
12.	Workshop on Project Feasibility Study Analysis	6.0	
13.	Presentation and Discussions of Workshop Outputs	<u>6.0</u>	36.0

TOPICS & SESSIONSNO. OF TRAINING HOURS

III. Project Monitoring and Follow-up

1.	Developing a Monitoring and Follow-up System	2.0	
2.	Extension Tools and Techniques	4.0	
3.	Action Planning on Developing the System for Monitoring and Follow-up	<u>4.0</u>	10.0

IV. Course Integration and Evaluation

2.0

TOTAL No. OF HOURS

60.0

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TITLE: PROJECT PROMOTIONS SERVICES

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
I. Developing Women Entre- preneurs:Key Issues and Considera- tions	<p>Upon successful comple- tion of the topic, the participants shall have:</p> <p>. gained a better under- standing of the per- sonality and enviro- mental situations of women entrepreneurs so that operational officers could relate to them more effecti- vely</p> <p>. determined women entrepreneurs' problems and identi- fied corresponding types of assistance</p>	1. Profiles of of Women Entrepre- neurs	Week: 1 Day: 1 Hrs.: 3.0	<p>- Various reasons why women go into business</p> <p>- Lines of businesses women go into</p> <p>- Characteristics of women's business transactions</p>	Lecture - discussions	<p>Hisrich, R. "The Women Entrepreneur: Characteris- tics Skills, Pro- blem & Prescrip- tions of Success" pp 61-81 in Hisrich, R. & C. Brush: <u>The Women Entrepre- neurs - Starting, Finacing and Managing a Successful Business</u>, Lexington 1985.</p> <p>Gilad, B & P. Levine. "Behavioral Model of Entrepreneurial Supply", <u>Journal of Small Business Management</u>, Oct 1986.</p>

TITLE: PROJECT PROMOTIONS SERVICES

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
				<ul style="list-style-type: none"> - Feminine values: how they match or conflict with entrepreneurial values and different entrepreneurial lines of activities - Various roles of women - Role strains in women entrepreneurs 	Case method	<ul style="list-style-type: none"> - A short case highlighting: <ul style="list-style-type: none"> . feminine values matching and conflicting with entrepreneurial values, and . the women's entrepreneurial role and her other roles strain- ing each other Banbury- Masland, B. & D.J. Brass. "Careers, Marriage, Children: Are Women Changing Their Minds?" <u>Business Horizons</u>, May June 1985, pp 81.

TITLE: PROJECT PROMOTIONS SERVICES

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
						Kantrowitz, et al. "Mother's Choice. More Women Juggling Jobs and Children and Making it Work", <u>News-</u> <u>week</u> , Mar 31, 1986, pp 46.
		2. Personal Entrepre- neural Competencies of Success- ful Entre- preneurs: Can Women Also Deve- lop Them?	Week: 1 Day: 1 Hrs.: 3.0	- Finding of research studies on charac- teristics or compe- tencies of success- ful entrepreneurs - Descriptions of the competencies found - Competencies women are strong in and those they are weak in	Lecture - discussions	- Reading Materials on: Characteristics of Successful Entrepreneurs.

TITLE: PROJECT PROMOTIONS SERVICES

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
		3. Identifying women with Entrepre- neurial Potentials	Week: 1 Day: 2 Hrs.: 3.0	- Rationale behind identifying women with entrepre- neurial potentials - Instruments avail- able in identifica- tion and selection	Lecture - discussions Exercise	- Materials on Selection Schemes and Instruments
		4. Assisting Women Entrepre- neurs	Week: 1 Day: 2 Hrs.: 3.0	- Problems of women entrepreneurs along the various stages of their entrepre- neurial career's development - Assistance they need: corresponding to their problems - Sources and mechanisms for the provision of assistance	Lecture- discussions	- Reading Materials on: Assistance Programs for Entrepreneurs (Country specific).

TITLE: PROJECT PROMOTIONS SERVICES

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
II. Developing Competence and Effectiveness in Project Promotions Services to New Female Entrants Small Industry	Upon successful completion of the topic, the participants shall have improved their competencies in providing extension services to women entrepreneurs in the area of project planning and development	1. Introduction to the Project Planning and Development Cycle	Week: 1 Day: 3 Hrs.: 1.0	- Nature and scope of the project planning and development cycle - Objectives, outputs and characteristics of the cycle's various phases and stages - Illustrative examples	Lecture - discussions	- Referenrece: <u>INIDO, Manual on Preparation of Industrial Feasibility Studies</u> , New York, N. Y., United Nations, 1978.
		2. Project Idea Generation and Selection	Hrs.: 2.0	- Sources of project ideas - Approaches to generating ideas - Areas of preliminary investigation in project selection - Identifying the critical elements for success of the prospective project - Establishing criteria for selection	Lecture - discussions Exercise	- References: 1. <u>UNIDO, Manual on Preparation of Industrial Feasibility Studies</u> , N. Y. U.N. 1978. 2. <u>Souder, Wm.E., Project Selection and Economic Appraisal</u> , (N.Y. Van Nostrand Reinhold, 1984).

TITLE: PROJECT PROMOTIONS SERVICES

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
						3. Clifton, D.S. and Fyffe, D.E., <u>Project Feasibility Analysis</u> , N.Y. John Wiley & Son.
						- Exercise materials.
		3. Project Feasibility Study Formulation: An Overview	Week: 1 Day: 3 Hrs.: 1.0	- Uses of a project feasibility study - Formats - Sequential relationships of the different parts of the study - Coverage of the different parts	Lecture - discussions	- Reference: <u>UNIDO, Manual on Preparation of Industrial Feasibility Studies</u> , N.Y., U.N. 1978.
		4. The Market and Plant Capacity	Week: 1 Days: 3, 4 Hrs.: 4.0	- Demand and market study - Sales forecast and marketing of products and by- products	Lecture - discussions Simulation exercise	- Exercise materials.

TITLE: PROJECT PROMOTIONS SERVICES

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
				- Production program		
				- Plant capacity		
		5. Materials and Inputs	Week: 1 Day: 4 Hrs.: 1.0	- Characteristics of materials and inputs	Lecture - discussions	
				- Supply program		
		6. Location and Site	Hrs.: 0.5	- Considerations in choice of location	- do -	
				- Considerations in choice of site		
				- Local conditions		
				- Environmental impacts		
		7. Project Engineering	Hrs.: 1.5	- Project layout determination	- do -	
				- Selecting the tech- nology(ies)		
				- Selecting the equipment		
				- Determining civil engineering works		

TITLE: PROJECT PROMOTIONS SERVICES

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
		8. Manpower	Hrs.: 1.0	- Determining labour and staff require- ments		
				- Organizational layout and manning tables		
		9. Implementa- tion Scheduling	Week: 1 Day: 5 Hrs.: 2.0	- Setting up the project implementa- tion management team	Lecture - discussions Exercise	- Exercise materials.
				- Determining the implementation activities, schedules and resources require- ments		
				- Estimating the cost of project implementation		
		10. Financial and Economic Evaluation	Week: 1 Day: 5 Hrs.: 4.0	- Determining total investment cost	Lecture - discussions	
				- Determining project financing, i.e. sources of financing	Exercise	- Exercise materials.

TITLE: PROJECT PROMOTIONS SERVICES

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
				- Preparing the financial statements		
				- Analysing the financial and economic feasibility of the project		
		11. Project Appraisal	Week: 2 Day: 1 Hrs.: 3.0	- Basic information needed for project appraisal	Lecture - discussions	- Reference
				- Evaluation of the project's commercial profitability	Exercise	UNIDO, <u>Manual for Evaluation of Industrial Projects</u> , N.Y., 1980.
				- Evaluation of the project's national profitability		- Exercise materials.
				- Uncertainty analysis		
				- Simplifying and standardizing appraisal work		

- 126 -

TITLE: PROJECT PROMOTIONS SERVICES

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
III. Project Monitoring and Follow-Up	Upon successful comple- tion of the topic, the participants shall have:	1. Developing a Monitoring and Follow- Up System	Week: 2 Day: 4 Hrs.: 2.0	- Setting monitoring and follow-up objectives	Lecture - discussions	
	. developed an appropri- ate monitoring and follow-up program for their women entrepre- neur clients . developed their aware- ness on the availabi- lity and utility of various extension tools and techniques			- Determining the activities, schedules and resource require- ments - Assigning people and other resour- ces - Networking with other organizations - Setting up an information system		
		2. Extension Tools and Techniques	Hrs.: 4.0	- Matching of exten- sion tools and techniques with organizations' goals and clients' needs - Creating and developing condi- tions to facilitate extension services	Lecture - discussions Exercises Cases	- Reference: ILO, Management Consulting: A Guide to the Profession Geneva, ILO, 1980. - Exercises and cases to be developed.

TITLE: PROJECT PROMOTIONS SERVICES

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
				- Basic extension tools and techniques		
				- Exercises/cases		
		3. Action Planning on Developing the System for Monitor- ing and Follow-Up	Week: 2 Day: 5 Hrs.: 4.0	- Guidelines in developing the mo- nitoring and follow-up system - Action planning workshop	- Workshop - Consultations	- Workshop materials.
IV. Course Integration and Evaluation		Course Integra- tion and Evaluation	Hrs.: 2.0	- Review integration and evaluation	- Discussions	Course evaluation forms

PROJECT PROMOTION SERVICE

Suggested Readings

1. UNIDO, Manual on Preparation of Industrial Project Feasibility Studies, New York, N.Y., United Nations. 1978.
2. Souder. Wm. E., Project Selection and Economic Appraisal, New York, N. Y., Van Nostrand Reinhold, 1984.
3. UNIDO, Manual for Evaluation of Industrial Projects, New York, N.Y., United Nations, 1980.
4. UNIDO, The Initiation and Implementation of Industrial Projects in Developing Countries (A Systematic Approach), New York, N.Y., United Nations, 1975.
5. ILO, Management Consulting (A Guide to the Profession), Geneva, ILO, 1980.
6. Clifton, D. S. and D. E. Fyffe, Project Feasibility Analysis, New York, N.Y., John Wiley and Sons.

E. TRAINING OF FEMALE ENTREPRENEURS' TRAINERS

PROGRAMME OUTLINE

1. Module Title : Training of Female Entrepreneurs' Trainers.
2. Target Group : Small and Medium Scale Industry Instructors; Ministry of Industry Training Staff; Lecturers of Public Administrative Institutes.
3. Objectives : Enhanced knowledge and appreciation of small industry and entrepreneurship development as a strategy for national growth;

increased skill and competency in:
 - Assessing training needs
 - establishing training objective
 - developing curricula
 - planning and delivery of training sessions
 - evaluating the impact of training at the level of learning transferfor a training program for women entrepreneurs
4. Duration : 2 weeks (10 work days; 60 training hours).
5. Potential Number of Participants : 20

6. Programme Contents

<u>TOPICS</u>	<u>SESSIONS</u>	<u>NO. OF TRAINING HOURS</u>
I. General Concepts on Entrepreneurship Development	- 1. Entrepreneurship and Economic Development	2
	- 2. Entrepreneurship in Small Scale Industry	1
II. Personal Entrepreneurial Competencies	- 1. Entrepreneurial Competency Development	18
III. The Woman as Entrepreneur	- 1. Barrier/ Constraints to Female Entrepreneurship	1
	- 2. Female Entrepreneurial Traits and Attributes	1
	- 3. Enhancing entrepreneurial opportunities for women	1
	- 4. How I Started My Business and What It Took To Do So	2
IV. Overview of Small Enterprise Development and Management	- 1. Opportunity Identification and Project Selection	2
	- 2. Overview of Business Planning and Organization	2
	- 3. Introduction to Marketing Management	1.5
	- 4. Introduction to Production Management	1.5
	- 5. Introduction to Financial Management	1.5
	- 6. Introduction to Personnel Management	1.5

<u>TOPIC</u>	<u>SESSIONS</u>	<u>NO. OF TRAINING HOUR</u>
V. Training Technology	- 1. The Trainer	1.5
	- 2. Psychology of Adult Learning	1.5
	- 3. Psychology of Group Behaviour	1.5
	- 4. Public Speaking	1.5
VI. The Training Process	- 1. Training Needs Assessment	2
	- 2. Setting Training Objectives	2
	- 3. Designing Course Content	2
	- 4. Training Methods and Techniques	2
	- 5. Curriculum Planning and Design	1.5
	- 6. Session Planning	1.5
	- 7. Training Aids and Materials	1
	- 8. Evaluation of Training	1.5
	- 9. Practicum on Session Presentation	4
VII. Integration	- 1. Summary/Recapitulation of Learnings	<u>0.5</u>
	TOTAL No. OF HOURS	60.0 ====

TITLE: TRAINING OF FEMALE ENTREPRENEURS' TRAINERS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
I. General concepts on Entrepreneurship Development	At the end of the topic the participants will be able to: - Explain the importance of entrepreneurship to countries' economic development - Cite the factors affecting entrepreneurship development - Describe the features of small scale industries - Discuss the rationale for small industry development	1. Entrepreneurship and economic development	Week: 1 Day: 1 Hrs.: 2	- Definition of entrepreneurship - Various economic theories related to entrepreneurship development - Role of entrepreneur in national development	Lecture - discussions	- Readings: Kilby, P. <u>Entrepreneurship & Economic Development</u> , (New York: The Free Press, 1971). Schumpeter J.A., <u>The Theory of Economic Development</u> ; (New York: Oxford, 1961). McChelland, D.C., <u>The Achieving Society</u> , (New York: The Free Press, 1961).

TITLE: TRAINING OF FEMALE ENTREPRENEURS' TRAINERS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
						Stevenson, H., Roberts M. & Irving Grousbeck, <u>New Business</u> <u>Ventures and</u> <u>the Entrepre-</u> <u>neur.</u> (Homewood, Illinois: Richard D. Irwin Inc., 1985).
		2. Entrepre- neurship in small-scale industry	Week: 1 Day: 1 Hrs.: 1	- Definition of small scale industry - Rationale for development of small industries	Lecture - discussions	- Readings: Staley, E. and Richards Morse, <u>Modern Small</u> <u>Industry for</u> <u>Developing</u> <u>Countries,</u> (New York: McGraw Hill, 1965). Schreir, James et al (eds) <u>Entrepreneur-</u> <u>ship and</u> <u>Enterprise</u> <u>Development:</u>

TITLE: TRAINING OF FEMALE ENTREPRENEURS' TRAINERS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
						<p>A Worldwide Perspective (Milwaukee, Wisconsin: The Center for Venture Manage- ment, 1975).</p> <p>Hartman, Heinz, "Managers and Entrepreneurs: A Useful Distinction", <u>Administrative Science Quarterly</u> 3 (1959).</p> <p>Schumacher, E. F., <u>Small is Beautiful</u> (New York: Harper Torch Books, 1973).</p>

TITLE: TRAINING OF FEMALE ENTREPRENEURS' TRAINERS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	MATERIALS PREPARATIONS
II. Personal Entrepre- neurial Competencies	- Enumerate and describe personal entrepre- neurial competencies - Share their insights on their learning experience in the entrepreneurial com- petency development training - Relate their learning insights to their task as trainers	1. Entrepre- neurial Competency Development	Week: 1 Days: 1- 4 Hrs.: 18	- Personal entrepreneurial competencies/ characteristics of successful entrepreneurs: -Self-knowledge -Goal setting -Environmental scanning -Opportunity seeking -Problem solving -Initiative -Persistence -Systematic planning -Information seeking -Self-confidence -Persuasion -Influence -Assertiveness	Structured learning Experiences (SLE's)	Entrepreneur- ship Training Program: <u>A Trainers</u> <u>Guide</u> (Prepared by Management Systems International, Washington, D.C., for USAID). Continuation of Bibliographical References on Session 1 see Annex E1

ANNEX E1

- Davidson, M.J. & C.L. Cooper. "Women Managers: Their problems and what can be done to help them" in Women in Management-Career Development for Managerial Success, by Davidson and Cooper, Heinemann: London, 1984, pp 32-64.
- Hisrich, Robert. "The Women Entrepreneur: Characteristics, Skills, Problems and Prescriptions for Success", pp 61-81 in Sexton & Smilor's The Art and Science of Entrepreneurship Ballinger Pub. Co., Cambridge, Ma, 1986.
- Huseman, R.C., J.M. Lahiff & John D. Hatfield, Business Communication: Strategy and Skills, Scott, Foresman & Co., 1981. See Chapter 3 on Nature of of Persuasive Communication, pp 39-45.
- Kotter, J., C.A. Faux & C.C. McArthur. Self Assessment Career Development, Prentice Hall, Englewood, 1978 (includes workbook).
- Lundborg, Louis B. The Art of Being an Executive, Free Press, 1984.
- Olm, Kenneth W & George G. Eddy. Entrepreneurship and Management: Tests and Cases, Charles E. Merrill Pub. Co., 1985. See Chapter 3: Self-Assessment and Venture Management, pp 29-46.
- Pedler, M.; J. Burgoyne & T. Boydell. A Manager's Guide to Self Development, McGraw Hill Book Co. (UK) Ltd., 1978.
- Pfieffer, J.W. & J.E. Jones (ed). A Handbook of Structured Experiences for Human Relations Training, University Association, 1977 (Series Vol I-VII) on various themes; exemplar list provided below: Who Am I Variations, Getting Acquainted, An Ice Breaker, Personal Identify, Active Listening: a communication skills practice, Motivation, A Supervisory Skill Activity, Staff Meeting: a leadership role play, Team Development, Roles Impact Feelings: a role play, 1 Group Problem Solving, Persuasion, Goal Setting, Assertiveness, Self-confidence.
- Story, Walter. Career Dimension I: Personal Planning Guide, New Revised Ed., University Association Inc. 1986.

TITLE: TRAINING OF FEMALE ENTREPRENEURS' TRAINERS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	MATERIALS PREPARATIONS
III. The Woman as Entrepreneur	- Describe the factors/ forces influencing entrepreneurial propensity of women - Identify possible strategies for enhancing entrepreneurial propensity of women	1. Barriers/ Constraints to Female Entrepreneurship	Week: 1 Day: 5 Hrs. 2	a) <u>External Barriers:</u> -Socio-cultural constraints. -Business related environmental barriers. - <u>Internal barriers:</u> -Value orientation -Role conflict	Lecture/ Discussions	Henning, M. & Anne Jardim, <u>The Managerial Woman</u> (London: Pan Books, Ltd. 1979). El-Namaki, M.S.S. <u>Could Women be Equally Entrepreneurial?</u> (Delft, Holland: RVB, 1985 Mimeo.

TITLE: TRAINING OF FEMALE ENTREPRENEUR' TRAINERS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
		2. Female entrepre- neurial traits and attributes	Week: 1 Day: 4 Hrs.: 1	- Personality traits of the female entrepreneur in comparison with generic entrepre- neurial personality traits - Female-biased business ventures/ undertakings	Lecture - Discussion	Bibliographical references on session 2, see Annex E 2
		3. Enhancing entrepre- neurial opportu- nities for women	Week: 1 Day: 4 Hrs.: 1	- infrastructure necessary for stimulating and/or maintaining female entrepreneurial initiative - types of support and assistance needed by women entrepreneurs	Lecture - discussion	McClelland, David C., "Business Drive and National Achievement", <u>Harvard Business Review</u> , XL, July-August, 1962.
		4. How I Started My Business and What It Took To Do So.	Week: 1 Day: 5 Hrs.: 2	- Experience of a woman entrepreneur and the lessons gained from them	"Live" case pre- sentation and discussion	Bibliographical references on session 4, see Annex E 3

ANNEX E2

- Finney, Ruth; Towards a Typology of Women Entrepreneurs, Honolulu: East West Centre TDI, 1977.
- Nieva, V. & B. Gutek; Women and Work: A Psychological Perspective. (New York: Prager, 1981).
- Katz, Daniel; "Factors Affecting Social Change: A Social Psychological Interpretation", Journal of Social Issues XXX, 1974.
- Adler, Nancy J.; "Expecting International Success: Female Managers Overseas", Columbia Journal of World Business, Fall 1984, pp 79.
- Harriman, Ann.; Women/Men Management, Preager Pub., 1985.
- Harrison (ed).; America's New Woman Entrepreneur: Tips, Tactics & Techniques of Women Achievers in Business, Aeropolis Books, Washington D.C. 1986.
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- Hornaday, J.A. & A. Abond; "Characterizations of Successful Entrepreneurs", Personnel Psychology, 24 (1971): 141-53.
- Joneward, Dorothy; Women as Winners: Transactional Analysis for Personal Growth, Reading, Mass: Addison-Wesley Pub. Co., 1976.
- Ilich, John; Successful Negotiating Skills for Women, Reading, Ma: Addison-Wesley, 1981.
- "Profile of a Corporate Woman", Training, May 1987, pp 114.
- "Women Managers: A Profile (survey)", Management Review, September 1986, pp 6.

ANNEX E3

- Ward, Gene; Socialization, Confidence and Tension Modalities in Entrepreneurial Readiness: A Research Design. Paper presented at the Research Methodology Workshop on Entrepreneurial Discovery and Development, East West Center, Honolulu, Hawaii, June-July, 1977.
- Belshaw, Cyril; "Social and Cultural Values as Related to Economic Growth", International Social Science Journal, XVI, 1964.
- Bird, Caroline; Enterprising Women (New York: W.W. Norton, 1976).
- Terborg, James; P.H. Laurence, D.R. Ilgen & F. Smith, "Organizational and Personal Correlates of Attitudes Towards Women As Managers", Academy of Management Journal 20 (March, 1977).
- Schreier, James; The Female Entrepreneurs: A Pilot Study (Milwaukee, Wisconsin: The Centre for Venture Management, 1975).

ANNEX E4

Delaney, R.V. & R.A. Howell; How to Prepare an Effective Business Plan - a step by step guide, AMACOM, 1986.

Hosmer, L.T., Cooper, A.C. & Vesper, K.H.; The entrepreneurial Function, Englewood Cliffs; NJ: Prentice-Hall Inc., 1977.

Mayer, K.B. & S. Goldstein; The First Two Years: Problems of Small Firm Growth and Survival, Washington, D.C.: Small Business Administration, US Government Printing Office, 1961.

Osgood; W.R. Basic of Successful Business Planning, N.Y.: AMACOM, a division of American Mangement Association, 1980.

Willimas, E.E. & S.E. Manzo; Business Planning, for the Entrepreneur - How to Write and Execute a Business Plan.

TITLE: TRAINING OF FEMALE ENTREPRENEUR' TRAINERS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
IV. Overview of Small Enter- prise Deve- lopment and Management	- Explain/discuss entrepreneurial func- tions and management concepts relative to small enterprise development and operation - Enumerate and discuss the different func- tional areas of small enterprise management	1. Opportunity Identifi- cation and Project Selection	Week: 1 Day: 5 Hrs.: 2	- How to identify business opportu- nities - Factors involved in selecting business projects	Lecture - discussions	Clifton, David Jr. and David Fyffe. <u>Project</u> <u>Feasibility</u> <u>Analysis - A</u> <u>Guide to Profi-</u> <u>table New</u> <u>Ventures.</u> (New York: John Wiley & Sons, 1977). Brenner, Marchall, "Management Development for Women", <u>Personnel</u> <u>Journal 51</u> (March 1972). Dailey, Charles A., <u>Entrepre-</u> <u>neurial</u> <u>Management:</u> <u>Going All Out</u> <u>for Results</u> (New York: McGraw Hill, 1971).

TITLE: TRAINING OF FEMALE ENTREPRENEUR' TRAINERS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
						Steinmetz, Laurence, J.B. Kline and D.P. Stegall, <u>Managing the Small Business.</u> (Homewood, Illinois: Richard D. Irwing, Inc., 1968).
		2. Overview of Business Planning and Organization	Week: 1 Day: 5 Hrs.: 2	- What is a business plan - Elements of a business plan - How it is related to successful launching of a small enterprise	Lecture - discussion	- Handouts to be prepared using references of Annex E 4

TITLE: TRAINING OF FEMALE ENTREPRENEUR' TRAINERS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
		3. Introduction to Marketing Management	Week: 2 Day: 1 Hrs.: 1.5	- Overview of marketing manage- ment functions - Theories and prin- ciples of effective marketing manage- ment	Lecture - discussion	- Readings: Kotler, Philip <u>Marketing Management</u> (Englewood Cliffs, N.J. Prentice Hall 3rd. Ed., 1976).
		4. Introduction to Produc- tion Manage- ment	Week: 2 Day: 1 Hrs.: 1.5	- Overview of produc- tion functions - Theories and prin- ciples of effective production management	Lecture - discussion	Nagashina, Soichiro. <u>100 Management Charts</u> (Tokyo, Japan: Asian Productivity Organization, 1973).
		5. Introduction to Financial Management	Week: 2 Day: 1 Hrs.: 1.5	- Overview of finan- cial management - Theories and principles of effective financial management	Lecture - discussion	Bidenga, Andre V. <u>Some Essentials of Management Accounting & Finance</u> (The Netherlands: Moret and Limperg, Accountants, 1976).

TITLE: TRAINING OF FEMALE ENTREPRENEUR' TRAINERS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
						Abdelsamad, Moustafa H., et. al., "14 Financial Pitfalls for Small Business" <u>S.A.M. Advanced Management Journal</u> (AMA, 1977).
		6. Introduction to Personnel Management	Week: 2 Day: 1 Hrs.: 1.5	- Overview of person- nel management functions - Theories and prin- ciples of effective human resource management	Lecture - discussion	Technonet Asia and U.P. Institute for Small-Scale Industries, <u>Entrepreneurs'</u> <u>Handbook</u> (Singapore: Technonet Asia, 1981).

TITLE: TRAINING OF FEMALE ENTREPRENEUR' TRAINERS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
V. Training Technology	- Identify the roles, duties, functions and desirable characteristics of a trainer	1. The Trainer	Week: 2 Day: 2 Hrs.: 1.5	- Trainer's roles - Duties and functions of a trainer	Lecture - discussion	Technonet Asia and U.P. Institute for Small Scale Industries, <u>Trainer's Manual on Entrepreneurship Development</u> (Singapore: Technonet Asia, 1981).
	- Specify the essential requirements for successful training and learning among adults			- Specific characteristics which will help a trainer to be effective		
	- Enumerate the characteristics of a good public speaker					
	- Explain the nature of small groups and the different approaches to the study of groups	2. Psychology of Adult Learning	Week: 2 Day: 2 Hrs.: 1.5	- Theories of adult learning - Principles and conditions for adult training and learning	Lecture - discussion	Knowles, Malcolm. <u>The Modern Practice of Adult Education</u> . (New York: N.Y. Association Press, 1970).
	- Discuss the interacting process in a small group development in relation to:					
	a) physical environment of groups					
	b) personal environment of groups	3. Psychology of group behaviour	Week: 2 Day: 2 Hrs.: 1.5	- Definition of groups - Reality of groups	Lecture - discussion	Pfeiffer, William & John Jones, <u>A Handbook of Structured</u>
	c) social environment of groups					

TITLE: TRAINING OF FEMALE ENTREPRENEUR' TRAINERS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
	- Demonstrate desirable behaviour of a good public speaker	4. Public Speaking	Week: 2 Day: 2 Hrs.: 1.5	- Issues in group dynamics - Theories and principles of small group development - Tips on public speaking - Characteristics of an effective public speaker - Exercise on public speaking	Lecture - discussion Demonstration	<u>Experiences for Human Relations Training</u> (Washington, D.C.: NTL, 1976). Bibliographical references on session 4, see Annex E 5

ANNEX E5

- Bell, C. B.; Speaking in Business: A Basic Survival Guide, Dubuque, Iowa: Kendall/Hunt Pub. Co., 1984.
- Callanan, J.A.; Communicating - How to Organize Meetings and Presentations, NY: Franklin Watts, 1984.
- Fernández, T.; Oral Communication for Business, Reston, Va: Reston Pub. Co., 1984.
- Howell, W.S. & E.G. Bormann.; The Process of Presentational Speaking, NY: Harper & Row, 1988.
- Leeds, Dorothy; Powerspeak: The Complete Guide to Persuasive Public Speaking and Presenting, NY: Prentice, 1988.
- Saranoff, D.; Never be Nervous Again, NY: Crown, 1987.
- Shea, Gordon F.; Managing a Difficult or Hostile Audience, Englewood Cliffs, NJ: Prentice-Hall, 1984.
- Stone, Janet; Speaking Up: A Book for Every Woman Who Wants to Speak Effectively, NY: Prentice-Hall, 1984.
- Timm, Paul R.; Functional Business Presentations: Getting Across, Englewood Cliffs, NJ: Prentice-Hall, 1977.
- Valenti, Jack; Speak up with Confidence - How to Prepare, Learn and Deliver Effective Speeches, NY: Morrow, 1982.
- Van Dosting, J; The Business Speech: Speaker, Audience and Texts, Englewood, Cliffs, NJ: Prentice-Hall, 1985.

TITLE: TRAINING OF FEMALE ENTREPRENEUR' TRAINERS

	TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
- VI.	The Training Process	<ul style="list-style-type: none"> - Explain the importance of assessing training needs - Enumerate the different methods used in training needs assessment - Present before the class the output of the workshop on TNA - Enumerate the characteristics of a well-defined training objective - Write behavioral training objectives - Explain the principles of designing course content - Identify the elements to be included in a course curriculum 	1. Training Needs Assessment (TNA)	Week: 2 Day: 3 Hrs.: 2	<ul style="list-style-type: none"> - Importance of TNA - Different methods/techniques of assessing training needs - Exercise on TNA - Characteristics of a good training objective - Exercises in writing behavioral training objectives 	Lecture - discussion Exercise	Craig, Robert and Lester Bittell (eds) <u>Training and Development Handbook</u> (New York: McGraw Hill Book Co., 1967). ILO, An <u>Introducing Course in Teaching and Training Methods for Management Development</u> (Geneva: ILO 1977). Bloom, Benjamin (ed.) <u>Taxonomy of Educational Objectives. The Classification of Educational Goals</u> (London: Jongman, Green

TITLE: TRAINING OF FEMALE ENTREPRENEUR' TRAINERS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
	<ul style="list-style-type: none"> - Choose appropriate methods and techniques for achieving the objectives of training - Plan and design a course curriculum - Discuss/describe how to plan and design a session - Enumerate commonly used training aids, explain their characteristics, uses and limitations - Describe the different levels of training evaluation - Prepare a session plan for the practice teaching session - Demonstrate how to conduct a session 					<ul style="list-style-type: none"> and Co. Ltd., 1956). Craig, Robert & Lester Bittel, <u>Training & Development Handbook</u> Krathwohl, D.R., B.S. Bloom and B.B. Mosia, <u>Taxonomy of Educational Objectives, Handbook II</u>, (New York: David McKay Co., Inc., 1964). Mager, R.F. <u>Preparing Instructional Objectives</u> (Palo Alto, California, Feason Publishers, 1962).

TITLE: TRAINING OF FEMALE ENTREPRENEUR' TRAINERS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
		3. Designing Course Content	Week: 2 Day: 3 Hrs.: 2	- How to plan and design course content - How to select and sequence course content	Lecture - discussion Exercise	Tracey, William, <u>Designing</u> <u>Training and</u> <u>Development</u> <u>System</u> (New York: AMA, 1971).
		4. Training Methods and Techniques	Week: 2 Day: 4 Hrs.: 2	- Overview of different instruc- tional methods, their advantages and disadvantages - Importance of relating instruc- tional methods to objectives - How to choose appropriate training methods and techniques	Lecture - discussions	Morgan, Bartow et al. <u>Methods</u> <u>in Adult Educa-</u> <u>tion.</u> (Donville, Illinois: The Interstate Printers and Publishers, Inc., 1963). ILO, <u>An</u> <u>Introductory</u> <u>Course in</u> <u>teaching and</u> <u>training methods</u> <u>for management</u> <u>development.</u> (Geneva: ILO, 1977).
		5. Curriculum Planning and Design	Week: 2 Day: 4 Hrs.: 1.5	- Steps in planning and designing a course curriculum	Lecture - discussion	Tracey, William, <u>Designing</u> <u>Training and</u>

TITLE: TRAINING OF FEMALE ENTREPRENEUR' TRAINERS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
				- Exercise in planning and designing curricu- lum	Application methods	<u>Development System (New York: AMA. 1971).</u>
		6. Session Planning	Week: 2 Day : 4 Hrs.: 1.5	- Steps in planning and designing a session	Lecture - discussion	Craig, R. & Lester Bittel (eds.), <u>Training and Development</u>
				- Exercise in planning and designing a session	Application Method	<u>Handbook</u> (New York: McGraw Hill Book Co., 1967).
		7. Training Aids and Materials	Week: 2 Day: 4 Hr.: 1	- What are training aids	Lecture - discussion	Baird, Lloyd (ed). <u>The Training and Development Source</u>
				- Uses and limita- tions of training aids	Application Method	<u>Book, Amherst,</u> Mass: Human Resource Develop- ment Press, 1983.
				- How to handle training aids effectively		Continuation of bibliographical references on
				- Steps in preparing training materials		session 7, see Annes E 6

ANNEX E6

Bittel, L.R.; The Complete Guide to Supervisory Training and Development, Reading, Ma: Addison-Wesley, 1987.

Carlson, J.G.H.; Introduction to Gaming: Management Decision Simulations, NY: J. Wiley, 1972.

Christopher, E.M.; Leadership Training Through Gaming: power, people & problem solving, NY: Nichols Pub Co., 1987.

Elgood, Chris; Handbook of Management Games, Aldershot, Hampshire, England, Brook-field, Vt, USA: Gower, 1984.

Pfeiffer, J.W. & J.E. Jones; Reference Guide to Handbooks and Annuals (III ed.), University Association Publishers & Consultants, Vol. I-VII, 1972-79 Annuals, University Association Publishers Series in Human Relations Training, 1979.

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- 158 -

TITLE: TRAINING OF FEMALE ENTREPRENEUR' TRAINERS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
		8. Evaluation of training	Week: 2 Day: 5 Hrs.: 1.5	- What is evaluation - Different levels of evaluation of training		Kirpatrick, D. "Evaluation of Training" in R. Craig & L. Bittel (eds.), <u>Training & Development Handbook</u> (New York: McGraw Hill, 1975).
		9. Practicum on Session Presentation	Week: 2 Day: 5 Hrs: 4	- Practice Teaching - Critiques	Application methods by selected partici- pants Demonstration	Peoples's David A. <u>Presentation</u> Plus: <u>David</u> <u>People's</u> <u>Proven</u> <u>Techniques</u> , NY: Wiley, 1988. Smith, T.C. <u>Making Successful</u> <u>Presentations:</u> <u>a self teaching</u> <u>guide</u> , NY: Wiley 1984. - Format for session planning - Video equipment

F. TRAINING MANAGERS' COURSE ON ENTREPRENEURSHIP
AND MANAGEMENT DEVELOPMENT FOR WOMEN

PROGRAM OUTLINE

1. Module Title: Training Managers' Course on Entrepreneurship and Management Development for Women.
2. Target Group: Potential or actual training manager of entrepreneurship training program for women entrepreneurs; Potential or actual training/HRD managers of women at the enterprise level; Training Officers of public administration institutions.
3. Objectives:
 - Enhanced knowledge and appreciation of small industry and entrepreneurship development as a strategy for national growth.
 - Developed competency and skill in effective and efficient management of training programs and processes with emphasis on the specific and peculiar needs of women entrepreneurs and managers.
4. Duration: 4 weeks (20 workdays; 120 training hours).
5. Potential No. of Participants: 20.
6. Programme Contents:

<u>TOPICS</u>	<u>SESSION</u>	<u>NO. OF TRAINING HOURS</u>
I. General Concepts on Entrepreneurship Development	1. Entrepreneurship and Economic Development	2
	2. Entrepreneurship in Small-Scale Industry	2

II.	Personal Entrepreneurial Competencies	1. Entrepreneurial Competency Development	20
III.	The Woman as Entrepreneur	1. Barriers/Constraints to Female Entrepreneurship	2
		2. Female Entrepreneurial Traits and Attributes	2
		3. Enhancing Entrepreneurial Opportunities for Women	2
		4. How I Started My Bussiness and What It Took to Do So	2
IV.	Overview of Small Enterprise Development and Management	1. Opportunity Identification and Project Selection	2
		2. Overview of Business Planning and Organization	2
		3. introduction to Marketing Management	1.5
		4. Introduction to Production Management	1.5
		5. Introduction to Financial Management	1.5
		6. Introduction to Personnel Management	1.5
V.	Training Technology	1. The Trainer	2
		2. Psychology of Adult Learning	2
		3. Psychology of Group Behavior	2
		4. Public Speaking	2

VI.	The Training Process	1. Training Needs Assessment	4
		2. Setting Training Objectives	2
		3. Designing Course Content	4
		4. Training Methods and Techniques	2
		5. Curriculum Planning and Design	4
		6. Session Planning	2.
		7. Training Aids and Materials	2
		8. Practicum on Session Presentation	6
VII.	Training Program Organization and Management	1. Role and Functions of the Training Manager	2
		2. Identifying and Selecting the Potential Training Participant	4
		3. Marketing the Training Program	6
		4. Implementing and Administering the Training Program	2
		5. Monitoring and Evaluating the Training Program	2
		6. Documenting the Training Program	2
VIII.	Practicum	1. Formulating a Training Action Plan (TAP)	25
IX.	Integration	1. Course Integration	<u>1</u>
		TOTAL	120 ===

TITLE: TRAINING MANAGERS' COURSE ON ENTREPRENEURSHIP AND MANAGEMENT DEVELOPMENT FOR WOMEN

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
I. General concepts on Entrepreneurship Development	At the end of the topic the participants will be able to: - Explain the importance of entrepreneurship to a country's economic development. - Cite the factors affecting entrepreneurship development. - Describe the features of small-scale industries. - Discuss the rationale for small industry development.	1. Entrepreneurship and Economic Development.	Week: 1 Day: 1 Hrs.: 2	- Definition of entrepreneurship - Various economic theories related to entrepreneurship development - Role of Entrepreneur in national development	Lecture/ discussions	Kilby, P. <u>Entrepreneurship & Economic Development</u> , (New York: The Free Press, 1971). Schumpeter, J.A., <u>The Theory of Economic Development</u> , (New York: Oxford, 1961). McClelland, D.C., <u>The Achieving Society</u> , (New York: The Free Press, 1961). Stevenson, H., Robert, M. & Irving Gronsbeck, <u>New Business Ventures and the Entrepreneur</u> , (Homewood, Illinois : Richard D. Irwin Inc. 1985).

- 165 -

ANNEX F1

Staley, E. and Richard Morse, Modern Small Industry for Developing Countries, (New York: McGraw Hill, 1965).

Schreier James et al. (ed.), Entrepreneurship & Enterprise Development: A Worldwide Perspective (Milwaukee, Wisconsin: The Center for Venture Management, 1975).

Hartman, Heinz, "Managers & Entrepreneur: A Useful Distinction", Administrative Science Quarterly 3 (1959).

Schumacher, E.F., Small is Beautiful, (New York: Harper Torch Books, 1973).

Christy, R. The Complete Information Bank for Entrepreneurs and Small Business Managers, 2nd ed., NY: AMACOM 1988.

Jessup, C. & G. Chipps. The Women's Guide to Starting a Business, NY: Holt, Rinehart & Winston Inc. 1980.

Lester, M. A Woman's Guide to Starting a Small Business, NY: Pilot Books, no date.

McCaslin, B.S. & P.P. McNamara. Be Your Own Boss: A Woman's Guide to Planning and Running Her Own Business, Englewood Cliffs: Prentice-Hall, 1980.

TITLE: TRAINING MANAGERS' COURSE ON ENTREPRENEURSHIP AND MANAGEMENT DEVELOPMENT FOR WOMEN

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
II. Personal Entrepre- neurial Competencies	<ul style="list-style-type: none"> - Enumerate and describe personal entrepreneurial competencies - Share their insights on their learning experience in the entrepreneurial competency development training - Relate their learning insights to their task as trainers 	1. Entrepreneurial Competency Development	Week: 1 Days: 1-4 Hrs.: 20	<ul style="list-style-type: none"> - Personal entrepreneurial competencies/ characteristics of successful entrepreneurs: <ul style="list-style-type: none"> - self-Knowledge; - goal setting; - environmental scanning; - opportunity seeking; - problem-solving; - initiative; - persistence; - systematic planning; - information seeking; - self-confidence; - persuasion; - influence; - assertiveness 	<ul style="list-style-type: none"> - Structured Learning Experiences (SLE's) 	<ul style="list-style-type: none"> Entrepreneurship Training Program, A <u>Trainers' Guide</u> (Prepared by Mangement Systems International, Washington, D.C. for USAID). Continuation of Bibliographical References on Session 1, See Annex F2

ANNEX F2

Achievement Motivation Training: Trainers' Guide and Handbook of Exercises (Singapore: Technonet Asia, 1984).

Pedler, M.; J. Burgoyne & T. Boydell. A Manager's Guide to Self Development, McGraw-Hill Book Co. (UK) Ltd., 1978.

Pfeiffer, J.W. & J.E. Jones (ed). A Handbook of Structured Experiences for Human Relations Training, University Associations Press (vol i-vii) 1979 (see: Module E).

Pfeiffer, J.W & J.E. Jones (ED.) Reference Guide to Handbooks and Annuals (III ed), University Association Pub and Consultants, vol i-vii, 1982-79 annuals, University Publishing Services in Human Relations Training, 1979.

Kotter, J.P., V.A. Faux & C.C. McArthur. Self Assessment and Career Development Prentice Hall, Englewood, 1978 include workbook)(see Module: E).

TITLE: TRAINING MANAGERS' COURSE ON ENTREPRENEURSHIP AND MANAGEMENT DEVELOPMENT FOR WOMEN

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
III. The Woman as Entre- preneur	- Describe the factors/ forces influencing entrepreneurial propensity of women. - Identify possible strategies for enhan- cing entrepreneurial propensity of women.	1. Barriers/ Constraints to Female Entrepre- neurship	Week: 1 Day: 5 Hrs.: 2	a) <u>External</u> <u>barriers:</u> -Socio-cultural constraints. -Business- related environmental barriers. b) <u>Internal</u> <u>barriers:</u> -Value orientation. -Role conflict.	Lecture/ discussions	Henning, M. & Anne Jardim, <u>The Managerial</u> <u>Woman</u> (London: Pan Books, Ltd, 1979). El-Namaki, M.S.S. <u>Could Women</u> <u>be Equally</u> <u>Entrepre-</u> <u>neurial?</u> (Delft, Holland: RVB, 1985) Mimeo. Finney, Ruth, <u>Towards a</u> <u>Typology of</u> <u>Women Entrepre-</u> <u>neurs,</u> (Honolulu: East-West Center TDI, 1977). Nieva, V. & B. Gutek, <u>Women and</u> <u>Work: A</u> <u>Psychological</u> <u>Perspective,</u> (New York: Prager, 1981).
		2. Female Entrepre- neurial Traits and Attributes	Week: 1 Day: 5 Hrs.: 2	- Personality traits of the female entrepreneur in comparison with generic entrepre- neurial personality traits. - Female biased business ventures/ undertakings	Lecture/ discussions	

TITLE: TRAINING MANAGERS' COURSE ON ENTREPRENEURSHIP AND MANAGEMENT DEVELOPMENT FOR WOMEN

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
						Katz, Daniel, "Factors Affecting Social Change: A Social Psychological Interpretation", <u>Journal of Social Issues</u> XXX, 1974.
		3. Enhancing Entrepre- neurial Opportuni- ties for Women	Week: 1 Day: 5 Hrs.: 2	- Infrastructure necessary for stimulating and/or maintaining female entrepreneurial initiatives - Types of support and assistance needed by women entrepreneurs	Lecture/ discussions	McClelland, David, C., "Business Drive and National Achievement", <u>Harvard Business Review</u> , XL, July-August, 1962.
		4. How I Started My Business and What It Took To Do So	Week: 2 Day: 1 Hrs.: 2	- Experiences of a woman entrepreneur and the lessons gained from them	- "Live" case presen- tation & - Discussions	Bibliographic References on Session 4, see Annex F3.

ANNEX F3

- Ward, Gene, Socialization, Confidence & Tension Modalities in Entrepreneurial Readiness: A Research Design. Paper presented at the Research Methodology Workshop on Entrepreneurial Discovery and Development, East. West Center, Honolulu, Hawaii, June-July, 1977.
- Belshaw, Cyril, "Social and Cultural Values as Related to Economic Growth", International Social Society Journal, XVI, 196 .
- Bird, Caroline, Enterprising Women (New York: W.W. Norton, 1976).
- Terborg, James, P.H. Lawrence, D.R. Ilgen & F. Smith, "Organizational and Personal Correlated of Attitudes Towards Women as Managers", Academy of Management Journal 20 (March 1977).
- Schreier, James, The Female Entrepreneur: A Pilot Study (Milwaukee, Wisconsin: The Center for Venture Management, 1975).

TITLE: TRAINING MANAGERS' COURSE ON ENTREPRENEURSHIP AND MANAGEMENT DEVELOPMENT FOR WOMEN

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
IV. Overview of Small Enterprise Development and Management	- Explain/discuss entrepreneurial functions and management concepts relative to small enterprise development and operation - Enumerate and discuss the different functional areas of small enterprise management	1. Opportunity Identification and Project Selection	Week: 2 Day: 1 Hrs.: 2	- How to identify business opportunities - Factors involved in selecting business projects	- Lecture/discussions	- <u>Readings:</u> Clifton, David Jr., and David Fyffe, <u>Project Feasibility Analysis - A Guide to Profitable New Ventures</u> (New York: John Wiley & Sons, 1977). Brenner, Marchall, "Management Development for Women", <u>Personnel Journal</u> 51 (March 1972). Dailey, Charles, A., <u>Entrepreneurial Management: Going All Out for Results</u> , (New York: McGraw Hill, 1971).

TITLE: TRAINING MANAGERS' COURSE ON ENTREPRENEURSHIP AND MANAGEMENT DEVELOPMENT FOR WOMEN

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
						Steinmetz, Lawrence, J.B. Kline and D.P. Stegall, <u>Managing the Small Business</u> , (Homewood, Illinois: Richard D. Irwin, Inc., 1968).
		2. Overview of Business Planning and Organization	Week: 2 Day: 1 Hrs.: 2	- What is a business plan? - Elements of a business plan. - How it is related to successful launching of a small enterprise.	- Lecture/ discussions	- Handout to be prepared, using: "How to Write a Business Plan for Marketing and Funding Your Company", <u>Profit-Building Strategies/Bus.</u> <u>Owners April</u> 1988, PP 3. Klein, E. "Financial Planning for Succession", <u>D & B Reports</u> , July/August 1986, pp 28.

TITLE: TRAINING MANAGERS' COURSE ON ENTREPRENEURSHIP AND MANAGEMENT DEVELOPMENT FOR WOMEN

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
						Rich, S.R. & D.E. Gumpert. "How to Write a Winning Business Plan" <u>Harvard Business Review</u> , May/ June 1985, pp 156.
						Scarborough, N.M. & T.W. Zimmerer. "Strategic Plan- ning for the Small Business", <u>Business</u> , April/June 1987 pp 11.
						Warner, P. et al. "Strategic Busi- ness Planning for the Small to Midium Sized Com- pany" <u>CPA Journal</u> , June 1987, pp 90.
		3. Introduction to Marketing Management	Week: 2 Day: 1 Hrs.: 1.5	- Overview of mar- keting management functions. - Theories and prin- ciples of effec- tive marketing management.	- Lecture/ discussions	Kotler, Philip, <u>Marketing Management</u> , (Englewood Cliffs, N.J. Prentice Hall, 3rd Ed., 1976).

TITLE: TRAINING MANAGERS' COURSE ON ENTREPRENEURSHIP AND MANAGEMENT DEVELOPMENT FOR WOMEN

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
		4. Introduction to Produc- tion Mange- ment	Week: 2 Day: 2 Hrs.: 1.5	- Overview of produc- tion functions. - Theories and prin- ciples of effective production manage- ment.	- Lecture/ discussions	Nagashima, Soichiro, <u>100 Management Charts</u> (Tokyo, Japan: Asian Productivity Organization, 1973).
		5. Introduction to Financial Management	Week: 2 Day: 2 Hrs.: 1.5	- Overview of finan- cial management. - Theories and prin- ciples of effective financial manage- ment.	- Lecture/ discussions	Bindege, André J., <u>Some Essen- tials of Manage- ment Accounting & Finance</u> , (The Netherlands: Moret and Limperg, Accountants, 1976). Abdelsamad, Moustafa H., et al., "14 Financial Pitfalls for Small Business", <u>S.A.M. Advanced Management Journal</u> (AMA, 1977).

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- 176 -

TITLE: TRAINING MANAGERS' COURSE ON ENTREPRENEURSHIP AND MANAGEMENT DEVELOPMENT FOR WOMEN

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
V. Training Technology	<ul style="list-style-type: none"> - Identify the roles, duties, functions and desirable characteristics of a trainer. - Specify the essential requirements for successful training and learning among adults. - Enumerate the characteristics of a good public speaker. - Explain the nature of small groups and the different approaches to the study of groups. 	1. The Trainer	Week: 2 Day: 3 Hrs.: 2	<ul style="list-style-type: none"> - Trainer's roles. - Duties and functions of a trainer. - Specific characteristics which will help a trainer to be effective. 	- Lecture/ discussions	- <u>Readings:</u> Technonet Asia and U.P. Institute for Small-Scale Industries, Trainers Manual on Entrepreneurship Development (Singapore: Technonet Asia, 1981).

TITLE: TRAINING MANAGERS' COURSE ON ENTREPRENEURSHIP AND MANAGEMENT DEVELOPMENT FOR WOMEN

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
	- Discuss the interacting process in a small group development in relation to:	2. Psychology of Adult Learning	Week: 2 Day: 3 Hrs.: 2	- Theories of adult learning. - Principles and conditions for adult training and learning.	- Lecture/ discussions	Knowles, Malcolm, <u>The Modern Practice of Adult Education</u> (New York: N.Y. Association Press, 1970).
	a) Physical environment of groups.					
	b) Personal environment of groups.					
	c) Social environment of groups.					
		3. Psychology of Group Behaviour	Week: 2 Day: 3 Hrs.: 2	- Definition of groups. - Reality of groups. - Issues in group dynamics. - Theories and principles of small group development	- Lecture/ discussions	Pfieffer, William & John Jones, A <u>Handbook of Structured Experiences; Human Relations Training</u> (Washington D.C.: NTL, 1967).
	- Demonstrate desirable behaviors of a good public speaker.	4. Public Speaking	Week: 2 Day: 4 Hrs.: 2	- Tips on public speaking. - Characteristics of an effective public speaker. - Exercise on public speaking	- Lecture/ discussions - Demonstration	Bibliographical References on Session 4, See Annex F4

ANNEX F4

Ailes, R. You are the Message: Secrets of the Master Communicator, Homewood, Ill: Dow Jones-Irwing, 1988.

Fellows, H.P. Business Speaking and Writing, Englewood Cliffs, N.J.: Prentice Hall, 1982.

Lucas, Stephen. The Art of Public Speaking, NY: Random House, 1983.

Peoples, David A. Presentations Plus: David Peoples Proven Techniques, NY: Wiley, 1988.

Powell, J.L. Executive Speaking: An Acquired Skill, 2nd ed., Washington, D.C.: Bureau of National Affairs, 1980.

Sarnoff, D. Never be Nervous Again, NY: Crown Publisher, 1987.

Smith, T.C. Making Successful Presentations, AMACOM, 1981.

Timm, P.R. Functional Business Presentations: Getting Across, Englewood Cliffs, NJ: Prentice Hall, 1981.

Vardaman, George T. Making Successful Presentations, AMACOM, 1981.

TITLE: TRAINING MANAGERS' COURSE ON ENTREPRENEURSHIP AND MANAGEMENT DEVELOPMENT FOR WOMEN

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
VI. The Training Process	- Explain the importance of assessing training needs. - Enumerate the different methods used in training needs assessment. - Present before the class the output of the workshop on TNA. - Enumerate the characteristics of a well-defined training objective. - Write behavioral training objectives. - Explain the principles of designing course content. - Identify the elements to be included in a course curriculum. - Choose appropriate methods and techniques for achieving the objectives of training. - Plan and design a course curriculum. - Discuss/describe how to plan and design a session.	1. Training Needs Assessment (TNA)	Week: 2 Day: 4 Hrs.: 4	- Importance of TNA. - Different methods/techniques of assessing training needs. - Exercise on TNA.	- Lecture/discussions - Exercise	- Readings: Craig, Robert and Lester Bittel (eds.), <u>Training & Development Handbook</u> , (New York: McGraw Hill Book Co., 1967). ILO, <u>An Introductory Course in Teaching and Training Methods for Management Development</u> , (Geneva: ILO, 1977).

TITLE: TRAINING MANAGERS' COURSE ON ENTREPRENEURSHIP AND MANAGEMENT DEVELOPMENT FOR WOMEN

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
	<ul style="list-style-type: none"> - Enumerate commonly used training aids, explain their characteristics, uses and limitations. - Prepare a session plan for the practice teaching session. - Demonstrate how to conduct a session. 	2. Setting Training Objectives	Week: 2 Day : 5 Hrs.: 2	<ul style="list-style-type: none"> - Characteristics of a good training objective. - Exercises in writing behavioral training objectives. 	<ul style="list-style-type: none"> - Lecture/discussions. - Exercises. 	Bloom, Benjamin (ed.), <u>Taxonomy of Educational Objectives: The Classification of Educational Goals</u> , (London: Jongmans, Green and Co., Ltd., 1956). Craig, Robert and Lester Bittel, <u>Training & Development Handbook</u> . Krathwohl, D.R., B.S. Bloom & B.B. Mosia, <u>Taxonomy of Educational Objectives, Handbook II</u> , (New York: David McKay Co., Inc., 1964). Mager, R.F., <u>Preparing</u>

TITLE: TRAINING MANAGERS' COURSE ON ENTREPRENEURSHIP AND MANAGEMENT DEVELOPMENT FOR WOMEN

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
						<u>Instructional</u> <u>Objectives</u> , (Palo Alto, California: Feason Publishers, 1962).
		3. Designing Course Content	Week: 2 Day: 5 Hrs.: 4	- How to plan and design course content. - How to select and sequence course content. - Workshop on designing course content.	- Lecture/ discussions. - Exercise.	Tracey, William, <u>Designing</u> <u>Training and</u> <u>Development</u> <u>Systems</u> , (New York: AMA, 1971).
		4. Training Methods and Techniques	Week: 3 Day: 1 Hrs.: 2	- Overview of different instruc- tional methods, their advantages and disadvantages. - Importance of rela- ting instructional methods to objectives. - How to choose appropriate training methods and techniques.	- Lecture/ discussions	Morgan, Bartow et al., <u>Methods</u> <u>in Adult Educa-</u> <u>tion</u> , (Danville, Illinois: The Interstate Printers and Publishers, Inc., 1963). ILO, <u>An Intro-</u> <u>ductory Course</u> <u>in teaching and</u> <u>training methods</u> <u>for management</u>

TITLE: TRAINING MANAGERS' COURSE ON ENTREPRENEURSHIP AND MANAGEMENT DEVELOPMENT FOR WOMEN

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
						development, (Geneva: ILO, 1977).
		5. Curriculum Planning and Design	Week: 3 Day: 1 Hrs.: 4	- Steps in planning and designing a course curriculum. - Exercise in planning and designing curri- culum.	- Lecture/ discussions - Application method	Tracey, William, <u>Designing</u> <u>Training and</u> <u>Development</u> <u>Systems</u> , (New York: AMA, 1971).
		6. Session Planning	Week: 3 Day: 2 Hrs.: 2	- Steps in planning and designing a session. - Exercise in planning and designing a session.	- Lecture/ discussions - Application method	Craig, R. & Lester Bittel (eds.), <u>Training</u> <u>and Development</u> <u>Handbook</u> , (New York: McGraw Hill Book Co., 1967).
		7. Training Aids and Materials	Week: 3 Day: 2 Hrs.: 2	- What are training aids. - Uses and limita- tions of training aids. - How to handle training aids effectively. - Steps in preparing training materials. - Exercise in	- Lecture/ discussions - Application method	Technonet Asia and U.P. ISSI, <u>Trainers' Manual</u> <u>on Entrepre-</u> <u>neurship</u> <u>Development</u> , (Singapore: Technonet Asia, 1981).

TITLE: TRAINING MANAGERS' COURSE ON ENTREPRENEURSHIP AND MANAGEMENT DEVELOPMENT FOR WOMEN

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
				preparing training aid.		
		8. Practicum on Session Presentation	Week: 3 Day: 2-3 Hrs.: 6	- Practice teaching. - Critiques.	- Application method - Demonstration - Lecture/discussions	- Format for session planning - Video equipment
VII. Training Program Organization and Management	- Describe the most important features of the training managers' functions and duties. - Identify their role within the training institution. - Identify and select potential trainees. - Identify the essential points of a good program proposal. - Identify sources of funds and support. - Enumerate some pointers on how to convince donors on the good points of a training proposal.	1. Role and Functions of the Training Manager	Week: 3 Day: 4 Hrs.: 4	- Task roles and functions of a training manager. - Overview of general management functions: planning, organizing, co-ordinating and controlling organizational resources.	- Lecture/discussions	<u>Trainers' Manual on Entreship Development</u> (Singapore: Technonet Asia, 1981).
		2. Identifying and Selecting the Potential Training Participant	Week: 3 Day: 4 Hrs.: 4	- Rationale for identifying participants with entrepreneurial potentials. - Factors in selection. - Identification and Selection schemes and instruments.	- Lecture/discussions - Exercises	- Identification and selection schemes and instruments.

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TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
	<ul style="list-style-type: none"> - Enumerate and discuss useful principles for the efficient implementation of training program. - Describe and differentiate between monitoring and evaluating a training program. - Enumerate the steps involved in both processes. - Evaluate an entrepreneurship training program. - Explain the importance of documenting a training program. - Prepare a system of effectively documenting a training program. 	3. Marketing the Training Program	Week: 3 Days: 4-5 Hrs.: 6	<ul style="list-style-type: none"> - Contents, requirements and format for a sound training proposal. - How to identify prospective donors sources of funds. - How to convince prospective donors and supporting agencies. - Program costing. - How to establish linkages. 	<ul style="list-style-type: none"> - Lecture/discussions 	<u>Trainers' Manual on Entrepreneurship Development</u> (Singapore: Technonet Asia, 1981).
	<ul style="list-style-type: none"> - Explain the importance of documenting a training program. - Prepare a system of effectively documenting a training program. 	4. Implementing and Administering the Training Program	Week: 3 Day: 5 Hrs.: 2	<ul style="list-style-type: none"> - What is a work program. - How a work program can be implemented successfully. - Principles in implementing work program effectively and efficiently. - Program scheduling, budgeting and staffing. 	<ul style="list-style-type: none"> - Lecture/discussions 	- Ditto -
		5. Monitoring and Evaluating the Training Program	Week: 4 Day: 1 Hrs.: 2	<ul style="list-style-type: none"> - What is monitoring and how it is done. - What is evaluation. 	<ul style="list-style-type: none"> - Lecture/discussions - Exercise 	- Ditto - Kirpatrick, Donald, "Evaluation of

TITLE: TRAINING MANAGERS' COURSE ON ENTREPRENEURSHIP AND MANAGEMENT DEVELOPMENT FOR WOMEN

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
				- Different levels of training evaluation and how each is done.		Training" in Robert Craig and L. Bittel (eds.), <u>Training and Development Handbook</u> (New York: McGraw Hill Book Co., 1975). Hamblin, Anthony, <u>Evaluation and Control of Training</u> (New York: MacGraw Hill Book Co., 1974).
		6. Documenting the Training Program	Week: 4 Day: 1 Hrs.: 2	- What is program documentation - Importance of program documenta- tion. - Effective system for documenting a training program. - Exercise/workshop on program documentation.	- Lecture/ discussions - Application method	Shera, Jesse, <u>Documentation and Organization of Knowledge</u> , (London: Crosby, Lockwood & Sons, Inc., 1966).

TITLE: TRAINING MANAGERS' COURSE ON ENTREPRENEURSHIP AND MANAGEMENT DEVELOPMENT FOR WOMEN

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
VIII. Practicum	- Prepare a Training Action Plan (TAP) - Present and justify their TAP.	- Formulating a Training Action Plan (TAP)	Week: 4 Days: 1-5 Hrs.: 25	- Orientation on the objectives, mechanics and content of the TAP. - Actual preparation of the TAP. - Consultation- meetings with coaches. - Oral presentation of TAP.	- Lecture/ discussions - Workshop - Application - Presentation	- Program evaluation forms to be developed, using: Hawthorne, E. M. <u>Evaluating</u> <u>Employee</u> <u>Programme: a</u> <u>research based</u> <u>guide for human</u> <u>resource, NY:</u> Quorum Books, 1987. Rae, Leslie. <u>The Skills of</u> <u>Training: a</u> <u>Guide for</u> <u>Managers and</u> <u>Practitioners,</u> Aldershot, Hants, England: Gower, 1983. - Schedule of presentations.
IX. Integration	- Integrate the whole training program	- Course Integration	Week: 4 Day: 5 Hr.: 1	- Recall and summary of learnings. - Interrelationships of the various learnings.	- Lecture/ discussions	

G. DEVELOPMENT OF FINANCIAL SKILLS FOR FINANCE FOR
FEMALE ENTREPRENEURS

PROGRAM OUTLINE

1. Pilot Training Module
Title: Development of Financial Skills for Female Entrepreneurs

2. Training Module
Objectives:
 - Increased orientation on financial concepts and processes.
 - Developed familiarity with sources and costs of available types of financing.
 - Developed competence in opportunity identification, evaluation and business concept development.
 - Increased self-confidence and effectiveness in negotiating for financing.

3. Target Group: Potential and practicing women entrepreneurs.

4. Duration: Four Weeks (120 hours).

5. Potential Number of Participants: 20 participants (per module).

6. Programme Content

TOPICS & SESSIONS

NO. OF TRAINING HOURS

- | | | |
|-----|--|-----|
| I. | Entrepreneurship Development for Women | 4.0 |
| | | |
| II. | Basic Financial Concepts and Processes | |
| 1. | Introduction to Basic Financial Concepts and Processes | 4.0 |
| 2. | Financial Analysis | 4.0 |
| 3. | Essentials of Cost Accounting | 4.0 |

<u>TOPICS & SESSIONS</u>		<u>NO. OF TRAINING HOURS</u>	
4.	Source and Use Statements and Financial Forecasting	<u>4.0</u>	20.0
5.	Current Assets Management	<u>4.0</u>	16.0
III.	Sources and Cost of Financing		
1.	Alternative Sources of Financing	6.0	
2.	Available Financing Programs for Women Entrepreneurs	<u>6.0</u>	12.0
IV.	Evaluating Opportunity and Developing the Business Concept		
1.	Identifying and Generating Business Ideas	3.0	
2.	Preparing for Project Selection	3.0	
3.	Appraisal and Selection of Ideas and Proposals	3.0	
4.	Formulating the Project Plan	12.0	
5.	Evaluating the Project	<u>9.0</u>	30.0
V.	Practicum/Workshop on Project Plan Formulation and Evaluation		24.0
VI.	Negotiating for Required Financial Resources		
1.	Developing "Deals" with the Sources of Financing	6.0	
2.	Suppliers' Forum	6.0	
3.	Bankers'/Financiers' Forum	12.0	
4.	Planning for "Next Steps"	<u>3.0</u>	27.0
VII.	Module Integration and Evaluation	<u>3.0</u>	
TOTAL No. OF HOURS			120.0 =====

DEVELOPMENT OF FINANCIAL SKILLS FOR FEMALE ENTREPRENEURS

Suggested Readings

1. Anthony Robert N. and James S. Reece Managerial Accounting, Homewood, Illinois, Irwin, 1974.
2. Engler, George N., Basic Financial Management, Dallas, Texas, Business Publication, 1975.
3. Souder Wm. E., Project Selection and Economic Appraisal, New York, N.Y., Van Nostrand Reinhold, 1984.
4. Stevenson, Howard H., Michael J. Roberts and H. Irving Grousbeck, New Business Ventures and the Entrepreneur, Homewoodm Illinois, Irwin, 1985.
5. Van Horne, James C., Fundamentals of Financial Management, Englewood Cliffs, N.J., Prentice-Hall, 1977.
6. Weston, Fred. J. and Eugene F. Brigham, Managerial Finance, Hinsdale, Illinois, The Dryden Press, 1975.
7. UNIDO, Manual for the Preparation of Industrial Feasibility Studies, New York, N.Y., United Nations, 1978.
8. UNIDO, Manual for Evaluation of Industrial Projects, New York, N.Y., United Nations, 1980.

TITLE: FINANCE FOR FEMALE ENTREPRENEURS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
I. Entrepreneurship development for Women	Upon successful completion of the topic, the participants shall have gained awareness of the basic considerations involved in going into business, particularly those that are financial in nature	Entrepreneurship Development for Women	Week: 1 Day: 1 Hrs.: 4.0	- Female Entrepreneurship and socio-economic development - Entrepreneurial motivation and behaviour - An Assessment of the female entrepreneur's situation - Financial considerations affecting female entrepreneurs' effectiveness	Lecture - discussion Case study	- A case study highlighting the considerations mentioned in the coverage.

TITLE: FINANCE FOR FEMALE ENTREPRENEURS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
II. Basic Financial Concepts and Processes	Upon successful completion of the topic, the participants shall have developed competence in:	1. Introduction of Basic Financial Concepts and Processes	Week: 1 Day: 1, 2 Hrs.: 4.0	- The role of finance - Functions of the entrepreneur as a finance manager - Principles of financial management - Basic financial records and reports	Lecture - discussions	- Reference: Van Horne, J.C. <u>Fundamentals of Financial Management</u> Chpt. 1, The Role of Financial Management, pp 2-10.
	. preparing basic financial statements					
	. analyzing the financial conditions and performance of a business enterprise					
	. forecasting the financial requirements of a firm				Exercises	
				- Exercises in understanding income statements, balance sheets and cash flow statements		
		2. Financial Analysis	Week: 1 Day: 3 Hrs.: 4.0	- A framework for financial analysis - Financial condition and profitability analysis - Break-even analysis - Funds needs analysis - Business risk analysis	Lecture - discussions Exercises for: 1. Complementing lecture 2. Home assignment	- Reference: Weston, J & Brigham E.F., <u>Managerial Finance</u> , Chpt. 2, Ratio Analysis, pp 19-33 and Chpt. 3, Profit Planning, pp 55-64.

TITLE: FINANCE FOR FEMALE ENTREPRENEURS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
		3. Essential of Cost Accounting	Week: 1 Day: 3 Hrs.: 4.0	- Job order costing - Process costing - Measuring direct labour and material costs - Allocating cost to cost centres - Use of standard costs - Developing standard product costs	Lecture - discussions Exercises	- Reference: Anthony Robert & Reece, James, <u>Management Accounting</u> , Chpt. 15, Essentials of Full Cost Accounting, pp 435-463.
		4. Source and Use State- ments and Financial Forecasting	Week: 1 Days: 3, 4 Hrs.: 4.0	- The fund-flow cycle and the fund state- ment - Cash budgeting - Forecasting financial statements	Lecture - discussions Exercises	- Reference: Engler, George <u>Business Financial Management</u> Chpt. 4, Funds Flow Analysis and Financial Forecasting, pp 71-96.

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- 196 -

TITLE: FINANCE FOR FEMALE ENTREPRENEURS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
				- Intermediate-term financing . bank term loans . insurance company loans . equipment financing . lease financing		Ibid. Chpt 17, Intermediate-Term Financing pp 437-458.
				- Long-term financing . money and capital markets . long-term debts . preferred and common stocks . offerings through investment bankers . rights offerings	Lecture - discussions	Van Horne, J.C. OP Cit. Part VI, Long-Term Financing, pp 441-542.
		2. Available Financing Programs for Female Entrepreneurs	Week: 2 Day: 1 Hrs.: 6.0	- Presentation of of relevant financing programs by representatives of financing institutions - Open forum	Presentations and discussions	- Financial Institutions' brochures on their relevant financing programs.

TITLE: FINANCE FOR FEMALE ENTREPRENEURS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
IV. Evaluating Opportunity and Developing the Business Concept	<p>Upon successful completion of the topic, the participants shall have developed competence in:</p> <ul style="list-style-type: none"> applying the step-by-step approaches, considerations and techniques in evaluating business opportunities formulating a project feasibility study evaluating the commercial viability and feasibility of an investment project 	1. Identifying and Generating Business Ideas	<p>Week: 2 Day: 2 Hrs.: 3.0</p>	<p>- The need for ideas</p> <p>- Internal and external sources of ideas</p> <p>- Identifying problems and opportunities</p> <p>- Idea generation techniques</p>	Lecture - discussions	<p>- References:</p> <p>Stevenson, Roberts, and Grousbeck. <u>OP Cit. Part 2 Evaluating Opportunity and Developing the Business Concept</u>, pp 83-135.</p> <p>Souder, Wm.E., <u>Project Selection and Economic Appraisal</u>. Chpt. 2 Identifying and Generating New Ideas, pp 5-21.</p>

TITLE: FINANCE FOR FEMALE ENTREPRENEURS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
		2. Preparing for Project Selection	Week: 2 Day: 2 Hrs.: 3.0	- Nature of data required for project selection - Measuring and esti- mating cost - Measuring risks - Measuring benefits - Integrating the data and Estimates	Lecture - discussions	- Reference: <u>Ibid.</u> Chpt. 4. Collecting and Assembling Appraisal Data pp 39-59.
		3. Appraisal and Selec- tion of Ideas and Proposals	Week: 2 Day: 3 Hrs.: 3.0	- The idea flow and project selection - Dynamics of project selection - Behavioural aspects of project selec- tion - Screening methods - Portfolio and budget allocation models	Lecture - discussions	- Reference: <u>Ibid.</u> Chpt. 5, Appraisal and Selection of Ideas and Proposals, pp 60-85. - Case Studies.

TITLE: FINANCE FOR FEMALE ENTREPRENEURS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCE FOR MATERIALS PREPARATIONS
		4. Formulating the Project Plan	Week: 2 Days: 3, 4, 5 Hrs.: 12	- Nature and scope of the project feasi- bility study - The market and plant capacity - Materials and Inputs - Location and Site - Project Engineering - Manpower - Implementation Scheduling - Total Investment Costs - Financial project- ions for the project	Lecture - discussions Case Exercises	- Reference: <u>UNIDO, Manual</u> <u>for the</u> <u>Preparation of</u> <u>Industrial</u> <u>Feasibility</u> <u>Studies</u> (New York, U.N. 1978). - Case Studies

TITLE: FINANCE FOR FEMALE ENTREPRENEURS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
		5. Evaluating the Project	Week: 2 Day: 5 and Week: 3 Day: 1 Hrs.: 9.0	- An overview of the evaluation of an investment project - Investment profita- bility analysis . simple rate of return . pay-back period . discounted cash flow methods (NPV. IRR) - Financial Analysis . liquidity analysis . capital structure analysis	Lecture - discussions Cases Exercises	- Reference: UNIDO, <u>Manual for Evaluation of Industrial Projects</u> (New York, U.N., 1980). Souder, Wm. E., <u>OP Cit. Chpt.</u> 6, Basic Economic Appraisal Techniques, pp 86-110. - Cases Studies.

TITLE: FINANCE FOR FEMALE ENTREPRENEURS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
V. Practicum/ Workshop on Project Plan Formulation and Evalua- tion	Upon successful comple- tion of the topic, the participants shall have: . formulated a feasibi- lity study of her pre- selected business project . applied previously acquired competence in commercially evaluating the investment project	Fieldwork and classroom work- shop on project plan formula- tion and evaluation	Week: 3 Days: 2, 3, 4, 5 Hrs.: 24	- Data gathering - Data analysis - Project plan formu- lation and evaluation	Fieldwork and individual consultations	

- 202 -

TITLE: FINANCE FOR FEMALE ENTREPRENEURS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
VI. Negotiating Required Financial Resources	<p>developed competence in negotiating for the acquisition of required resources from various sources and in making effective presentations of her project plans</p> <p>established open and cordial relationships with potential sources of finance</p>	<p>1. Developing "Deals" with the Sources of Financing</p> <p>2. Suppliers' Forum</p>	<p>Week: 4 Day: 1 Hrs.: 6.0</p> <p>Week: 4 Day: 2 Hrs.: 6.0</p>	<p>- What is a "deal"?</p> <p>- Considerations in negotiating for a "deal"</p> <p>- Making a presentation</p> <p>- Workshop in making a presentation</p> <p>- Presentation of suppliers' services and their terms and conditions</p> <p>- Open Forum</p>	<p>Lecture - discussions</p> <p>Video presentation</p> <p>Workshop</p> <p>- Select suppliers carrying items or services required by the participants' projects</p> <p>- Invite selected suppliers for presentation of their services and terms</p> <p>- Discussions</p>	<p>- Reference:</p> <p>Stevenson, Robert, and Grousbeck, OP Cit. Chpt. 7, Deal Structure pp 232-238.</p> <p>- Video Film:</p> <p>Cleese, John, <u>Making a Presentation.</u></p> <p>- Suppliers' brochures.</p>

TITLE: FINANCE FOR FEMALE ENTREPRENEURS

TOPIC	OBJECTIVE(S)	SESSION	SCHEDULE/ DURATION	COVERAGE	METHODOLOGY	REFERENCES FOR MATERIALS PREPARATIONS
		3. Bankers' and Financiers' Forum	Week: 4 Days: 3, 4 Hrs.: 12	- Presentation by participants of their project plans - Discussions of presentations with panel members	Presentations Discussions - Panel members should be fur- nished copies of the project plans at least a day before	- Copies of participants' project plans.
		4. Planning for "Next-Steps"	Week: 4 Day: 5 Hrs.: 3.0	- Discussions on proceedings of the suppliers' and bankers'/ financiers' forums - Workshop on formu- lating "next-steps" plans	Discussions	
VII. Module Integration and Eva- luation		Module Integra- tion and Evaluation	Hrs.: 3.0	- Review integration and/ evaluation	Discussions	- Evaluation forms

APPENDIX

Recommended Films and Filmstrips:

Career Achievers: Women, (Series: Career Achievers Series), Fairchild Books and Visuals, 122 frames/sound, Abstracted in Media Review Digest, 1975/76, Pr I, pp 277.

Women in Business, LSB Productions, 1980, 16mm or Video, 24 mins, Winner of Red Ribbon Award, American Film Festival.

Women Business Owners, (Series: Are You Listening), Martha Stuart Communications, 1977, Videocassette, 30 mins, sound, colour, Abstracted in Media Review Digest, 1979, pp 273.

Women in Corporation, Document Association, 1977, 16mm or videotape, 26 mins, sound/colour, Abstracted in Media Review Abstract, 1979, pp 273.

Women in Management, Martha Stuart Communications, Video cassette, 28-1/2 mins, colour, Abstracted in Media Review Digest, 1975/76, Pt. I, pp 258.

Women in Management, Educational Communications Mainstream International, 1973, 6 audio cassettes, 30 mins, each.

Women in Management: Threat or Opportunity? CSM Films: Training Films International, 1975, 16 mm, 30 mins, sound/colour, Abstracted in Media Review Digest, 1975/76, pp 258.

Women in Management: Threat or Opportunity? CSM/McGraw Hill - Hill Films, 1975, video cassette, 26 mins, sound/colour.

Women in Middle Management, Martha Stuart Communications, videocassette, 28-1/2 mins, colour, Abstracted in Media Review Digest, 1975/76, pp 258.

Women's Work: Management, Aetna, 16 mm, 30 mins, sound, Abstracted Media Review Digest, 1975/76, pp 259.

