

Block

# 2

## **INDIVIDUAL AND GROUP STRATEGIES IN TRAINING**

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## **BLOCK INTRODUCTION**

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This Block focuses on individual and group strategies in training. We need to compare the benefits and problems encountered in individual and group strategies. Of course, the context and need determine the training strategy used. We also discuss the practical applications of participatory methods for group formation and training need assessment. How should we use participatory training methodologies? We need to explore these methods and understand their usefulness.



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# UNIT 6 TRAINING INDIVIDUALS

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## Structure

- 6.1 Introduction
- 6.2 Individual Strategies in Training
- 6.3 Features in Training Individuals
  - 6.3.1 Counselling for Self-Development
  - 6.3.2 Training for Entrepreneurship Development and Community Resource Management
  - 6.3.3 Motivating for Community Action
- 6.4 Training Key Women to be the Change Agents in the Community: Women-to-Women Approach
- 6.5 Methodologies in Training Individual Women
- 6.6 Let Us Sum Up
- 6.7 Glossary
- 6.8 Answers to Check Your Progress Exercises

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## 6.1 INTRODUCTION

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Having gone through the preceding Units, you are now well acquainted with the various issues involved in the development and empowerment of women. It is important to note that the development process can either take place naturally or can be triggered off by an external stimulant and it is the latter which we will be talking about in the next few Units.

The external stimulating process that we are referring to here is Training. By providing proper training we can be instrumental in the development and empowerment of women. The training can take place in an individual one-to-one interaction or a group setting. We will be dealing with the individual strategies in training in this Unit and the group strategies in the next Unit. But before going any further on the individual strategy, we would like you to keep in mind some points which are useful for the effectiveness of any kind of training programme. These are: a) the success of any training programme depends on the competency of an individual as a trainer. She should have a strong knowledge base, requisite skills and techniques to deal with the trainee(s); b) it is very important that correct decisions can be taken regarding the training strategy to be adopted. The training strategy should be such that it becomes instrumental in realizing the stated objectives and c) closely related to the previous point, is that the choice of the strategy depends on the availability of resources and the desired objectives.

Both strategies have their advantages and disadvantages and these need utmost consideration. No one strategy is superior to the other. The choice is influenced by several factors which we will be discussing later. Also, though we will be discussing the two strategies in separate units, we do not in any way mean to imply that these strategies are mutually exclusive. There are situations when

you might have to use both the strategies supplementing one another to enhance the effectiveness of the training programmes. Therefore you should aim to attain mastery over both the strategies and develop the art of using them together.

This Unit will help you develop your knowledge and skills that are required for dealing with an individual trainee. You will come to know why we need to work with individuals in one-to-one interaction and identify the pre-requisites for such training. What are the various methods we can use in our training programmes and how can we make such programmes most effective? Let us examine these aspects one by one.

### **Objectives**

After studying this Unit, you will be able to:

- adopt individual strategies in training;
- describe the self development process;
- describe essential features in training for developing entrepreneurial skills and community resource management;
- describe ways to motivate women for community action;
- identify the key factors in training women to be the change agents in the community;
- describe the use of interactive training for developing knowledge, skills and competencies; and
- discuss the various methods of training.

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## **6.2 INDIVIDUAL STRATEGIES IN TRAINING**

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An individual strategy in training involves individualization of the delivery and personalization of learning for each individual trainee. Such a training is custom built or ‘tailor made’ to ‘fit’ each trainee as far as possible. The main feature of individual instruction is that it is trainee-centred and has the potential to accommodate the differences in abilities, interests and motivation between trainees. It becomes almost impossible for any event to be ignored since we are concentrating on the individual and every part of the interaction between trainer and trainee needs to be “fully illuminated”. It would also be relevant to point out that sometimes it may be difficult to devise a flexible training programme which can accommodate all differences in skill level due to lack of time and resources.

You might sometimes wonder as to why we should at all deal with people on a one-to-one basis. It should be clearly understood that every individual, you or I or anyone else, learns uniquely. If you give it a thought you will note that your way of learning is quite different from say your next door friend’s or even your sibling’s. Or did you never wish that your teacher would stop treating the class as if all the persons are the same? We are not a “learner mass”. We all have individual differences. These differences could be in terms of skill, experience, personality, learning style etc. and these have a strong influence on one’s learning.

We have here listed some variations in individuals that could be seen and we are sure you could add many more to it. These variations are in terms of: Using words, using numbers, remembering, reasoning, being creative, studying, using skills, having interests, showing maturity, developing and holding attitudes, having motivation, showing perception, self concept, backgrounds, learning needs, persistence, having personal attractiveness and so on. These differences allow individuals to vary across a wide range in any one situation.

In addition, individualized training is effective in dealing with some aspects of individual problems which are otherwise not possible. The nature of such problems calls for individualized treatment. This is truer in the situations more personal to the individual trainee. Thus, when we talk of developing and empowering women especially in the Indian context there are many aspects involved which when dealt with in a group situation might inhibit the trainees. Thus, the individual strategy in training takes care of these aspects to a great extent.

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### 6.3 FEATURES IN TRAINING INDIVIDUALS

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Now let us examine some of the characteristics of individual training that we should aim to incorporate in order to ensure that our training programme is individualized. Let us talk about the objective model of training individuals.

#### Objective Model

The Objective Model is characterized by:

- Presence of specific objectives to guide the trainer and the trainee;
- Objectives that provide a basis for assessment of trainees;
- Information from entry behaviour analysis on the entry behaviour of the trainees – what they know, the skills they possess, their attitudes;
- Constraint analysis to show the boundaries of training;
- Resource analysis to show how far the trainees can proceed;
- Need analysis to ensure that the trainer is pointing in the right direction;
- Task analysis to visualize so that the full scope of training can be seen;
- Synthesis of content and criterion tests that play a large part where options are provided for the trainees and they are tested at intervals to check their progress and
- Assessment and evaluation.

The Objective Model is helpful in measuring the change in behaviour brought about by training. The following features can be identified in measuring change in behaviour:

- A) *Individual Prescription*: Assessing entry behaviour and the initial repertoire of knowledge and skills of trainees when they begin training is very important. This will allow you to make out a personalized prescription for training individual trainees according to specific needs, abilities, interests and accommodating individual differences.

- B) *Checkable Response*: The trainee participates actively in the process and makes frequent responses which can be checked and remedied where necessary.
- C) *Immediate Feedback*: There is Immediate Knowledge of Results which will, in turn, increase individual motivation, satisfaction and interest.
- D) *Step-by- Step Progression*: The complete training process should be broken down into simpler steps and the individual proceeds to the next step after completing the preceding one.
- E) *Self-Pacing*: This is a cardinal characteristic of individual training. The trainee should not be forced to learn at a pace too fast or too slow compared to her/his capacities. Learners should be allowed to progress at a speed suitable for them.
- F) *Mastery or high level performance* specified for each step of the training sequence must be achieved before the trainees pass on to the next step.
- G) Enough *responsibility* should be placed on the trainee.
- H) Trainees can *change their training programme with fewer penalties*.

It should also be noted that if we start to work with an individual in a one-to-one situation, it will in no way ensure that our training will be really individualized. It is an art to deal with an individual which needs to be developed. Apart from taking care of the fact that our training programme has the above mentioned characteristics, there are also some pre-requisites for any training programme which will ensure individualization of training. These are:

- Consider each trainee's needs, abilities and interests;
- Set performance objectives suited to the trainees;
- Make clear the objectives and the criteria for assessing their performance;
- Provide resources sufficient to achieve the objectives;
- Encourage trainee participation;
- Build a conducive environment for training;
- Encourage them to take decisions about their own learning;
- Encourage and reinforce positive progress;
- Constantly counsel the individuals indicating how they are fulfilling their abilities, interests and purposes;
- Assess each individual's progress;
- Sustain an active participative environment and
- Concentrate on their success rather than on their failures.

Box 6.1 has a Self Test for the trainer to see if the training is actually individualized and if it is serving the stated purpose. Based on your answers you yourself can evaluate the nature of the training programme. Everyone should strive to get maximum (preferably all) answers as 'Yes' as this indicates

individualization of training. It should, however, be noted that chances are that one does not get all positive responses at one go. Initially the proportion of negative responses might surpass the positive ones but this should not be a disheartening factor for you as a trainer. As already pointed out earlier, it is an art and it will definitely improve with practice.

**Box 6.1: A Self Test – Individualization in Training**

Question	Activity	Yes	No	Partly
Question 1	Do I use written objectives?			
Question 2	Do the trainees know what the objectives are?			
Question 3	Do the trainees have the choice of objectives?			
Question 4	Do the trainees have a choice of learning material and activities?			
Question 5	Do the trainees work at their own pace?			
Question 6	Are the trainees allowed to follow their own interests?			
Question 7	Are the training materials and activities pitched at different levels?			
Question 8	Do the training materials and activities use the multimedia approach?			
Question 9	Do the learning materials and activities cater to individual needs and abilities?			
Question 10	Do the training materials and activities include pre-test and post-test?			
Question 11	Do the training material and activities involve self-testing?			
Question 12	Are additional training materials and activities provided for quicker learners?			
Question 13	Do I act as a counsellor, guide and learning facilitator?			
Question 14	Am I in close contact with each individual during the training?			
Question 15	Do the trainees accept a large degree of personal responsibility for their own learning?			
Question 16	Do I and the trainees have a positive attitude towards personalizing of tailor-made training?			
Question 17	Is assessment of trainees based on the achievement of mastery rather than on competitive grades?			

**Check Your Progress Exercise 1**

1) What are the characteristics of the objective model?

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2) “The objective model is useful in measuring change in behaviour.” List the factors that enable you to measure behaviour change.

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**6.3.1 Counselling for Self-Development**

Before we discuss further the counselling strategy which the trainer adopts for the self development of the trainee, we should examine what we mean by self development. Why is it important for us as individuals to undergo this process?

Just for a second think and write down the answer to the following question. What do you understand by the term ‘Self Development’ and why is it important in your life? Now compare your answer and see if it is close to any one of the following. The term is so wide that all aspects are in a way linked to one another. Some of the common meanings as understood by different people may be to:

- develop a realistic self concept i.e. development of a positive and healthy appreciation of self - our capabilities and limitations. In some cases it implies overcoming a negative self concept and excessively unrealistic self concept in others. This is necessary so that each person can begin to deal with the world on the basis of his/her strengths.
- acquire internal control over self. Many times we depend on others to define our self. We need to develop our own definition of our self and not allow our definition of self concept to be exclusively and totally determined by others. It helps in creating a sense of initiative and self control in each person.
- develop the cognitive, affective and the behavioural aspects of our self. This implies developing and sharpening our cognitive capacity; becoming sensitive to our own emotions and feelings; developing the ability to articulate and express emotions and sharpening emotional capacities; developing a wide repertoire of behaviour patterns appropriate to different situations.

- create a congruence between different aspects of self. This implies an internal congruence and consistency between cognitive, affective and behavioural aspects.

The most important feature of self development is the involvement of the individual's own self-directed efforts. Therefore the key change agent is the individual herself. The whole process reflects the principle of involvement and independence. It also implicitly involves the essential feature of learner autonomy which is inherent in creating independence, responsibility and risk taking. Self development is a process and cannot be achieved overnight. Moreover it is a continuous and a never ending process.

Another thing to be noted is that self development should focus on holistic development rather than just one aspect. Developing an ability to learn is central to self development. Work on improving weaknesses, enables the individual to identify and maximize learning opportunities that arise in the course of everyday living and working. This helps learners to internalize the process.

Self development is an integral and a very important part of the overall development process. Let us now study its importance for an individual.

- a) An individual needs to have an understanding of self concept to be aware of her strengths and weaknesses.
- b) Understanding of oneself creates the basis for understanding others.
- c) Respecting oneself is the basis for respecting others.
- d) Understanding one's development is the basis for understanding the other's development.
- e) Enabling us to use self as a model.

The Self is what is within us — a combination of our knowledge, values and attitudes. We develop a concept of ourselves over a period of time. It can be either positive and very high or negative and very low. The three broad aspects of self are:

- Cognitive aspect which represents the information processing, analyzing and storing aspect;
- Affective aspect is the emotional aspect which determines our feelings — their experience and expression;
- Behavioural aspect or our actions that provides the basis by which we represent other aspects.

Our concept of self influences us a great deal. Our self concept is also shaped by what others think of us i.e. others' view of our self. Thus self concept is a significant factor in self development.

Development of an open and a flexible self is what we try to achieve through self development. Openness as a quality of self is important. We all prefer to relate to people who are open. Therefore developing openness is a real challenge in self development. It is equally important to develop it in a manner that others cannot exploit us.

We can understand the whole process in simpler terms by understanding the

concept of the Johari Window. According to this concept our self is divided into four panes (see Figure 6.1). These four panes represent the four areas of our self. These are:

- A) That which is known to me as well as known to others. This is the OPEN SELF.
- B) That which is only known to me and is not known to others. This is the HIDDEN SELF.
- C) That which is known to others but hidden from me. This is the BLIND SELF.
- D) That which is unknown to everyone. This is the UNEXPLORED SELF.

	<b>KNOWN TO ME</b>	<b>UNKNOWN TO ME</b>
<b>KNOWN TO OTHERS</b>	<b>A OPEN SELF</b>	<b>B BLIND SELF</b>
<b>UNKNOWN TO OTHERS</b>	<b>C HIDDEN SELF</b>	<b>D UNEXPLORED SELF</b>

**Figure 6.1: The Johari Window**

These four panes need not necessarily be of equal size and can vary from individual to individual.

We act on the basis of the part we know about ourselves. This is the Self Concept [Figure 6.2 (a)].

	<b>KNOWN TO ME</b>	<b>UNKNOWN TO ME</b>
<b>KNOWN TO OTHERS</b>	<b>A OPEN SELF</b>	<b>B BLIND SELF</b>
<b>UNKNOWN TO OTHERS</b>	<b>C HIDDEN SELF</b>	<b>D UNEXPLORED SELF</b>

**Figure 6.2(a): Self Concept**

Others relate to us on the basis of what they know of us. This is their sense of us [Figure 6.2(b)].

	<b>KNOWN TO ME</b>	<b>UNKNOWN TO ME</b>
<b>KNOWN TO OTHERS</b>	<b>A OPEN SELF</b>	<b>B BLIND SELF</b>
<b>UNKNOWN TO OTHERS</b>	<b>C HIDDEN SELF</b>	<b>D UNEXPLORED SELF</b>

**Figure 6.2 (b): Others' Sense of Us**

As you would note, our self concept and others’ sense of us are not identical and this difference only causes difficulties in our relationship with others.

The process of self development involves extending the Open Self and reducing the Hidden Self. This can be done by Self Disclosure. We are open about our self with some and not with others. We come close and build a relationship when we share with others about ourselves [Figure 6.2 (c)].

	<b>KNOWN TO ME</b>	<b>UNKNOWN TO ME</b>
<b>KNOWN TO OTHERS</b>	<b>A</b> <b>OPEN SELF</b>	<b>B</b> <b>BLIND SELF</b>
<b>UNKNOWN TO OTHERS</b>	<b>C</b> <b>HIDDEN SELF</b>	<b>D</b> <b>UNEXPLORED SELF</b>

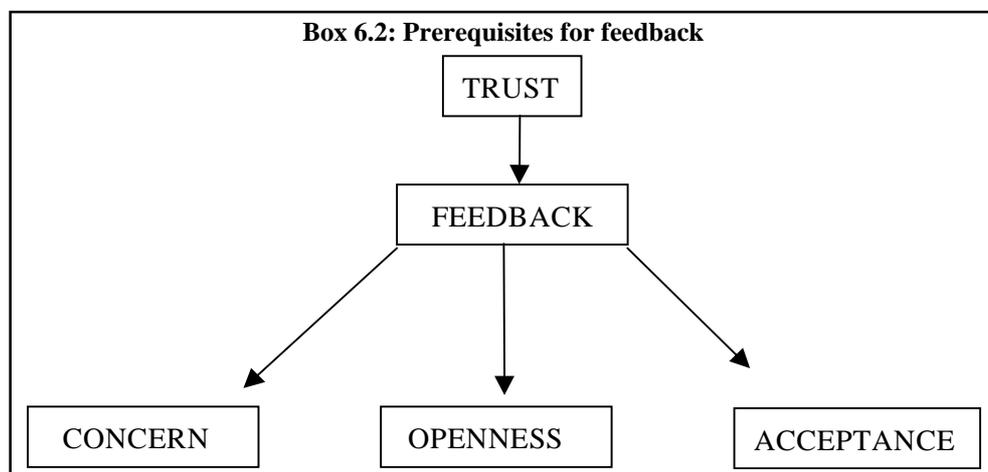
Figure 6.2 (c): Process of Self Disclosure

Another way to extend the Open Self is to reduce the Blind Self [Figure 6.2(d)]. This can be done through Feedback. We should try to get to know more about those parts of me which I do not know but others know of.

	<b>KNOWN TO ME</b>	<b>UNKNOWN TO ME</b>
<b>KNOWN TO OTHERS</b>	<b>A</b> <b>OPEN SELF</b>	<b>B</b> <b>BLIND SELF</b>
<b>UNKNOWN TO OTHERS</b>	<b>C</b> <b>HIDDEN SELF</b>	<b>D</b> <b>UNEXPLORED SELF</b>

Figure 6.2 (d): Process of Feedback

The processes of Self-Disclosure and Feedback generally go together and it is mutual between two people. These two processes are crucial to understand and practice to develop our self. The trainer’s role is an important one at this stage as she can make use of her relationship with the trainee for her development. Create an environment conducive enough for Self Disclosure and give meaningful Feedback. There are certain pre-requisites for feedback and certain principles that should govern this process and make it effective (See Boxes 6.2 and 6.3).



**Box 6.3: Principles of effective feedback**

Feedback should be:

- Solicited not dumped
- Timely
- Specific and clear
- Descriptive not evaluative
- Constructive
- Seeking understanding
- Describing one's feelings without imputing motives to other's behaviour

No matter how simple the whole process may sound, there is a need for thorough planning. The process would be most effective if adequate time and thought is devoted to managing the development process. Planned and conscious development is likely to be more effective than ad-hoc and unplanned development.

The following steps are involved in planning:

- Identify development needs;
- Prioritize these needs and assess their importance over the next few months;
- Identify obstacles in self and in the environment;
- Plan activities (logical step to improve it);
- Seek others' help when required; and
- Monitor self development.

Once the trainer has planned the entire process of self development, it is very important to find out if the trainee who would be required to undergo this process is actually ready for it. In the absence of this preparedness it becomes imperative on the part of the trainer to first prepare the individual for the process before starting with the training. It has been already pointed out that the individual is the key in the whole process and if she herself is not fully prepared then the whole process might collapse or in some cases can even have a negative impact. Here are a few parameters to judge the readiness level of the individual.

These are:

- Is she open to new information and ideas about herself?
- Is she sensitive to her own needs?
- Is she prepared to face pleasant as well as ugly aspects of self?
- Is she willing to acknowledge that she is not perfect?
- Is she willing to face some pain in the process?
- Is she flexible enough to evolve alternative plans and strategies for self development?

After determining our learning objectives we need to work on the methods that will be utilized to meet the objective. As already understood, self development involves self directed efforts to improve herself. Therefore, there are some methods which individuals can manage themselves without any external help. These are:

- Observation of others' behaviour (especially useful in developing interpersonal skills);
- Guided reading;
- Seeking feedback (especially useful in skill development and monitoring progress);
- Seeking challenge (this enhances confidence and is most effective when combined with guided reading and analysis of performance through feedback).

The list is not exhaustive and these methods should not be viewed as mutually exclusive.

Many times, due to some inherent limitations, it becomes difficult for a person to initiate and manage the whole process on his/her own. In such cases external help can be very useful. As a trainer you can on the trainee's behalf initiate and guide the process. Your role would be that of a counsellor rather than a doer. One thing to be kept in mind is that even if the process is triggered externally the individual remains the key to change.

When we refer to the trainer as a counsellor it should not imply undertaking psychoanalysis or other clinical applications. Here the focus is intended to be work performance and job achievement. A focus on personal aspirations can also be included. Identification of strengths and weaknesses as a basis for self development is also critical. See Box 6.4 for some tips on the counselling process.

#### **Box 6.4: Counselling Process**

##### **Phase I: Initiating Counselling and Establishing a Relationship**

###### **Goals:**

- Obtain a clear definition of needs and problems for which the client has come to the counsellor.
- Establish a relationship. This can be facilitated if both the client and the counsellor are at ease.

###### **Process:**

- Appropriate sharing of responsibility
- Encourage the client to talk and express herself

##### **Phase II: Exploration of Self**

###### **Goal:**

- To gain more clear and complete delineation of various aspects of the person's self concept and situation

###### **Process:**

- Must establish client exploration as her immediate goal
- Must understand the client at the level of self exploration she presents
- Should offer minimal level of facilitative conditions such as empathy etc.
- Should engage the clients at a self-sustaining level of self exploration as a guide to moving to the next stage.
- Should recognize the repetition of the cycle of self exploration both within and between different content areas.

###### **Tips for the counsellor:**

This is a crucial point in counselling and the client may be so threatened by her lack of understanding and control that she could drop out. Thus continued support and encouragement is crucial.

Box 6.4 (contd..)

**Phase III: Deeper Exploration**

**Goal:**

- Attempt to eliminate depreciated and fantasy concepts as determinants of client behaviour and to complete the client's awareness of her real self concept.

**Process**

- Communicate either directly or indirectly with what she considers to be inaccurate or inadequate in the client's thinking process.

**Tips for the counsellor**

The client becomes aware of the inadequacy of her or his defence mechanisms and sudden awareness of too many impulses, thoughts or feelings may be traumatic. So the counsellor should control the relationship to enable the client to explore these situations slowly to avoid frightening her.

**Phase IV : Working Through**

**Goal:**

- Client's clarification and acceptance of her present feelings and defence manipulations.

**Process:**

- Putting the understanding into action.

**Action:**

- The ultimate goal of the counselling is to help the client towards constructive action both in terms of herself and her situation. Self understanding and action are interdependent.

**Tip for the counsellor**

The client may have a feeling of well-being after understanding some of her present feelings and might wish to end the counselling relationship prematurely. The counsellor must be careful not to keep the client in counselling longer than she desires but must be careful not to terminate it prematurely.

**Phase V : Termination**

**Tip for the counsellor**

This requires utmost caution. Termination could mean termination of a discussion, a stopping of the relationship. Here we are referring to termination of the counselling relationship. It can sometimes be an emotionally charged situation. All emotions need to be dealt with sensitively.

**Check Your Progress Exercise 2**

1) What are the three aspects of self?

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2) What is the aim of self development?

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3) What are the four panes in the Johari Window?

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4) Which panes of Johari Window represent:

a) Self concept

b) Other's sense of us

5) What is the difference between self disclosure and feedback in terms of the Johari Window?

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6) What are the phases of the counselling process?

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### 6.3.2 Training for Entrepreneurship Development and Community Resource Management

The term entrepreneurship connotes innovativeness, an urge to take risks in the face of uncertainties and an intuition and it is often assumed that these qualities are lacking among women and thus they cannot be good entrepreneurs. This field is considered outside their domain. Also training is often not linked to entrepreneurship as it is assumed that entrepreneurship is a quality that a person is born with. But we would like to emphasize that these skills can be either inborn or achieved and an appropriate education and training in skills of entrepreneurship are essential.

There are certain factors that contribute to development of entrepreneurship but we can in no way say that these characteristics are gender-specific and lacking among women. These are:

- Creative personality;
- Perception of economic opportunities;
- Technical and organizational skills;
- Managerial competence;
- Motivation to achieve results (achievement motivation is a potent factor for entrepreneurship development);

- High drive and high activity level constantly struggling to achieve something which is otherwise not very easy to achieve;
- Awareness of their own strengths and weaknesses and knowledge of the facilitating factors and constraints prevailing in the environment.

Many of these factors are inherent in an individual's personality makeup. Therefore, development of these characteristics in an individual involves personality development which the training programme will encompass. In addition, training in achievement motivation will be an integral part of training entrepreneurs.

So far we have seen that we can develop the entrepreneurial skills by developing certain aspects of an individual's personality through training. Now you must also be convinced that there could be 'made entrepreneurs'. Let's go through the actual training process for entrepreneurship development. It should, however, be understood that just like any other development activity, entrepreneurship development is also a process.

The process of entrepreneurship development includes:

- *Initiation Phase:* The major tasks for the trainer in this phase are to identify and select people with high entrepreneurial potential. She then would be instrumental in creating awareness about the opportunities, supporting governmental agencies. It may also sometimes involve stimulating entrepreneurship through counselling the trainees.
- *Development Phase:* This is the phase in which the actual development process will take place. It would involve developing achievement motivation, economic insight, promoting managerial skills, creating confidence through direct experience and supply of information etc. The activities in this phase would help develop the latent potential and channel it to the task of enterprise building.
- *Support Phase:* Many times the trainer ends the training programme by the second phase itself thinking that the task is over. This can prove harmful to the whole development process. We must remember that though the trainee might have developed the various requisite characteristics, they might not have become self sufficient and capable of running the enterprise at that point of time.
- Thus the role of the trainer is to provide them support for establishing and running an enterprise by way of infrastructural facilities, financial assistance etc. Also they provide them considerable support by way of continued counselling and encouragement in the formative stages of the enterprise.

An entrepreneur possesses certain qualities. How far she succeeds in running her enterprise to a large extent depends on these. These qualities are present in the individuals in varying proportion. Thus every entrepreneur should try to cultivate these qualities to be able to successfully run an enterprise. One of the most important qualities of good entrepreneurship is that they are ready for challenges in undertaking tasks or making decisions but are not ready to take extreme risks. They function in between the two extremes of very easy and the impossible. That is why they like to plan their enterprise, study the market etc. before entering into it. They are very calculative in their risk taking behaviour. Some more qualities that can be found are:

- Openness to feedback and learning from past experiences;

- Need for strong determination and independence;
- Optimistic outlook and hope for success — this builds their confidence;
- Competition and collaboration — prefers win-win game to win-lose game;
- Flexible authority relationship with others;
- Concern for society;
- Dignity of labour;
- Planning for the future (farsightedness)

### 6.3.3 Motivating for Community Action

When we undertake any training programme, the foremost thing we aim to attain is self reliance and independence for the trainees. Similarly, the training programme aiming at women's development should also aim at making the women trainees independent. The training enables them to take independent decisions regarding matters concerning their well-being. Sometimes the trainees lack the requisite confidence and are hesitant to take action based on their decisions. This is more the result of years of conditioning where the women were never allowed the independence to take decisions or act according to their wishes. Others always assumed this role on their behalf. Our training programme would remain incomplete if we do not ensure this aspect. Therefore the biggest challenge before the trainer is to motivate them for community action. This could be met with successfully if they could make the trainees see the benefits that underlie this approach, both for the community as well as for themselves. In fact community action helps in stimulating the development process to a great extent.

It needs to be kept in mind that no outside agency howsoever resourceful can do the job of community development alone. Today the development process demands more intensive and widespread work touching every aspect and this cannot be achieved without the participation of the people themselves, of women in particular. The process needs to be internalized which would ensure permanence. The more actively community members participate in the process, the quicker and better will be the results.

We do realize that self help is the best help. Communities progress through their own positive actions. Moreover self action will alone give the members the long denied opportunity of utilizing their dormant faculties and attaining fuller life. Persons acting together are better able to pursue the interests they have in common.

Community participation is a way of living which needs to be inculcated in all the citizens so as to enable and embolden them to actively, collectively and voluntarily diagnose their problems and felt needs. This also enables them to find out and implement socio-culturally, economically and scientifically acceptable solutions with community logistics either with or without external support. This eliminates or minimizes their problems, fulfills their felt needs and plans for their future development so as to benefit and enable them to lead a socially and economically healthy and productive life.

In short, the main advantages of community action that need to be highlighted are:

- Optimal coverage;
- Greater efficiency;

- More equitable distribution;
- Self –reliance of the community and
- Enhanced effectiveness of the programme.

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## **6.4 TRAINING KEY WOMEN TO BE THE CHANGE AGENTS IN THE COMMUNITY**

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Many times people prefer other strategies in training rather than the individual strategy as it is felt that it is quite taxing on the resources and the coverage is restricted to very few. In order to counter this argument an approach has been developed which is the Woman-to-Woman approach. This approach in training does away with the limitations of the individual strategy while at the same time preserving its unique flavour.

As the name itself suggests, this approach involves transmission of the learning from one woman to another in an interactive manner supported by dialogue. This is considered one of the most effective strategies. The role of the trainer is restricted to selection of a few key women from the community and providing them with the requisite training. These women then act as change agents in their communities. The need for an outside agency is not necessarily required.

This approach mainly involves activity oriented methods of training where emphasis is placed on the development of a participatory approach to learning and training. The trainers should perceive their role as helping women to help each other and to help their communities.

This approach rests on several assumptions:

- Education becomes more effective if it is linked closely to things that matter to the individual.
- Training should be closely related to life.
- People have the necessary will, skill, and motivation to help and educate each other and they should be trusted to do so.

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## **6.5 METHODOLOGIES IN TRAINING INDIVIDUAL WOMEN**

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Till now you have studied the various aspects that need to be considered while conducting a training programme in an individual one-to-one situation. Now we will focus our attention on the various methods that can be adopted to carry out the training programme. Let us take the example of a hand pump mechanic. When she is required to fix a table she takes along her tools, skills and of course her knowledge of the job she would be required to perform in maintaining the village hand pump. Similarly, once the need for conducting the training programme has been identified, you should, as a trainer, be fully equipped with your tools (methods) and skills.

Choice of methods depends to a large extent on the training objectives, available resources, and most importantly on the individual trainees, their availability, aptitude etc. There is no one method that could be used with all the trainees in a given situation. Choice of method will largely vary from individual to individual and situation to situation. You may be often required to use a

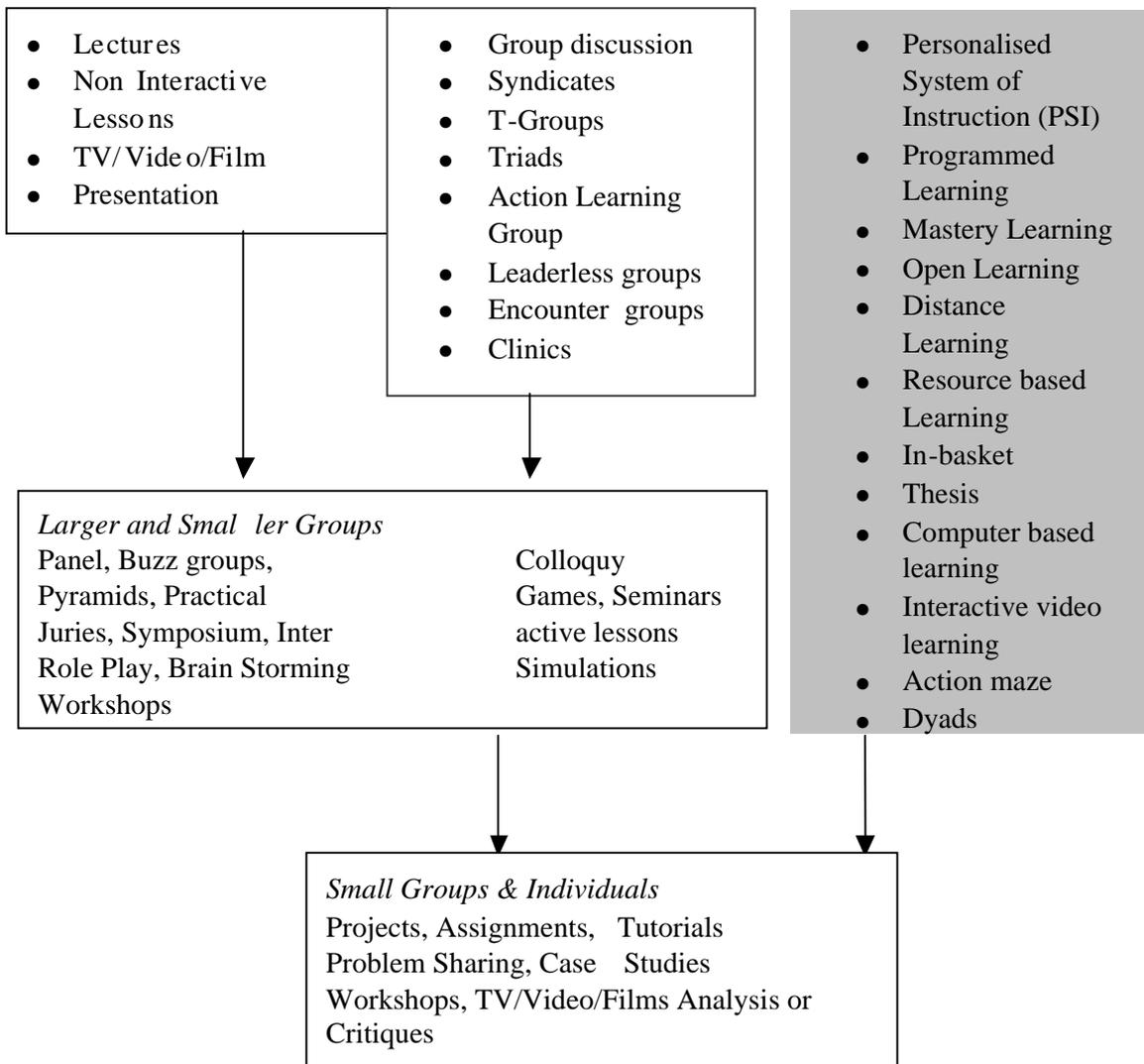
combination of various methods. The aim of the trainer should always be to make the training programme most effective.

Here below are listed some methods that could be used while training individuals. You would notice that we have mentioned the methods we use for training groups as well to enable you to get an overall idea. You will study the group methods and strategies in Unit 7.

**Methods of Training Individuals**

**Objective Model**

<b>Trainer- Centred Strategy</b>	<b>Mixed Strategy</b>	<b>Trainee-Centred Strategy</b>
<b>Large Group Method</b>	<b>Smaller Group Method</b>	<b>Individual Method</b>
<i>Large Group Only</i>	<i>Smaller Group Only</i>	<i>Individuals Only</i>



**Check Your Progress Exercise 3**

1) What are the phases in the entrepreneurship development process?

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2) What are the main advantages of community action?

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3) List methods of training individuals.

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**6.6 LET US SUM UP**

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In this Unit you have studied about the individual strategy in training. The individual strategy is carried out in a one-to-one situation with the use of various methods. One-to-one necessarily does not mean a face-to-face interaction. The trainer is instrumental in bringing about a change in the trainee in a participative environment. The trainees assume maximum responsibility for their own learning. Self development is an integral and most important aspect of overall development. The process of self development can be effectively triggered off at the trainer’s initiative. The trainees also need to be motivated to take action for community development. The individual strategy becomes more useful when these trained women act as change agents in the community. The learning is transmitted from one woman to another through an interactive dialogue and thus wider coverage is ensured.

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**6.7 GLOSSARY**

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- Fully illuminated** : Fully revealed
- Individualized Training** : Training design and implementation responding to learning needs of an individual trainee

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## 6.8 ANSWERS TO CHECK YOUR PROGRESS EXERCISES

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### Check Your Progress Exercise 1

- 1) The objective model has the following characteristics:
  - Presence of specific objectives to guide the trainer and the trainee;
  - Objectives that provide a basis for assessment of trainees;
  - Information from entry behaviour analysis on the entry behaviour of the trainees – what they know, the skills they possess, their existing attitudes;
  - Constraint analysis to show the boundaries of training;
  - Resource analysis shows how far the trainees can proceed;
  - Need analysis to ensure that the trainer is pointing in the right direction;
  - Task analysis is essential so that the full scope of training can be seen;
  - Synthesis of content and criterion tests that play a large part where options are provided for the trainees and they are tested at intervals to check their progress and
  - Assessment and evaluation.
- 2) Individual prescription, checkable response, immediate feedback, step-by-step progression, self-pacing, specifying expected level of performance, responsibility of learning with trainee, flexibility in changing training programme.

### Check Your Progress Exercise 2

- 1) Cognitive, affective, behavioural.
- 2) Self development means promoting an open and flexible self.
- 3) Open self, blind self, hidden self, unexpected self.
- 4) (a) A, C (b) A, B.
- 5) Self Disclosure : Extending open self, reducing hidden self.  
Feedback : Extending open self, reducing blind self.
- 6) I Initiating counselling and establishing a relationship  
II Exploration of self  
III Deeper exploration  
IV Working through  
V Termination.

### Check Your Progress Exercise 3

- 1) Initiation, development, support.
- 2) Optional coverage, greater efficiency, more equitable distribution, self reliance of community, enhanced effectiveness of the programme.
- 3) Personalized system of instruction, programmed learning, mastery learning, open/distance learning, resource-based learning, In-basket thesis, computer-based learning, interactive video learning, action image.