



# Master's programme in Family Business Management (FAB)



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### **Deliverable 1.3**

#### **Needs analysis report on relevant professional training courses and internship demand**

*Responsible WP*

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<b>Abstract:</b>	<p>This report aims to record the existing professional/VET courses (where available) in the Asian HEIs (Cambodia, Malaysia, Philippines, Bangladesh, Bhutan, Nepal), as well as, their regions' needs in terms of required professional skills in Family Business Management (FAB).</p> <p>The regional industry will be directly involved by providing input for their internship and training needs.</p>
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## Introduction: The purpose of this framework

This report aims to record the existing professional/VET courses (where available) in the Asian HEIs (Cambodia, Malaysia, Philippines, Bangladesh, Bhutan, Nepal), as well as, their regions' needs in terms of required professional skills in Family Business Management (FAB).

To that effect, the structure of the report firstly presents the methodological framework where the partner countries are examined in terms of existing training programs and skills needs in the current personnel working in the industry.

The report includes the findings of an extensive desk research that our Team Members have conducted as well as those of qualitative research.

Our analysis is aligned to the main guidelines stated out in other applications. More specifically, we are reporting the existing professional training courses (where available) in the six mentioned regions in terms of the required professional skills in Family Business Management (FAB). We will be mapping the training needs of existing entrepreneurs for the benefit of the future participants and apprentices in Family Business Management training courses and internships. Our approach includes the study of several closely related occupations in the six countries so that we can understand the varying skill demands.

After structuring a solid background knowledge from the above analysis, we will be answering the key question of whether the existing VET Courses in the six countries are aligned to provide the required skills and knowledge to the various sectors.

Our **VET Course** review for the six countries, is conducted within a systematic approach that takes into consideration to following:

- The name, history and classification of each VET Educational system that is providing a specific skill in Family Business Management course or related Courses has been identified and enlisted,
- The Learning Outcomes, the total duration of each Course and its content.

## 1. Methodological Framework

The purpose in having a common harmonized methodological framework is so that we are able to identify with uniformity the existing professional training courses in FAB within the Asian partner countries. The homogenous methodology we used in this research followed guidelines of the Work Package 1 (Identification of similar curricula and needs assessment in the subject vicinity), so that it could meet needs of the six participating countries namely Cambodia, Malaysia, Philippines, Bangladesh, Bhutan, and Nepal. The methodology entails:

- Using qualitative research tools to study FAB
- A methodology implementation plan
- Guidelines for performing the data collection
- Interview templates

The above research methodology framework was used across the six participating countries to ensure a high level of coherence and consistency of findings. It secured transparency and comparability of findings—especially related to the qualitative surveys. It acted as a step-by-step guide providing directions for the transfer know-how to any of our partners who may not be specialized in research activities.

### 1.1 Research phase

The Partnership agreed to **map the current offered VET Courses in Family Business Management** in Cambodia, Malaysia, the Philippines, Bangladesh, Bhutan, and Nepal. In order to present solid information, the desk research mined the most **appropriate information** based on **a specific criterion**. As there are multiple representatives per country, the research activities were distributed to the partners across the different country teams. The template below depicts the course-mapping criteria followed by all our research partners:

Country	Provider	Category of Provider	Curriculum	Programme Level NQF	Brief Description of Curriculum	Learning Outcomes	Online / Blended learning / Traditional face to face	Duration	Foundation / Revision Year	Intercultural Skills	Digital Skills	Reference - webpage
Include the country where the Course / Curriculum is offered	Insert the name of the provider that is offering the Course / Curriculum	Choose the Category of the Provider, bewteen the following options: 1. Vocational Training Institutes 2. Other Institutes (please specify)	Provide the name / Title of the Curriculum	Provide the NOF equivalent name of the Curriculum	Please provide a brief description of the Curriculum, not exceeding the length of 1.000 characters	Please identify the Learning Outcomes of the Curriculum in the following format: LO1: Learning Outcome description LO...: Learning Outcome description LOx: Learning Outcome description	Please state the educational strategy selected	Please describe the duration of the curriculum	Please provide the Foundation / Revision Year of Provider's curriculum	Please answer with "Yes/No". For answer "Yes" please describe briefly these skills	Please answer with "Yes/No". For answer "Yes" please describe briefly these skills	Please insert the official website link of each curriculum

Through the above mapping process, a coherent analysis of FAB needs was achieved thereby providing evidence for the skills gaps which are presented later on in the country reports' section.

In order to map the current VET Courses in FAB, more than 50 programs were identified and analysed in the six partner countries.

**Ascertaining the need for professional/VET training programs in Family Business Management; especially identifying of skills required in the sector is the most obvious result of this mapping.**

The programs are analysed and presented in the next sections though we later identified need to use common language and terminologies between the European and Asia partners there were challenges with defining and analysing some terms such as Work-based Learning.

## 1.2 Qualitative analysis on Family Business Management

During qualitative analysis, our partners used focus group guidelines to collect information on family operated businesses from the focus groups by investigating their training needs. This activity is partially aimed to motivate them to participate in the professional FAB training initiative that is to be developed in the later phases of the project.

### *Using focus groups*

Focus groups were very essential for conducting detailed and in-depth qualitative analysis. They provided the necessary information as they had important insights on the areas of skill shortage within family-owned businesses.

### *Design and Scope*

#### **Target group**

The participants were a carefully selected cohorts of family business owners and managers.

#### **Duration**

Interviewers and interviewees spent approximately 1.5-2 hours to conduct the qualitative interviews.

#### **Structure**

The order of the questions and their exact wording were fine-tuned to the individual interviewers' preferences. The interviewees were motivated to answer in as much detail as possible; aspects outside the questions that the interviewees raised were explored by the interviewer through further probing.

The focus groups were at times members of staff in Asian Universities or related experts who provided broad views on the topics. The interviewers also selected and consulted significant persons in at least 4 targeted companies in the countries. To convince these

people to take part in the interviews, our regional partners phoned them directly and explained the purpose and possible benefits the research yield.

### **Place**

Focus group discussions happened online whereby softcopies of the questionnaire were sent to the different participants via email.

## **2. Guidelines for performing data collection**

### **Focus Groups<sup>1</sup>**

Interviews, focus groups, and surveys are all qualitative data collection methods used to gather information from subjects by asking them questions. They are useful for gathering data about participant perceptions, user preferences, or knowledge about a process, task or organizational issue, and are often applied in conjunction with observations. Interviews, focus groups, and surveys may be used to collect data that range from being exploratory to structure in nature, and can be carried out in person, by phone, or electronically. Data collection tools for these methods vary depending on the type of data being collected, and could range from a blank notebook and pen to a formal series of electronic survey questions with predefined responses.

While planning for data collection through interviews, focus groups, or surveys, the project objectives, target subject group, and available resources should be considered to ensure relevant data are collected.

Identifying interested participants can be a challenge, and before conducting interviews and focus groups, especially, it is important to first contact the managers of the departments you would like to include as part of your data collection. Introducing yourself during a meeting can be an excellent way to inform of upcoming interview or focus group opportunities to boost interest and participation. Focus groups are a great way to involve staff from across the organization in a project, and to share information across units, specialties, or departments that would not typically work together.

Interviews can range from being exploratory, or semi-structured, to structure in nature, with questions prepared in advance by the interviewer being either more specific or open-ended.

Regardless of whether interviews are open-ended, semi-structured, or structured in nature, a preliminary list of questions should be developed to serve as an interview guide (*see below*), to ensure all required information is obtained from a participant at a minimum. This is especially important if the participant only has a limited amount of time available for the interview. The focus group interview length could last from just a few minutes to several hours. No matter whether interviews are meant to be open-ended, semi-structured or structured, individual questions should be open-ended to avoid biasing or leading the

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<sup>1</sup> Richard A. Krueger (2002). "Designing and Conducting Focus Group Interviews", University of Minnesota

participant and to solicit as much information and context from them as possible. Try to familiarize yourself with the set of questions, and to organize them in the interview guide (*see below*) so you can easily jump around from one to another as the conversation evolves. Keep track of any questions that have already been answered, as well as any outstanding questions, so you can optimize your time during the interview.

Think also about your strategy for recording information. If possible, arrange to have a second person attend so one person can facilitate the session while the other records detailed notes. If it is not possible to have two people present, consider other strategies to capture data, like taking short-form notes, or using an audio recorder to tape the session. If an audio recorder is preferred, ensure you have proper permission and that the participant is aware of the recorder, and gives their permission, before recording any part of the session.

Arrange to conduct the focus group interview at a time and location convenient for the participant. Provide the participant with any background information such as the purpose of the interview or objectives of the project, and answer any questions they may have about the interview process.

In the qualitative interview, questions were open-ended (i.e., require more than a yes/no answer), neutral, sensitive and understandable. This approach assisted respondents to build confidence and generate rich data that subsequently helped to develop the discussions. The provided interviewer guidelines also contained suggestions for the questioning approach, taking into account all the necessary aspects or topics of Family Business Management.

A focus group is essentially a group interview, typically done in person, where a data collector obtains information from multiple subjects at once. A facilitator or moderator (who may also be the data collector) leads a focus group, and although the size of a focus group can vary from just a few participants to many, a group size of about six to eight is ideal. A focus group is different from an interview not only in terms of the number of people participating, but also because the data generated during the session is synergistic: participants share their own perspectives and preferences and listen to others' viewpoints, which may ultimately change their own.

For a focus group to be fruitful, similar to preparing for an interview, a preliminary list of questions should be developed in advance to ensure the required information is obtained from the group but questions can also be added or modified in real time as required. Questions should be open-ended to encourage discussion among group members. Depending on the dynamics of the group, you may have to solicit responses, especially at the beginning of the session, by asking individual people if they would like to share. Often as a focus group progresses, people become more and more comfortable in sharing their perspectives.

When one or two participants dominate a focus group, it is the role of the facilitator to ensure that all participants' ideas and opinions are respectfully heard, and that everyone has the opportunity to contribute if they wish. As a facilitator, try to solicit responses from all participants by asking specific people open-ended questions to give them an opportunity to share.



### 3. Focus Groups and Mapping of Training Courses templates

#### *Focus group interview guide*

The focus group interview guide provided a set of indicative questions covering the main aspects needed to gain enough information of the existing training needs of the personnel working in the family business sector.

#### **FOCUS GROUP INTERVIEW GUIDE**

*Name of the participant:*

*Organisation/Company:*

*Sector:*

*Position in the organisation/company:*

*Years of professional experience in the Family Business Management:*

#### **Introductory questions**

- i.The field of Family Business Management is representative of the economy. Which specific characteristics and challenges that you associate with the management of family business, building on your point of view and professional experience? Can you provide examples?
- ii.What issues do you find particularly challenging for the sustainability of family business?
- iii.What economic trends do you identify as more challenging for family business?
- iv.What do you think should be the role of the country's educational institutions in equipping young graduates with the required skills and competences for the specific management of family business? What do you think is missing in existing management education?
- v.How well prepared do you think the management professionals are to meet the specific needs of family business running?

#### **Field Skills Gaps Exploratory questions**

- i.Recruitment of skilled employees in the field of FAB is an increasing problem. What do you think should be the ideal profile of an employee in the Field?
- ii.What do you think are the main skills missing from the current employees?
- iii.Are you familiar with the term "soft skills"? Can you name some of them?
- iv.Are you satisfied by the soft skills and competences of your employees?

v.Are you satisfied with the number of employees your organisation/company employs?

vi.What actions do you take as an organisation/company to train your employees?

vii.How do you assess the performance of your employees in terms of soft skills?

viii.Would you please let us know, what is your opinion on the current offered curricula in the field of FAB? What do you think is missing?

ix.What changes have you brought as an organisation/company to meet the field of FAB?

x.What is your opinion on career days? Do you find them useful?

#### **Internship Demand &Course design input**

- i. Would you please let us know, what is your opinion on the current offered curricula the field of FAB?
- ii. Would you please let us know, what is your opinion on the teaching methods and educational structures the field of FAB?
- iii. Do you think current teaching methods are innovative, promote creative thinking and autonomous learning?
- iv. Do you think that current learning material equips the learner with adequate knowledge to meet labour market needs?
- v. What type of professionals do you believe the field needs and lacks mostly?
- vi. Would you like to assist the Ind4.0 Partnership in the design of training course via offering your input during their design?
- vii. Would you be willing to host an internship for an Indu4.0 learner during the delivery of the learning programme?

#### **Exit questions**

- i. What solutions do you propose for the Sector to meet current skill needs?
- ii. If you could summarize in three words the challenges your field is facing, what would they be?
- iii. If you could summarize in three words the profile of a successful employee, what skills would you put first?
- iv. Would you like to be updated through the project implementation period about Ind 4.0 events and activities?



#### 4. Country Report: Cambodia

##### **4.1. Main points findings from Focus Group**

###### **Part 1: Introductory Questions Findings**

Over the past two decades, Cambodia has undergone a significant transition, reaching lower-middle-income status in 2015 and aspiring to attain upper-middle-income status by 2030. Driven by garment exports and tourism, Cambodia's economy has sustained an average annual growth rate of 7.7 percent between 1998 and 2019, making it one of the fastest-growing economies in the world. Small and medium enterprises (SMEs), mostly owned by families, are a crucial part of the Cambodian economy, contributing to both economic and social development. They play an important role in creating jobs, generating income for low-income people and vulnerable populations, fostering economic growth and social stability, and contributing to a dynamic private sector.

Regional integration in Southeast and East Asia has created both opportunities and challenges for Cambodia's SMEs. Their limited capacity for business expansion and integration in production networks restrain Cambodian SMEs from using regional integration. With the expansion of globalization, SMEs in Cambodia face increasing international competition. These enterprises need to improve the quality and efficiency of output to international standards to survive. Three main barriers to SME development are weaknesses in the regulatory and legal framework, limited SME access to finance, and a lack of SME support activities.

The specific characteristics and challenges associated with the management of the family business in the country context are many. The first one is communication, as this is important in any business. But the complexities of communication in a family business are problematic. Experts say that communication is one of the most challenging parts of running a family business. A family business's most difficult challenge is determining employee qualifications, both family and nonfamily members. In a family business, there must be a commitment to communicate effectively with family and nonfamily members. For example, it is natural for a family business to employ family members, especially in management positions. Another challenge is that the family business must abide by the country's tax rules and regulations. Because of this, prices of goods and services in a family business increase in the market. Finally, in many family business organizations, the management system is found to be not clear. As a result, they lack sustainability and put less effort into improving their business.

Economic trends in keeping up with the current lifestyle and different eras from traditional practices to the digital ecosystem are most challenging for the family business. They should focus more on the creative thinking skills of management to be adopted in every FAB handling and not simply follow the previous practices to make their business versatile and sustainable. With different generation skills, there is always conflict in approaches to adapt FAB to the trend, especially the senior generations. With the advent of technology, FAB needs to embrace modern technology in doing business. This has been observed during the pandemic where online businesses prosper and working from home is a new normal. A lot of family businesses that failed to embrace this new way of doing business have suffered losses. When there is a downturn and a higher cost of material, it is tough to decide on cost-cutting the salaries.

The issues challenging family business for sustainability are family problems and physical, emotional, and financial problems. These factors greatly impact the day-to-day operation of the business. The second challenge for family businesses can be determining where and how to get the capital and resources needed to grow the business. The third issue is challenging family business increase in the number of competitors in the market. Many more international companies such as Seven-Eleven are coming to Cambodia to invest money, which would be a challenge for family businesses in the country. Finally, while family members may not always have the same opinions, they often have similar upbringing and life experiences, leading to a uniform view of the business.

The economic trends challenging family business in the country are identified as unemployment, migration of people, and pandemics like Covid 19, causing severe economic problems for owners, partners, customers, and other stakeholders. The other economic problems are a lack of funds and resources to run the family business properly. In addition, the family businesses are also facing the challenge of retaining the staff for a long time.

The country's educational institutions should equip young graduates with technical skills, human skills, and conceptual skills as technical skill is required for a specific kind of knowledge, human skill is meant for a specific capability resulting individual knowledge and practice in performing a task, and conceptual skill permits to see the company as a whole and reveals how the different functions of the business are. However, in the existing management education in the country, skills such as management, financial advising, technical assistance, and formulation of a business plan are found to be missing.

To sum up, the findings addressed the new Family Business Management models and the various challenges, including economic and sustainability-related issues, that managers of family business owners face in this sector. In order to meet the specific needs for running a family business successfully, management professionals should work hard to do proper planning for it. Further, they should make an appropriate organizational structure and develop a strategic plan to run the business smoothly. In the current business world, the management professionals of family businesses should be innovative to compete with the competitors in the national and international markets. Management professionals should play an important role in managing human resources in a family business. They should possess the capacity to advance prediction and purchase the goods accordingly and control the stock accordingly. There is also a need to empower the next generation of family

members by the management professionals in a family business. Therefore, the management professionals should help in preparing the financial plan of a family business.

## **Part 2: Sector Skills Gaps Findings**

The basic key findings indicate that management education and training in Cambodia is mainly tailored for big corporations but not for small family-managed businesses. The ideal profile of decision-maker/manager in family businesses management should be knowledgeable in the planning process, strive to achieve strategic goals, have long-term thinking skills, individual decision-making capacity, collective decision making, dynamism in business, well-accustomed to changing customer behavior and the external environment. The manager of a family business should make decisions based on the basics to attain and reach the company's vision.

The main skills missing from the current management teams in the family business are:

- Business plan formulation skill.
- Management skills.
- Leadership skills.
- Financial knowledge.
- Technical skills.
- Human resource skills.
- Marketing skill.
- Time management skills.
- External and economic analysis skills.
- Problem-solving skill.
- Skill related to service and law.

The study found that the relevant soft skills in family business management are communication, teamwork, adaptability, problem-solving, leadership, work ethic and time management, and positive thinking skills.

The actions to be taken by an organization/company to train their managerial teams are capacity building in new technology, strengthening decision-making power, self-awareness generation, trust-building, improving communication skills, honesty and fairness in work, professionalism, teamwork, innovation, and motivation. In order to assess the performance of the management team in terms of soft skills, observation and productivity should be taken into account.

The specific indicators for assessment of work performance are the use of assessment tools as predictors and indicators of emotional intelligence, use of 360-degree feedback instruments, use of employee engagement surveys to gauge how committed employees feel, the establishment of metrics related to frequency for behaviors that exhibit soft skills and creation of elaborate rubrics to define exceptional and acceptable.

The currently offered curricula in family firm management focus on the strategies for human resource management, general management, and leadership. The skills missing in the curricula are practical aspects of business, management skills, financial advising skills, technical skills, and business plan formulation skills.

Finally, career day is very useful in that the participants can understand the role and responsibility in each sector and can make informed decisions for their future employment. Therefore, it is perceived that career day can help improve the careers of participants, orient the people with the profession, helps to find skill development opportunities, and provide job opportunities.

### **Part 3: Internship Demand & Course design input Findings**

The currently offered curricula in the field of Family Business Management in Cambodia mostly focus on the general management of the business. Still, it seems not specific on real family business management. It is greatly providing courses in management and entrepreneurship. Improvement in the curricula is necessary concerning soft skills and the business environment.

The existing teaching and learning methods and educational structures concerning their adequacy for the qualification for Family Business Management are not appropriate to provide knowledge to all Family Business Owners. Teachings in the class are found to be theory-based. But the teaching methodology should be connected with learning outcomes that would result from the learning skills of the participants. Project-based and blended learnings are necessary to enhance the theoretical and practical knowledge of the students in the concerned subjects. These two learning systems should be included in the existing teaching and learning methods of the educational institutions in the country. The teaching methods should be innovative, critical thinking oriented, and independent learning.

The professionals in family business management lack enough knowledge on making a business plan and financial plan. They also do not understand the proper use of loans for their business. The professionals necessary in family business management in the country are the personnel who have expertise in ICTs, agriculture, innovation and manufacturing, packaging, finance, and marketing. These professionals should possess both leadership and management skills. They should use the latest business models to run the business effectively.

Finally, all the participants in the survey like to assist the Family Business Management project by providing inputs in the design of the training course. They are also willing to host internships for Family Business Management learners during the delivery of the learning program.

#### ***4.2 Mapping of Programs in Cambodia***

In order to identify and assess the similar curricula in Asian partners of ERASMUS+ FAB project in the field of Family Business Management (FAB), two actions (processes) were conducted by the Asian Partner Higher Education Institutes (HEIs).

The first action taken was to list all the universities of institutes of interest in each partner country and divide them into the ones that offer postgraduate programs related to FAB and the ones that do not. All HEIs were surveyed, and numerous programs were listed from different faculties and individual departments. A detailed list of the universities that

offered Masters's programmes related to FAB is presented below as well as a list of programmes courses.

A brief outlook of VET courses related to FAB offered in Cambodian institutions of higher learning can point out opportunities for family business owners to learn FAB skills.

Master programmes are required to complete 24 months (2 years), the number of credits from 45 to 60. There are: (a) 6 Master programmes in the University of Management and Economics which most related to FAB programmes; (b) 5 Master programmes in University of Cambodia and University of South-East Asia; (c) 4 Master programmes in Build Bright University; and (d) the other universities are slightly relevant to the FAB programmes.

*Universities that offered Masters programmes related to FAB related courses*

No.	University	Category	City	No of Similar Programmes
1	National University of Management	Public	Phnom Penh	1
2	Royal University of Law and Economics	Public	Phnom Penh	2
3	University of Battambang	Public	Battambang	1
4	Svay Rieng University	Public	Svay Rieng	1
5	Build Bright University	Private	Phnom Penh	4
6	Cambodian University for Specialities	Private	Phnom Penh	1
7	University of Cambodia	Private	Phnom Penh	5
8	Paññāsāstra University of Cambodia	Private	Phnom Penh	2
9	Cambodian Mekong University	Private	Phnom Penh	2
10	Norton University	Private	Phnom Penh	1
11	Asia Euro University	Private	Phnom Penh	1
12	American University of Phnom Penh	Private	Phnom Penh	1
13	IIC University of Technology	Private	Phnom Penh	2
14	Human Resources University	Private	Phnom Penh	1
15	Panha Chiet University	Private	Phnom Penh	1
16	Western University	Private	Phnom Penh	1
17	Paragon International University	Private	Phnom Penh	1

18	Beltei International University	Private	Phnom Penh	3
19	University of Management and Economics	Private	Battambang	6
20	Dewey International University	Private	Battambang	3
21	University of South-East Asia	Private	Siem Reap	5
22	Angkor University	Private	Siem Reap	1
23	Phnom Penh International University	Private	Phnom Penh	1

*Programmes Related to FAB*

No.	Programme Title	Number	University	ECTS Credit Hours
1	Master of Business Administration	1	National University of Management	48
2	Master of Business in Management Master of Business in Finance	2	Royal University of Law and Economics	55
3	Master of Business Administration	1	University of Battambang	58
4	Master of Business Administration	1	Svay Rieng University	54
5	Master of Management Master of Accounting Master of Marketing Master of Entrepreneurship Management	4	Build Bright University	45
6	Master of Business Administration	1	Cambodian University for Specialties	54
7	Master of Accounting Master of Human Resource Management Master of International Business Master of Management Master of Marketing	5	University of Cambodia	54

8	Master of Management Master of Marketing	2	Paññāsāstra University of Cambodia	54
9	MBA in Business Administration MBA in Business (Management information Systems)	2	Cambodian Mekong University	48
10	Master of Business Administration	1	Norton University	54
11	Master of Management	1	Asia Euro University	54
12	Master of Business Administration	1	American University of Phnom Penh	45
13	Master of Business Administration Master of Business (Management information Systems)	2	IIC University of Technology	48
14	Master of Business Administration	1	Human Resources University	45
15	Master of Business Administration	1	Panha Chiet University	69
16	Master of Business Administration	1	Western University	54
17	Master of Business Administration	1	Paragon International University	48
18	Master of Business Administration Master of International Business Master of Entrepreneurship and Innovation	3	Beltei International University	60
19	Master of Business Administration Master of General Management MBA in Accounting and Finance Master of Human Resource Management Master of Marketing Management Master of Management	6	University of Management and Economics	54
20	Master of Business Management Master of Marketing Master of Business Information Systems	3	Dewey International University	45
21	Master of Management Master of Accounting	5	University of South-East	46

	Master of International Business Master of International Marketing Master of Tourism Management		Asia	
22	Master of Business Management	1	Angkor University	63
23	Master of Business Management	1	Phnom Penh International University	60
	Total	47	23	1215

#### 4.3 The VET Structure in Cambodia. Basic Elements

##### 4.3.1 Existing Skills Needs analysis for Cambodia

The National Employment Policy (2015-2025) is aimed at addressing the challenges of skills shortage and skills mismatches, by ensuring education and TVET systems respond to the needs of the labour market. To accomplish this, the National Employment Policy envisions:

- i. Developing sector-based approaches in education and TVET for higher-level skills in priority sectors
- ii. Strengthening and promoting collaboration between education and TVET providers and the private sector to reduce the skills gap
- iii. Encouraging work-based learning, promoting internships and apprenticeships
- iv. Strengthening and further developing existing institutional mechanisms and creating new mechanisms to allow for better and regular dialogues among stakeholders of education and training
- v. Promoting and encouraging the private sector to play an active role in providing policy information, skills development, training delivery, and finance training
- vi. Developing mutual recognition of skills programs within ASEAN
- vii. Conducting research and development for new technologies
- viii. Monitoring and evaluating the relevance of the labour market for education and TVET.

Cambodia has experienced average annual economic growth of about 7% and became a lower-middle country in 2015 (World Bank 2018). This remarkable growth rate is contributed by the industry sector, particularly garment, footwear, construction, services, and agriculture. As a result, industry share to economic growth shows an increasing trend, while the contribution by agriculture shows a downward trend.

Manufacturing accounts for the most significant share (National Institute of Statistics 2018). While the export of garments and textile experiences a small decline, the export of electrical machinery, equipment, and auto parts has shown a significant increase, around 7%, between 2010 and 2016 (World Bank 2017). This change implies that Cambodian

manufacturing is moving up to the value chain, where manufacturing products are more durable than consumer products and are higher value-added (World Bank 2017). Therefore, adjusting skills equipped by Cambodian youth is a result of such an advancement in manufacturing technology.

#### 4.3.2 FAB Industry Sector Related Occupational Profiles for Cambodia

In Cambodia, the family business has been mostly considered in the form of small and medium enterprises seen as a driving force for economic growth for emerging economies. Small and medium enterprises also boost job creation across the country, and as a result of job migration to neighboring countries and the unemployment rate has dropped significantly. As well-being noted, poverty reduction has been declined in the country.

Today, the vast majority of Cambodian manufacturing SMEs are small family-run businesses involved in the basic processing of primary production for the domestic market. There are very few who export directly or by supplying larger domestically based exporting firms. Few have formal contracts or more than basic interactions with other companies. A lot of commerce is based on personal relationships.

As in other developing countries, small and medium enterprises are the backbone of the Cambodian economy. For economic and social development, small and medium enterprises also play an important role in (1) job creation, (2) generating income for low-income and vulnerable people, and (3) promoting sustainable economic growth. In addition, socialization will significantly contribute to the growth of the private sector.

Cambodian firms typically have simple structures. Over 98 percent of manufacturing SMEs are single establishments with only one branch or factory. More than 90 percent are single proprietorship businesses owned and controlled by an individual or family. Except for large garment manufacturers, over 95 percent of enterprises in Cambodia are owned by Khmers, with minimal or no association with foreign supply chains.

The 2018 annual statistics report of the Ministry of Industry and Handicrafts (MIH), now renamed the Ministry of Industry, Science, Technology, and Innovation (MISTI), shows that small and medium enterprises play an important role in contributing to Cambodia's economy as it creates equal jobs. 70% of total employment, 99.8% of total companies, and 58% of gross domestic product (GDP).

As elsewhere in Asia, SMEs make up the vast majority of businesses in Cambodia. Almost 40% of the nation's enterprises have between 10 and 100 employees, and almost 99 percent have between 1 and 100 workers. It is estimated that SMEs provide about two-thirds of the country's employment.

Because the development of small and medium enterprises is important to maintain Cambodia's growth and economic strength, it demonstrates its commitment to supporting growth from the private sector and launches a series of policies focused on the development of small and medium enterprises.

With the expansion of globalization, manufacturing SMEs everywhere face increasing international competition and need to improve quality and efficiency of output to

international standards to survive. Therefore, the Cambodian business environment needs to improve, and SMEs need to develop to compete with imports.

Creating a level playing field and encouraging SME development will not only enable Cambodian SMEs to compete successfully in their domestic market; it will also pave the way for their involvement in exporting.

The Royal Government of Cambodia (RGC) has stated a commitment to private sector-led growth and recognizes the importance of SMEs for sustainable and equitable economic development. Although still at the very early stages of implementation, the government has introduced a range of policies focused on SME development. The key to organizing SME development strategies was forming the SME Sub-committee in 2004.

Cambodia classifies enterprises into four categories: micro-enterprises, small, medium, and large enterprises. They are seen as unsystematic and cover the SME sector. Small Business Development Framework and Medium were established by the SME Sub-Committee of the Private Sector Steering Committee for Small and Medium Enterprises Classification.

Depending on the number of employees (based on full-time employees) and the size of the enterprise's assets.

*Figure 1: The classification of small and medium enterprises*

Types	Employee member	Assets excluding land
Micro	Less than 11	50,000 USD
Small	11-50	50,000-250,000 USD
Medium	51-100	250,000-500,000 USD
Large	Over 100	Over 500,000 USD

Based on the 2017 annual report of MISTI, the number of small and medium enterprises is 15,707 and large enterprises, a total of 1,522. At the same time, micro-enterprises with fewer employees, more than 10,139,933 people. It is noteworthy that women outnumber men in all types and sizes of enterprises occupied by a small number of women in the industry.

In Cambodia, small and medium enterprises are divided into 3 types as following:

### **1. MANUFACTURING**

- Convert raw materials or subassemblies into goods
- Primary manufacturing converts raw materials
- Secondary uses these to make finished goods
- Large capital requirements
- Significant profit potential, over 25% not rare
- Many great innovators get their start in this way

## **1. Production**

- Plant manager/Plant supervisor/Plant officer
- Station manager/Station supervisor/Plant officer
- Packaging manager/ Packaging supervisor/ Packaging officer
- Quality control manager/ Quality control officer/ Quality control staff
- Ware house manager/ Ware house supervisor/ Ware house officer

## **2. Marketing**

- Marketing research manager/ Marketing research supervisor/ Marketing research officer
- Advertising manager/ Advertising supervisor/ Advertising Officer
- Sales manager/ Sale supervisor/ Sale officer
- Sales manager/ Sale supervisor/ Sale staff /Salesmen
- Customer service manager/ Customer service supervisor/ Customer service officer
- Public relation manager/ Public relation supervisor/ Public relation officer

## **3. Finance and Accounting**

- Cashier manager/ Cashier supervisor/ Cashier officer
- Accounting manager/ Accounting supervisor/ Accounting officer
- Inventory manager/ Inventory supervisor/ Inventory officer
- Audit manager/ Audit supervisor/ Audit officer

## **4. Administration**

- Administration manager/ Administration supervisor/ Administration officer/Administration assistant
- Pay roll manager/ Pay roll supervisor/ Pay roll officer/staff

### The main skills and competences/learning outcomes:

To become a family business owner, specifically, the manufacturing sector, the business owners should have considerable skills and competencies such as:

1. Management skill and competencies
2. Occupational Requirement skills and competencies
3. Technical competencies (manufacturing process design and development, production, maintenance, installation, and repair, supply chain and logistics management, quality assurance and continuous improvement, sustainable and green manufacturing and health, safety, security and environment )
4. Workplace competencies (business fundamentals, teamwork, adaptability and flexibility, marketing and customer focus, planning and organizing, problem solving and decision making, working with tools and technology, checking, examining and recording and sustainable practices)

### Learning outcomes:

After competing the courses, the students will be able to comprehend the issues related to the family business in term of manufacturing through using these knowledge with creativities and flexibilities and critical thinking; specifically, the students are able to apply the trained knowledge in the manufacturing sectors effectively and effeciently in the digital 4.0 era. Furthermore, the students are able to use the modern technology for their running business and also able to become the entrepreneur crtically.

## **2. TRADING**

- Local trader
- International trader
- Merchandise manager/ Merchandise supervisor/ Merchandise staff/officer
- Data analysis manager/ Data analysis supervisor/ Data analysis officer/staff
- Wholesale manager/ Wholesale supervisor/ Wholesale officer/staff
- Retail sale manager/ Retail sale supervisor/ Retail sale officer/staff
- Transportation manager/ Transportation supervisor/ Transportation officer
- Store manager/ Store supervisor/ Store officer/staff

### The main skills and competences/learning outcomes:

To become a family business owner, specifically, the trading sector, the business owners should have considerable competencies such as: Teamwork, communication, interpersonal, integrity, independent thinking skill, ability to work under pressure, analytical thinking, research skill, ability skill, self-control, record keeping, adaptability, patience, risk management skill.

### Learning outcomes:

After competing the courses, the students will be able to comprehend the issues related to the family business in term of trading through using these knowledge with creativities and flexibilities and critical thinking; specifically, the students are able to apply the trained knowledge in the trading sectors effectively and effeciently in the digital 4.0 era. Furthermore, the students are able to use the modern technology for their running business and also able to become the entrepreneur crtically.

## **3. SERVICE BUSINESSES**

- General manager/supervisor
- Assistance manager/supervisor
- Customer relation manager/ Customer relation officer/ Customer relation officer/ staff
- Customer service manager/ Customer service supervisor/ Customer service officer/Staff
- Information system manager / Information system supervisor/ Information system officer/staff
- Financial manager / Financial supervisor / Financial officer/staff
- Accounting manager/Accounting supervisor/ Accounting officer/staff

- Human resource manager/ Human resource supervisor/ Human resource officer/staff
- Research and development manager/ Research and development supervisor/ Research and development officer
- Administration manager/Administration supervisor/Administration staff

The main skills and competences/learning outcomes:

To become a family business owner, specifically, the service business sector, the business owners should have considerable skills and competencies such as: Initiatives, innovation, written communication, oral communication, orientation towards goal, orientation toward clients, organizing one' goal, organizing one's work, care about quality, impact on others, cooperation, involvement, intercultural sensitivity, support for MS Office, Open Office, or Google Docs, Mathematic skills, learning, adaptation, coping with stress, analytical skills, honesty, general knowledge on sourcing, availability of time, Mobility, Computation thinking, interdisciplinarity, managing cognitive load and IT sector literacy.

Learning outcomes:

After competing the courses, the students will be able to comprehend the issues related to the family business in term of service business through using these knowledge with creativities and flexibilities and critical thinking; specifically, the students are able to apply the trained knowledge in the service business sectors effectively and effeciently in the digital 4.0 era. Furthermore, the students are able to use modern technology for their running business and also able to become the entrepreneur critically.

#### 4.3.3 Existing FAB Professional Training Courses in Cambodia

There are numerous public and private technical and vocational training institutions, private businesses, and Higher Education Institutions (HEI) offering professional training courses on technology and business skills. However, no related training course offers the most relevant family business management as listed in D1.3 Annex Professional VET Training Courses in the subject area (Cambodian Partners).

In Cambodia, the Ministry of Education, Youth and Sport (MoEYS) is in charge of general education and higher education, and the Ministry of Labour Vocational Training (MLVT) is responsible for technical and vocational training (TVET). The general education system consists of four levels: pre-school education, primary education, (lower and upper) secondary education, and higher education. After completing lower secondary education, students have the choice of continuing to upper secondary education or entering secondary-level technical and vocational training programs (TVET) and professional training offered by MLVT, public and private institutions. After completing upper secondary education, students can either enter vocational training or universities (which offer two-year associate degree programs, four-year bachelor's degree programs, and upper degree programs).

There are eight levels of qualifications, regarded as four main schemes. Each level is differentiated by the general characteristic classified criteria that include minimum entrance requirements, typical duration, program characteristics, cumulative duration in full-time equivalent, and type of subsequent education.

- **Level 1 TVET Training Schemes:**

**Vocational Certificate Level:** Trainees can get certificate level by enrolling in a short course provided by a vocational training center or in the community. Short courses take from a few weeks to less than a year. This level would be assessed as equivalent to 30 credit hours.

- **Level 2 TVET Training Schemes:**

**Diploma Level:** After completing nine years of basic education (grade 9), students can take an academic pathway up to grade 12 or a formal TVET course, which is called diploma level. In this diploma level of TVET, there are three different levels: technical and vocational certificate level 1, certificate 2, and certificate 3, for which students are required to be in school for one year, two years, and three years.

**C1: Technical and vocational certificate level1.** A program involving practical technical and vocational training tasks (including workshops) and a limited number of classroom presentations until the competencies specified as learning outcomes for the program concerned have been achieved. Most learners beginning at level 1 would typically require one year of full-time studies or equivalent. This level would be assessed as equivalent to 30 credit hours.

**C2: Technical and vocational certificate level2.** A program involving practical vocational training tasks (including workshops and laboratory activities) and some classroom presentations until the competencies specified as learning outcomes for the program concerned have been achieved. Most learners beginning after level 2 would typically require one year of full-time studies or equivalent. This level would be assessed as equivalent to 30 credit hours.

**C3: Technical and vocational certificate Level3.** A program involving practical technical training (including workshops, laboratories, and applied work and work experience) and classroom presentations until the competencies specified as learning outcomes for the program concerned have been achieved. Most learners beginning after level 3 would typically require one year of full-time work and study or equivalent. This level would be assessed as equivalent to 30 credit hours.

- **Level 3 TVET Training Schemes:**

**Higher Diploma Level:** Grade 12 graduates or trainees who completed the three technical and vocational certificate levels can enter higher diploma levels by taking two-year courses in technical institutes or polytechnic institutions. This level would be assessed as equivalent to 60 credit hours.

- **Level 4 TVET Training Schemes:**

**Bachelor's Degree and Upper:** Grade 12 graduates or trainees who completed the three certificate levels plus four years of education (four years and a half for engineering) or two

years after completion of Higher Diploma level can get a bachelor's degree. For a master's degree, students are required to continue another two years of study.

A Bachelors degree program in technology/engineer/business education/ training is a systematic, research-based, coherent introduction to knowledge, idea, principles, concept, research methods, and analytical and problem-solving techniques of a recognized major subject or subjects. A program leading to this qualification usually involves major studies in which significant knowledge is available. Program content is taken to a significant depth and progressively developed to a high level, which provides a basis for postgraduate study and professional careers. An award requires a minimum of 120 credit hours, normally following four years of full-time training and study or equivalent two years after completion of Higher Diploma level.

A Masters degree aimed at advanced professional expertise may involve a significant independent project applying learning gained to issues or problems in their field, together with advanced coursework. Masters degrees in Technical and Vocational Education and Training are normally designed to extend the principal subject or subjects of the qualifying degree or may be built on relevant knowledge and skills derived from advanced occupational experience. A master's degree contains a significant element of supervised research, normally embodied in a thesis, dissertation, or research paper. An award requires a minimum of 45 credit hours, normally involving at least two years for full-time advanced study following completion of a bachelor's degree.

A Doctoral Degree (Ph.D.) required a minimum of 54 credit hours for advanced coursework plus a major thesis normally taken at least three years up to six years for full-time academic years and eight years for part-time or equivalent following a Masters degree. An alternative program structure with a greater concentration on independent research is available in selected fields at some institutions involving a minimum of 12 credit hours and a more extensive thesis.

*Table 1: Structure of levels in CQF*

<b>Level</b>	<b>Technical and vocational education and training (TVET)</b>	<b>Higher education (H.E)</b>	<b>Minimum credit hours</b>
8	Doctoral degree of technology/business education	Doctoral degree	54
7	Master degree of technology/business education	Master degree	45
6	Bachelor of technology/business education	Bachelor degree	120
5	Higher diploma/associate degree of technology/business education	Associate degree	60
4	Technical and vocational certificate 3		30

3	Technical and vocational certificate 2		30
2	Technical and vocational certificate 1		30
1	Vocational certificate		30

Source: Cambodia National Qualification Framework (2014)

A **short-Term program** involving practical vocational training tasks (including workshops) and a limited number of classroom presentations until the competencies specified as learning outcomes for the program concerned have been achieved. The program is from one to four months and focuses basically on agriculture, construction, motor repairs, and basic food processing (non-formal training). According to The Directorate General of Technical and Vocational Training (DGVT), the Ministry of Labour Vocational Training, based on official registration data, provincial data, directories, and advertising records, an estimated 750 private businesses offering fee-based training services were identified nationwide. The largest single group offered computer and/or English language training. Other providers were identified as driving schools, dance academies, and small auto or electrical workshops, which offered informal apprenticeships.

**The key governing entities within the Cambodian TVET system include:**

- The Ministry of Labour and Technical and Vocational Education and Training (MLVT)
- The Ministry of Education, Youth and Sport (MoEYS)
- Ministry of Industry, Science, Technology, and Innovation (MISTI)
- Education and labour local authorities
- Provincial Training Centres (PTCs)
- Community Learning Centres (CLCs)
- Schools (especially those designated as resources centres)
- Employers' organizations (CAMFEBA)
- Private companies
- NGOs
- National Employment Agency (NEA)
- National Training Board (NTB)

**The current Technical and Vocational Education and Training system faces several challenges:**

- The TVET system is characterized by a supply-driven philosophy. This has contributed to inefficient and low quality training and limited market responsiveness from existing TVET institutions.
- Relationship issues between the market and TVET:
  - Low level of investment.

- Disconnection between of TVET institutions and the labour market or private sector.
- Lack of a labour market information system.
- Lack of pathways through TVET programs to higher levels of education, and also the pathway across from schools sector.
- An absence of entrepreneurial focus.
- Poor quality control of TVET courses and institutions.
- Weak links with enterprises and firms.
- Lack of articulation and flexibility in training provision.
- Inadequate financial resourcing.
- Lack of value attributed to technical and vocational education and training. Some people value only higher education (university), which has viewed TVET as “second-chance” and/or “second-rank” education for the poor, marginalized groups, and school drop-out youth, causes the low enrolment in TVET. For instance, the shortage between the enrollment and TVET programs offered.

#### **4.4. Conclusion- Recommendation**

##### **Conclusion**

Following all steps of action from mapping HEIs program, “Inventory of Program - collecting general information about related course of each Master’s program”, “Inventory of course – categorizes into clusters to the proposed course listed”, and the last step is “Focus Group Discussion”.

##### **Inventory of Program**

The family businesses form an important and a large economic power house of the Kingdom of Cambodia. But the HEIs in Cambodia have few public universities and several private universities that focus on the relevant family business management.

As the result, out of eighty-one (81) HEIs, only four (4) HEIs which are public universities and nineteen (19) HEIs which are private universities, that are related to business management and consist of relevant components of the FAB Project. Therefore, the HEIs need specific and relevant courses of studies, especially in the Family Business Management, in order to strengthen the quality and relevancy to the labour market and meet the requirements of the national development needs for Khmer economic developments.

##### **Inventory of Course**

Focusing to key information, the results essentially disclose commonality courses with proposed program such as a Master thesis which will form the last stage to complete the program. There are five (5) commonly courses that are very relevant to the FAB project such as: research methodology, strategic management, operation management, financial management and marketing. And, slightly relevant courses are: innovation, capstone, digital marketing, so far and so forth.

##### **Recommendation**

It takes time to promote and develop SHE and family business sectors. The FAB project can assist a stable momentum to reach there. The recommendations are:

- in the Cambodian context, the significant needs of the learners and the use of this FAB project, it can improve the family businesses if the course of study in Family Business Management is successfully implemented;
- embracement of the new technologies, digital adoption and new ways of trading/operations to modernize FAB.
- the Capstone/Internship is very essential to equip the knowledge of the learners;
- the project should be considered on the needs of the learners with international practical's activities through exchange programs/ visit studies between partner countries both in the European and Asian countries. The partner countries in this project need to make a memorandum of understating not only on an educational level but also, a comprehensive strategic partner;
- dual degree program needs more reviews and discussions.



## 5. Country Report: Nepal

### 5.1 Main points findings from Focus Group

#### Part 1: Introductory Question Findings

The business environment in Nepal is very dynamic and unpredictable. Specially, due to political instability the external business environment is uncertain. Family business have to compete with big companies and their products/services. They have relatively lower price competitiveness with products imported from China and India. Hence, family business in Nepal in manufacturing sector need to create a unique competitive advantage and value proposition. They are also facing challenges in adopting technological changes. Nepal is being upgraded from Least Developed Country (LDC) status to developing country in 2026. After the period, it will not receive the tariff and quota benefits it was receiving in international trade. It will affect many family businesses in Nepal working in export goods.

The business environment will be more competitive in future. Most new generation in Nepal prefer to go abroad and settle or work there as compared to managing their family business. The business degree like MBA they have received raises their aspirations and they don't want to work in their family business. Instead, they prefer to work in big companies/corporations. Although there are many business and management programs like MBA provided by different universities in Nepal, the programs mainly focus on preparing managers for big companies. Moreover, the curriculum doesn't incorporate the need of local business firms. Additionally, the programs are thought not to instill practical skills in the graduates. The graduates lack skills like communication, creativity, problem-solving, leadership, and interpersonal skills. Gaps exist in university curriculum and practice. The curriculum is not revised timely and doesn't reflect the current needs of the market.

Family businesses in Nepal face challenges in an area like successor planning, delegation of authority, recruiting competent human resources, achieving business growth, family governance, conflict management, trust, and vision. The generation gap between the founding generation and the new generation creates conflict. There is a challenge in transferring the values and culture of founding members to future generations. The threat exists from big business and foreign companies. Lack of competent committed and motivated staff and access to capital is another major hurdle. Due to these factors, family businesses in Nepal are not well-positioned to meet the market needs. Most family businesses in Nepal operate in traditional ways, now the changing environment demands that they become more professional.

To sum up the findings provide insights on Nepal's uncertain business environment for SMEs characterized by political instability, cheap products from China, and cut-throat competition by large companies. New generations do not want to take over family businesses but are choosing to pursue employment in foreign countries and large corporations. Family-owned businesses are managed using traditional skills but education interventions are necessary for professional skills to take roots in the culture.

### **Part 2: Sector Skills Gaps Findings**

Ideal profile of employee should be practical knowledge, good communication skills, leadership ability, problem-solving, team worker, motivated, and committed to the firm. They should have good understanding of business environment and interpersonal skills. The main skills missing are practical knowledge, communication, interpersonal skills, problem-solving ability, creativity, and motivation. The knowledge input employees get from their academic program differs from the skills they require for daily operations and management of the family business. Passion, patience, honesty, and trust are other important skills. Soft skills like communication and maintaining customer relationship are important.

Family business owners are not satisfied with the soft skills and competencies of their employees. They are not confident in making decisions even if they are given authority. Currently, in-house training is common for developing employees. Skill development training related to accounting, sales, and human resource development is provided. Additionally, motivational and team-building training is being offered.

In terms of soft skills, the performance of employees is not satisfactory. The current curricula in business and management in Nepal focus more on theoretical aspects of management. They should provide practical knowledge. The curriculum doesn't address the market need. The curriculum should reflect the need for the family business in Nepal. The practice of career days is not present in Nepal.

### **Part 3: Internship Demand and Course Design Findings**

There are very few courses/programs in the field of family business management in Nepal. Most of the business management courses are offered by universities in Nepal. However, they don't address the need and skill requirement of family businesses. There are very few vocational training programs on entrepreneurship development. Hence, gap exists in Nepal

for both academic and vocational/professional courses in the area of family business management.

The teaching method and curriculum in the field of FAB should address the local reality. The program should prepare graduates who understand the needs of a family business and have the skills required to solve the challenges faced by them. The teaching method should focus more on practical aspects of business management than on theories. The teaching methods like case studies, group discussion, projects, etc. should be adopted which instill skills, creativity, and problem-solving ability.

Currently, the major teaching methods used by universities in Nepal are traditional. It offers an incentive to students to focus more on getting higher marks/grades as compared to acquiring skills. Teaching methods should be student-centered and promote creativity. Current learning materials primarily comprise textbooks, lecture notes, and content from the website. The materials focus more on theoretical aspects and the delivery of conceptual knowledge. Hence, learning materials that enhance practical skills should be emphasized. Success stories and cases should be developed in a local context.

There is demand for both internship placement and educational programs on family business management. The participants opined that family members of a family business should be encouraged to work as an intern in other firms so that they will get a broader perspective.

According to the above-mentioned academic and VET/professional courses focused on family business management are lacking in Nepal. Training programs should address the skills needed to solve the real challenges family businesses face.

### **5.2 Mapping of Programs in Nepal**

A brief outline of the VET courses offered in Nepal can help with mapping the outlook of FAB learning programs being provided.

#### **VET Courses and Training Programs**

The [Council for Technical Education and Vocational Training \(CTEVT\)](#), a government institution, offers pre-diploma and diploma level entrepreneurship development courses.

**Pre-diploma in Entrepreneurship Development** trains “Enterprise Development Facilitator” for 15 months and 3-months on-the-job training and its objectives are as follows:

1. Get employment as an Enterprise Development Facilitator in governmental, semi-governmental, non-governmental organization as well as other projects and programs.
2. Start their own enterprise and create employment.
3. Perform the work related to entrepreneurship development such as;
  - o Assess target group
  - o Provide entrepreneurship development training
  - o Prepare business plan
  - o Conduct different training programs
  - o Facilitate to financing and applying appropriate technology

- Coordinate marketing activities
- Provide counselling services
- Facilitate to manage conflict
- Perform monitoring/ evaluation

**CTEVT** also provides **Diploma in Entrepreneurship Development** for a period of 3 years (two 6-month semesters each year) and 5 months of internship. After the completion of this curricular program, the graduates will be able to:

- Apply the professional knowledge and skills in the respected field of enterprise development
- Develop the positive attitudes towards the professions with greater initiative and self-confidence
- Apply critical thinking for problem-solving and decision making during the service procedures
- Follow the quality standards set by the organization for quality assurance of the services offered to the customers
- Get employment in governmental, semi-governmental, non-governmental organization as well as other projects and programs
- Start their own enterprise and create employment

### **5.3. Conclusion- Recommendation**

#### **Conclusion**

Significant gap exists in Nepal in availability of both academic and vocational courses related to family business management. The existing academic programs are focused on management of big companies and don't specifically meet the need of producing human resource needed by family enterprises. Similarly, vocational education or training focused on family business are not present in Nepal. As most of the business firms in Nepal are family owned, there exists need of developing curriculum that meets the need of those firms. The common challenges faced by family business are related to governance, conflict management, successor planning, acquisition of competent human resource, motivation, access to capital, and threat from big businesses.

Soft skills like communication, interpersonal skills, creativity, problem-solving ability, leadership and team working skills, integrity, and innovativeness are important. Family business owners give importance to successfully handling the business to future generation, preserving family control in future business, safeguarding family values, and achieving growth in business. However, lack of proper skills and competence is a major hurdle for them in achieving their goals. Hence, there is a need, feasibility, and prospects for both academic and vocational training courses aimed at meeting the needs of the family business. The programs should focus on practical aspects of family business management and skill development as compared to providing conceptual knowledge. The learning methods and materials should promote student-centered learning.

## Recommendation

For the design of the VET curricula for FAB, the following recommendations are made:

- i. The curricula should be need-based. The need for the family business in the context of beneficiary countries should be analyzed adequately.
- ii. Focus should be in the delivery of skills and capacity to manage the family business.
- iii. The target audience should be owners of the family business and their siblings who are the next generation managers.
- iv. The courses should be inter-disciplinary in nature.
- v. Participative and practical learning should be enhanced. Include projects and activities.
- vi. Focus on development of personal skills, especially soft skills.
- vii. Curricula should emphasize on problem solving, communication, conflict management, interpersonal skills, leadership, negotiation, and teamwork skills.
- viii. Marketing, human resource management, financial management and operations management are important areas.
- ix. Family business related issues like successor planning, family governance, conflict management, preserving and transferring family business culture and values are crucial.
- x. Planning, formulation of strategies, and managing business growth are important.
- xi. Local cases of success and failures should be included.
- xii. Curricula should also focus on business ethics and social responsibility. Should incorporate understanding and linkages of business and society.



## 6. COUNTRY REPORT: MALAYSIA

### ***6.1 Main points findings from Focus Group***

#### **Part 1: Introductory Questions Findings**

Family businesses (FAB) contribute to a significant source of employment, income and revenue to a nation. The characteristics of FAB are size, normally small in terms of revenue and manpower. and niche business, established from pure passion or expertise experience

in industry related to the business. Although, management of the business could be simple, it may also face challenges in terms of sources of funds for future growth. It has to be continuously creative in strategizing new approach on the business and able to think above other practitioners in the same industry. Often, profits are just enough to pay salaries to the family members with business expansion that can be very slow. Managing balance is between family priorities and business e.g., decision on salary for the children helping in the business, whether it's based on market rate or specific on individual needs.

There are particularly challenges for the sustainability of FAB. Funding is the most challenging for the FAB to sustain. A great challenge on the source of the fund was on how to save enough fund for future expansion. When competition is increasing, businesses can come to saturation and see revenues and profits declining. Not many FAB came out successfully unless they have the resources, both financial and human, to build on their businesses. It has to be agreeable which is difficult to achieve among the family members for capital injection in all situations including for business expansion. This will probably less if the business is profitably guaranteed. However, FAB is often overly reliant on existing clients and expanding beyond the 'comfort zone'.

Movement of family members sometimes is quite difficult to 'control'. This could be the source of business break-up failures. Getting the children to be passionate in the field of the business is a big challenge. Younger members are not interested in continuing the business. Usually, children do not follow the path or interest of their parents. This is true when the younger generation becomes more educated and see their satisfaction going through corporate ladder. There is the difficulty of introducing change in the current business especially by employees who have been with the company for so long facing higher risk in diverting or amending business model and approach.

Economic trends in keeping up with current lifestyle and different era from traditional practices to digital ecosystem is most challenging for family business. They should focus more on the creative thinking skills on management to be adopted in every FAB handling and not simply following the previous practices to make their business versatile and sustainable. With different generation skill, there is always conflict in approaches to adapt FAB to the trend especially the senior generations. The advent of technology, FAB needs to embrace modern technology in doing business. This has been observed during the pandemic where online businesses prosper and working from home is a new normal. A lot of family businesses that failed to embrace this new way of doing business have suffered losses. When there is a downturn and a higher cost of material, it is tough to decide on cost-cutting salaries.

The business hardly turns into a multi-million company due to a lack of professionalism and support from the family members. Professionalism/competency can be compromised since most key personnel are among family members. The growth strategy is recognized with the need to ensure family members are trained or out-source key personnel.

From the perspective of the role of Malaysia's educational institutions, the present educational system might have taught skills and instilled competencies among the students.

No doubt that with their increased skills, they continue to be involved in their FAB, but some may not since most research found out that the present educational system fails to motivate them to take entrepreneurship as their career choice; opting to be employed elsewhere especially in the government sector where there is less risk. In addition, the present educational system is perceived to emphasize theories, and most are done in the classroom style. One factor identified lacking is experiential learning that can increase the level of confidence among the students. Often, experiential learning through internship is not matching to the need of inculcating entrepreneurship. Most interns were sent out to any organization and most ended up doing office work rather than giving them the experience in doing real business. It could be more meaningful if they are sent to any sales organisation and let them have sales experience. This is where real business can be understood.

There is a need to emphasize on entrepreneurial skills and good governance in the managing of a FAB which is lacking. The educational institutions should consider entrepreneurship as a compulsory subject to be taught in most of the courses offered by the higher learning institutions, and not as an elective subject. The subject needs to be taught at the beginning of the program, not at the end of the program. One of the things that are severely missing in the education system is training young graduates the ability to be independent and constantly self-learn with inquisitive and initiative mindset to look for answers/solutions when none is provided. The market is quite ready with needed human resources but there is a need to focus more on adaptivity to latest trend and evolution in technology.

Management professionals has to be well prepared to meet the specific needs of running FAB running. The management professionals need someone a business practitioner plus theoretical knowledge. Having other business skills such as book-keeping, computer and information technologies alone may not be enough to sustain and expand a family business. A lot of business successes depend very much on the real business communication and ability to identify and satisfy the needs of the customers, seen still lacking in present situation.

## **Part 2: Sector Skills Gaps Findings**

Recruitment of skilled employees in the field of FAB is an increasing problem. The perception of an ideal profile of an employee can be summarized as follows:

- Having good judgement and ability to make fast decision
- Ability to communicate well with staffs and customers
- Leadership by example
- Ability to lead and train the staffs
- Having good knowledge in other management tools
- Creative thinking on management strategy
- Must be firm
- Maintain objectivity and good governance
- Focus on bottom-line and continuous improvement

- Have passionate, humble, focus and charismatic attitudes.

Perception on main skills missing from the current employees are related soft skills and competencies. Communication is not on letter writing only. What is missing is the communication to be able to discuss problems well among the staffs and top management so that it can be solved promptly and effectively with leadership. It also includes good governance and rewarding meritocracy.

“Soft skills” particularly relevant in the context the management of FAB were identified as:

- Ability to predict trend and forecasting business approaches in the later period
- Good communication skills
- Motivation skills
- Leadership skills
- Work-ethics particularly time management e.g. punctuality
- Interpersonal skills
- Listening skills and
- Empathy.

Among the six respondents, three who do not have a big business set-up were satisfied with the soft skills and competences of their employees. The bigger FAB indicated that communication skills among staffs are still poor and not up to expectations, though they are competent on other skills such as desk skill like book-keeping, computer.

The setback in business expansion caused by Covid19 Epidemic has caused a change in their strategy. With the adoption of technology, there are now a surplus of number of employees in the organisation/company.

The organisation/company often conduct inhouse training among employees. Among the training programmes is regularly with one having weekly briefings are conducted to train the managerial teams. During briefings, emphasis on importance of communication is constantly reminded to their employees and encourage them to speak and present their ideas. Empowerment is given to the employees with respective area of handling and monitor through scheduled meetings to discuss progress and implication. One practice is also organizing simple monthly gathering and appoint different staff to take charge with the objective to encourage them to interact. Another is having lunch seminars. Personal Training are outsourced. The performance of the employees are assessed by their performance informally and formally. Informal assessment uses observation and customer review. Formal assessment uses performance appraisal tools of Human Resource based on key performance indicators.

The opinion on the current offered curricula are generic business management education is too generic and not specifically on the field of FAB.

Career days are often organized by education institutions, government and non-government organizations provide opportunities for the business sector and community to inform the needs and expectations of ideal employees including job types.

### **Part 3: Internship Demand & Curricula design input Findings**

Current learning materials are sufficient to equips the learner with adequate knowledge to meet labour market needs. However, it should focus not only on development of good book-keeping and computer skills with too much of classroom learning, but to address the lack of soft skills, two-way learning and promotion of creative thinking. In general, universities and colleges should speed with these needs. In addition, the current learning methods is emphasizing on passing in examination, thus it involves a lot on memorizing theories and lacking in actual business practices.

From the professional delivery of curriculum perspective, lecturers should have an experience in real business world, then they can relate against theories. Having such experiences could guide and instil confidence among students. The higher institution should involve industry experts in the lecturing process. This group of professionals can be an added value who are able to predict business trend particularly in the specific industry where the business is in. Business etiquettes need to be embedded among to the members.

All the respondents are very willing to assist the Ind4.0 Partnership in the design of training course and offer input. They also expressed they are willing to host an internship for an Indu4.0 learner during the delivery of the learning programme.

### ***6.2 Mapping of Programs in Malaysia***

A highlight of VET courses offered in Malaysia can help to map the how the sector of FAB learning programs looks.

#### **VET Professional Development Courses**

The **KPI Institute** offers the **Certified Strategy and Business Planning Professional** course which teaches long-term business strategy including strategic thinking and planning. The course is offered in blended online and classroom and takes a total of 40 hours. The program outcomes for learners include the following:

- Comprehend fundamentals of the strategic planning process;
- Use the right tools to scan the external and internal organizational environment;
- Understand the steps in designing an organizational and departmental strategy;
- Learn how to set clear strategic objectives;

- Understand key areas in business planning such as production, talent, financial resources and marketing

The **Entrepreneurship Institute Malaysia** provides various professional development programmes as follows;

**i. Towards Successful Entrepreneurship with Emphasis on Financial Planning** is a 1-day seminar on how businesses can handle challenges of the 21<sup>st</sup> century or upcoming future market trends.

**ii. Marketing Management** is a 1-day course tailored for sales and marketing personnel and is offered through face-to-face mode of learning. The learning outcomes include:

- Know the concepts of marketing
- Know the importance of systematic analysis, environmental scanning, implementation and control so that a company can properly deploy its marketing resources in a cost-effective manner to maintain its edge over its competitors and
- Explain how to protect market share.
- Develop the skills and techniques to identify the opportunities and decide the best approach to capitalize on this opportunity using the most suitable marketing approaches.

The **BMC Training and Development (United Kingdom - London)** provides the following course in Malaysia;

**i. Strategic Enterprise Analysis;** A 5-day course that teaches practical skills of business analysis including how to identify business needs, problems, and opportunities. Learning objectives are as follows:

- Understand the role of the enterprise analyst
- Understanding business strategy using the Business Motivation Model
- Align potential solutions and project initiatives with strategic goals
- Apply enterprise architecture concepts
- Identifying and defining the business need
- Analyse opportunities and threats
- Assess capability gaps
- Move an initiative from inception to project charter
- Identify strategic risks
- Analysing solution feasibility
- Prioritising and ranking high-impact initiatives
- Defining initial solution scope
- Developing the business case

**ii. The Complete Course on Management;** This course teaches management principles and a deep understanding of managerial roles and duties. The course runs for 5 days and is delivered through face-to-face learning mode. Objectives for the learner include;

- Recognise their managerial strengths and set an agenda for development
- Employ a range of interpersonal skills to build engagement
- Deliver constructive feedback that motivates future performance
- Diagnose team performance and identify strategies for improvement
- Select and apply innovative ideas and techniques for problem solving

**iii. Enterprise Content Management Masterclass;** The course provides skills on design and implementation of enterprise content management systems. This 5-day face-to-face programme teaches the following:

- Setting the scene for an ECM solution
- Elements of Enterprise Content Management
- Examining ECM processes
- Designing and implementing an ECM system
- Information modelling
- Developing a classification scheme
- Metadata, tagging and keywords
- Design and configuration
- ECM governance
- Information governance
- ISO 9001 document control
- Information security

**iv. Business and Financial Modelling;** The course equips learners with skills of developing financial models, increasing shareholder value, and strategic initiatives. Learning outcomes for the 5-day training programme include:

- Understand the significance of proper formulation and interpretation of models
- Apply statistical tools such as Exponential Smoothing, Regression, and Seasonality
- Translate specific business challenges into logically structured mathematical models
- Get the most from your software investment by creating more powerful models in less time

- Learn how to use Excel® tools such as Solver, Goal Seeker, Scenario, and Spreadsheet Auditor
- Analyse time series data and develop relationships using exponential smoothing and regression analysis techniques
- Draw more realistic conclusions from the results of your models
- Be able to determine product mix to optimize profits
- Simulate the potential return on new capital investments
- Project the probability of processes running within budget
- Develop models to support product pricing and/or product continuance
- Design budget models for departments, divisions, processes, or other entities

**v. Retail Management Skills:** This programme teaches inventory and store operations, employee management, and understanding customer behaviour in retail stores. It is taught through the face-to-face mode and runs for 5 days. Expected learning outcomes include;

- Analyse store operations, supervise employees and manage inventory.
- Understand customer behaviour in a retail environment.
- Develop successful sales plans to grow store profitability.
- Produce a positive shopping experience.
- Use proper merchandising and promotional strategies to improve sales performance and
- customer loyalty.

The **BinaPavo Family Business Institute** offers **BinaPavo Accelerator**, **BinaPavo ventures**, and **BinaPavo Data Intelligence** courses which teach about family governance, next generation development, succession planning, and conflict resolution. The course durations range between 3 months and 3 years and are taught though the face-to-face learning mode. Among the learning objectives are:

- Investigate and analyse the main concern with regard to a firm's progress and growth, and what it needs to attract resources within and outside the business.
- Ascertain its human capital potential, the relationship between shareholders, directors, management team and key employees with regards to succession, their training, education, and exposure.
- Develop short-term, medium-term, and long-term sustainability learning programs to empower strategic growth of the family businesses that can lead to enhancing continuity, business growth, and transgenerational entrepreneurship
- Identify the available support and roles by the government, regulatory agencies and associations, and financial institutions.

**The Federation of Malaysian Manufacturers** provides a 1-day **FMM Business Best Practices Seminar** on "Succession Planning for SMEs". The learners acquire skills on how to:

- Develop a practical succession planning process
- Identify key positions in the organization
- Assess organization's talents for a succession pool
- Design developmental and career plans for the succession pool
- Get networking opportunities with speakers and participants

**Training Asia** has a number of training courses related to FAB as follows:

**i. Finance for Non-Finance Managers:** This course educates on fundamental accounting, income, and expenditure, preparing financial statements, and other topics of finance and accounting. On completion of the program, the trainee should be able to:

- Prepare a simple profit & loss statement, balance sheet, and statement of cash flows within one hour using the standard financial report format.
- Compute the break-even point within 5 minutes using the break-even formula.
- Do a product pricing within 15 minutes based on the format given.
- Analyse a financial statement within 30 minutes using financial ratios.
- Prepare a simple budget and cash flow forecast within 45 minutes based on the format given.

**ii. Leading and Coaching Generation Y in the workforce:** This is a course on understanding the Generation Y workforce and meeting their expectations in the workplace. Upon the completion of this 2-day programme, participants should be in position to:

- Understand the differences between generations
- Avoid forming judgments based on generational bias.
- Allow you to create and develop Gen-Y's career and enhance their commitment and contribution to your organization.
- Understand the motivating factors of Gen-Ys
- Understand the role and impact of Gen-Ys in today's world
- Coach Gen-Ys through the EDGE Model
- Create and make work significant for Gen-Ys
- Employ appropriate flexibility for Gen-Ys
- Provide relevant feedback through understanding Gen-Ys

**iii. Coaching and Mentoring for Performance:** This course trains on the principles of coaching and mentoring including strategies of imparting productive skills on employees. After completing the 2-day course, learners should be able to:

- Understand and apply the principles of coaching and mentoring
- Develop and practice key coaching and mentoring skills
- Be able to create a nurturing, productive environment
- Build positive relationships through coaching that support and empower individuals
- Have developed an understanding of productive questioning skills
- Set up coaching and mentoring programmes and plans to develop capability and motivation
- Conduct coaching sessions using well recognized coaching approaches and models
- Enhance your organizations effectiveness in focusing development on its key resource
- Enable internal coaching through change

The [Companies Commission of Malaysia](#) offers **Corporate Directors Training Programme Fundamental 3.0 & Financial Statement 101** which teaches the roles of directors, incorporation and management of companies, as well as boardroom dynamics. At the completion of the 2-day course, trainees are expected to:

- Develop a good understanding on the concept, features and significance of a company.
- Outline the roles and responsibilities of directors, company secretaries and auditors.
- Be equipped with the foundational knowledge of boardroom dynamics.
- Develop a good understanding on corporate liability in Malaysia.
- Identify core financial statements and comprehend related jargon.
- Find the links and chinks between cash and profit.
- Gain business acumen and add value by managing business pragmatically.

#### **Higher Education Courses Related to FAB**

The [University of Nottingham Malaysia](#) provides **Doing Business in Asia** which is a course on handling business challenges in the Asian Region include those of involving managerial roles. The course runs for 14 days and is offered in blended form of learning. The outcomes include:

- Understand the socio-cultural environment in Asia to help in doing business in the region
- Know basic knowledge in international business strategies
- Understand consumers and marketing functions

- Understanding of human resources practices in Asia
- Know sustainability for business organisation strategy

**Asia School of Business** offers **Innovation & Entrepreneurship: Boosting Innovation in Family Business** which is a 3-day course tailored for family businesses and provided in the blended online learning mode.

### **6.3. Conclusion- Recommendation**

#### **Conclusion**

Due to Covid-19 pandemic, the traditional approach to conducting the Focus Group Discussion was not possible because of the Movement Control Order. The respondents were approached through online. The strength of the online focus group discussion is that there was a lot of time for respondents to reflect on and answer the questions. The weakness was the inability to have feedback cannot be conducted. The general consensus is that current curricula are theoretically and examination oriented but lack of soft skills and competencies. Two soft skills are emphasized as very important related to leadership and communication skills.

Three words that have been shared on the challenges that FAB is facing are similarities but in different combination, The following are two examples:

1. Focus, communicate and implement,
2. Lower logistics cost

Three words that describe the profile of a successful employee consists of these words of diligent, honest, appreciative, hardworking, adaptive, objective, independence and takes initiative.

#### **Recommendation**

Based on the findings, recommendations put forward that the design of the new curriculum to have more soft skills and competencies from the FAB perspective in place of the existing generic format. In addition, the curriculum should be directed towards training the top management in 1) salesmanship where good business communication and the need to make a prompt and accurate decision are emphasized and ii) embracement of the new technologies and new way of trading/operations to modernize FAB.

The recommendations from the need analyses are:

- To train the top management in salesmanship where good business communication and the need to make a prompt and accurate decision are emphasized
- To train the top management to identify the strengths and weaknesses of every employee
- To train employees to embrace the new technologies and new way of trading/operations
- To combine theoretical knowledge with practical skills to increase business efficiency

- To train NextGen to master a mix of basic skills with the purpose of executing their role successfully
- To facilitate FAB to rethink and refocus on the importance of undertaking an inclusive approach to succession planning.



## 7. COUNTRY REPORT: BHUTAN

### ***7.1 Main points findings from Focus Group***

#### **Part 1: Introductory Questions Findings**

Many Bhutanese FB owners are aware that in future IT, AI, IOT will revolutionize their business. They believe that the reallocation of responsibilities, separation of business ownership from the management and constantly learning will meet the market needs. They also believe that a graduate equipped with modern soft skills such as leadership, team work, pragmatic and dynamic, considerable exposure and professionalism will succeed in running the FAB. FAB may have some advantages over other business entities in their focus on the long term, their commitment to quality and their care and concern for employees. But family businesses also face a unique set of management challenges stemming from the overlap of family and business issues.

#### **Part 2: Sector Skills Gaps Findings**

According to study, the field of family business lacks standards and clarity on skills required for business. At the same time, most family business in Bhutan do not actively support the skills development of their workforce. The study also points out inadequate ICT skills development, managing business and leadership, lack of business communication and exposure to gain insight practical experiences. Some of the respondents also pointed out that skills required for family business are new to them. Most of Family business are own enterprises (SME) through family heritages. Therefore, FAB needs to provide opportunities for learners to gain real and practical learning experiences applicable within the context of real-world business situations. With the introduction of FAB, the respondents feel that there

will be a positive attitude, multi-tasking, resilience, organized, and work independent. Interpersonal skills, accounting, leadership, management skills.

### **Part 3: Internship Demand & Curricula design input Findings**

The current Family business aims to create learners with high business acumen. At the same time, current learning materials are well developed and learners will be provided grounded business education to deal effectively with people in any business organization. The learners expected more opportunities to develop skills of communications, ICT, analytical thinking, interpersonal relations, and designing marketing and human resource strategies. Further, the knowledge and skills from the current curricula will help learners to gain insight knowledge on managing a Family Business, applying the skills, understand the particularities of family businesses, use the latest tools/model in the field of family business management.

### ***7.2 Mapping of Programs in Bhutan***

The professional training (some remotely related to FAB) in the country is mostly offered by private training institutions in various fields such as general business management and accounting. The professional VET/TVET training courses in Bhutan are indicated both in **1.3.**

**Annex Professional \_VET Training Courses** and below:

#### *Professional Programmes*

No	Provider	Category of Provider	Course
1	iBEST	Private Training Institute	Commercial Accounting
2	iBEST	Private Training Institute	Strategic Management
3	iBEST	Private Training Institute	Entrepreneurship Management courses
4	Professional Development Centre	Professional Development Institute	Tailored made capacity development programmes
5	Royal Institute of Management	Public Training Institute	Diploma in Financial Management

6	Rigsum Institute of Technical Education	Private Institute	Training	Commercial Accounting
7	Rigsum Institute of Technical Education	Private Institute	Training	Store & Inventory Management
8	Rigsum Institute of Technical Education	Private Institute	Training	Certificate in Office Management
9	Rigsum Institute of Technical Education	Private Institute	Training	Certificate in Customer Care & Service Delivery
10	Rigsum Institute of Technical Education	Private Institute	Training	Certificate in HR Management
11	Rigsum Institute of Technical Education	Private Institute	Training	Basic Communication Skills
12	Rigsum Institute of Technical Education	Private Institute	Training	Certificate in Entrepreneurship Development
13	Rigsum Institute of Technical Education	Private Institute	Training	Diploma in Financial Management
14	Rigsum Institute of Technical Education	Private Institute	Training	Diploma in Commercial Accounting
15	Institute for Learning Solutions	Professional Development Institute		Training on Customer Focused Management
16	Institute for Learning Solutions	Professional Development Institute		Training on Service Delivery

17	Athang Pvt Ltd.	Private Institute	Training	Professional Managemeng and Research Training Programms
18	Chhundu Training Institute	Private Institute	Training	Digital marketing
19	NLD Training Institute	Private Institute	Training	Accouting and Financial Management
20	NLD Training Institute	Private Institute	Training	ICT & Office Management
21	Bhutan Institute of Information technology and Management	Private Institute	Training	Sales and Marketing
22	Bhutan Institute of Information technology and Management	Private Institute	Training	Accounts Management
23	Bhutan Institute of Information technology and Management	Private Institute	Training	Entrepreneurial Management
24	Computer and Management Institute	Private Institute	Training	Commercial Accountatnt
25	Loden Foundation	NGO		Entrepreneurship Programme

### 7.3. Conclusion- Recommendation

#### Conclusion

The paradigm shift in educational system from theory-based to business innovation and entrepreneurship will elevate the family business. The philosophy of education in creating the students as independent learners, inquisitive mind-set, self-learner, lifelong learners etc. are missing. The practice of internship was not effective as the work assigned were completely inconsistent to the actual area of study and the caliber of the person. In addition to an entrepreneurial mindset, acquiring other business skills such as bookkeeping, business communication skills, computer and information technologies are important success indicators to sustain and expand a family business. The global trend in the family business along with continuous up-gradation in business collaboration and consultation will enhance the establishment and promotion of Family business.

### **Recommendation**

The following recommendations for Curriculum Development are provided based on Bhutan's TVET Policy 2013 and focus group discussion findings.

1. Program to incorporate interdependence of disciplines and subject areas, and consider the portability of skills in the labor market;
2. Include broader social, personal, and entrepreneurial competencies as well as hands-on training with a view to improving employability, community participation, and sustainable local development;
3. It should also develop professionalism and operation management skills;
4. The reallocation of responsibilities, separation of business ownership from the management, and constantly learning will meet the market needs.



## **8. COUNTRY REPORT: BANGLADESH**

### ***8.1 Main points findings from Focus Group***

#### **Part 1: Introductory Questions Findings**

Sometimes new generation of the family is not interested to involve with the business. They do not follow the path or interest of their parents, grandparents. New generation has great tendency to live abroad which is critical problem for the future of family business.

Due to lack of professionalism, the family businesses are not able to big one. Owners don't want to invest from their own pocket in the time of losing period. There is lack of tendency to keep a reserve for the future.

#### **Part 2: Sector Skills Gaps Findings**

Family businesses expect employees must have:

- Ability to lead the team
- Goal orientation
- Creative thinking
- Taking a quick decision in a time of difficulties
- Honesty
- Ability to cope with changing environment
- Communication skill
- Research and development skill
- Business related In-depth knowledge
- Practical experience in handling Family Business

Respondents opined that a few employees carry these skills. Organizations organize Group discussions, formal training to overcome these issues.

### **Part 3: Internship Demand & Curricula design input Findings**

- Student should attach with the organization at the time of studying period. Respondents are cordially ready to accept internships and help to provide job placement. They also mentioned the financial incentives for the internship.
- Current teaching methods are not innovative. Teachers do not have practical knowledge because most of the teachers do not attach directly to the organization. The teacher should have corporate experience before joining an educational institution.
- Higher education should attach industry experts in the lecturing process.
- Each respondent suggested dividing the course into 50 percent theoretical and 50 percent practical.

#### ***8.2 Mapping of Programs in Bangladesh***

Total Number of universities	Public University	Private University
160	53	107

Training Provider	Category	Title of the course	Duration
BDjobs	Professional development institute	Supply Chain Management	1-7 day
		Digital Marketing	1-7 day

		Business Communication	1 day
Bangladesh Institute of Management	Professional development institute	HRM	6 months
		Marketing Management	
		Industrial Management	
Bangladesh Institute of Management Studies	Professional development institute	HRM	6 months
		SCM	

### 8.3. Conclusion- Recommendation

#### Conclusion

- Motivational course should be introduced in the curriculum both for new generation of family business and employees.
- Lab facilities must be ensured to deal with technology
- Professional ethics can be introduced in the curriculum
- Regular Training facilities for the top management are necessary

#### Recommendation

Set of recommendations to inform the design of the curricula:

- To enhance the effectiveness of theoretical knowledge with the help of practical training
- To equip business owners, managers with relevant skills
- To make aware the next generation of the FB about the modern technology as well as business operations
- To train employees to operate the business more efficiently and effectively
- To help improve productivity by teaching young people in order to increase market



## 9. COUNTRY REPORT: The PHILIPPINES

### 9.1 Main points findings from Focus Group

#### Part 1: Introductory Questions Findings

Managing a family business requires to have a very good relationship among members of the family. Each of us plays a different role in the management of our printing press/publishing house. The only challenge is that some family members want to pursue a different career, far different from the operations of our business. Though we were made to be ready since we were young, like being encouraged to take a business course in order for one of us to take over the business someday.

### **Part 2: Sector Skills Gaps Findings**

The ideal profile of a decision-maker/ manager should include:

- Has high EQ and Resiliency Quotient
- Has the foresight or the vision that can anticipate challenges
- Has a very good relationship and can communicate very well.
- Has the actual know-how of the business operations.
- One that knows the business-has worked with the company and knows its people.

### **Part 3: Internship Demand & Curricula design input Findings**

#### ***9.2 Mapping of Programs in The Philippines***

There are so many private training centers/institutions aside from higher educational institutions that offer modular or short terms courses on management, marketing, leadership, and finance courses for business owners, practitioners, and professionals. But there are four higher educational institutions that offer training courses very much related to family business management. Ateneo de Manila University hosts the Ateneo Family Business Development Center that offers the Family Business Owner's Competency Program. This program holds a seminar series that aims to develop the knowledge and skills in sustaining the growth of the family business it has achieved.

#### **Level 3 VET Training Schemes**

Educational Subsector	Qualifications	PQF Level	PQF Level Descriptors
Tertiary			
--Technical Vocational Education and Training	National Certificate (NC) I	I	<ul style="list-style-type: none"> <li>• Knowledge and skills that are manual or concrete or practical and/or operational in focus.</li> <li>• Applied in activities that are set in a limited range of highly familiar and predictable contexts; involve straightforward, routine issues which are addressed by following set rules,</li> </ul>

			guidelines or procedures. In conditions where there is very close support, guidance or supervision; minimum judgment or discretion is needed.
National Certificate (NC) II	II		<ul style="list-style-type: none"> <li>Knowledge and skills that are manual or concrete or practical and/or operational in focus.</li> <li>Applied in activities that are set in a limited range of highly familiar and predictable contexts; involve straightforward, routine issues which are addressed by following set rules, guidelines or procedures. In conditions where there is very close support, guidance or supervision; minimum judgment or discretion is needed.</li> </ul>
National Certificate (NC) III	III		<ul style="list-style-type: none"> <li>Knowledge and skills that are manual or concrete or practical and/ or operational in focus.</li> <li>Applied in activities that are set in a range of familiar and predictable contexts; involve routine issues which are identified and addressed by selecting from and following a number of set rules, guidelines or procedures. In conditions where there is substantial support, guidance or supervision; limited judgment or discretion is needed.</li> </ul>
National Certificate (NC) IV	IV		<ul style="list-style-type: none"> <li>Knowledge and skills that are a balance of theoretical and/or technical and practical.</li> <li>Work involves understanding the work process, contributing to problem solving, and making decisions to determine the process, equipment and materials to be used.</li> <li>Applied in activities that are set in contexts with some unfamiliar or unpredictable aspects; involve routine and non-routine issues which are identified and addressed by interpreting and/or applying established guidelines or procedures with some variations.</li> </ul>

			<ul style="list-style-type: none"> <li>Application at this level may involve individual responsibility or autonomy, and/or may involve some responsibility for others. Participation in teams including team or group coordination may be involved.</li> </ul>
National Certificate (NC) V	V		<ul style="list-style-type: none"> <li>Knowledge and skills that are mainly theoretical and/or abstract with significant depth in one or more areas; contributing to technical solutions of a non-routine or contingency nature; evaluation and analysis of current practices and development of new criteria and procedures.</li> <li>Applied in activities that are set in a range of contexts, most of which involve a number of unfamiliar and/or unpredictable aspects; involve largely non-routine issues which are addressed using guidelines or procedures that require interpretation and/or adaptation. Work involves some leadership and guidance when organizing activities of self and others.</li> </ul>

#### Level 4 VET Training Schemes

Educational Subsector	Qualifications	PQF Level	PQF Level Descriptors
Tertiary			
Higher Education	Associate Degree	V	<ul style="list-style-type: none"> <li>Knowledge and skills that are Mainly theoretical and/or abstract with significant depth in some areas together with wide-ranging, specialized technical, creative and conceptual skills.</li> <li>Perform work activities demonstrating breadth, depth and complexity in the planning and initiation of alternative approaches to skills and knowledge applications across a broad range of technical and/or management requirements, evaluation and coordination</li> </ul>

			<ul style="list-style-type: none"> <li>Applied in activities that are supervisory, complex and non-routine which require an extensive interpretation and/or adaptation/ innovation.</li> <li>In conditions where there is broad guidance and direction, where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others. Undertake work involving participation in the development of strategic initiatives, as well as personal responsibility and autonomy in performing complex technical operations or organizing others.</li> </ul>
Baccalaureate Degree	VI		<ul style="list-style-type: none"> <li>Demonstrated broad and coherent knowledge and skills in their field of study for professional work and lifelong learning</li> <li>Application in professional/creative work or research in a specialized field of discipline and/or further study</li> <li>Substantial degree of independence and/or in teams of related fields with minimal supervision</li> </ul>

### Level 5 VET Training Schemes

Educational Subsector	Qualifications	PQF Level	PQF Level Descriptors
Tertiary			
Higher Education	Post-baccalaureate Degree	VII	<ul style="list-style-type: none"> <li>Demonstrated advanced knowledge and skills in a specialized or multi-disciplinary field of study for professional practice, self-directed research and/or lifelong learning</li> <li>Applied in professional/creative work or research that requires self-direction and/or leadership in a specialized or multi-disciplinary professional work/research</li> <li>High substantial degree of independence that involves exercise of leadership and initiative individual work or in teams of multi-disciplinary field</li> </ul>
	Doctoral and Post-doctoral Degree	VIII	<ul style="list-style-type: none"> <li>Demonstrated highly advanced systematic knowledge and skills in highly specialized and/or complex multi-</li> </ul>

			<p>disciplinary field of learning for complex research and or professional practice and/or for the advancement of learning</p> <ul style="list-style-type: none"> <li>• Applied for professional leadership for innovation, research and/or development management in highly specialized or multi-disciplinary field • Full independence in individual work and/or in teams of multi-disciplinary and more complex setting that demands leadership for research and creativity for strategic value added. Significant level of expertise-based autonomy and accountability</li> </ul>
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### 9.3. Conclusion- Recommendation

#### Conclusion

#### Recommendation

To support the development of Family businesses in the country and to further the activity of Philippine enterprises in the global market, human resources should be developed in terms of competency and skills.

The following recommendations are given:

1. The curriculum should include courses related to the following: family succession, conflict resolution, leadership, product development, digitization, and data analytics.
2. Development of students' soft skills must be considered in the development of the curriculum. Emphasis on the following soft skills is suggested: communication, interpersonal relations, flexibility, adaptability, and commitment
3. The focus of the program should be more on the top-level management as needs are more likely delved in leadership and developing new business ideas with an emphasis on technology.
4. Promotion of internships with successful and well-established family businesses should be part of the curriculum.
5. This is to provide students an opportunity to do more than just write a business plan. University graduates who have been successful in their business endeavors might serve as mentors to trainees. Students can also serve as apprentices for these graduates to gain practical experience in business management.

## ANNEXES

### ANNEX 1. Participants list template

#### **Family Business Management (FAB) Skill Demands**

#### **Focus group Interview Nr. xxx**

[Location], [date]

A/A	Name	Organization	Field of Expertise	Telephone number	E-mail	Signature

### ANNEX 2. Common template on Family Business Management (FAB)-Qualitative research

#### **Introductory Information**

##### **Description:**

Introductory paragraph: Please state in no more than 10-15 lines the main aim of this certain discussion and provide a brief on its synthesis and rationale behind selecting the participants

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##### **Name of Interviewee(s)**

<b>Purpose of the Focus Group</b>	Please state in brief the main goals of the focus group
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##### **Date and time**

**Place**

**Number of participants**

**Facilitator/s**

Name:

Contact details:

**Signature of Facilitator**

**Interviewee(s)**

Name:

Contact details:

**Signature  
of  
Interviewee(s)**

**Duration**

### Main points findings

#### Part 1: Introductory Questions Findings

Key findings (20-30 lines)

- 

#### Part 2: Sector Skills Gaps Findings

Key findings (20-30 lines)

- 

#### Part 3: Internship Demand &Course design input Findings

Key findings (20-30 lines)

- 

### Profile of participants

**Participant Nr. 1**

Name:

Age group:

Years of expertise:

Educational background:

Short bio: (no more than 5 lines)

<b>Participant Nr. 2</b>	Name: Age group: Years of expertise: Educational background: Short bio: (no more than 5 lines)
<b>Participant Nr. 3</b>	Name: Age group: Years of expertise: Educational background: Short bio: (no more than 5 lines)
<b>Participant Nr. 4</b>	Name: Age group: Years of expertise: Educational background: Short bio: (no more than 5 lines)
<b>Participant Nr. 5</b>	Name: Age group: Years of expertise: Educational background: Short bio: (no more than 5 lines)

### Conclusions and recommendations

- **Description:**

Please identify the main strengths and limitations of the discussions and provide a short summary of no more than 20-25 lines with regards to conclusions and policy recommendations

