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**Master Degree in Family Business Management (FAB)**

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## Executive Summary

Stakeholder analysis is the process of identifying the individuals or groups or organizations that are likely to affect or be affected by a proposed action and sorting them according to their impact on the action and the impact the action will have on them. Stakeholders can greatly influence the intended outcome and success of a project. Their involvement can take place during any stage of the project. Doing a stakeholder analysis during the planning stage can greatly influence the development of an effective project strategy. Careful and thorough planning is essential to identify the right stakeholders and to ensure stakeholders participate in appropriate and effective ways.

In order to ensure the effectiveness of the project's dissemination activities, a stakeholder analysis (D6.3) is conducted. The main objective of this study is to conduct a comprehensive mapping of stakeholders of the Master's Programme in Family Business Management (FAB), Erasmus+ project. The study attempts to identify: (i) the details of primary and secondary stakeholders that may be most likely to be engaged and impacted by the project activities; (ii) the project activities where the stakeholders will be engaged through different means; (iii) the influence and interest of different stakeholders so that their engagement is tailored to ensure maximum benefits and the project's success; and (iv) the strategies through which the stakeholders can be effectively managed in different project activities.

The study considers 12 different kinds of stakeholders, who are affected or likely to be affected by project activities in different stages, which are further disaggregated into two categories. The primary stakeholders consist of 405 academic professionals, 195 technicians, 195 administrative staff and 300 students. The secondary stakeholders include 360 family-owned businesses community; 180 policymakers, government administrators and regulators; 90 international family business community; 90 research institutes/community; 90 local communities, business associations, chambers of commerce as well as career orientation centers / job-centers; 45 intra-institutional actors; 120 academic journals, press, media, students' unions, youth organizations and the general public; and 30 ERASMUS + Agency and Project Result Platform.

These stakeholders will be engaged with different activities according to their needs, expectations, interests and roles.

Academic professionals, technicians and administrative staff will be involved in the project activities such as study visits, FAB VLE, curricula development, professional training courses, MOOC, program delivery and FAB centers.

The students will participate in focus group discussions, info-days, internships, new course delivery and professional training courses.

Family-owned businesses community will be engaged in focus groups, internship placements, professional training courses and VET courses.

Policymakers, government administrators and regulators will be involved in project activities such as policy roundtables, web videos on YouTube, newsletters, networking, FAB virtual community and FAB website.



The stakeholders such as international family business community, research institutes/community, local communities, business associations, chambers of commerce as well as career orientation centers / job-centers, intra-institutional actors, academic journals, press, media, students' unions, youth organizations and the general public will be engaged in the events such as newsletters, networking, FAB virtual community and FAB website.

All these stakeholders will be informed through different modes such as: specialized events, publications and blogs, networking and the use of social media, web videos on YouTube, online newsletter, word of mouth, info days, etc.

For curriculum development of the Master program for FAB, family business community members (focus groups), five from Bangladesh, five from Bhutan, 27 from Cambodia, four from Malaysia, and nine from Nepal, have been interviewed through a well-structured questionnaire in order to get relevant information. With regard to this, the university partners have also collected information from FAB experts, i.e., 160 from Bangladesh, five from Bhutan, 81 from Cambodia, 112 from Malaysia, 12 from Nepal, and 1196 from Philippines, from the sectors such as manufacturing, construction, food manufacturing, health food, leisure and hospitality, microfinance, and academic/education.

The stakeholders having high interest in the project outputs are academic professional, students, family-owned businesses community, international family business community and intra-institutional actors. The academic professionals, technicians, students, family-owned businesses community, policymakers, government administrators and regulators, international family business community, local communities, business associations, chambers of commerce as well as career orientation centers/job-centers, ERASMUS + agency and project result platform have high influence in the project success. Stakeholders who have high and medium interests on the change process and high influence should be involved in the project activities as much as possible.

## 1. Introduction

Stakeholder analysis is the process of identifying the individuals or groups or organizations that are likely to affect or be affected by a proposed action and sorting them according to their impact on the action and the impact the action will have on them. Stakeholders can greatly influence the intended outcome and success of a project. Their involvement can take place during any stage of the project. Doing a stakeholder analysis during the planning stage can greatly influence the development of an effective project strategy. Careful and thorough planning is essential to identify the right stakeholders and to ensure stakeholders participate in appropriate and effective ways.

The project involves many types of stakeholders. In order to ensure the effectiveness of the project's dissemination activities, a stakeholder analysis (D6.3) is conducted to carefully identify a wide pool of stakeholders. The main objective of this study is to conduct a comprehensive mapping of stakeholders of the Master's Programme in Family Business Management / FAB, Erasmus+ project. The study provides information on:

- i. Identifying the details of primary and secondary stakeholders that may be most likely to be engaged and impacted by the project activities;
- ii. Identifying the project activities where the stakeholders will be engaged through different means;
- iii. Identifying the influence and interest of different stakeholders so that their engagement is tailored to ensure maximum benefits and the project's success; and
- iv. Identifying the strategies through which the stakeholders can be effectively managed in different project activities.



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## 2. Identification of Stakeholders

The stakeholders to be involved in the effective and successful implementation of project activities are broadly classified into two types: primary stakeholders and secondary stakeholders. The primary stakeholders who are the direct beneficiaries in the project are identified as academic professionals, technicians, administrative staff and students. The secondary stakeholders of the project are family-owned businesses community; policymakers, government administrators and regulators; international family business community; research institutes/community; local communities, business associations, chambers of commerce as well as career orientation centers/job-centers; intra-institutional actors; academic journals, press, media, students’ unions, youth organizations and the general public; and ERASMUS + Agency and Project Result Platform. The specific details of these stakeholders, PC-wise numbers, and how they will be reached during the project activities are shown in Table 1 and Table 2.

Table 1: Stakeholder type and description, and the mode of reaching the stakeholders

Type of Stakeholders	Description	Reach Through
<b>Primary Stakeholders</b>		
Academic Professionals	Academic professionals working in the PC HEIs	Sector specific partners (P17- UAegean, P18- UAVR, P19- UNIC, P21- CSI, P8-UTM) & all Partners
Technicians	Technicians working in the PC HEIs	Sector specific partners (P17- UAegean, P18- UAVR, P19- UNIC, P21- CSI, P8-UTM) & all Partners
Administrative Staff	Administrative staff working in the PC HEIs	Sector specific partners (P17- UAegean, P18- UAVR, P19- UNIC, P21- CSI, P8-UTM) & all Partners
Students	Academic students from the PC HEIs	Sector specific partners (P17- UAegean, P18- UAVR, P19- UNIC, P21- CSI, P1-NUM, P8-UTM) & all Partners
<b>Secondary Stakeholders</b>		
Family-owned businesses community	Family-owned businesses: family members, owners and staff. International family business community (World Economic Forum Family Business Community, Family Business Network (FBN), FBN-Asia, international Universities and business associations)	All partners
Policymakers, government administrators and regulators	Policy makers, government administrators and regulators at local/regional/national and	All partners, networking



	international levels (ASEAN, Asia-Pacific & Indochina)	
International family business community	World Economic Forum Family Business Community, Family Business Network (FBN), FBN-Asia, international Universities and business associations	All partners, networking
Research institutes/community	Research institutes/community such as NGOs, public undertakings, relevant organizations and professionals involved in family business management research and activities	All partners, networking
Local communities, business associations, chambers of commerce as well as career orientation centers / job-centers	Members of local communities, business associations, chambers of commerce as well as career orientation centers / job-centers having knowledge on family business management	All partners, networking
Intra-institutional actors	Management of the partner universities	All partners
Academic journals, press, media, students' unions, youth organizations and the general public	Mediums for dissemination of activities of FAB	All partners, networking
ERASMUS + Agency and Project Result Platform	Project executives, conferences and workshops where project results are disseminated	Project leaders and all partners

Table 2: Number of stakeholders of different types to be involved in project events

Type of Stakeholders	Cambodia						Malaysia		Philippines		Bangladesh		Bhutan	Nepal		Total	Events
	P1: NUM	P2: UHST	P3: CSUK	P4: BBU	P5: CUS	P6: RUPP	P8: UTM	P9: UiTM	P10: ADMU	P11: WVVSU	P12: SUST	P13: BAU	P14: GCBS	P15: KUSOM	P16: PU		
Academic Professionals	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45	Study Visits (2)
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60	Capacity Building Training Workshop





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	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	300	MOOC
	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	405	Total
Technicians	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45	Capacity Building Training Workshop
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	150	MOOC
	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	195	Total
Administrative Staff	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45	Capacity Building Training Workshop
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	150	MOOC
	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	195	Total
Students	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	300	Master FAB
Family-owned Businesses Community	60						60	60	60	60	60	60	60	60	60	60	360	Professional MOOC (3 rounds)
Policymakers, Government Administrators and Regulators	30						30	30	30	30	30	30	30	30	30	30	180	
	90						90	90	90	90	90	90	90	90	90	90	540	
International family business community	15						15	15	15	15	15	15	15	15	15	15	90	Conferences
Research institutes /community	15						15	15	15	15	15	15	15	15	15	15	90	Conferences



Local communities, business associations, chambers of commerce as well as career orientation centers / job-centers	15						15		15		15		15		15		90	Conferences
Intra-institutional actors	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45	Conferences
Academic journals, press, media, students' unions, youth organizations and the general public	20						20		20		20		20		20		120	Conferences
ERASMUS + Agency and Project Result Platform	5						5		5		5		5		5		30	Conferences

### 3. Analysis of Stakeholders

#### 3.1 Primary/Secondary Stakeholders

The primary stakeholders such as academic professionals, technicians and administrative staff will be involved in the study visits, FAB VLE, curricula development, professional training courses, MOOC, program delivery and FAB centers of the project. They will be informed through a number of modes such as: specialized events, publications and blogs, networking and the use of social media, web



videos on YouTube, online newsletter, etc. Similarly, the students will participate in the project activities such as focus group discussions, info-days, internships, new course delivery and professional training courses. The modes of informing the students in the project will be word of mouth, specialized events, info days, publications and blogs, networking and the use of social media, web videos on YouTube, online newsletter etc.

Family-owned businesses community as a secondary stakeholder will be involved in focus groups, Internship placements, professional training courses and VET courses of the project. They will be informed through specialized events, info days, publications and blogs, networking and the use of social media, web videos on YouTube, online newsletter, etc. The activities where policymakers, government administrators and regulators will be involved are events, policy roundtables, web videos on YouTube, newsletters, networking, FAB virtual community and FAB website. These stakeholders will be communicated through participation in local/regional events, media and newspaper articles, online newsletter, social media, web videos on YouTube, etc. The secondary stakeholders such as international family business community, research institutes/community, local communities, business associations, chambers of commerce as well as career orientation centers / job-centers, intra-institutional actors, academic journals, press, media, students’ unions, youth organizations and the general public will be involved in different project events, newsletters, networking, FAB virtual community and FAB website. All these stakeholders will be informed through participation in local/regional events, media and newspaper articles, online newsletter, social media, web videos on YouTube, etc. Finally, the stakeholder groups such as ERASMUS + Agency and Project Result Platform are expected to be involved through participation in project events and visiting FAB website. The details of how the stakeholders will be involved and informed in the project are shown in Table 3.

Table 3: Mode of involvement and informing the stakeholders

Type of Stakeholders	Involve Through	Inform Through
<b>Primary Stakeholders</b>		
Academic Professionals	<ul style="list-style-type: none"> <li>● Study visits</li> <li>● FAB VLE</li> <li>● Curricula development</li> <li>● Professional training courses</li> <li>● MOOC</li> <li>● Program delivery</li> <li>● FAB centers</li> </ul>	Specialized events, publications and blogs, networking and the use of social media, web videos on YouTube, online newsletter, etc.
Technicians	<ul style="list-style-type: none"> <li>● Study visits</li> <li>● FAB VLE</li> <li>● Professional training courses</li> <li>● MOOC</li> </ul>	Specialized events, publications and blogs, networking and the use of social media, web videos on YouTube, online newsletter etc.



	<ul style="list-style-type: none"> <li>• Program delivery</li> <li>• System administration</li> <li>• FAB centers</li> </ul>	
Administrative Staff	<ul style="list-style-type: none"> <li>• Study visits</li> <li>• FAB VLE</li> <li>• Professional training courses</li> <li>• MOOC</li> <li>• Program delivery</li> <li>• FAB centers</li> </ul>	Specialized events, publications and blogs, networking and the use of social media, web videos on YouTube, online newsletter etc.
Students	<ul style="list-style-type: none"> <li>• Focus groups</li> <li>• Info-days</li> <li>• Internships</li> <li>• New course delivery</li> <li>• Professional training courses</li> </ul>	Word of mouth, Specialized events, info days, publications and blogs, networking and the use of social media, web videos on YouTube, online newsletter etc.
<b>Secondary Stakeholders</b>		
Family-owned businesses community	<ul style="list-style-type: none"> <li>• Focus groups</li> <li>• Internship placements</li> <li>• Professional training courses</li> <li>• VET courses</li> </ul>	Specialized events, info days, publications and blogs, networking and the use of social media, web videos on YouTube, online newsletter, etc.
Policymakers, government administrators and regulators	<ul style="list-style-type: none"> <li>• Events</li> <li>• Policy Roundtables</li> <li>• Web Videos on YouTube</li> <li>• Newsletters</li> <li>• Networking</li> <li>• FAB virtual community</li> <li>• FAB website</li> </ul>	Participation in local/regional events, media and newspaper articles, online newsletter, social media, web videos on YouTube, etc.
International family business community (World Economic Forum Family Business Community, Family Business Network (FBN), FBN-Asia, international Universities and business associations)	<ul style="list-style-type: none"> <li>• Events</li> <li>• Newsletters</li> <li>• Networking</li> <li>• FAB website</li> </ul>	Participation in local/regional events, media and newspaper articles, online newsletter, social media, web videos on YouTube, etc.



Research institutes/community (NGOs, public undertakings, relevant organizations and professionals involved in family business management research and activities)	<ul style="list-style-type: none"> <li>• Events</li> <li>• Newsletters</li> <li>• Article publication</li> <li>• Networking</li> <li>• FAB website</li> </ul>	Participation in local/regional events, media and newspaper articles, online newsletter, social media, web videos on YouTube, etc.
Local communities, business associations, chambers of commerce as well as career orientation centers / job-centers	<ul style="list-style-type: none"> <li>• Events</li> <li>• Newsletters</li> <li>• Networking</li> <li>• FAB virtual community</li> <li>• FAB website</li> </ul>	Participation in local/regional events, media and newspaper articles, online newsletter, social media, web videos on YouTube, etc.
Intra-institutional actors	<ul style="list-style-type: none"> <li>• Events</li> <li>• Newsletters</li> <li>• Networking</li> <li>• FAB virtual community</li> <li>• FAB website</li> </ul>	Participation in local/regional events, media and newspaper articles, online newsletter, social media, web videos on YouTube, etc.
Academic journals, press, media, students' unions, youth organizations and the general public	<ul style="list-style-type: none"> <li>• Public events</li> <li>• Networking</li> <li>• FAB website</li> <li>• Social media</li> <li>• Newsletters</li> </ul>	Word of mouth, participation in local/regional events, media and leading newspapers at both local/regional and national levels, social media, web videos on YouTube, synergies with local and regional authorities, etc.
ERASMUS + Agency and Project Result Platform	<ul style="list-style-type: none"> <li>• Events</li> <li>• FAB website</li> </ul>	Participation in local/regional events, Media and newspaper articles, online newsletter, social media, web videos on YouTube, etc.

### 3.2 Power-Interest-Grid

A power-interest-grid is a technique used to categorize stakeholders based on their power or influence and interest in a project. It illustrates interest and influence levels of the stakeholders. Categorizing stakeholders in this way can allow to develop strategies to manage all stakeholders effectively. The identified stakeholders are plotted on the grid in relation to the power and interest they have in respect of the project. Stakeholders with high power and high interest will want to be engaged with regularly, whereas,

stakeholders with low power and low interest do not require regular and detailed communication. However, this does not necessarily mean that they should be ignored.

The stakeholders such as academic professional, students, family-owned businesses community, international family business community and intra-institutional actors gain high interest from the project. The stakeholders with medium interest from the project are technicians and research institutes /community. But administrative staff, policymakers, government administrators and regulators, local communities, business associations, chambers of commerce as well as career orientation centers/job-centers, academic journals, press, media, students’ unions, youth organizations and the general public, ERASMUS + Agency and Project Result Platform acquire low interest in the project. Besides, all identified stakeholders will have high influence in the project, except administrative staff and research institutes /community (with medium influence). The details of the interest and influence levels of the stakeholders are shown Table 4.

Table 4: Interest and influence levels of the stakeholders

Type of Stakeholders	Interest			Influence		
	Low	Medium	High	Low	Medium	High
Academic Professionals			X			X
Technicians		X				X
Administrative Staff	X				X	
Students			X			X
Family-owned Businesses Community			X			X
Policymakers, Government Administrators and Regulators	X					X
International family business community			X			X
Research institutes /community		X			X	
Local communities, business associations, chambers of commerce as well as career orientation centers / job-centers	X					X
Intra-institutional actors			X			X



Academic journals, press, media, students' unions, youth organizations and the general public	X					X
ERASMUS + Agency and Project Result Platform	X					X

#### 4. Stakeholder Management

This part discusses on how to effectively engage the stakeholders during the project implementation or in which phases we need their inputs and how we plan to get it. The outcome of all stakeholders will be considered based as indicator of achievement because it is the criterion to evaluate the achievement of every stakeholder in the project. Further, the stakeholders are classified primary stakeholders and secondary stakeholders, and also divided as in power-interest-grid.

During period of development curriculum for Master degree in Family Business Management in this project, family business community members (focus groups) and experts have been interviewed through well-structured questionnaires (Annex I and Annex II) in order to get relevant information from all university partners from Bangladesh, Bhutan, Cambodia, Malaysian, Nepal, and Philippines. The focus group interview questionnaire provided a set of indicative questions in order to get enough information of the existing needs of personnel working and industry that offers internships to the students studying in Master of FAB. The partners have interviewed five focus persons from Bangladesh, five focus persons from Bhutan, 27 focus persons from Cambodia, four focus persons from Malaysia, and nine focus persons from Nepal. Furthermore, the project partners have interviewed the experts from sectors such as manufacturing, construction, food manufacturing, health food, leisure and hospitality, microfinance, and academic/education. Furthermore, the members interviewed public universities, private universities, private colleges, and oversea university branches. We had data from experts such 160 from Bangladesh, five from Bhutan, 81 from Cambodia, 112 from Malaysia, 12 from Nepal, and 1196 from Philippines.

In order to involve the stakeholders during the project time period as we already know the project classifies the stakeholders as:



- Stakeholders with high interest from the change process and high influence should act. It is vital to involve them as much as possible.
- Stakeholders with high interest from the change process but medium influence should act. It is important to keep them informed and to consult them and ask for their opinions and advice as much as possible.
- Stakeholders with high interest from the change process but low influence should buy-in (to agree to give it support). It is important to keep them informed of the process.
- Stakeholders with medium interest from the change process but high influence should act. It is necessary to involve them as average as possible.
- Stakeholders with medium interest from the change process and moderate influence should act. It is important to keep them informed and to consult them and ask for their opinion and advice as average as possible.
- Stakeholders with medium interest from the change process but low influence should buy-in (to agree to give it support). It is important to keep them informed of the process.
- Stakeholders with low interest from the change process but high influence need only to understand the change process. It is important to keep them informed of the process as much as possible.
- Stakeholders with low interest from the change process but medium influence need only understand the change process. It is important to keep them informed of the process as average as possible.
- Stakeholders with low interest from the change process but low influence need only understand the change process. It is important to keep them informed of the process.

Table 5: Stakeholder management as per levels of influence and interest

<b>INFLUENCE</b>	<b>High</b>	Need to understand only Keep them informed	Involve them as average as possible	Involve them as much as possible
	<b>Medium</b>	Need to understand only Keep them informed	Keep them informed	Keep them informed



			Consult them for opinion and advise as average as possible	Consult them for opinion and advise as much as possible
	<b>Low</b>	Need to understand only Keep them inform	Keep them informed Should get buy-in	Keep them informed Should get buy-in
		<b>Low</b>	<b>Medium</b>	<b>High</b>
		<b>INTEREST</b>		

Based on the tables in part 3.1 and 3.2, it shows clearly about type of stakeholders by categories such as primary and secondary stakeholders, how they can be involved through the process such as study visits, curriculum development, professional courses, FAB centers, program delivery, MOOC, etc. and how they can get information through difference sources such as specialized events, publications and blogs, networking and social media, YouTube, online newsletter, etc. The summary of the information is shown in Table 6.

Table 6: Stakeholder management: Criteria, interest, influence and indicator

Stakeholder	Criteria	Interest	Influence	Indicator
Academic Professionals	Primary	High	High	405
Students	Primary	High	High	300
Family-owned Businesses Community	Secondary	High	High	360
Intra-institutional actors	Secondary	High	High	45
Technicians	Primary	Medium	High	195
Research institutes /community	Secondary	Medium	Medium	90
Policymakers, Government Administrators and Regulators	Secondary	Low	High	180
International family business community	Secondary	Low	High	90
Local communities, business associations, chambers of commerce as well as career orientation centers / job-centers	Secondary	Low	High	90
Academic journals, press, media, students' unions, youth organizations and the general public	Secondary	Low	High	120



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ERASMUS + Agency and Project Result Platform Administrative Staff	Secondary Primary	Low Low	High Medium	30 195
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## Conclusion

To conclude, the primary stakeholders of the project are academic professionals, technicians, administrative staff, and students. Besides, family-owned businesses community: policymakers, government administrators and regulators, international family business community, research institutes/community, local communities, business associations, chambers of commerce as well as career orientation centers/job-centers; intra-institutional actors: academic journals, press, media, students' unions, youth organizations and the general public; ERASMUS+ Agency and project result platform are the secondary stakeholders.

The primary stakeholders will be involved in the project activities such as study visits, FAB VLE, curricula development, professional training courses, MOOC, program delivery FAB centers, focus group discussions, info-days, internships and new course delivery. Activities that the secondary stakeholders involved are focus groups, internship placements, professional training and VET courses, various project events, policy roundtables, web videos on YouTube, newsletters, networking, FAB virtual community and FAB website. These stakeholders will be informed through a number of modes such as: specialized events, publications and blogs, networking and the use of social media, web videos on YouTube, online newsletter, word of mouth, info days, etc.

For curriculum development of master program in FAB, structured questionnaires were used to collect information from family business community members (focus groups) and experts through the university partners. The numbers of focus persons interviewed in the countries: Bangladesh, Bhutan, Cambodia, Malaysian, Nepal, and Philippines were 5, 5, 27, 4 and 9 respectively. There were 160 experts from Bangladesh, 5 from Bhutan, 81 from Cambodia, 112 from Malaysia, 12 from Nepal, and 1196 from Philippines in the sectors such as manufacturing, construction, food manufacturing, health food, leisure and hospitality, microfinance, and academic/education, also surveyed for the purpose.

The stakeholders such as academic professional, students, family-owned businesses community, international family business community and intra-institutional actors have high interest in the project. The stakeholders with high influence in the project are academic professionals, technicians, students, family-owned businesses community, policymakers, government administrators and regulators, international family business community, local communities, business associations, chambers of commerce as well as career orientation centers/job-centers, ERASMUS + agency and project result platform. Stakeholders with high and medium interests on the change process and high influence should be involved in the project activities as much as possible.



## Annexes

### Annex 1: Questionnaire for Focus Group Discussions

#### Master Degree in Family Business Management (FAB)

##### INTRODUCTION

The FAB project is co-funded by the ERASMUS+ Programme and holds the specific goal of developing capacity building in higher education in Asian countries. The focus of the project is on family business management, and in the development of educational programs that address the specific qualification needs in this domain. The aim of the project therefore sets up to develop a framework for understanding the nature, importance, and uniqueness of family business and to design and develop an innovative Master Degree and Professional Programme in Family Business Management.

##### Please visit our website:

In order support the adequate development of such innovative higher education response the project Fab builds on a tight collaboration with companies and organizations learning from their experience and demands in what concerns the specific requirements for the qualification of professionals in the fields of Family Business Management.

To this end, learning from your experience is this process. We would like to have your contribution to gain insights about the qualification needs and education gaps that exist in Family Business Management post-graduate studies, in order to assist the planning of the new MSc offer.

Your responses are voluntary and will be confidential. Responses will not be identified at an individual level. All responses will be compiled together and analysed as a group. Your opinion is much appreciated.

Name	
Organization/Company	
Position	
Years of Professional Experience in Family Business Management	
Signature <i>(compulsory requirement by the Grant Provider – ERASMUS + programme of the European Union)</i>	

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**Sector of your organization/Company**

No.	Sector	Please tick (v) in the appropriate box.
1.	Primary sector (Agriculture, Fishing, Mining,...)	
2.	Manufacturing	
3.	Construction	
4.	Retail	
5.	Communication	
6.	Transportation	
7.	Leisure and hospitality	
8.	Other (Please, specify)	

**Introductory questions**

**We would like your opinion about the following questions. Please note that the answers require more than a yes/no answer. The justification of your answers with cases and examples from your experiences is desirable as it would provide a rich source of understanding.**

1. 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?



Answer:

2. What issues do you find particularly challenging for the sustainability of family business?

Answer:

3. What economic trends do you identify as more challenging for family business?

Answer:



4. 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?

Answer:

5. How well prepared do you think the management professionals are to **meet the specific needs of family business running**?

Answer:

#### Skills Gaps Exploratory questions

Professional management is very important for the growth and success of family businesses.

1. What do you think should be the **ideal profile of decision maker/manager** in family businesses management?

Answer:

2. What do you think are the **main skills missing** from the current management teams in family business?

Answer:



3. Are you familiar with the term **“soft skills”**? Can you identify some of them that you identify as particularly relevant in the context the management of family business?

Answer:

4. Are you satisfied with level of **soft skills and competences** of your management team?

Answer:

5. What **actions** do you take as an organisation/company **to train your managerial teams**?

Answer:

6. How do you **assess the performance of your management team** in terms of soft skills?

Answer:

7. Would you please let us know, what is **your opinion on the current offered curricula** in the field of family firms management? What do you think is missing?

Answer:

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

Answer:





**Internship Demand & Course design input**

1. Would you please let us know, what is your opinion on the **current offered curricula** in the field of Family Business Management?

Answer:

2. Would you please let us know, what is your opinion on the existing **teaching and learning methods** and educational structures that exist concerning their adequacy for the qualification for Family Business Management?

Answer:

3. Do you think current **teaching methods are innovative, promote creative thinking and autonomous learning?**

Answer:

4. Do you think that current learning material equips the learner with **adequate knowledge** to meet labour market needs?

Answer:

5. What type of professionals do you believe the field needs and lacks mostly?

Answer:



6. Would you like to assist the Family Business Management project in the design of training course via offering your input during their design?

Answer:

7. Would you be willing to host an internship for a Family Business Management learner during the delivery of the learning programme?

Answer:

### Exit questions

1. What **solutions** do you propose for the family business to **meet current needs**?

Answer:

2. If you could summarize in three words the **challenges your business is facing**, what would they be?

Answer:

3. If you could summarize in three words the **profile of a successful employee**, what skills would you put first?

Answer:

4. Would you like to be updated through the project implementation period about Family Business Management events and activities?



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Answer:

5. Would you be interested to have your organisation/company website to be linked to our project website?

Answer:



## Annex 2: Questionnaire for Experts

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A3

### Master Degree in Family Business Management (FAB)

#### Expert Questionnaire

##### INTRODUCTION

The FAB project is co-funded by the ERASMUS+ Programme and holds the specific goal of developing capacity building in higher education in Asian countries. The focus of the project is on family business management, and in the development of educational programs that address the specific qualification needs in this domain. The aim of the project therefore sets up to develop a framework for understanding the nature, importance, and uniqueness of family business and to design and develop an innovative Master Degree and Professional Programme in Family Business Management.

In order support the adequate development of such innovative higher education response the project Fab builds on a tight collaboration with companies and organizations and experts, learning from their experience and knowledge in what concerns the specific requirements for the qualification of professionals in the fields of Family Business Management.

To this end, learning from your experience is this process. We would like to have your contribution to gain insights about the qualification needs and education gaps that exist in Family Business Management post-graduate studies, in order to assist the planning of the new MSc offer.

Your responses are voluntary and will be confidential. Responses will not be identified at an individual level. Your response is much appreciated.

From the following list of skills and competencies, classify each one from 1 to 5 according to its degree of importance for family business managers (1 – not relevant; 5 - Very Relevant):

No	List of skills and competencies	Rating				
		1 (Not Relevant)	2 (Slightly Relevant)	3 (Relevant)	4 (Fairly Relevant)	5 (Very Relevant)



1	General economic knowledge					
2	General humanistic knowledge					
3	Knowledge of management and its application					
4	Knowledge of new trends in organization and management					
5	Managerial and leadership skills					
6	Human Resources management skills					
7	Skills of financial analysis and planning					
8	Skills of managing financial and material resources					
9	Skills of using marketing tools, marketing management					
10	Skills of using financial accounting instruments					
11	Skills of using modern technology, production processes					
12	Problem solving and decision-making skills					
13	Argumentation and persuasion skills					
14	Skills of transferring and sharing knowledge					
15	Interpersonal skills (networking, an ability not to alienate people, empathy)					
16	Team –working skills					
17	Listening and obedience skills (accepting superiors' orders)					
18	Creative skills (proposing ideas, changes, observation of the market and competitors)					
19	Using a computer, email and the Internet					

20	Foreign language skills					
21	Taking risk (even at the expense of unsuccessful undertakings)					

From the following list of attitudes and behaviors, classify each one from 1 to 5 according to its degree of importance for family business managers (1 – Not relevant; 5 - Very Relevant):

No	List of attitudes and behaviors	Rating				
		1 (Not Relevant )	2 (Slightly Relevant )	3 (Relevant )	4 (Fairly Relevant )	5 (Very Relevant )
1	Assertiveness					
2	Honesty, ethics, truthfulness					
3	Creativity (proposing new ideas, recognizing potential chances, looking for opportunities)					
4	Innovation (implementing ideas, undertaking new tasks)					
5	Responsibility					
6	Self-control in stressful situation					
7	Confidence (decisiveness)					
8	Loyalty					
9	Independence					
10	Initiative					
11	Reliability					
12	Professional flexibility,					
13	Availability					
14	Taking joint actions					
15	Taking risk					
16	Openness to “otherness”					
17	Resigning easily					
18	succumbing to difficulties					
19	Friendliness					



20	openness to the problems of the others					
21	kindness					
22	Self-investment (willingness to improve one's skills)					
23	Competing with others (taking care of their own interests)					
24	Optimism, joy of life					
25	Striving to achieve maximum own benefits					

What are the key characteristics that will drive the sustainability of family business over the next 10 to 20 years? Select three from the following list, according to their importance (1 - first to 3- third on the list)

No	Key Characteristics	Rating (Importance)		
		1	2	3
1	Agility in adapting to changing environments			
2	Innovation capabilities			
3	Financial position			
4	Fast and flexible decision making			
5	Diversification of the business			
6	Customer loyalty			
7	Commitment of the family			
8	Ongoing focus on the core business			
9	Risk management			
10	Loyalty of the workforce			
11	Shared values and ethos of the family			
12	Concentrate power			
13	Responsibilities distribution			
14	Other			



From the following list, please select the top three priorities family business should focus in the short run (over the next 12 months). Select three from the following list, according to their importance (1 - first to 3- third on the list)

No	List of top 3 priorities	Rating (Importance)		
		1	2	3
1	Financial performance/profitability			
2	Growth of the business			
3	Development of new products/services			
4	Talent/human resources			
5	Business model innovation			
6	Digital transformation			
7	Succession planning			
8	Transactions (M&A)			
9	Portfolio management/investment strategy			
10	Regulatory and compliance issues			
11	Surviving through innovation and market anticipation			
12	Legislation and corporate social responsibility			
13	A correct definition of corporate strategy			
14	Other			

Are you aware of any program (graduate, master, MBA, post-graduate, PhD, etc.) in the area of family business management or similar?

No

Yes

(If Yes)

Indicate the name of the program:

Indicate the name of the institution:

Does this program have any particularity or special characteristics? (Open)





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In your opinion, is the program replicable/adaptable in Asian countries? (Open)



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## Socioeconomic characterization

Gender: Year of

Birth Country:

Level of education:

Scientific area of studies (highest completed): Years

of Experience:

Area of Work:

Role played in family firm management: manager; researcher: other