



TRANSNATIONAL PARTNER MEETING
3rd MEETING
MINUTES

3rd partner meeting
Date: 7-8 December 2017
Venue:
M-VILLAGE Brussels
44, rue des Palais, 1030 Bruxelles (Schaerbeek)
Host partner: MAC-Team

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Participants of the FAME 3rd meeting

Budapest Business School, HU (P1) – Coordinator

- István ÁBEL
- Judit SÁGI
- Zsófia TARNAI-KIRÁLY

Leeds Beckett University, UK (P2) – Host partner

- David DEVINS
- Brian JONES

Cracow University of Economics, PL (P3)

- Hanna KELM
- Dobrosława WIKTOR-MACH

MAC-TEAM, Belgium (P4)

- Yves BOISSELIER

Confederation of Hungarian Employers and Industrialists, HU (P6)

- István WIMMER
- Katalin KLAJKÓ
- Gabriella WÁGNER-TOMCSIK

SMEs and Entrepreneurship Policy Center – CEPOR, HR (P5)

- Mirela ALPEZA

+ via Skype: László VARGA and Tamás NÉMETH from BBS, Pascal ECHARDOUR from MAC-Team

AGENDA

7th December 2017, Thursday

Timing	Programme	Lead/responsible
09:30	Arrival, coffee, registration	
09:55	Welcome by the Host	Yves BOISSELIER / Pascal ECHARDOUR, MAC-Team
10:00	Summary of the activities after the last partner meeting	István ÁBEL / Zsófia TARNAI-KIRÁLY, BBS
10:15	WP3 Summary of the draft materials prepared in Module 1 + Feedback by the expert evaluations	Brian JONES, LBU
11:15	Coffee break	
11:30	WP3 Summary of the draft materials prepared in Module 2 + Feedback by the expert evaluations	Judit SÁGI, BBS
12:30	Lunch break	
14:00	WP3 Summary of the draft materials prepared in Module 3+ Feedback by the expert evaluations	Hanna KELM, CUE
15:00	WP3 Summary of the draft materials prepared in Module 4+ Feedback by the expert evaluations	Dobrosława WIKTOR-MACH, CUE
16:00	Coffee break	
16:15	Overview of the practice-oriented parts of the modules – case studies, questions, exercises, etc.	István ÁBEL / Zsófia TARNAI-KIRÁLY, BBS
17:00	WP5 Discussion on Work Based Learning and the Dual concept	István ÁBEL / Zsófia TARNAI-KIRÁLY, BBS
17:30	End of the day	

8th December 2017, Friday

Timing	Programme	Lead/responsible
09:00	Arrival, registration, coffee	
09:15	WP4 E-learning: format and content of materials to be used for the e-learning part	Tamás NÉMETH, BBS via Skype
10:45	Coffee break	
11:30	WP6 Dissemination update	David DEVINS, LBU
12:00	WP8 Quality Management update	Yves BOISSELIER / Pascal ECHARDOUR, MAC-Team
12:30	Lunch break	
14:00	WP1 Management and financial matters, progress reporting	Zsófia TARNAI-KIRÁLY, BBS
14:30	WP1 Action planning, next (web-) meeting, To Do list	István ÁBEL / Zsófia TARNAI-KIRÁLY, BBS
15:00	End of Meeting	

DAY1:

Summary of the activities after the last partner meeting:

Task	Deadline	Responsible
WP1 General Project Management		
Grant Agreement modification	16 June 2017	BBS
Partner agreement modifications	30 June 2017	BBS
Information and documents to the Interim Report by the partners	1 September 2017	All partners
Financial reporting by the partners (about the second 3* months)	1 September 2017	All partners (* May – July 2017)
Interim Report submission deadline	1 October 2017	BBS
Transfer of the second pre-payment	1 October 2017	BBS
Third partner meeting in Brussels	7-8 December 2017	All partners, organised by MAC-Team
Web-meetings	end June, early Sept, mid Oct	All partners
WP2 Collating		
Summary and synthesis of the literature (nearly final IO1 – synthesis report)	16 June 2017	BBS
Feedbacks by the partners on the synthesis report	30 June 2017	All partners
Summary and synthesis of the literature (final IO1 - synthesis report)	14 July 2017	BBS
Harmonisation report based on the accepted module structures	30 June 2017	BBS
Research activities on selected topics by modules (optional)		All partners
WP3 Curriculum Development		
Harmonised module structures with learning outcomes, task distribution – finalised in Leeds	31 May 2017	Module leaders
First draft version of the 4 modules	31 October 2017	Module development teams
Review of the training materials in Brussels	30 November 2017	All partners
Semi-final version of the training materials	28 February 2018	Module development teams
Training materials – ready for expert/external evaluation & workshops	31 March 2018	Module development teams
WP4 E-learning Development		
Design development of the e-learning materials	31 October 2017	BBS
Discussion on the cases to the e-learning materials (interview films, etc.)	30 November 2017	BBS with all partners
Inputs for the e-learning materials in all the 4 modules	31 January 2018	All partners
Draft version of the e-learning materials	31 May 2018	BBS
E-learning materials – ready for expert/external evaluation	30 June 2018	BBS
WP6 Dissemination and WP8 Quality Management		
Dissemination activity table updates	1 September 2017, 1 December 2017	All partners
Quality Management Dashboard updates	15 June 2017, 15 September 2017, 15 December 2017	All partners
Website (continuous) update	1 September 2017	MAC-Team and all partners
Flyer local adaptation	15 June 2017	All partners
Deliverable review on the results of WP2 Collating	1 September 2017	MAC-Team and BBS

SUMMARY OF THE DRAFT MATERIALS PREPARED + FEEDBACK BY EXPERT EVALUATION
Expert evaluation was prepared by Mirela Alpeza from CEPOR and Judit Csákné Filep, external expert. Both evaluation reports can be found on Coospace (the meeting minutes contain Mirela's summary of comments): <http://coospace.uni-bge.hu/CooSpace/Scene-171172/Folder-282304>

FUNDAMENTALS OF SME MANAGEMENT

Brian: small amendments need to be done - tidying up, formatting etc. but it is best done after the module material content is finalised. It was tricky to get it all together as so many topics are in this module, it is difficult to harmonise the content perfectly. The project team worked together effectively via email.

Yves: as a newcomer to the project content, misses where he is, so a graph or a paragraph or a separate document would be good to set out, where the module stands within the whole material. So for example if there is an SME owner, where should he/she go, what do they need, which module should they visit etc.

Brian: when the full course will be developed, there should be a module handbook describing this. And the introduction should also give light to what the module is all about at the beginning of each module.

Yves: is it possible to make it relatively graphic and not too much text? The people like to know that that is interesting for them. The global introduction documents of the course could be a base to define learning path for the people. But not too much long description.

Judit: a mindmap for example could be a good guide for this.

Yves: yes, it can be like that, or other graphic

Prerequisites should be put in the beginning of the material, describing who it is for, and how to use it for the different target groups.

It is very important to think about what and how we want to assess whether the students acquired the knowledge they are expected to. It influences the way the module material must be developed. Conceptual ideas will come from the material.

Summary of Mirela's comments (half CEPOR half TEACHER perspective):
(comments from her and her assistant)

This was the most difficult module, as it was general. So many issues had to be touched that it is not possible to go deep into any issues. There are some questions we need to think about and to answer in order to tailor the material to the needs of the students:

- What is the knowledge base, do they have a preceding knowledge, what do they learn in the first year?
- The project was built on the prerequisite that the students

of this course are economist bachelors who are after the first year of their entrepreneurial development Masters programme, and this course would be a Family Business specialisation for them. This was included in the proposal too.

If they meet with these tools for the first time, it is not detailed enough to learn, and anyway we need to focus on FB aspect of using these tools.

The parts are not the same style in terms of writing, it is important to have the same style at least within one module. Transition module should be a benchmark, it is written really like a book!

The Fundamental module is too general: either put it into the first year instead of the second year, or narrow it down. Is that possible according to the rules?

David: an engineer may not have any preceding economic knowledge, therefore it is not obvious, what we need to do here.

CORPORATE FINANCE:

Finance module was very challenging, and its readiness is not at a sufficient level at the moment.

case study: J&J is NOT good as a case study, as we focus on SME FB, not FB in general. We should avoid the term "corporate" in this material, as it is about small businesses, family businesses, therefore SME finance.

- Company evaluation is covered very well;
- Growing and strategies of growth and how to finance it, it is a very important topic to be covered;
- Social responsibility: included in finance but also should be in Fundamentals of SME management;

David: integrated reporting is closely related to sustainability issues

Adinvest is just involved in young people and business ethics, when they will have more information, they will provide it for the partnership.

Summary of Mirela's comments (half CEPOR half TEACHER perspective):
(comments from her and her assistant)

There is a lot of information planned to be covered in this module and still a lot of work needs to be done. In this module there should be emphasis on small and medium sized family businesses.

"Corporate" should be avoided in terminology used and replace with "SMEs..." or "entrepreneurial..."

Cases studies should be developed based on SMEs cases.

Taxation and dividend policy is changing (at least in Croatia), so it is a question whether this information should be provided.

In Ethics and social wealth section – suggestion to also cover social responsibility of family business, since they often provide donations to support local / regional development.

Evaluation of the family business – is probably the most important topic within this module. Suggestion – to include explanation of the emotional pricing of the business as one of the issues connected with psychological barriers of aging entrepreneurs when considering exit from the business

GOVERNANCE, HR:

- it is not Corporate, FB Governance
- typos and stuff
- when new generations come in, and several generations are owners, it becomes a governance issue too, not only transition issue
- different interests and influence of people (Family-owner-business, which group are the people in)

Summary of Mirela's comments (half CEPOR half TEACHER perspective):
(comments from her and her assistant)

Suggestion to change title to "Family Business Governance, ...", in order to avoid usage of "corporate..." in a terminology. Majority of family businesses are micro and small companies and this educational program is focusing on SMEs (Family Business Sustainability and Growth).

Immigrants' Integration part – the importance of immigrant, diaspora and minority entrepreneurship is explained. Key definitions are provided. The chapter sounds complete and fluent. Appropriate theoretical context is used, no special comments.

Corporate governance: the perspective of SME chapter - does not really bring the perspective of SME. It describes situation in large companies and should be adapted to SMEs. Additional topic that might be interesting to include: glass ceiling for non-family employees and managers in family firms, multigenerational governance and management in family firms, professionalisation of management in family firms

6th row – should be "heterogenous" instead of "homogenous"

Useful additional reference:

Generation to Generation: Life Cycles of the Family Business by John A. Davis, Marion McCollom Hampton, Ivan Lansberg, Gersick Kelin E., 1997

TRANSITION:

- most emphasis was on intergenerational changes
- the aim was to balance theory and practice

Summary of Mirela's comments (half CEPOR half TEACHER perspective):
(comments from her and her assistant)

The prepared material is very interesting and fluent. The structure and supporting teaching materials are very good prepared. If you finish the document (conclusions etc.) as it is, it will be quite good.

However, here are my suggestions for further improvement of the teaching material: The focus of this module is in family business succession within the family. One of the suggestions is to also emphasize more alternative ways of exiting the company, and also the difference of transfer of management and ownership role in a company.

According to recent research more than 40% of family business are being sold to outside member. Having this in mind it is important to further explore sale of the family business, MBO and MBI especially employee buyout (EBO).

Reference for this: Van Teeffelen, L . (2012) Avenues to improve success in SME business transfers: reflections on theories, research and policies

Suggestions to additionally cover topic on: Psychological barriers in coping with business transfers, recently researched by Edwin Weesie

(<http://www.transeo-association.eu/uploads/Academic%20Awards/2013-2014/Weesie.pdf>)

CASES, QUESTIONS, EXAMPLES, REFERENCING, REFLECTIVE QUESTIONS

Fundamentals of SME management: no case studies at the moment

The reflective questions should be at the end of each Unit, number of questions: min. 1, max. 4 reflective questions

References should be at the end of the whole module.

Case studies: mostly max. half pages, 1-2 can be a bit longer, 2-3 pages depending on the module content. At least 3 case studies per module. It was agreed that 20% of the module materials should be practice-oriented.

Methods, framework: it should be put in the module, how these can be applied in practice.

Suggestion from David: it is important to react and feedback on the expert evaluation. My suggestion is: make a table, where each comment or remark or suggestion is put in one column and the reaction (how we deal with it) is put next to it.

It is suggested that Skype discussions would be very useful between the module teams and the experts. This way it would be easier to react and to clarify things.

WORK BASED LEARNING

The aim of the WBL study within the project timeframe is this: the Polish and the Hungarian universities are supposed to take a module, developed by themselves, and in cooperation with the associated partner to find out which parts of the module could be taught at the associated partner. They are asked to elaborate a small study on that and David, as the most experienced in WBL, are asked to give his opinion on the results of the two studies. Nothing more: to test the WBL proposals in the frame of the project is out of question.

David: it would be better to connect the report to the learning outcomes for the projects instead of connecting it to the modules themselves.

Mirela: example for practice orientation for Master students in FB Masters programme: the students, they get a questionnaire with appr. 15 questions, they must find a 55+ ageing entrepreneur and make an interview and make suggestions and reports. It is a big part of their masters programme. Mirela will send this info for the partners.

Brian: the questionnaire Mirela has sent would very well feed into the idea of research MGYOSZ is planning on related to SME Family Businesses. However, it should be reduced to max. 8-10 questions.

DAY2:

E-LEARNING (Via Skype: László and Tamás):

BBS e-Learning delegates greeted project members in Brussels and introduced the topics of the meeting. First, they depicted content plans and design ideas, then listed and explained the necessary member contribution (i.e. 40 slides of ppt, 40 self-assessment test questions with keys, additional literature and links, a glossary of 20 key expressions) and finally highlighted the time scale needed to successfully achieve project goals.

LBU delegates asked questions centring round self-assessment quiz questions - and agreed to consider them as additional supplementary tools for students to check content comprehension rather than taking them as official exams closely linked to the curriculum.

Hosting the e-learning materials is very complicated at LBU, it is better to host it elsewhere, like a link to the FAME website, that leads to the e-learning platform of BBs. LBU does not only have technical issues but a lot of other administrative barriers.

Yves: it is also possible to run the e-learning course on the FAME website, just like at TRUST ME project.

- The materials that have to be prepared by the module teams are for the e-learning part are 40 slides: 20 from the module leader, 10+10 from the other 2 module members
- The module leaders should think of what should be touched in the SME FB videos (prepared by BBS)
- Test questions for the e-learning part are 40 pcs: 20 from module leader and 10+10 from the other module members
- Each e-learning module will consist of 4-5 blocks (1 introduction + 3-4 substantial level) in line with or based on the module structure
- Glossary: 10 from module leaders, 5+5 from the other module members

INTERACTIVE PPT-s are requested: they are not the same as you would use in a classroom
Request from the module teams: a checklist should be prepared in detail of what exactly is expected and when for the e-learning parts

Question: should the full assessment be part of the project and if yes, can LBU send the requirements to BBS to see? Brian will send at the second half of next week a text that is used for assessment to Laci and Zsofi

Yves: do you want a student self-assessment or the full Masters evaluation or both?

Tamás: it is only SELF assessment, not the official assessment of the course

Links, recommended readings + youtube videos are requested

Hungarian team members will be responsible for the harmonisation of the e-learning and face-to-face content and they will be the e-learning development team of BBS: Nick Chandler, Judit Ságyi, Karina Szászvári, Andrea Madarasiné Szirmai

Deadlines for e-learning are in the PPT of Tamás and László on e-learning!!!

Inputs required for the preparation of the e-learning modules: ppt slides, tests, intro, glossary, extra from Module Members

Process after sending the requested materials to BBS e-learning team: late May/Early June BBS prepares the materials, and then feedback from the partners, then finalisation of materials, pilots in September, finalisation based on feedbacks in October

*For the following questions, all necessary information can be found in the project proposal:
LBU team: what exactly is expected in piloting? Students are not in until the end of the 3rd week of September in LBU*

Student workshops: students do the e-learning course and they will get a questionnaire that requires their feedback

David: is there a framework to guide the piloting? Laci: We will work on that

David: it would be really helpful to have some examples of what exactly is needed

Tamás: we will send the TRUST ME link to everyone as a reference

BBS to send to the Polish colleagues a detailed description of what the student workshops should be about

Expectations and deadlines for the e-learning parts are clear and feasible. (agreed by all team members)

The team needs EXACT deadlines (not only months, but exact days!!!) along with the supporting materials as soon as possible!

Zsofi to align with Laci and Tamás to check whether it is possible to check the e-learning materials can be reviewed before the summer break. We need to communicate clear expectations for them too.

DISSEMINATION:

Hungarian poster presentation – we need a copy

The website must be utilised more often, if someone wants to put something on the website, and does not know how to, send it to Yves, László or Zsófi and we will put it on the website

Publications: at this moment individual, not joint publications.

The most recent dissemination activity table is on Coospace: <http://coospace.uni-bge.hu/CooSpace/Scene-171172/Folder-301973>

Kind reminder to the partners: please send your updates for David or Zsofia by 8th January 2018. (original deadline was 1st December 2017)

QUALITY MANAGEMENT UPDATE (via Skype: Pascal):

Pascal has presented the information that is needed

The first deliverable was reviewed

Mirela: it would be good to write a short introduction for every country and/or European level including very practically why we do this project and it could be used later on for raising awareness of the project

MANAGEMENT, FINANCES, ADMINISTRATION, ACTION PLANNING AND OTHER TOPICS:

Possible additional material: at FB events ask the students to make very short video interviews with the FB owners with some pre-set questions and they could be used as examples at certain issues

If MGYOSZ would send out a questionnaire for the members, a short one with very good questions it could even be used as a base for future research

Communication suggestion for Coospace: if a document is uploaded, please send also the LINK to that document, as for some people are struggling to navigate and if it is important, circulate via email

Is it possible to put the authors in the beginning of EACH UNIT? -Romana asked – YES, please include last names (family names)

Harmonisation of the structure should be done at the web meeting at the end of January. The document describing the guidelines should be ready very soon!: number of units, cases, length of cases.

What exactly is expected in the country specialisation? please write a document on it. – we will work on this (BBS)

In the Action planning presentation ALL details should be included ie what input is

Next partner meeting: setting up a Doodle with the possible dates May 7-8, 10-11, 14-15

ACTION PLANNING:

Task	Deadline	Responsible
WP1 General Project Management		
Financial reporting by the partners	8 January 2018, 15 April 2018	All partners (*August - November 2017; December 2017-March 2018)
Interim Report official notification - sending to the partners	15 December 2017	BBS
Fourth partner meeting in Cracow	April/May 2018 (Except for 17-18 May!!!)	All partners, in Poland
Web-meetings	end Jan, early March, second half of April	All partners
WP2 Collating		
Research activities on selected topics by modules (optional)		All partners
WP3 Curriculum Development		
Module Feedbacks (Module leaders giving feedback to the module members & vica versa)	8th January 2018	Module development teams, lead by the module leaders
Web-meetings at module level	Late January 2018	all partners in each module including BBS Management team
Semi-final version of the training materials	28 February 2018	Module development teams, lead by the module leaders
Module Feedbacks (Module leaders giving feedback to the module members & vica versa)	15 March 2018	Module development teams, lead by the module leaders
National specifications	31 March 2018	Module development teams
Training materials – ready for expert/external evaluation	30 April 2018, before the 4th Partner Meeting	Module development teams
External evaluation	31 August 2018	
WP4 E-learning Development		
DRAFT Inputs for the e-learning materials in all the 4 modules	31 January 2018	All partners
FINAL Inputs for the e-learning materials in all the 4 modules	28 February 2018	All partners
Consultation on the development of the interactive slides and video interviews	31 March 2018, 30 April 2018	BBS with module leaders and e-learning responsables via web-meeting
Draft version of the e-learning materials is ready	31 May 2018	BBS
E-learning materials – ready for expert/external evaluation & workshops	30 June 2018	BBS
Student workshops	September 2018	All partners who are organising the workshops
FB workshops	October/November 2018	All partners who are organising the workshops
WP5 Work-based learning		
Web-meeting on the Dual concept	early March 2018	All partners
WBL Template	30 April 2018, before the 4th Partner Meeting	CUE
WP6 Dissemination and WP8 Quality Management		
Dissemination activity table updates	1 March 2018, 1 June 2018, 1 September 2018, 1 December 2018	All partners
Quality Management Dashboard updates	15 March 2018, 15 June 2018, 15 September 2018, 15 December 2018	All partners
Website (continuous) update		MAC-Team and all partners
Deliverable review on the results of WP2 Collating	November 2018	MAC-Team and BBS

 <p>FAME Family Business Sustainability and Growth</p>	<div data-bbox="794 421 1364 548" style="text-align: center;"><p>Erasmus+</p></div> <p>This project has been funded with support from the European Commission.</p> <p><i>The European Commission support for the production of this publication does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.</i></p>
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