

Work Package 3 Capacity Building and promotion

Group of activities 3.2 Capacity building

Train the Trainer Program

Content

1. Background Capacity Building
2. Concept, Curricula and Evaluation for Train-the-Trainer Seminar
3. Train the Trainer Technical Material
4. Train the Trainer Presentations
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6. Train the Trainer Implementation

1. Background Capacity Building

In Denmark, Finland, Germany and Sweden there are already capacities for the promotion and advice of SME transfers by Business Support Organisations, which are particularly strongly developed and successful. In these countries the following activities are therefore realised to a lesser extent.

- Transfer and Implementation of transfer models, financing models and tools.
- Further qualification of the existing staff to become transfer coaches by training for the new models, tools and cooperation structure.
- In individual cases, personnel additions by new distributions of tasks of staff or even new staff.

As capacities are largely lacking in Estonia, Latvia, Lithuania, Poland and Russia, the vast majority of activities are concentrated here. When carrying out the following activities, the experience, knowledge, etc. of the other four countries were used.

- Development and coordination of plan to provide business transfer as permanent service to the SMEs in the region.
- Consultations with the respective management and decision bodies of the Business Support Organisations, how to set up the transfer services.
- Recruitment of staff from the existing employee base and / or recruitment.
- Renting and equipment of additional office, consulting and training rooms if not available yet.
- Purchases of laptops to run tools, use website and matchmaking etc. for consultations, as initial equipment within the scope of the project..
- Qualification of the personnel and application training for the new models, tools and cooperation structure.
- Ongoing exchange of experience with the experts of the countries Denmark, Finland, Germany and Sweden.
- Implementation of the transfer models, financing models and tools with companies in region.

Of central importance for the development and strengthening of capacities to promote business transfers is the qualification of the consultants of the business support organisations as well as the staff of other institutions who have to assist in business transfer. To this end, a train the trainer programme was developed, tested, evaluated and finalised on the basis of the evaluation results. The training programme was transferred to 18 colleges and universities from nine countries, which are involved as project or associated partners. In the future, these colleges and universities will continuously implement the Train the Trainer Programme and develop and offer further trainings, so that qualified personnel will be available in all regions of the Baltic Sea Region to support business transfers.

Structures and capacities of the funding institutions and results of capacity building are presented in Output 3.3 "Permanent cooperative structures of regional actors". The outputs of the core element of capacity building, the Train the Trainer Programme, are listed below.

2. Concept, Curricula and Evaluation for Train-the-Trainer Seminar

Innovative Business Transfer Models for SMEs in the BSR (INBETS BSR)

Concept, Curricula and Evaluation for Train-the-Trainer Seminar

1. Background

INBETS BSR aims to examine, further develop and design innovative and transferable models and tools for facilitating small and medium-sized enterprises (SMEs) business transfers, make them widely available and implement them in companies. One of the main tools to achieve these goals is to strengthen institutional capacities of existing business support organisations (BSOs) for successful business transfers by qualifying permanent staff of BSOs as transfer coaches.

This modularised concept, curricula and documentation for Train-the-Trainer activities was developed for the purpose of implementation of Train-the-Trainer seminars with staff from BSOs and experts from transfer partners in order to qualify them as transfer coaches.

The aim of the training is to familiarize the participants with all the tasks of consulting and promotion of business transfers.

2. Target Groups

The target groups of Train-the-Trainer Seminar are:

- Teachers and lecturers from universities / colleges, chambers, training institutions, etc., who are involved in the training of entrepreneurs;
- Advisers to Chambers and other business development agencies involved in advising, coaching and promoting business transfers and start-ups.

3. Learning Objectives

The main learning objective of Train-the-Trainer Seminar is to give the target group the skills they need to become permanent qualified business transfer coaches, which means that:

- The participants should be able to get an overview of the main topics of entrepreneurship education and to be able to assess which competences are necessary for the communication of this content;

- The participants must have pedagogical skills and experience that will be refreshed and supplemented by the training on pedagogical issues of entrepreneurship education;
- The participants should get to know the whole process of training and coaching of potential founders and transferees;
- The participants should be enabled to independently carry out the training and coaching on the basis of curricula and teaching materials.

4. Structure and Duration of the Training

The Train-the-Trainer seminar is a 2-day seminar that consists of 2 main parts:

- A. Training as an Entrepreneur - introduction and explanation of main training content, divided into 6 Modules:
 - A1. Determining Corporate Competitiveness;
 - A2. Developing Corporate Government Strategies;
 - A3. Innovation Management;
 - A4. Basic Computer Skills, Bookkeeping using Commercial Software;
 - A5. Preparing, Completing and Evaluating Start-up and Takeover Activities;
 - A6. Human Resources Management & Vocational Education Knowledge.
- B. Pedagogy as well as Coaching and Consulting Process:
 - B1. Pedagogical questions procedure and examination of training to become an entrepreneur;
 - B2. Design and instruments of the consulting process for company transfers.

Total duration of the seminar - 2 working days, 18 hours:

- 15 hours of training (1st day - 8,5 hours; 2nd day - 6,5 hours);
- 2 hours of lunch breaks;
- 1 hour of coffee breaks.

5. Learning Content

5.1 Part A “Training as an Entrepreneur”

Module A1 “Determining Corporate Competitiveness”

Sub-Module I: **Market analysis**

- Significance, procedure, areas of corporate planning strengths and weaknesses analysis
- Strengths and weaknesses analysis
- Estimating market opportunities and risks
- Motivating profit potential

Sub-Module II: **Corporate goal system**

- Analysing corporate goals
- Knowing your goals and goal relationships
- Establishing a target system

Sub-Module III: **Corporate culture and image**

- Characteristics of corporate culture
- Communicating corporate social responsibility in the corporate image

Sub-Module IV: **Classification of the legal system**

- Civil and public law
- Contract law (general contract law, purchase agreement)
- Property law (property, ownership)
- Start-up relevant regulations
- Tax law

Discussion and Interactive group work by using these (one of more) Innovative Teaching-Learning Methods:

1. **Case study** is a method of teaching-learning, which focuses on abilities to apply the acquired knowledge in a real situation. This is an analysis and generalisation of a specific social, economic phenomenon, situation or problem, seeking to highlight the essential aspects and their interrelations. Case study is conducted applying other methods of active teaching-learning methods (situation analysis, group discussions, etc.). It promotes school learners' collaboration, develops initiative and creativity, contributes to consolidation and development of theoretical knowledge, to acquisition of new abilities to practically solve problems;
2. **Method of memory mapping** is a method for group work, strategic analysis, solving of marketing (demand and supply of goods, increase of competitiveness) and other problems, which creates conditions for exhaustive causal analysis;
3. **Discussion** is a method applied on fragmented basis, when following the curriculum of economics and entrepreneurship education, learners exchange information and share their experience analysing a certain topic or problem. Taking an active participation in discussions, they develop self-confidence, critical thinking, ethical principles of communication and collaboration, ability to provide arguments, to assume responsibility for own actions.

Duration: 1st Day, from 08:45 to 10:15 h. Total duration of this Module - 1,5 h.

Module A2 “Developing Corporate Government Strategies”

Sub-Module I: **Need for private provision for old age**

- Social security systems
- Private personal and property insurance
- Pension / retirement provision

Sub-Module II: **Commercial and Corporate Law**

- Definition of a merchant
- Company name
- Commercial register

Sub-Module III: **Competition Law**

- Law against restraints on competition
- Law against unfair practices
- Quotation of prices act
- Store closing law
- Copyright law

Sub-Module IV: **Tax Law**

- VAT, trade tax
- Assessed income tax
- Corporate tax, taxation procedure

Sub-Module V: **Understanding and use of marketing instruments**

- Marketing functions and instruments
- Client orientation and client attention
- Communication and promotion policies
- Pricing and conditions policies
- Procurement planning (supplier selection)

Sub-Module VI: **Marketing**

- Developing and evaluating a marketing scheme
- Estimating market potential, client groups and needs, figures for incoming orders and sales
- Market entry and marketing mix

Sub-Module VII: **Capital requirements and financing**

- Planning of investments, financial and liquidity planning
- Types of financing
- Alternative forms of financing
- Money transfer

Sub-Module VIII: **Inter-company co-operation**

- Value chains
- Co-operation schemes

Sub-Module IX: **Controlling**

- Mission and objectives
- Weak point analysis
- Operating figures and performance indicator systems
- Costs and revenues management and control

Sub-Module X: **Claims management**

- Accounts receivable management
- Dunning and legal actions
- Debt collection and compulsory execution

Sub-Module XI: **Insolvency proceedings**

Sub-Module XII: **Financing / funding**

- Quantifying capital requirements
- Investment plan and finance concept
- Financing rules
- Revenue model, liquidity planning

Discussion and Interactive group work by using these (one of more) Innovative Teaching-Learning Methods:

Discussion is a method applied on fragmented basis, when following the curriculum of economics and entrepreneurship education, learners exchange information and share their experience analysing a certain topic or problem. Taking an active participation in discussions, they develop self-confidence, critical thinking, ethical principles of communication and collaboration, ability to provide arguments, to assume responsibility for own actions.

1. **Interactive simulation** is a method applied for development and consolidation of entrepreneurship skills. During simulation such methods as case study, role play and other active teaching and learning methods can be applied;

2. **Method of brain storming** is acknowledged as an efficient method. This is a method of business idea generation aimed to creation of alternative solutions to problems, to enhancement of initiative, creative and analytical thinking;
3. **Market research** is focuses on collection of information on supply and demand of products or services, consumer needs as well as on processing of such information. This is a method that encourages a better understanding of the surrounding environment and application of the acquired knowledge and abilities solving various problems.

Duration: 1st Day, from 10:30 to 12:00 h. Total duration of this Module - 1,5 h.

Module A3 “Innovation Management”

Sub-Module I: Innovation Management

Sub-Module II: Classification of innovations and peculiarities of innovation activity in companies

Sub-Module III: Scientific technological progress and innovations in the sphere of business

Sub-Module IV: Organization of innovations in business entity

Sub-Module V: Human resources in business entities and development of innovations

Sub-Module VI: Intellectual property in business

Sub-Module VII: Practical aspects of the implementation of innovations

Sub-Module VIII: Product development

- Sales and purchase market analysis
- Market research and market analysis techniques
- Clients, general public, suppliers
- Products, preparing decisions

Sub-Module IX: Modification of products and services supply

Sub-Module X: Innovations and competition

Sub-Module XI: Evaluation of products and services demand

Discussion and Interactive group work by using these (one of more) Innovative Teaching-Learning Methods:

1. ***Opportunity-centered learning*** embraces creation of innovative ideas based on the possessed experience, evaluation of real situation and own abilities. In the process of opportunity-centered teaching-learning, which is closely related to experiential learning, learners get familiar with the world as rich environment, where exploration challenges regularly emerge and an opportunity of choice appears;
2. ***Team learning*** (ranked third according to the significance) is an efficient teaching-learning method, which is applied solving various problems that aim to facilitate thinking of team members and their joint activities;
3. ***Discussion*** is a method applied on fragmented basis, when following the curriculum of economics and entrepreneurship education, learners exchange information and share their experience analysing a certain topic or problem. Taking an active participation in discussions, they develop self-confidence, critical thinking, ethical principles of communication and collaboration, ability to provide arguments, to assume responsibility for own actions.

Duration: 1st Day, from 13:00 to 14:30 h. Total duration of this Module - 1,5 h.

Module A4 “Basic Computer Skills, Bookkeeping using Commercial Software”

Sub-Module I: **Basic Computer Skills**

- Basics of operating systems
- File architecture
- Data security and protection

Sub-Module II: **Subsystems of Corporate Accounting**

- Financial statements
- Cost and performance accounting
- Cash-flow statement

Sub-Module III: **Bookkeeping**

- Tasks in view of legal regulations
- Double-entry method
- Inventory and completion methods (e.g. IT)

Sub-Module IV: **Annual accounts/ Period-end closing and Business Assessment**

- Balance sheet structure and profit & loss statement
- Methods for rating scores, balance sheet figures, performance indicators

Sub-Module V: **Cost and Performance Calculation**

- Tasks and structuring of cost-type accounting
- Cost centre accounting
- Cost unit accounting
- Profit and loss account
- Cost accounting systems

Sub-Module VI: **Creating, Checking and Posting Vouchers**

- Assets accounting, accounts payable
- Cash accounting
- Payroll accounting
- Account assignment and posting

Sub-Module VII: **Creating and Checking the Cash Ledger**

- Cash ledger structure
- Recording of cash operations, cheque transactions
- Cash book control, differences
- Document control and record keeping

Sub-Module VIII: **Preparation of Financial Statements**

- Inventory
- Recognition and valuation principles
- Asset accounting

Sub-Module IX: **Payroll Procedures**

- Entering employee information
- Recording of working times
- Payroll structure and elements
- Dates and deadlines

Discussion and Interactive group work by using these (one of more) Innovative Teaching-Learning Methods:

1. **Case study** is a method of teaching-learning, which focuses on abilities to apply the acquired knowledge in a real situation. This is an analysis and generalisation of a specific social, economic phenomenon, situation or problem, seeking to highlight the essential aspects and their interrelations. Case study is conducted applying other methods of active teaching-learning methods (situation analysis, group discussions, etc.). It promotes school learners'

collaboration, develops initiative and creativity, contributes to consolidation and development of theoretical knowledge, to acquisition of new abilities to practically solve problems;

2. **Cooperative learning** is an efficient teaching-learning method, when communication and collaboration that occur between the educator and learners during the social interaction encourage to build up and transform knowledge, to create concepts and to develop abilities, which can be adapted in various situations. Cooperative learning enhances school learners' self-esteem, self-confidence and contributes to development of independence. Collaborating, discussing, arguing, debating and asking each other questions, school learners develop cognitive skills;
3. **Discussion** is a method applied on fragmented basis, when following the curriculum of economics and entrepreneurship education, learners exchange information and share their experience analysing a certain topic or problem. Taking an active participation in discussions, they develop self-confidence, critical thinking, ethical principles of communication and collaboration, ability to provide arguments, to assume responsibility for own actions.

Duration: 1st Day, from 14:45 to 15:45 h. Total duration of this Module - 1 h.

Module A5 “Preparing, Completing and Evaluating Start-up and Takeover Activities”

Sub-Module I: **Preparing, completing and evaluating start-up and takeover activities**

- Identification and evaluation of the possibilities to use consulting services;
- Identification and evaluation of the possibilities to use promotional and support services for the foundation and takeover of a company;
- Identify the appropriate contact points for start-up and takeover consulting and evaluate their range of services.

Sub-Module II: **Organisation**

- The importance of the organisational structure;
- Planning company's development;
- Understanding key areas, instruments and principles of an organisation;

Sub-Module III: **Corporate succession**

- Necessity to plan business succession;
- The aspects of inheritance and family law important for business succession;
- Impact of tax regulations on selected business succession model.

Sub-Module IV: **Entrepreneurship / company start-up**

- Analysis and planning – how it is important preparing the business concept;
- Significance of personal aspects, as well as business and legal components in the corporate context.

Sub-Module V: **The reliable determination of the value of the company to be transferred**

- Valuation Methods and INBETS Valuation Tool;
- Important factors influencing business value;
- Criteria for determining the business value;
- Price of the business transferred.

Sub-Module VI: **Financing of business transfer models**

- Innovative SME Financing Models;
- Preparing business activity forecasts (business plan);
- Business investment planning;
- Business liquidity planning;
- Identification of the capital needs of the business;
- Selecting appropriate financing instruments of chosen business transfer model.

Sub-Module VII: **Business transfer models**

- Process of planning the business transfer;
- Possible Model of business transfer
- Six different Models of business transfer.

Sub-Module VIII: **Matchmaking between transferor and transferee**

- Motivating factors for business transfer;
- Tools facilitating matchmaking of relevant business transfer parties;
- INBETS Matchmaking system.

Sub-Module IX: **Transfer of knowledge**

- Knowledge Management Principles;
- Importance of Knowledge Management;
- Knowledge management systems;
- INBETS Knowledge management tool.

Discussion and Interactive group work by using these (one of more) Innovative Teaching-Learning Methods:

1. **Interactive simulation** is a method applied for development and consolidation of entrepreneurship skills. During simulation such methods as case study, role play and other active teaching and learning methods can be applied;
2. **Method of evaporating conflict cloud**, though it can be applied solving internal, interpersonal or group conflict, after wishes of conflicting parties were clarified and the common goal, which unities their needs, was identified;
3. **Discussion** is a method applied on fragmented basis, when following the curriculum of economics and entrepreneurship education, learners exchange information and share their experience analysing a certain topic or problem. Taking an active participation in discussions, they develop self-confidence, critical thinking, ethical principles of communication and collaboration, ability to provide arguments, to assume responsibility for own actions.

Duration: 1st Day, from 15:45 to 18:00 h. Total duration of this Module – 2:15 h.

Module A6 “Human Resources Management & Vocational Education Knowledge”

Sub-Module IV:	Presenting and motivating the benefits and use of in-company training
Sub-Module V:	Participating in planning and decision-making with regards to specific training needs, to legal and operational conditions, and to the collective agreement
Sub-Module VI:	Selecting proper training methods and media for target groups, and applying them accordingly, if necessary
Sub-Module VII:	Creating learning-conductive conditions and a motivating learning culture, giving and receiving feedback
Sub-Module VIII:	Organising, designing and evaluating the probation period
Sub-Module IX:	Developing and defining operational learning and work-related tasks, based on the in-company training plan and the typical occupational and business processes
Sub-Module X:	Assisting trainees with individual training and guidance in case of learning difficulties by applying training aids, if necessary, or by checking the possibility of extending the training period
Sub-Module XI:	Providing trainees with additional training opportunities, in particular in the form of additional qualifications, and by checking the possibility of shortening the training period or chances for an early approval of the final examination

Sub-Module XII:	Promoting social and personal development of trainees, identifying problems and conflicts in good time, solution-oriented approach
Sub-Module XIII:	Measuring and evaluating performance and test results of third parties, conducting assessment discussions and drawing conclusions with regard to the further training process
Sub-Module XIV:	Learning and working in a team as well as intercultural skills in the company promote
Sub-Module XV:	Preparing trainees for their final of journeyman's examination by taking-into account the examination dates, and leading the training to successful completion
Sub-Module XVI:	Ensuring that the trainees register with the competent commission and making sure that the commission will be aware of any specifics that might be relevant with regard to the examination
Sub-Module XVII:	Contributing in the issuing of written certificate, on the basis of performance assessments
Sub-Module XVIII:	Informing and advising trainees about inter-company development and career opportunities, and about occupational further training options
Sub-Module XIX:	Presenting the vocational training system structures and its liaising areas
Sub-Module XX:	Selecting training professionals for a company and specifying their purpose
Sub-Module XXI:	Examining qualification of a company with regards to training in a desired vocational training field and whether and to what extent training contents shall be conveyed outside the company, in particular by a combination of interplant and external vocational training
Sub-Module XXII:	Assessing chances for applying preparatory measures in vocational training
Sub-Module XXIII:	In a company - co-ordinating tasks of personnel involved in the training, in due consideration of their functions and qualifications
Sub-Module XXIV:	Drawing up an operational training plan based on training regulations, in due consideration of job-specific work and business processes
Sub-Module XXV:	Taking-into account prospective participation and co-participation in vocational training of involved occupational interest groups

- Sub-Module XXVI: Determining co-operation needs and co-ordinating with project partners, in particular with the involved vocational school, organisation and contents of the training
- Sub-Module XXVII: Applying criteria and procedures for selection of trainees, taking into consideration their diversity
- Sub-Module XXVIII: Preparing a vocational training contract and its registration with the competent body
- Sub-Module XXIX: Examining chances of organising the vocational training program partly abroad

Discussion and Interactive group work by using these (one of more) Innovative Teaching-Learning Methods:

1. **Cooperative learning** is an efficient teaching-learning method, when communication and collaboration that occur between the educator and learners during the social interaction encourage to build up and transform knowledge, to create concepts and to develop abilities, which can be adapted in various situations. Cooperative learning enhances school learners' self-esteem, self-confidence and contributes to development of independence. Collaborating, discussing, arguing, debating and asking each other questions, school learners develop cognitive skills;
2. **Independent learning** as one of most efficient methods for consolidation and deepening of learners' theoretical knowledge and entrepreneurship education. Independent learning includes completion of assignments without direct assistance from a teacher. This is learners' independent work with textbooks or other information sources, which targets at selection and understanding of essential issues. The search for various information sources on the issues of economics and entrepreneurship, their analysis, generalization, selection of essential information and its processing are carried out by learners';
3. **Learning of activity** is a teaching-learning method, when using learning of activity methods based on practical activities are applied in the process. Learning of activity presents a practical way of personal improvement, when activity is taken up and participants learn from it while investigating problems;
4. **Discussion** is a method applied on fragmented basis, when following the curriculum of economics and entrepreneurship education, learners exchange information and share their experience analysing a certain topic or problem. Taking an active participation in discussions, they develop self-confidence, critical thinking, ethical principles of communication and collaboration, ability to provide arguments, to assume responsibility for own actions.

Duration: 2nd Day, from 08:00 to 09:30 h. Total duration of this Module - 1,5 h.

5.2 Part B Pedagogy as well as Coaching and Consulting Process

Module B1 „Pedagogical questions Procedure and examination of training to become an entrepreneur“

Sub-Module I: **Pedagogy**

Sub-Module II: **Procedure and examination of training**

Presentation of the entire process of entrepreneurship training from preparation to execution. From implementation to follow-up. Presentation of the examination regulations and requirements for the examination acceptance.

Duration: 2nd Day, from 09:30 to 11:45 h. Total duration of this Module - 2 h (15 minutes Coffee Break excluded).

Module B2 „Design and instruments of the consulting process for company transfers“

Sub-Module I: **Consulting and coaching process**

Sub-Module II: **Instruments** (to be presented in following trainings)

The aim of the training is to familiarize the participants with all tasks of consulting and promotion of business transfers. Accordingly, the various phases, tasks, instruments, etc. of company transfers must be mapped from the point of view of the transferor and the transferee:

- Information and advice for transferors;
- Information and advice for acquirers;
- Legal forms and models of transfer;
- Financing models for the handover;
- Promotion of the handover;
- Valuations of companies;
- Matchmaking Systems;
- Knowledge Management System;
- Determination of entrepreneurial competences;
- Motivation and creativity training;
- Training as an entrepreneur;
- Courses to prepare for the existence of incorporation or takeover;
- Designing the consulting process until the successful takeover of a company.

Duration: 2nd Day, from 13:15 to 14:45 h. Total duration of this Module - 1,5 h.

5.3 Conclusion of the Train the Trainer Seminar

The participants will receive a qualified certificate of attendance, which will be issued by Vytautas Magnus University Education Academy Professional Development Institute. An example of this certificate is provided additionally.

6. Implementation concept for the testing of the Train the Trainer seminar

Implementation Planning

When?	What?	Who & How?
1st Day		
08:00 - 08:45	Welcome and Introduction. Presentation of the participants. Overview of the programme of the 1 st day	<u>Moderator:</u> Vytautas Magnus University
08:45 – 10:15	PART A Module A1: “Determining corporate competitiveness”	<u>Moderator:</u> Vytautas Magnus University Discussion and Interactive group work
10:15 – 10:30	Coffee break	
10:30 - 12:00	PART A Module A2: “Developing corporate government strategies”	<u>Moderator:</u> Vytautas Magnus University Discussion and Interactive group work
12:00 - 13:00	Lunch	
13:00 - 14:30	PART A Module A3: “Innovation Management”	<u>Moderator:</u> Vytautas Magnus University Discussion and Interactive group work
14:30 - 14:45	Coffee break	
14:45 - 15:45	PART A Module A4: “Basic Computer skills, bookkeeping using commercial software”	<u>Moderator:</u> Vytautas Magnus University Discussion and Interactive group work
15:45 - 18:00	PART A Module A5: “Preparing, completing, evaluating start-up, takeover activities”	<u>Moderator:</u> Vytautas Magnus University Discussion and Interactive group work
18:00 - 19:00	Free time	

19:00 – 22:00	Joint dinner and international exchange of experiences	
2nd Day		
08:00 - 09:30	Overview of the programme of the 2nd day PART A Module A6: “Human Resources Management & Vocational Education Knowledge”	<u>Moderator:</u> Vytautas Magnus University Discussion and Interactive group work
09:30 - 10:30	PART B Module B1: “Pedagogical questions Procedure and examination of training to become an entrepreneur” Sub-Module I: Pedagogy	<u>Moderator:</u> Vytautas Magnus University Discussion and Interactive group work
10:30 - 10:45	Coffee break	
10:45 - 11:45	PART B Module B1: “Pedagogical questions Procedure and examination of training to become an entrepreneur” Sub-Module II: Procedure and examination of training	<u>Moderator:</u> Vytautas Magnus University Discussion and Interactive group work
11:45 - 12:15	PART B Module B2: “Design and instruments of the consulting process for company transfers” Sub-Module I: Consulting and coaching process	<u>Moderator:</u> Vytautas Magnus University Discussion and Interactive group work
12:15 - 13:15	Lunch	
13:15 - 14:45	PART B Module B2: “Design and instruments of the consulting process for company transfers” Sub-Module II: Procedure and examination of training	<u>Moderator:</u> Vytautas Magnus University Discussion and Interactive group work
14:45 - 15:45	Completion: Graduation Summary Certificates of attendance Feedback collection	Moderator: Vytautas Magnus University
15:45 - 16:00	Farewell Coffee - exchange of experience	All

7. Evaluation concept for the Testing of the Train the Trainer seminar

7.1 Methods and goals of evaluation

Numerous evaluation methods and standards have been established on an international level. The comparison of applied methods shows that concerning the validity evaluation criteria play a significant role (cf. among others Widmer, Th., Evaluation: A systematic manual, Wiesbaden, 2009).

Depending on which criteria certain priority is assigned to, the evaluation results turn out correspondingly.

The same significance has the pragmatic direction. Therefore, the question: which goals have to be reached with the evaluation?

7.2 Goals

As a rule, the evaluation has the following goals:

1. It has to provide objectified knowledge about the progress (quantity and quality) of processes;
2. It serves the control of such processes and helps capturing the strong and the weak points. Therefore, it is an instrument of quality assurance;
3. It serves the legitimization. In other words, a successful evaluation is an evidence of competence of the person responsible for the process being evaluated;
4. Transparency, in order to make a dialogue possible.

In order to achieve these goals, the evaluation was performed in a process-related and summative manner: process-related (also formative, development-related) in order to evaluate the quality of the project progress and if necessary to make changes. The summative evaluation or evaluation of results serves the evaluation of the specified objectives within the framework of the project, final evaluation of impact and efficiency of the project lecturers management, of cooperation and transfer.

7.3 Methods

As a rule, it is reasonable to use a combination of qualitative and quantitative instruments for evaluations: “If one wants to ensure the availability of statements concerning relevant program conditions and impacts through the framework of mutually reinforcing evidences so the multiple methodic access providers, in general, a more comprehensive and informative picture than a monomethodic approach” (Brandtstädter, Jochen (1990): Development during the course of life. Approaches and problems of lifespan development psychology. In: Mayer, Karl Ulrich (Hg.): Life courses and social transformation (special issue of the Cologne magazine for sociology and social psychology. Opladen: Westdeutscher Verlag.).

Whereas for the analysis of process-related data (program control, execution etc.) first of all qualitative survey methods are suitable, for the verification of achievement of the goals, of impact and causal assessment quantitative survey and evaluation methods have to be implemented (Stockmann, Reinhard: Was ist eine gute Evaluation. Saarbrücken: Centrum für Evaluation, 2002. (CEval-Arbeitspapiere; 9).

Within the framework of evaluations, the most frequently used methods are:

- Secondary analysis of available materials;
- Guided interviews;
- Standardized surveys or partly standardized surveys;
- Case studies.

Which methods are selected and implemented in particular depends on the central questions of evaluation discussed herein, therefore which goals and tasks are set, who performs the evaluation and which research paradigm must be the basis for this.

Within the framework of the present evaluation the mixed model – consolidation model – is implemented. According to the general description it means that first of all a quantitative survey/research is performed. The obtained data material is subsequently evaluated quantitatively, then it is followed by qualitative research method which is aimed at the consolidation of achieved results. So, it provides material for the interpretation of expected and unexpected effects and illustrates the results of quantitative studies on the basis of case examples.

Therefore, for the evaluation of the Train the Trainer Course standardized as well as partly standardized surveys were used in the form of written questionnaires. Complementary results were achieved by accompanying observations of the trainings.

7.4 Data sources

The conclusions of the evaluation research will contribute to improve the quality, and especially the effectiveness of training, show the limitations of the training model and indicate the direction for further activities.

In the Train-the-trainer courses will take part each at least 15 participants/teachers of the project partners.

The trainings will be set each for two days. The trainings will be completed with a qualified participants' certificate that contains a description of the issues, priorities etc. of the training. Train-the-trainer program is targeted for teachers of vocational schools, lecturers of project partners and other vocational education providers. The goal is to offer this program at vocational schools on a permanent basis, so that teachers get qualified for the ongoing independent implementation of courses in all regions.

Train-the-trainer courses will consist of a larger set of modules that deal with technical aspects and didactic matters. From this set the modules are demand-driven selected and combined to a training

session. Doing this way, the training can be carried out tailored to the regional conditions and needs of the participants.

The scope of the evaluation included the following research questions:

- Assessment of compliance of training with the expectations of participants,
- Assessment of the level of satisfaction of trainees,
- Assessment of the possibilities of implementation of training in different countries trainees,
- Determine the impact of training on the growth of professional qualifications and job situation and personal development training participants,
- Responds to the question of how the skills acquired during the training can be useful to participants in their daily work.

As a research tool was use written questionnaires. These studies rely on written interview, in which the important role played by a written questionnaire. From what quality will be given a questionnaire will determine the quality of the data obtained through him. The questionnaire on the nature of the impersonal, standard questions, the order of questions arranged so as to facilitate the development of data and accordingly affected the respondent. Closed-ended questions give answers ready, previously thought by the investigator. The subjects shall only choose from suggested answers. Responses are selected such that the cover generally all the possible solutions that may lead one in relation to the question posed. They facilitate the work of the investigator. The anonymity of the survey is a factor conducive to honest answers than the face-to-face interview. The study does not require large research teams, allow you to quickly examine a fairly large community, and are also relatively inexpensive. Polls often use units involved in the study of public opinion. This type of research is recommended where it is difficult to use other types of tests.

Participants will be asked to fill out questionnaires (see annex 1) in which they will be able to assess the quality of training in its various aspects. The current evaluation is quality control of training and the level of satisfaction of its participants. Satisfaction with the course and program content classes, and thus the efficiency on the "level of response" is a prerequisite for proper motivation to learn and consequently to high efficiency to the next level. The questionnaire is divided into three parts: the first part concerns the evaluation of motivation to participate in the training, the second part concerns the evaluation of the usefulness of training for the participant, the third part concerns the evaluation of the teachers and the organization of training.

All trainers will be asked to fill out questionnaires (see annex 2) in which they will be able to assess the quality of training in its various aspects. The questionnaire is divided into four themes:

- Was time length appropriate for the training?
- How do you evaluate the trainees learning, activity, participation?
- What else would you suggest?
- Other remarks.

Annex 3 contains a survey sheet for the accompanying observations by the evaluator.

Annex 1 FEEDBACK FORM TRAIN-THE-TRAINER TRAINING

Dear Participant,

Please fill out all the boxes and note any observations you made during the training. Your answers provide valuable information for raising the level and efficiency of the training, and attractiveness of further trainings.

The questionnaire is anonymous. To fill out it takes you only a few minutes.

Please mark with a cross where applicable

Gender	Female				Male			
Age	<40		40-50		51-60		>60	
Workplace	Education				Business			
	Other (please fill in)							

Please mark with a cross where applicable – only one answer possible

II. Evaluation of the usefulness of training for the participant					
		Yes	Partly	No	Do not know
1.	Did the training meet your expectations?				
2.	Did the training meet the set goals?				
3.	Were the topics for the training well chosen?				
4.	Did the training improve your didactic competence and skills?				
5.	Did the training improve your knowledge?				
6.	Did you acquire enough abilities to work with students or trainees?				
7.	Will the skills acquired during the training be useful in your daily work?				
8.	Is it possible to implement this training in your country?				
9.	Is it possible to use full program of the training in your country?				
10.	From your point of view as a trainer, is the presented curriculum suitable for adequately				

	qualifying aspiring entrepreneurs?				
11.	From your point of view as a trainer, are all included contents in the presented curriculum essential for prospective entrepreneurs?				
12.	Does the presented curriculum, from your point of view as a trainer, provide comprehensive training for aspiring entrepreneurs?				

Please mark with a cross where applicable – only one answer possible

II I. Evaluation of the teachers and the organization of the training						
		Excellent (5)	Good (4)	Fair (3)	Poor (2)	Very poor (1)
	How do you evaluate...					
1.	... the professional knowledge of teachers?					
2.	... communication of the teachers with the group?					
3.	... proportion of practical examples in the training?					
4.	...theory and practice ratio?					
5.	... work and learning organization?					
6.	...the presented material?					
7.	... working environment (tools, equipment, etc.)?					
8.	... the organization of practical exercises?					
9.	... available time for individual questions?					

1 0.	... overall atmosphere of the training?					
1 1.	What would you suggest doing better or change in the training program or organization of the training in the future?					
1 2.	Any other comments?					

Thank you for fulfilling the evaluation sheet. It will be helpful to improve the training.

Annex 2

Train the training – feedback from trainers

This sheet has to be completed by evaluator from every trainer

Date and location (date and place)

Organize by (name of organization)

Name of trainer

Was time length appropriate for the training? Yes/no? Can you please give any constructive and helpful comments to make improvements?

.....

.....

.....

.....

How do you evaluate the trainees learning, activity, participation?

.....

.....

.....

.....

What else would you suggest?

.....

.....

.....

.....

Other remarks

.....

.....

.....

Thank you for fulfilling the evaluation sheet. It will be helpful to improve the training.

Annex III

Train the training observation sheet

This observation sheet has to be filled by evaluator for every session

1. Training information

Date and location (date and place)

Organize by (name of organization)

2. Training observation

Name of trainer

Did the trainer keep the training topics?

.....

.....

.....

Did the trainer keep the schedule?

.....

.....

.....

The variety of using tools by the trainer? (Power Point/ or other application presentation, work-sheet, videos etc.)

.....

.....

.....

How did the trainer activate the participants?

.....

.....

.....

Were trainees active?

.....

.....

3. Train the Trainer Technical Material

- Determining corporate competitiveness
- Developing corporate government strategies
- Innovation Management
- Basic Computer Skills Bookkeeping using Commercial Software
- Takeover activities
- Human resources management vocational education knowledge

INBETS BSR

Train the Trainer Technical Material

I Module “Determining Corporate Competitiveness”

1. Objective

To qualify permanent staff of business support organisations as business transfer experts (coaches) in order to advice and accompany the business transfers on Determining Corporate Competitiveness topic.

2. Duration of the training

Part of the two days “Train the Trainer” Seminar on Entrepreneurship training.

1st Day, from 08:45 to 10:15 h. Total duration of this Module - 1,5 h.

3. Participants

- Teachers and lecturers from universities / colleges, chambers, training institutions, etc., who are involved in the training of entrepreneurs;
- Advisers to Chambers and other business development agencies that provide advice, coaching and support to potential acquirers and founders.

4. Programme

Sub-Module I: Market analysis

- Significance, procedure, areas of corporate planning strengths and weaknesses analysis
- Strengths and weaknesses analysis
- Estimating market opportunities and risks
- Motivating profit potential

Sub-Module II: Corporate goal system

- Analysing corporate goals
- Knowing your goals and goal relationships
- Establishing a target system

Sub-Module III: Corporate culture and image

- Characteristics of corporate culture
- Communicating corporate social responsibility in the corporate image

Sub-Module IV: **Classification of the legal system**

- Civil and public law
- Contract law (general contract law, purchase agreement)
- Property law (property, ownership)
- Start-up relevant regulations
- Tax law

INBETS BSR

Train the Trainer Technical Material

II Module “Developing Corporate Government Strategies”

1. Objective

To qualify permanent staff of business support organisations as business transfer experts (coaches) in order to advice and accompany the business transfers on Developing Corporate Government Strategies topic.

2. Duration of the training

Part of the two days “Train the Trainer” Seminar on Entrepreneurship training.
1st Day, from 10:30 to 12:00 h. Total duration of this Module - 1,5 h.

3. Participants

- Teachers and lecturers from universities / colleges, chambers, training institutions, etc., who are involved in the training of entrepreneurs;
- Advisers to Chambers and other business development agencies that provide advice, coaching and support to potential acquirers and founders.

4. Programme

Sub-Module I: **Need for private provision for old age**

- Social security systems
- Private personal and property insurance
- Pension / retirement provision

Sub-Module II: **Commercial and Corporate Law**

- Definition of a merchant
- Company name
- Commercial register

Sub-Module III: **Competition Law**

- Law against restraints on competition
- Law against unfair practices
- Quotation of prices act

- Store closing law
- Copyright law

Sub-Module IV: **Tax Law**

- VAT, trade tax
- Assessed income tax
- Corporate tax, taxation procedure

Sub-Module V: **Understanding and use of marketing instruments**

- Marketing functions and instruments
- Client orientation and client attention
- Communication and promotion policies
- Pricing and conditions policies
- Procurement planning (supplier selection)

Sub-Module VI: **Marketing**

- Developing and evaluating a marketing scheme
- Estimating market potential, client groups and needs, figures for incoming orders and sales
- Market entry and marketing mix

Sub-Module VII: **Capital requirements and financing**

- Planning of investments, financial and liquidity planning
- Types of financing
- Alternative forms of financing
- Money transfer

Sub-Module VIII: **Inter-company co-operation**

- Value chains
- Co-operation schemes

Sub-Module IX: **Controlling**

- Mission and objectives
- Weak point analysis
- Operating figures and performance indicator systems
- Costs and revenues management and control

Sub-Module X: **Claims management**

- Accounts receivable management

- Dunning and legal actions
- Debt collection and compulsory execution

Sub-Module XI: **Insolvency proceedings**

Sub-Module XII: **Financing / funding**

- Quantifying capital requirements
- Investment plan and finance concept
- Financing rules
- Revenue model, liquidity planning

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Train the Trainer Technical Material

III Module “Innovation Management”

1. Objective

To qualify permanent staff of business support organisations as business transfer experts (coaches) in order to advice and accompany the business transfers on Innovation Management topic.

2. Duration of the training

Part of the two days “Train the Trainer” Seminar on Entrepreneurship training.

1st Day, from 13:00 to 14:30 h. Total duration of this Module - 1,5 h.

3. Participants

- Teachers and lecturers from universities / colleges, chambers, training institutions, etc., who are involved in the training of entrepreneurs;
- Advisers to Chambers and other business development agencies that provide advice, coaching and support to potential acquirers and founders.

4. Programme

Sub-Module I: Innovation Management

Sub-Module II: Classification of innovations and peculiarities of innovation activity in companies

Sub-Module III: Scientific technological progress and innovations in the sphere of business

Sub-Module IV: Organization of innovations in business entity

Sub-Module V: Human resources in business entities and development of innovations

Sub-Module VI: Intellectual property in business

Sub-Module VII: Practical aspects of the implementation of innovations

Sub-Module VIII: Product development

- Sales and purchase market analysis
- Market research and market analysis techniques

- Clients, general public, suppliers
- Products, preparing decisions

Sub-Module IX: Modification of products and services supply

Sub-Module X: Innovations and competition

Sub-Module XI: Evaluation of products and services demand

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Train the Trainer Technical Material

IV Module “Basic Computer Skills, Bookkeeping using Commercial Software”

1. Objective

To qualify permanent staff of business support organisations as business transfer experts (coaches) in order to advice and accompany the business transfers on Basic Computer Skills, Bookkeeping using Commercial Software topic.

2. Duration of the training

Part of the two days “Train the Trainer” Seminar on Entrepreneurship training.

1st Day, from 14:45 to 15:45 h. Total duration of this Module - 1 h.

3. Participants

- Teachers and lecturers from universities / colleges, chambers, training institutions, etc., who are involved in the training of entrepreneurs;
- Advisers to Chambers and other business development agencies that provide advice, coaching and support to potential acquirers and founders.

4. Programme

Sub-Module I: **Basic Computer Skills**

- Basics of operating systems
- File architecture
- Data security and protection

Sub-Module II: **Subsystems of Corporate Accounting**

- Financial statements
- Cost and performance accounting
- Cash-flow statement

Sub-Module III: **Bookkeeping**

- Tasks in view of legal regulations
- Double-entry method
- Inventory and completion methods (e.g. IT)

Sub-Module IV: **Annual accounts/ Period-end closing and Business Assessment**

- Balance sheet structure and profit & loss statement
- Methods for rating scores, balance sheet figures, performance indicators

Sub-Module V: **Cost and Performance Calculation**

- Tasks and structuring of cost-type accounting
- Cost centre accounting
- Cost unit accounting
- Profit and loss account
- Cost accounting systems

Sub-Module VI: **Creating, Checking and Posting Vouchers**

- Assets accounting, accounts payable
- Cash accounting
- Payroll accounting
- Account assignment and posting

Sub-Module VII: **Creating and Checking the Cash Ledger**

- Cash ledger structure
- Recording of cash operations, cheque transactions
- Cash book control, differences
- Document control and record keeping

Sub-Module VIII: **Preparation of Financial Statements**

- Inventory
- Recognition and valuation principles
- Asset accounting

Sub-Module IX: **Payroll Procedures**

- Entering employee information
- Recording of working times
- Payroll structure and elements
- Dates and deadlines

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Train-the-Trainer Technical Material

V Module “Preparing, Completing and Evaluating Start-up and Takeover Activities”

1. Objective

To qualify permanent staff of business support organisations as business transfer experts (coaches) in order to advice and accompany the business transfers on Preparing, Completing and Evaluating Start-up and Takeover Activities topic.

2. Duration of the training

Part of the two days “Train the Trainer” Seminar on Entrepreneurship training.

1st Day, from 15:45 to 18:00 h. Total duration of this Module – 2:15 h.

3. Participants

- Teachers and lecturers from universities / colleges, chambers, training institutions, etc., who are involved in the training of entrepreneurs;
- Advisers to Chambers and other business development agencies that provide advice, coaching and support to potential acquirers and founders.

4. Programme

Sub-Module I: **Preparing, completing and evaluating start-up and takeover activities**

- Identification and evaluation of the possibilities to use consulting services;
- Identification and evaluation of the possibilities to use promotional and support services for the foundation and takeover of a company;
- Identify the appropriate contact points for start-up and takeover consulting and evaluate their range of services.

Sub-Module II: **Organisation**

- The importance of the organisational structure;
- Planning company’s development;
- Understanding key areas, instruments and principles of an organisation;

Sub-Module III: **Corporate succession**

- Necessity to plan business succession;

- The aspects of inheritance and family law important for business succession;
- Impact of tax regulations on selected business succession model.

Sub-Module IV: **Entrepreneurship / company start-up**

- Analysis and planning – how it is important preparing the business concept;
- Significance of personal aspects, as well as business and legal components in the corporate context.

Sub-Module V: **The reliable determination of the value of the company to be transferred**

- INBETS Valuation Tool;
- Important factors influencing business value;
- Criteria for determining the business value;
- Price of the business transferred.

Sub-Module VI: **Financing of business transfer models**

- INBETS financing models and innovative financing strategies;
- Preparing business activity forecasts (business plan);
- Business investment planning;
- Business liquidity planning;
- Identification of the capital needs of the business;
- Selecting appropriate financing instruments of chosen business transfer model.

Sub-Module VII: **Business transfer models**

- INBETS best practices for business transfer

Sub-Module VIII: **Matchmaking between transferor and transferee**

- INBETS matchmaking system
- Motivating factors for business transfer;
- Tools facilitating matchmaking of relevant business transfer parties;
- Knowledge management system.

Sub-Module IX: **Transfer of knowledge**

- INBETS knowledge management system.

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Train the Trainer Technical Material

VI Module “Human Resources Management & Vocational Education Knowledge”

1. Objective

To qualify permanent staff of business support organisations as business transfer experts (coaches) in order to advice and accompany the business transfers on Human Resources Management & Vocational Education Knowledge topic.

2. Duration of the training

Part of the two days “Train the Trainer” Seminar on Entrepreneurship training.
2nd Day, from 08:00 to 09:30 h. Total duration of this Module - 1,5 h.

3. Participants

- Teachers and lecturers from universities / colleges, chambers, training institutions, etc., who are involved in the training of entrepreneurs;
- Advisers to Chambers and other business development agencies that provide advice, coaching and support to potential acquirers and founders.

4. Programme

Sub-Module I: Requirements to be met by the entrepreneur

- Personality profile
- Family profile
- Subject-specific requirements

Sub-Module II: Human resources

- Personnel planning, staffing demand
- Recruitment and selection
- Personnel placement, staffing
- Work time models, human resources development, wages

Sub-Module III: Labour law and social legislation

- Labour law (employment contract, types of contracts)
- Dismissal protection (collective agreement, parties)

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- Health and safety of workers in work
- Social insurance law
- Freedom to choose insurance providers, insurance fees/payments
- Reporting requirements

Sub-Module IV:	Presenting and motivating the benefits and use of in-company training
Sub-Module V:	Participating in planning and decision-making with regards to specific training needs, to legal and operational conditions, and to the collective agreement
Sub-Module VI:	Selecting proper training methods and media for target groups, and applying them accordingly, if necessary
Sub-Module VII:	Creating learning-conducive conditions and a motivating learning culture, giving and receiving feedback
Sub-Module VIII:	Organising, designing and evaluating the probation period
Sub-Module IX:	Developing and defining operational learning and work-related tasks, based on the in-company training plan and the typical occupational and business processes
Sub-Module X:	Assisting trainees with individual training and guidance in case of learning difficulties by applying training aids, if necessary, or by checking the possibility of extending the training period
Sub-Module XI:	Providing trainees with additional training opportunities, in particular in the form of additional qualifications, and by checking the possibility of shortening the training period or chances for an early approval of the final examination
Sub-Module XII:	Promoting social and personal development of trainees, identifying problems and conflicts in good time, solution-oriented approach
Sub-Module XIII:	Measuring and evaluating performance and test results of third parties, conducting assessment discussions and drawing conclusions with regard to the further training process
Sub-Module XIV:	Learning and working in a team as well as intercultural skills in the company promote
Sub-Module XV:	Preparing trainees for their final of journeyman's examination by taking-into account the examination dates, and leading the training to successful completion

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- Sub-Module XVI: Ensuring that the trainees register with the competent commission and making sure that the commission will be aware of any specifics that might be relevant with regard to the examination
- Sub-Module XVII: Contributing in the issuing of written certificate, on the basis of performance assessments
- Sub-Module XVIII: Informing and advising trainees about inter-company development and career opportunities, and about occupational further training options
- Sub-Module XIX: Presenting the vocational training system structures and its liaising areas
- Sub-Module XX: Selecting training professionals for a company and specifying their purpose
- Sub-Module XXI: Examining qualification of a company with regards to training in a desired vocational training field and whether and to what extent training contents shall be conveyed outside the company, in particular by a combination of interplant and external vocational training
- Sub-Module XXII: Assessing chances for applying preparatory measures in vocational training
- Sub-Module XXIII: In a company - co-ordinating tasks of personnel involved in the training, in due consideration of their functions and qualifications
- Sub-Module XXIV: Drawing up an operational training plan based on training regulations, in due consideration of job-specific work and business processes
- Sub-Module XXV: Taking-into account prospective participation and co-participation in vocational training of involved occupational interest groups
- Sub-Module XXVI: Determining co-operation needs and co-ordinating with project partners, in particular with the involved vocational school, organisation and contents of the training
- Sub-Module XXVII: Applying criteria and procedures for selection of trainees, taking into consideration their diversity
- Sub-Module XXVIII: Preparing a vocational training contract and its registration with the competent body
- Sub-Module XXIX: Examining chances of organising the vocational training program partly abroad

4. Train the Trainer Presentations

- General schedule
- Corporate Competitiveness
- Governance Strategies
- Innovation Management
- Business transfer
- Labour market
- Business Transfer Motivation
- Corporate Transitions
- Case Study

Train-the-Trainer Seminar

Training as an Entrepreneur

INBETS BSR Project Seminar, 6-7 May 2019 Vilnius, Lithuania

Presentations

Vytautas Magnus University

https://www.youtube.com/watch?time_continue=1&v=ST3Kv_7R3d4

https://www.youtube.com/watch?time_continue=84&v=IAIt2SRa254

And some facts about Lithuania

<https://www.youtube.com/watch?v=8KRjb5hL2Lk>

<https://www.youtube.com/watch?v=WH9mTk1mxkl>

<https://www.youtube.com/watch?v=RPO4tbV4UHk>

<https://www.youtube.com/watch?v=8ri6Bmuciac>

https://www.youtube.com/watch?v=L_AGOIsphpE

<https://www.youtube.com/watch?v=9Yxwjy4pvsM>

Day 1

Time	Event
08:00 - 08:45	Welcome and Introduction. Presentation of the participants. Overview of the programme of the 1 st day
08:45 – 13:00	Training
13:00 - 14:00	Lunch
14:00 - 18:00	Training
18:00 - 19:00	Free time
19:00 – 22:00	Joint dinner and international exchange of experiences Meeting point - ARTIS Centrum Hotel Lobby, walk to the restaurant

Day 2

Time	Event
08:00 - 12:15	Overview of the programme of the 2 nd day Training
12:15 - 13:15	Lunch
13:15 - 14:45	Training

DAY 1

Day 1

Time	Event
08:00 - 08:45	Welcome and Introduction. Presentation of the participants. Overview of the programme of the 1 st day
08:45 – 13:00	Training
13:00 - 14:00	Lunch
14:00 - 18:00	Training
18:00 - 19:00	Free time
19:00 – 22:00	Joint dinner and international exchange of experiences Meeting point - ARTIS Centrum Hotel Lobby, walk to the restaurant

DETERMINING CORPORATE COMPETITIVENESS

Train-the-Trainer Seminar

Mr. Nerius Jasinavičius
Founder “TOC sprendimai”

INBETS BSR Project Seminar, 6-7 May 2019 Vilnius, Lithuania

Coffee break

10:15 – 10:30

DEVELOPING CORPORATE GOVERNMENT STRATEGIES

Train-the-Trainer Seminar

Mr. Nerius Jasinavičius
Founder “TOC sprendimai”

INBETS BSR Project Seminar, 6-7 May 2019 Vilnius, Lithuania

Lunch

12:00 – 13:00

INNOVATION MANAGEMENT – KNOW-WHY AND KNOW-HOW

Train-the-Trainer Seminar

Dr. Kastytis Gečas
Innovation Expert

INBETS BSR Project Seminar, 6-7 May 2019 Vilnius, Lithuania

Coffee break

14:30 - 14:45

BASIC COMPUTER SKILLS, BOOKKEEPING USING COMMERCIAL SOFTWARE

Train-the-Trainer Seminar

Ms. Kirsten Jensen
IBC

INBETS BSR Project Seminar, 6-7 May 2019 Vilnius, Lithuania

PREPARING, COMPLETING, EVALUATING START-UP, TAKEOVER ACTIVITIES

Train-the-Trainer Seminar

Audrius Zabotka
VMU

INBETS BSR Project Seminar, 6-7 May 2019 Vilnius, Lithuania

Dinner

19:00

DAY 2

Day 2

Time	Event
08:00 - 12:15	Overview of the programme of the 2 nd day Training
12:15 - 13:15	Lunch
13:15 - 15:45	Training

LABOUR MARKET 2020-2050: CHALANGES AND TRENDS

Train-the-Trainer Seminar

Ms.Laura Duksaitė-Iškauskienė
Partner at Master Class LT

INBETS BSR Project Seminar, 6-7 May 2019 Vilnius, Lithuania

GROWING BUSINESS SUCCESSORS. WITH SPARKLES IN THEIR EYES, PLEASE!

Train-the-Trainer Seminar

Mr. Balys Narbutas, Communication Consultant
at Fabula Hill+Knowlton Strategies

INBETS BSR Project Seminar, 6-7 May 2019 Vilnius, Lithuania

Coffee break

10:15 – 10:30

GROWING BUSINESS SUCCESSORS. WITH SPARKLES IN THEIR EYES, PLEASE!

Train-the-Trainer Seminar

Mr. Balys Narbutas, Communication Consultant
at Fabula Hill+Knowlton Strategies

INBETS BSR Project Seminar, 6-7 May 2019 Vilnius, Lithuania

TOOLS FOR CORPORATE TRANSITION

Train-the-Trainer Seminar

Mr. Karolis Pocius
M&A Professional

INBETS BSR Project Seminar, 6-7 May 2019 Vilnius, Lithuania

Lunch

12:15 – 13:15

TOOLS FOR CORPORATE TRANSITION

Train-the-Trainer Seminar

Mr. Karolis Pocius
M&A Professional

INBETS BSR Project Seminar, 6-7 May 2019 Vilnius, Lithuania

FAREWELL COFFEE & EXCHANGE OF EXPERIENCE

Thank you!



EUROPEAN UNION

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FUND



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VYTAUTAS MAGNUS
UNIVERSITY
— MCMXXII —

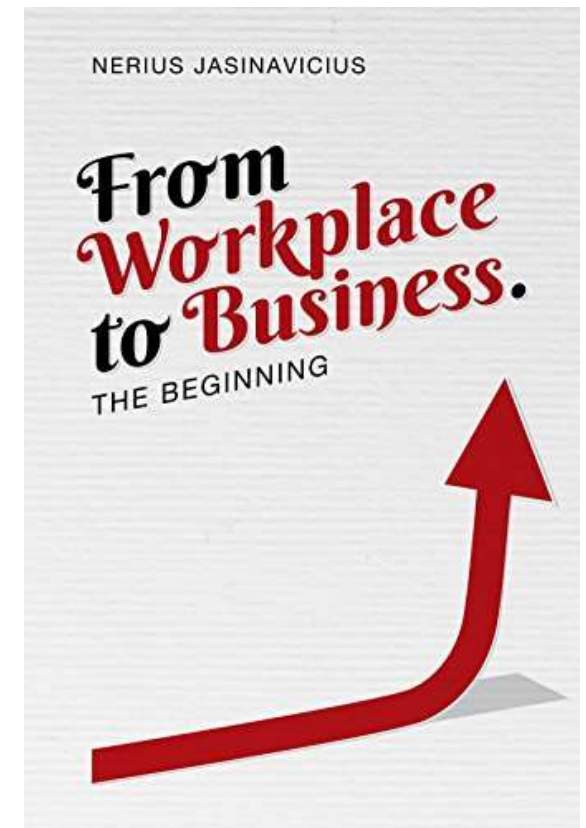
MODULE A1

DETERMINING CORPORATE COMPETITIVENESS

Nerius Jasinavicius

Nerius Jasinavicius

- Founder of TOC sprendimai
- Board member of Achema Group
- Consultant for unique clients
- Certified TOC and LEAN expert
- Certified Management Consultant
- Author of “From Workplace to Business. The beginning”



<https://amzn.to/2PSAsoh>

Agenda

1. Corporate goal system
2. What does determine value of the company
3. Creating long-term competitiveness
 - a) Market analysis
 - b) SWOT
4. Corporate culture

What is the goal of the company ?

Making money
now as well as in the future

Necessary conditions

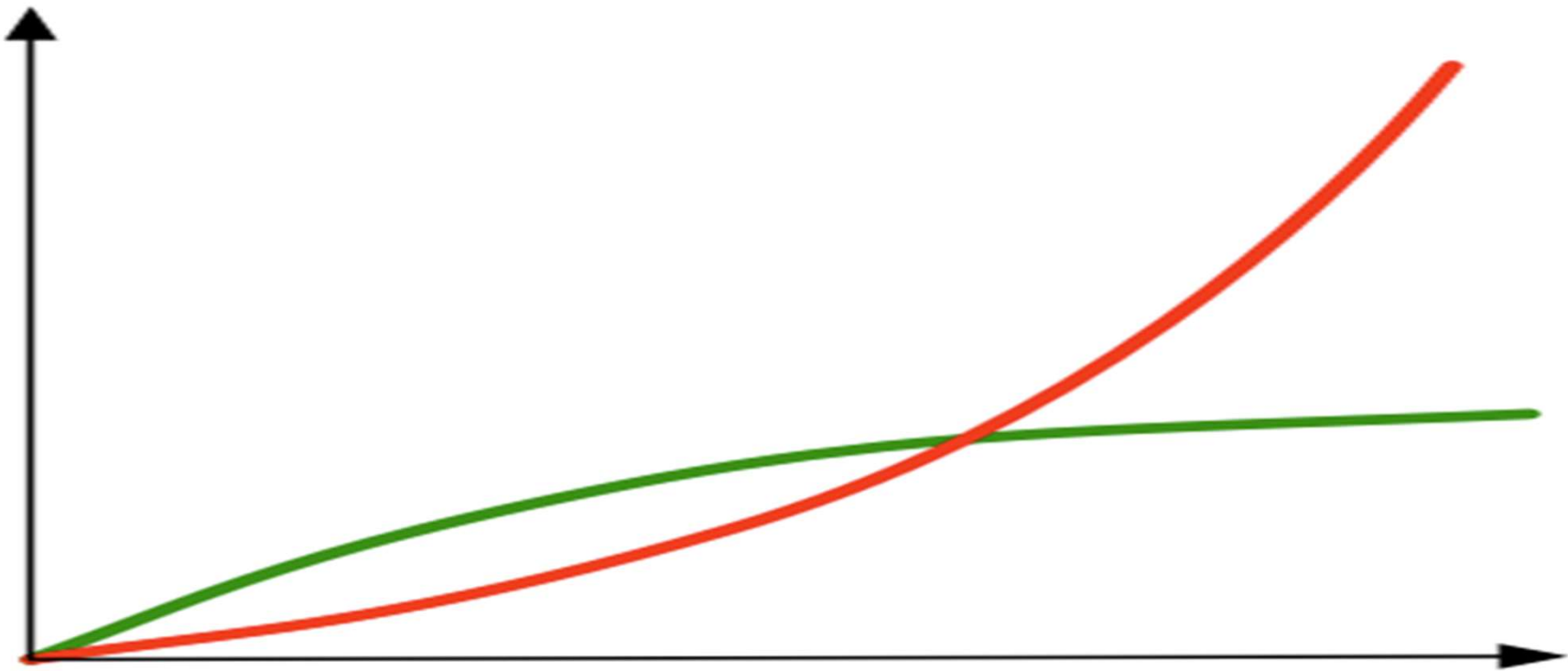
- Satisfied employees
- Satisfied environment
 - Clients
 - Suppliers
 - Society



Return on Investment

$$ROI = \frac{T - OE}{I}$$

Growth of the Company



Corporate goal system



“tell me how you measure me
and will tell you how I will
behave. If you measure me in
an illogical way... do
not complain about illogical
behavior.”

- Eli Goldratt

Danger of local measurements



Agenda

1. Corporate goal system
2. What does determine value of the company
3. Creating long-term competitiveness
 - a) Market analysis
 - b) SWOT
4. Corporate culture

Value of the company

- Business Valuation - a general process of determining the economic value of a whole business or company unit. Business valuation can be used to determine the fair value of a business for a variety of reasons, including sale value, establishing partner ownership, taxation, and even divorce proceedings.

But in reality

- Company's Value – amount of money Buyer is ready to pay for the company

Methods of Valuation

- **Market Capitalization** – is calculated by multiplying the company's share price by its total number of shares outstanding
- **Times Revenue Method** – a stream of revenues generated over a certain period of time is applied to a multiplier which depends on the industry and economic environment.
- **Earnings Multiplier (P/E ratio) Method** – a profit generated over a certain period of time is applied to a multiplier.
- **Discounted Cash Flow (DCF) Method** – based on projections of future cash flows, which are adjusted to get the current market value of the company.
- **Book Value** – the value of shareholders' equity of a business as shown on the balance sheet statement.
- **Liquidation Value** – the net cash that a business will receive if its assets were liquidated and liabilities were paid off today.

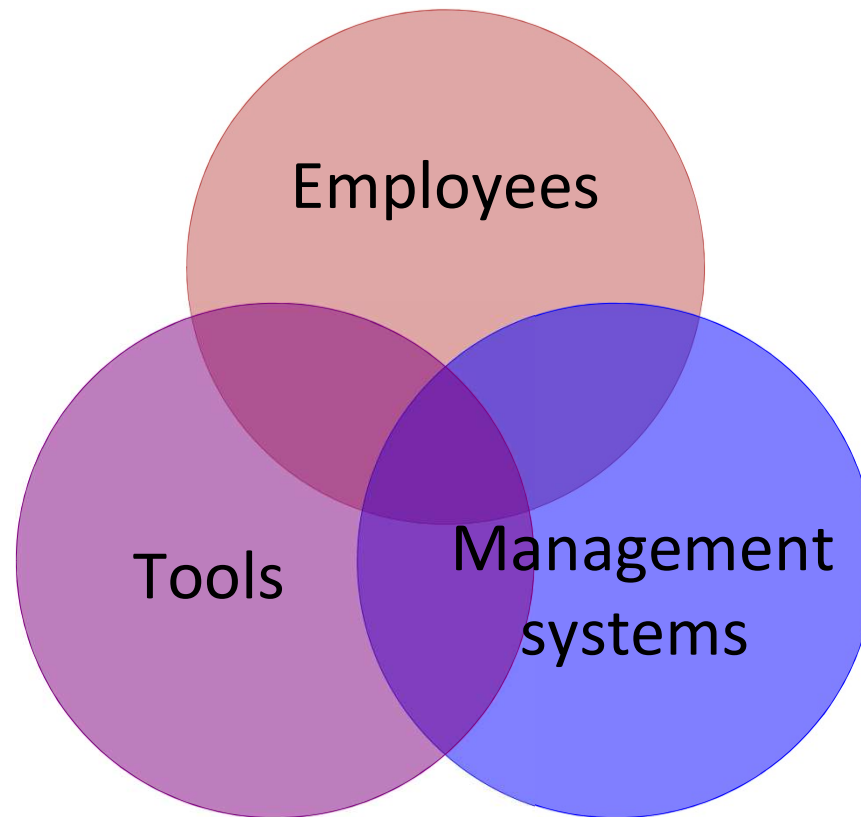
Readiness of the company for sale (or transfer)

- Financial transparency
 - Accounting
 - Personal expenses
- Non-dependence of the company
 - Non-dependence on owner's participation
 - Non-dependence on any single factor

3 Pillars of Value

- Net Profit (or EBITDA)
- Stability and Growth of Sales and Profit
- (In)dependence of the company

Key success factors



Agenda

1. Corporate goal system
2. What does determine value of the company
3. Creating long-term competitiveness
 - a) Market analysis
 - b) SWOT
4. Corporate culture

Ever-flourishing company

- For the Company to become ever-flourishing its Throughput must grow (and continue to grow) much faster than Operating Expenses.
- Exhausting the Company 's resources and/or taking too high risks severely endangers the chance of becoming ever-flourishing.

Ever-flourishing company

Tactics

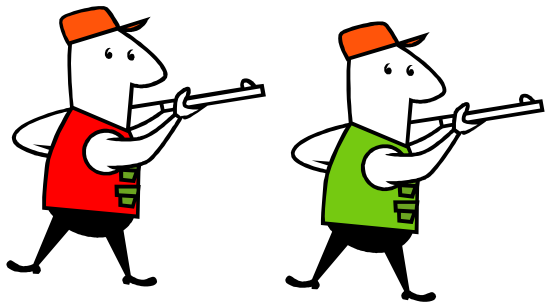
- Company has to **build** a *decisive competitive edge* and the capabilities to **capitalize** on it, on big enough markets without exhausting the Company's resources (**sustain**) and without taking real risks.

Decisive Competitive Edge

The way to have a decisive competitive edge is **to satisfy** a client's **significant need** to an extent that no significant competitor can.

Building a decisive competitive edge is not easy;
building the capabilities to capitalize on it is not less difficult.
But, sustaining these two elements is the real challenge.

Decisive Competitive Edge



Examples of DCE

- Cost Leadership
- Reliability / Operational excellence
- Technological / patent
- Brand
- Focus on niche market
- Value Offer

<h1>S</h1> <h2>STRENGTHS</h2>	<h1>W</h1> <h2>WEAKNESSES</h2>	<h1>O</h1> <h2>OPPORTUNITIES</h2>	<h1>T</h1> <h2>THREATS</h2>
<ul style="list-style-type: none"> • Things your company does well • Qualities that separate you from your competitors • Internal resources such as skilled, knowledgeable staff • Tangible assets such as intellectual property, capital, proprietary technologies etc. 	<ul style="list-style-type: none"> • Things your company lacks • Things your competitors do better than you • Resource limitations • Unclear unique selling proposition 	<ul style="list-style-type: none"> • Underserved markets for specific products • Few competitors in your area • Emerging need for your products or services • Press/media coverage of your company 	<ul style="list-style-type: none"> • Emerging competitors • Changing regulatory environment • Negative press/media coverage • Changing customer attitudes toward your company

Agenda

1. Corporate goal system
2. What does determine value of the company
3. Creating long-term competitiveness
 - a) Market analysis
 - b) SWOT
4. Corporate culture

Culture is how organizations 'do things'

Robbie Katanga

Corporate culture

The values and behaviors that contribute to the unique social and psychological environment of an organization.

1. the ways the organization conducts its business, treats its employees, customers, and the wider community,
2. the extent to which freedom is allowed in decision making, developing new ideas, and personal expression,
3. how power and information flow through its hierarchy, and
4. how committed employees are towards collective objectives.

Corporate culture



Cultural fit



Questions



MODULE A2

DEVELOPING CORPORATE GOVERNANCE STRATEGIES

Nerius Jasinavicius

Agenda

- Long-term perspective and daily control
 - Vision, Mission and objectives
 - Operating figures and performance indicator systems
 - Costs and revenues management and control
- Core processes of the company
 - Sales and marketing
 - Production
 - Supply / Procurement
 - Projects
- Finance management
 - Cash-flow
 - Planning of investments, financial and liquidity planning
 - Types of financing (including alternative)

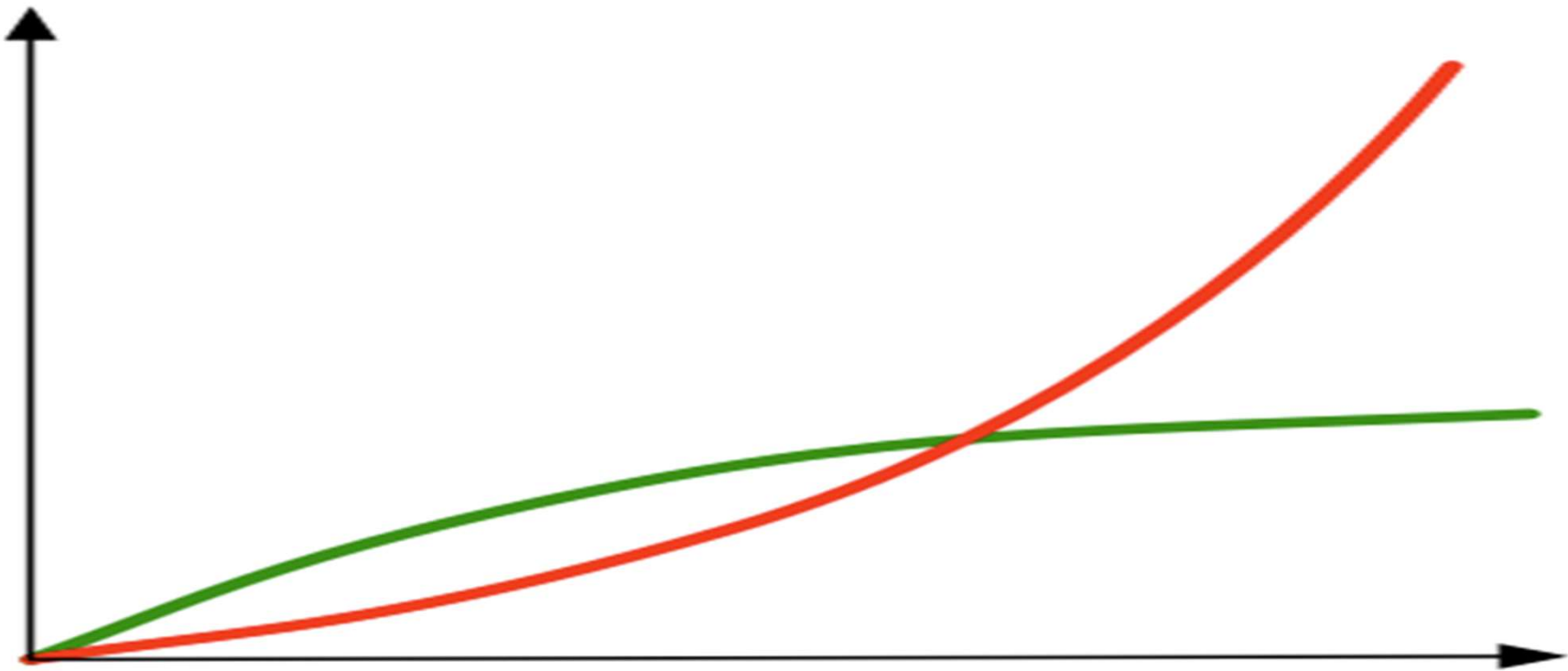
What is the goal of the company ?

Making money
now as well as in the future

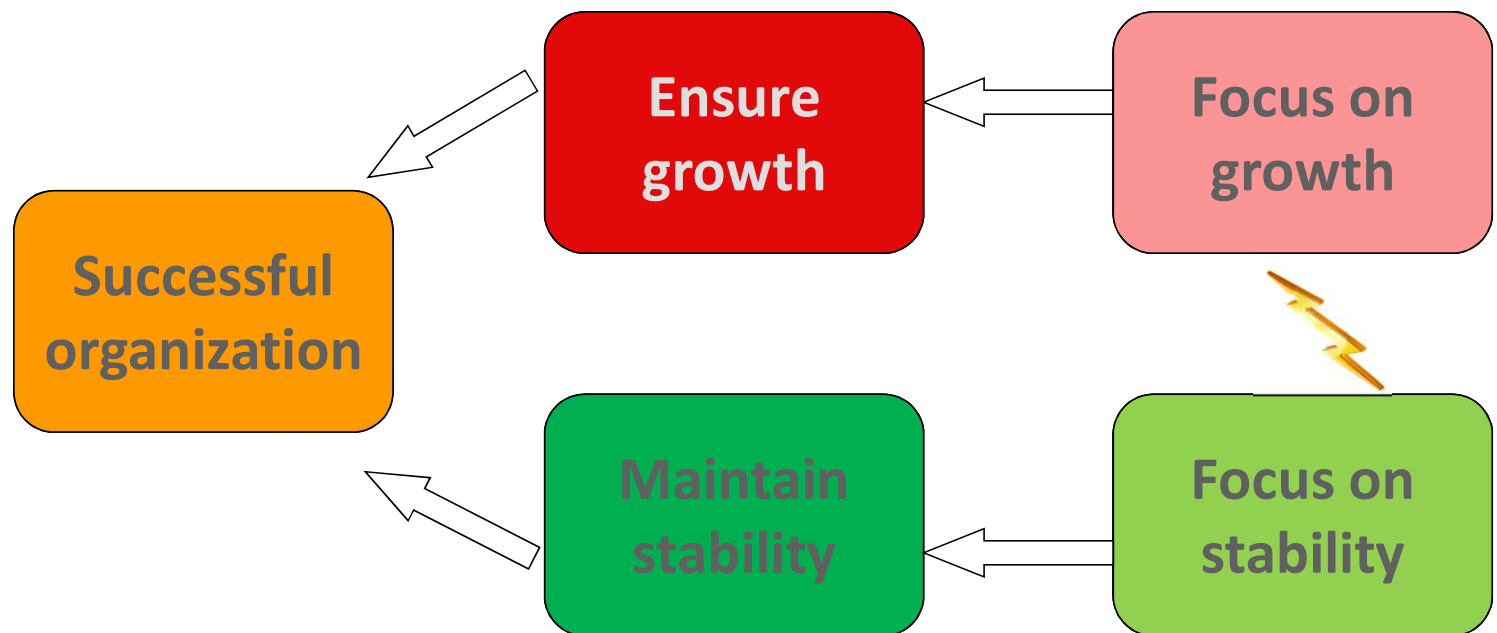
Return on Investment

$$ROI = \frac{T - OE}{I}$$

Growth of the Company



Core organizational dilemma



VISION

Why do we need ?

If one does not know to which port one is sailing, no wind is favourable.

Lucius Annaeus Seneca

Why do we need Vision?

Companies with written Vision:

30%

Bigger

25%

Higher
Shareholders'
Value

50%

Faster
Growth

Vision Statement

A vision statement describes the organization as it would appear in a future successful state. When developing a vision statement, try to answer this question: If the organization were to achieve all of its strategic goals, what would it look like 10 years from now?



MISSION

Mission Statement

A mission statement explains the company's reason for existence. It describes the company what it does and its overall intention. The mission statement supports the vision and serves to communicate purpose and direction to employees, customers, vendors and other stakeholders.

Misijų pavyzdžiai



At IKEA our vision is to create a better everyday life for the many people. Our business idea supports this vision by offering a wide range of well-designed, functional home furnishing products at prices so low that as many people as possible will be able to afford them.



Apple designs Macs, the best personal computers in the world, along with OS X, iLife, iWork and professional software. Apple leads the digital music revolution with its iPods and iTunes online store. Apple has reinvented the mobile phone with its revolutionary iPhone and App store, and is defining the future of mobile media and computing devices with iPad.

OBJECTIVES

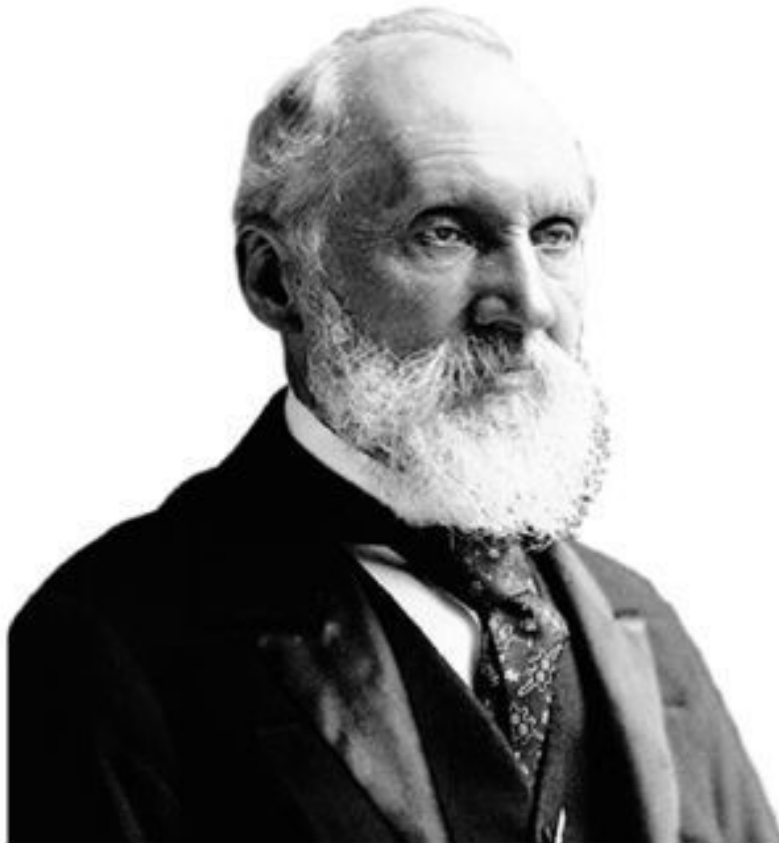
Objectives

The specific objectives are focused on achieving that Vision. Objectives refer to specific measurable results for the initiative's broad goals. An organization's objectives generally lay out how much of what will be accomplished by when.

Operating figures and performance indicator systems



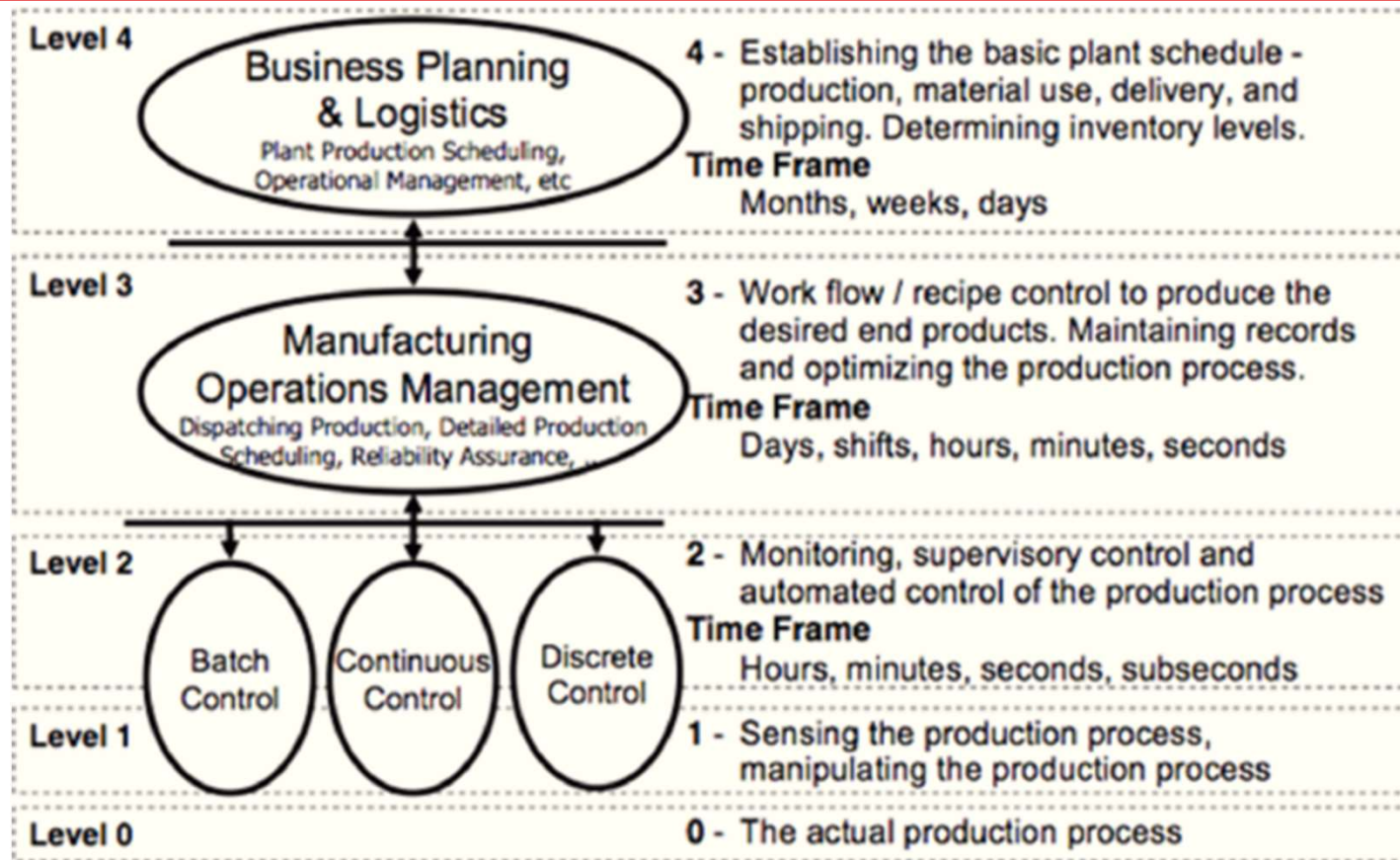
Why do we need measurements and indicators?



To measure
is to know.
If you can not
measure it,
you can not
improve it.
– Lord Kelvin

- **Performance measurement** is the process of collecting, analyzing and/or reporting information regarding the performance of an individual, group, organization, system or component.
- A **performance indicator** or **key performance indicator (KPI)** is a type of performance measurement. KPIs evaluate the success of an organization or of a particular activity (such as projects, programs, products and other initiatives) in which it engages.

Example: KPI from ISO 22400-2:2014



Costs and revenues management and control

- P/L
- Operational Budget
 - Income / Sale
 - TVC
 - Operating Expenses

How to do the budgeting?

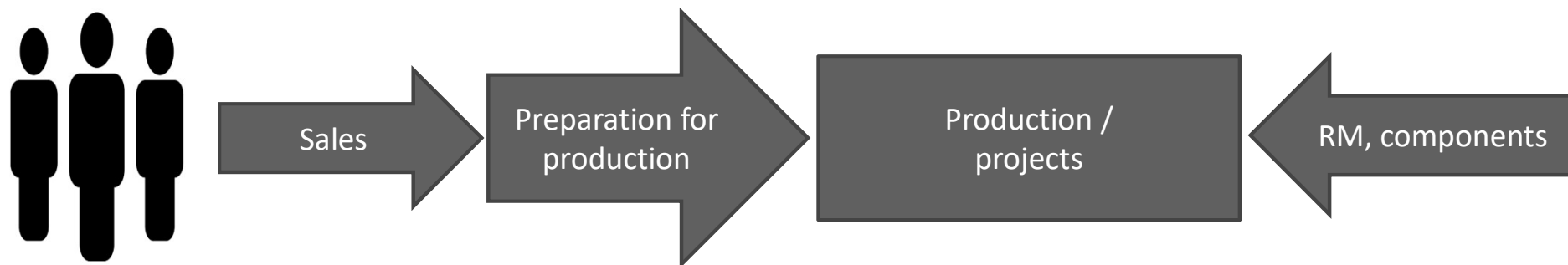
- Start from the end (How much profit?)
- Operating Expenses
- How much Throughput is needed?
 - What Throughput is generated by each product/service/project?
 - What should be product mix?
 - What could affect Throughput?
- Sales
- Do we have enough production capacity?
- Do we have enough sales capacity, opportunities, market?
- Do we have enough inventory/supply?

Core processes of the company

- Sales and marketing
- Production
- Supply / Procurement
- Projects

Typical processes in company

Leads

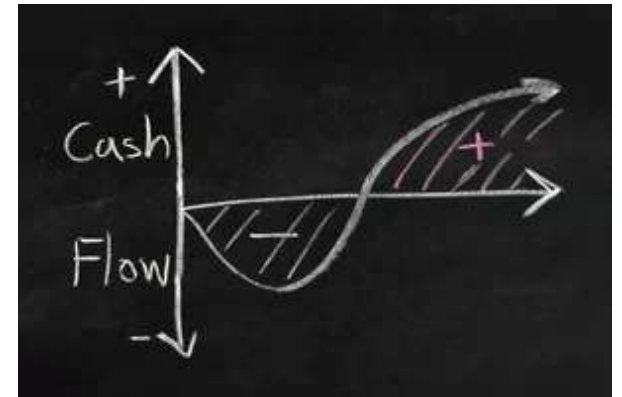


Finance management

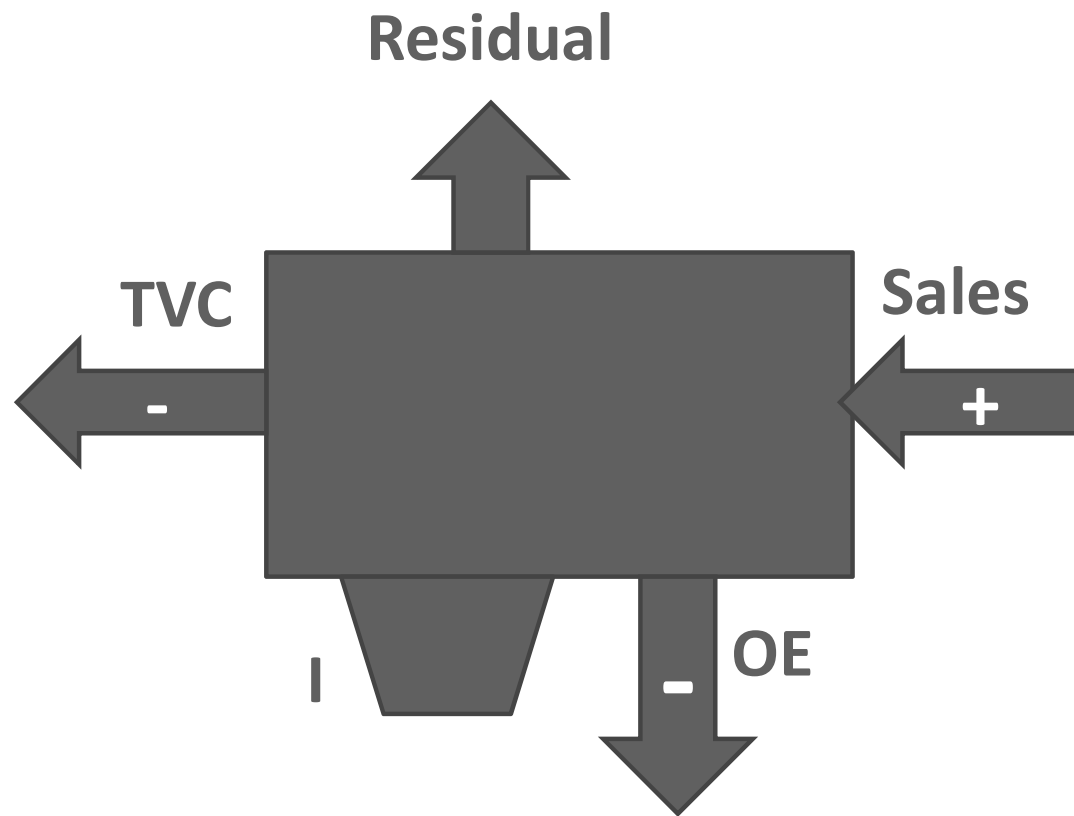
- Cash-flow
- Planning of investments, financial and liquidity planning
- Types of financing (including alternative)

Cash-flow management

- Not making profit kills company slowly – like a cancer. Lack of cash kills company instantly – like a heart attack.
- **Cash flow management** is the process of tracking how much money is coming into and going out of your business
- The most important rule in business – **DROOM** – Don't run out of money



Cash flow management



Rules of cash flow management

1. Manage a cash flow budget
2. Maintain a cash reserve
3. Be realistic with your sales volume estimates
4. Focus on your invoices
5. Keep a tight rein on your spending

Planning of investments, financial and liquidity planning

$$ROI = \frac{T - OE}{I}$$

Planning of investments, financial and liquidity planning

- **Liquidity planning** means nothing less than ensuring that a company remains solvent at all times for the foreseeable future. Liquidity planning also gives an overview of how much free liquidity can be managed in the short, medium, and long term.

Types of financing (including alternative)

- Bank loans
- Business lines of credit / overdrafts
- Equipment loans / leasing
- Invoice factoring
- Supplier/customer financing
- Alternative
 - Crowdfunding
 - Grants
 - Mezzanine lenders
 - Private equity
 - Sweat Equity

Questions



Train-the-Trainer Seminar

Innovation Management – Know-why and Know-how

Dr Kastytis Gečas, Innovation Expert

INBETS BSR Project Seminar, 6-7 May 2019 Vilnius, Lithuania

CONTENTS

- Part 1. Innovative Company Development
 - What innovation is
 - Why it's important
 - How innovation
- Part 2. Discussion: How to Sustain Innovation while Transferring Business

What innovation is

Innovation?

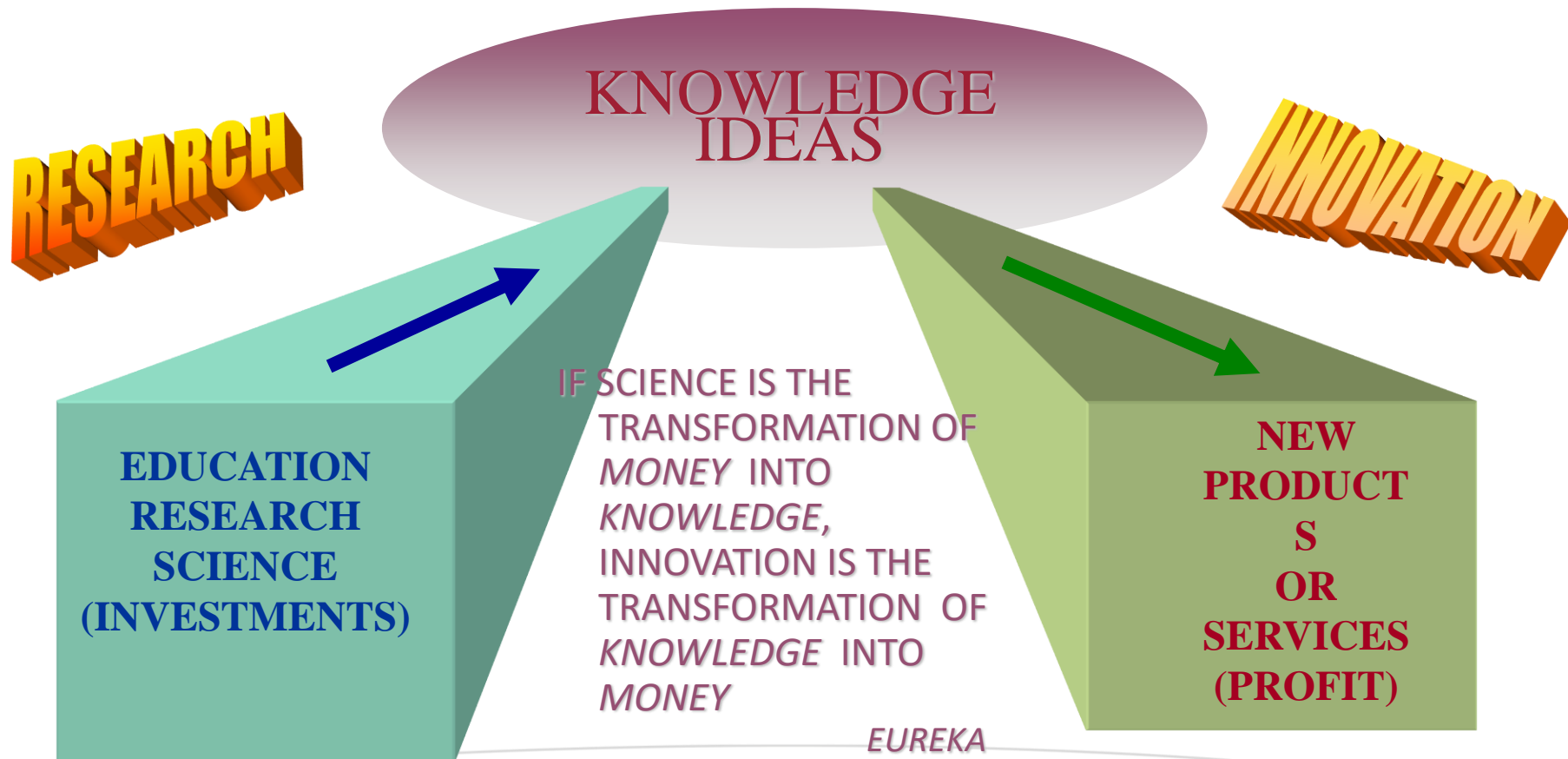
Innovation has its origin from the word "inovacyon" used in mid-France already in XV century, that means “renewal”, renovation, update, etc. In English, we may find “innovation” or “novation”; in Russian – “инновация” or “нововведение”.

Double use:

Innovation (as a result) ~ novelty

Innovation (as a process) ~ brings novelty

Innovation – knowledge perspective



Innovation – novelty perspective

Innovation happens when an invention is commercialized in a way of manufacturing or it causes significant improvement

Innovation is a functional, essential, cutting-edge novelty that focuses on replacement of old by something new

Innovation includes generation of new ideas and their implementation, giving the market new products or services, and/or renewed processes. Innovation leads to both the national economic and employment growth, and to profit growth of a company

Innovation – formal (statistical) perspective

An **innovation** is a new or improved product or process (or combination thereof) that differs significantly from the unit's previous products or processes and that has been made available to potential users (product) or brought into use by the unit (process).

Innovation activities include all developmental, financial and commercial activities undertaken by a firm that are intended to result in an innovation for the firm.

A **business innovation** is a new or improved product or business process (or combination thereof) that differs significantly from the firm's previous products or business processes and has been introduced on the market or brought into use by the firm.

An **innovative firm** is the firm that has at least one innovation in the observation period (typically, 1-3 years.)

Oslo Manual - 2018; OECD/Eurostat

Innovation – business perspective

- Innovation is related to a **process**
 - connecting
 - knowledge and technology with the exploitation of market opportunities for
 - new or
 - improved products, services and business processes
 - compared to those already available on the common market,
- and encompassing a certain degree of risk.

Community Framework for State Aid for Research and Development and Innovation, EC Staff Paper, Preliminary Draft, 20/4/2006

Two sides of the ‘entrepreneurship’ coin

Innovation is a mindset. It is the mindset how to **do business**
in a new way!

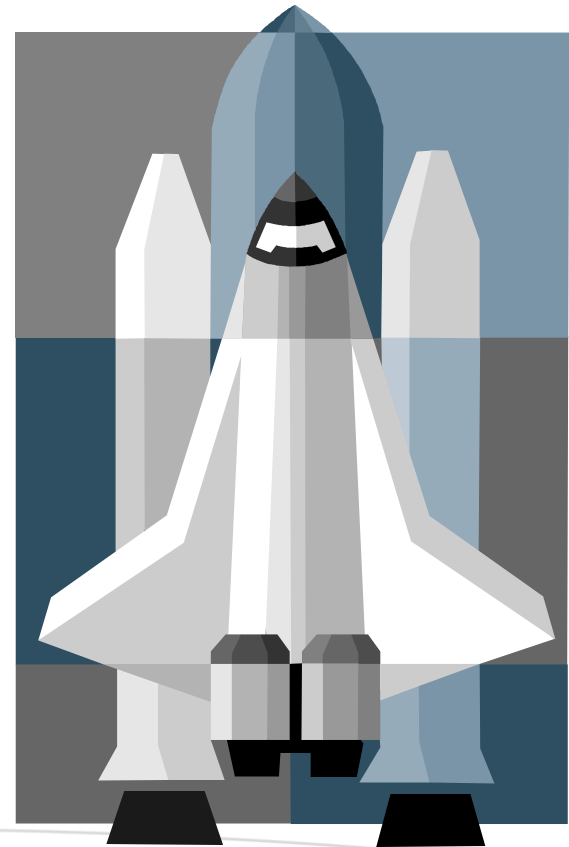
Innovation in business =
(New) knowledge + Commercial application

Why it's important

Two competitiveness drivers

“...the business enterprise has two—and only two—basic functions: **marketing** and **innovation**. Marketing and innovation produce results; all the rest are costs.”

Peter Drucker



Why it's important – macro-level

According to United Kingdom Dept. Trade and Industry:

- Innovation reduces waste and environmental damage
- Innovation creates growth, increases productivity, and economic wealth (avoids stagnation)
- Innovation provides better goods and services at a cheaper price – higher standard of living
- More interesting work for employees
- Old strategies get replicated and, consequently, margins get squeezed
- **Survival!**

Why it's important – company level

- **Value innovation!**
- An innovation can increase profits on the value side (customers value an innovation enough to pay more for it)...
- ...or the cost side (the company produces a product offering in a more efficient way).
- Either way, value is created for the firm and the consumer.

How innovation

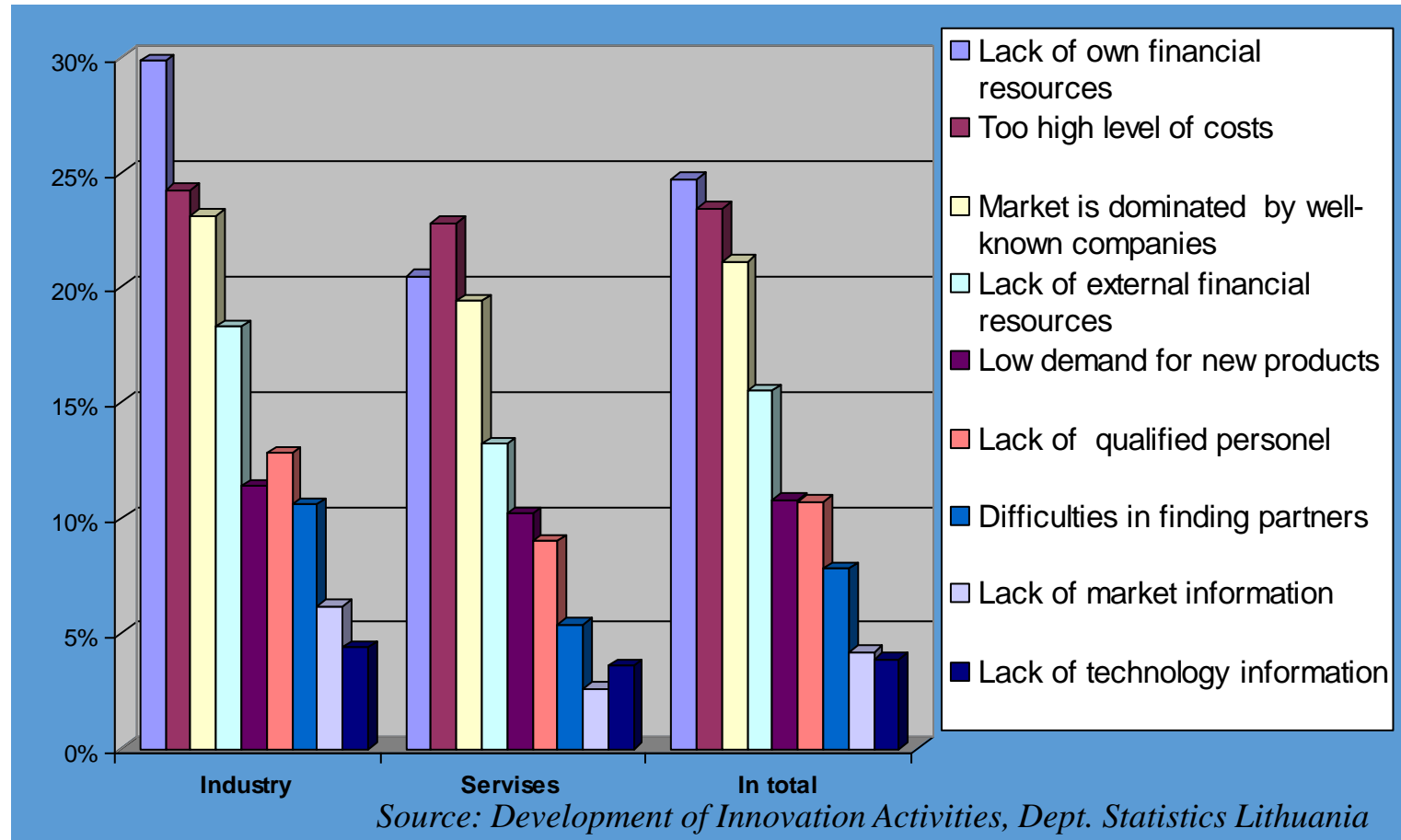
Innovation is needed – but it's not easy

- Innovation is not a natural process in our culture – **imitation and adaptation are.**
- Risk-taking and change-making are not praised values in our societies – **stability is.**
- Open competition and entrepreneurship are not (yet) assets in our economies – **protectionism and well-establishment (still) are.**

Innovation iceberg



Obstacles to innovation



Innovation management – the object of management discipline

On the other hand, it is **crosscutting** – it embraces the areas as diverse as

- strategy planning,
- organizational management, incl. marketing
- production management, incl. product development
- financial management,
- personnel management,
- technology management,
- logistics and distribution management,
- ...etc.

Innovation management – five activities

1. Establishing and maintaining a **business environment** that values innovation or stronger performance.
2. Creating a corporate **structure** where innovation is the **top priority**.
3. Developing a **company strategy** that encourages realistic innovations that will prove successful in the market.
4. Figuring out **where to find innovative ideas** and how to implement them once they are found.
5. Pursuing innovative ideas with full **company support and resources**.

Changing things – innovation classification by content

Product

New end-products - capital goods (e.g.machinery), consumer goods, material or intellectual products, etc.), creation of production and use

Technological

New technologies (production methods) - development and application of various activities

Social/nontechnological

New economic, managerial, organizational and other structures and forms of development and implementation of various activities incl. design

Complex

Synthesis of product, technological and social innovations

Innovation classification by level/scale of implementation - (what is new for...)

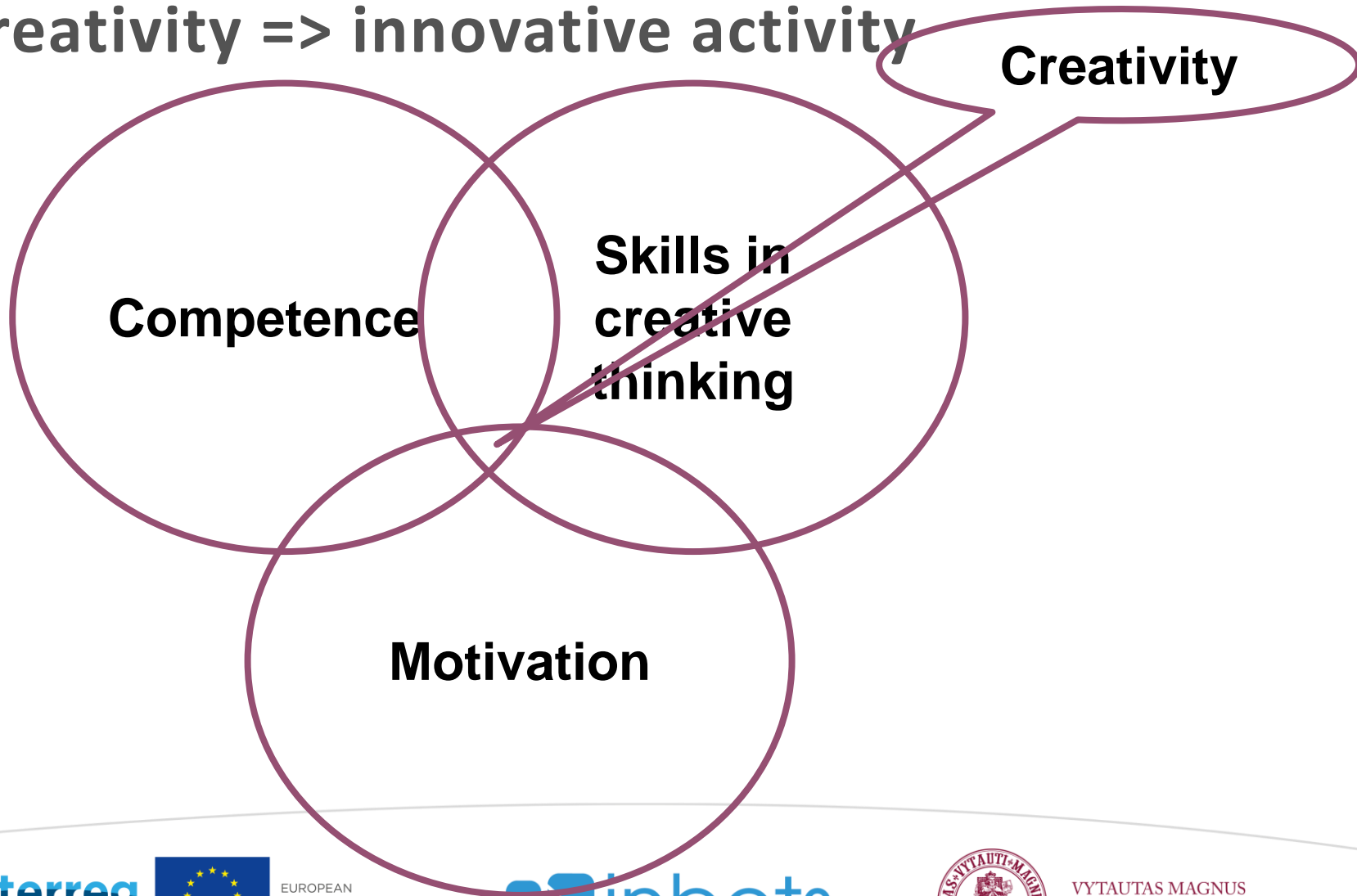


Why creativity

BTW, innovation is brought by people 😊

- Innovation is a **practice**, a ***mindset*** and a set of **skills**...
- Innovation is a **team activity** and **ability of an organisation**
- determined by **innovation leadership** and the collective **innovative capacity** of the team members and the people they collaborate with.
- Innovation is not a routine, it is made by targeted **projects**

Creativity => innovative activity





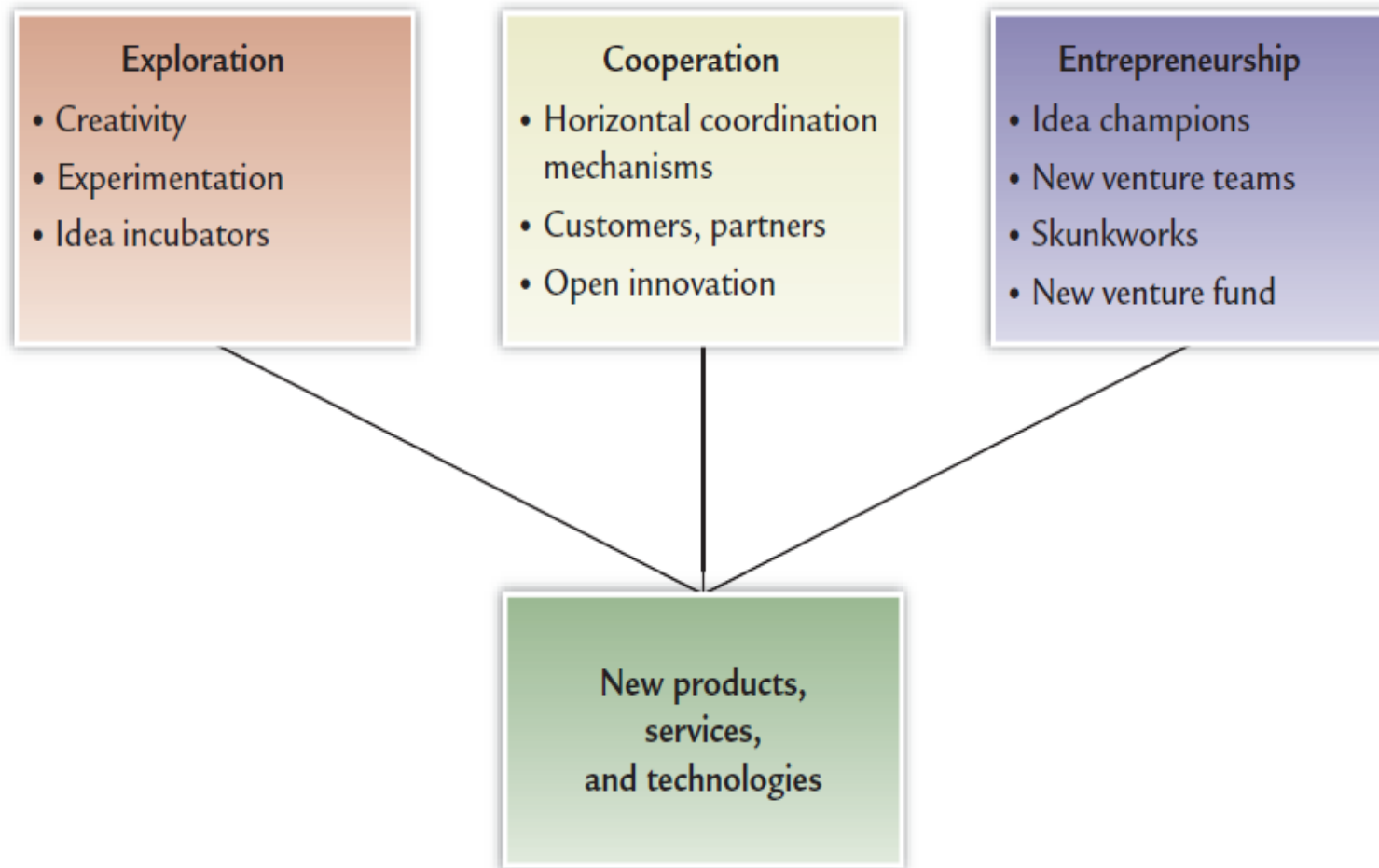
What's the difference between tigers?



HR: roles in the innovation process

- Innovation benefits from a diversity and experimentation, and also leadership
- Processual roles:
 - Idea generators – creativity, expertise
 - Champions – coordination, project management, etc.
 - Shapers
 - Gatekeepers – information, analysis, resources, critics
 - Coaching
- Sponsoring - resources

Three Innovation Strategies



The Creative Individual	The Creative Organization or Department
1. Conceptual fluency Open-mindedness	1. Open channels of communication Contact with outside sources Overlapping territories; cross-pollination of ideas across disciplines Suggestion systems, brainstorming, freewheeling discussions
2. Originality	2. Assigning nonspecialists to problems Eccentricity allowed Hiring outside your comfort zone
3. Less authority Independence Self-confidence	3. Decentralization, loosely defined positions, loose control Acceptance of mistakes; rewarding risk-taking People encouraged to challenge their bosses
4. Playfulness Undisciplined exploration Curiosity	4. Freedom to choose and pursue problems Not a tight ship, playful culture, doing the impractical Freedom to discuss ideas; long time horizon
5. Persistence Commitment Focused approach	5. Resources allocated to creative personnel and projects without immediate payoff Reward system encourages innovation Absolution of peripheral responsibilities

Innovation is for “everyone” and “everywhere”, isn’t it?

Moving FROM...

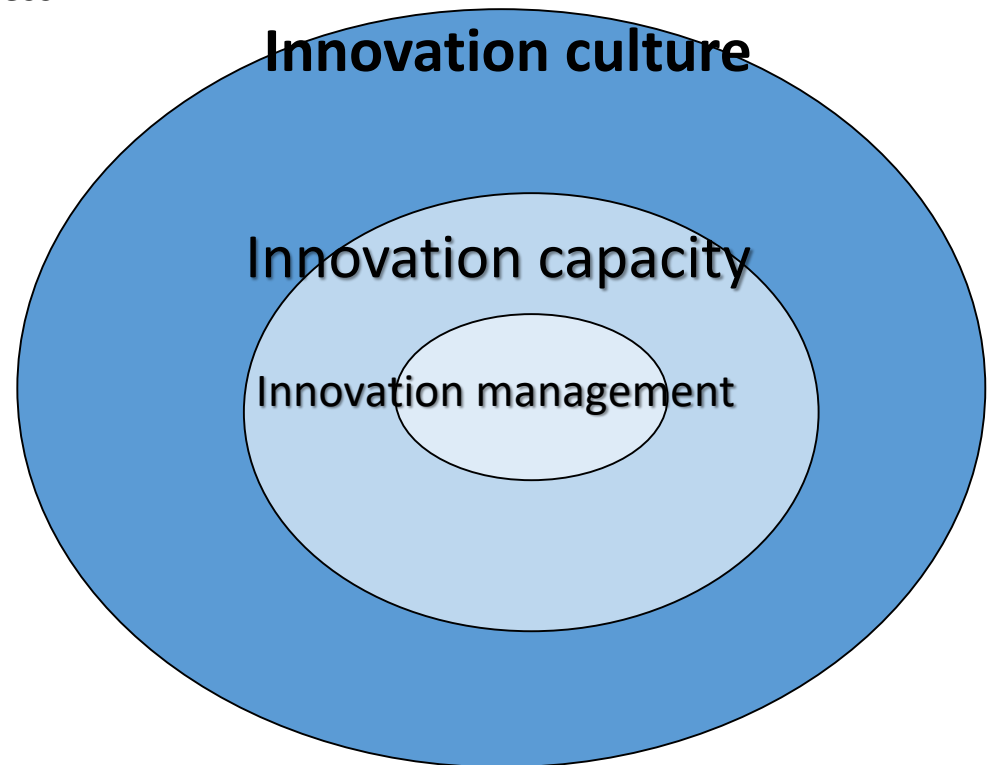
- Top down decisions
- Little tolerance to ambiguity
- Short-term operational focus
- Worry in (re)making mistakes
- Work within ‘own’ functions/tight rein on resource allocation
- Inside-out focus – current platforms/products, then client needs
- We have a lot of ‘good ideas’

Moving TO...

- Co-creation of programs&initiatives
- Patience for messiness, risk, uncertainty
- Longer term promise
- Emphasis on learning
- Move freely/part-time mind share
- Outside-in focus – value innovation, user needs, brand promise, new technology
- Focused - portfolio approach

Innovative enterprises – key aspects

- *New/extra added value* – the competitiveness driver
- New products/new processes
- Non-technological innovation
 - Management, marketing, logistics, distribution, design, etc.
- Exploitation of knowledge
 - Internal assets
 - Partnership/networking
- Team work, collective thinking, creativity
- Risk-taking, tolerance
- Struggling resistance
- Innovation management



Discussion.

How to sustain innovation in business

Innovation Activity in Business – Key Driving Factors

Concepts

- Processes
- Change
- Risk
- Productive knowledge
- Cultural environment
- Market
 - Trigger
 - Commercial success

Features

- Innovation capacity & management
- Novelties - New products & new processes
- Mitigation capacity and favourable financing
- Access to knowledge and technology and knowledge transfer
- Innovation culture
- Market challenges
 - Access & partnerships
 - Value for Clients

Questions/topics for discussion

1. Actions to preserve innovation activities during transfer
2. How and who initiates change(s)?
3. Do we accept the risks of change?
4. Can we put knowledge as assets on a balance sheet?
5. Can we be innovative in our (national, regional, local) environment?
6. “Innovators do not satisfy market needs, they create them”
7. Success in market - fruits of temporary monopoly (because of innovation)

... innovation does not wait

Good luck in
transferring business
innovation



Thank you!



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REGIONAL
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UNIVERSITY
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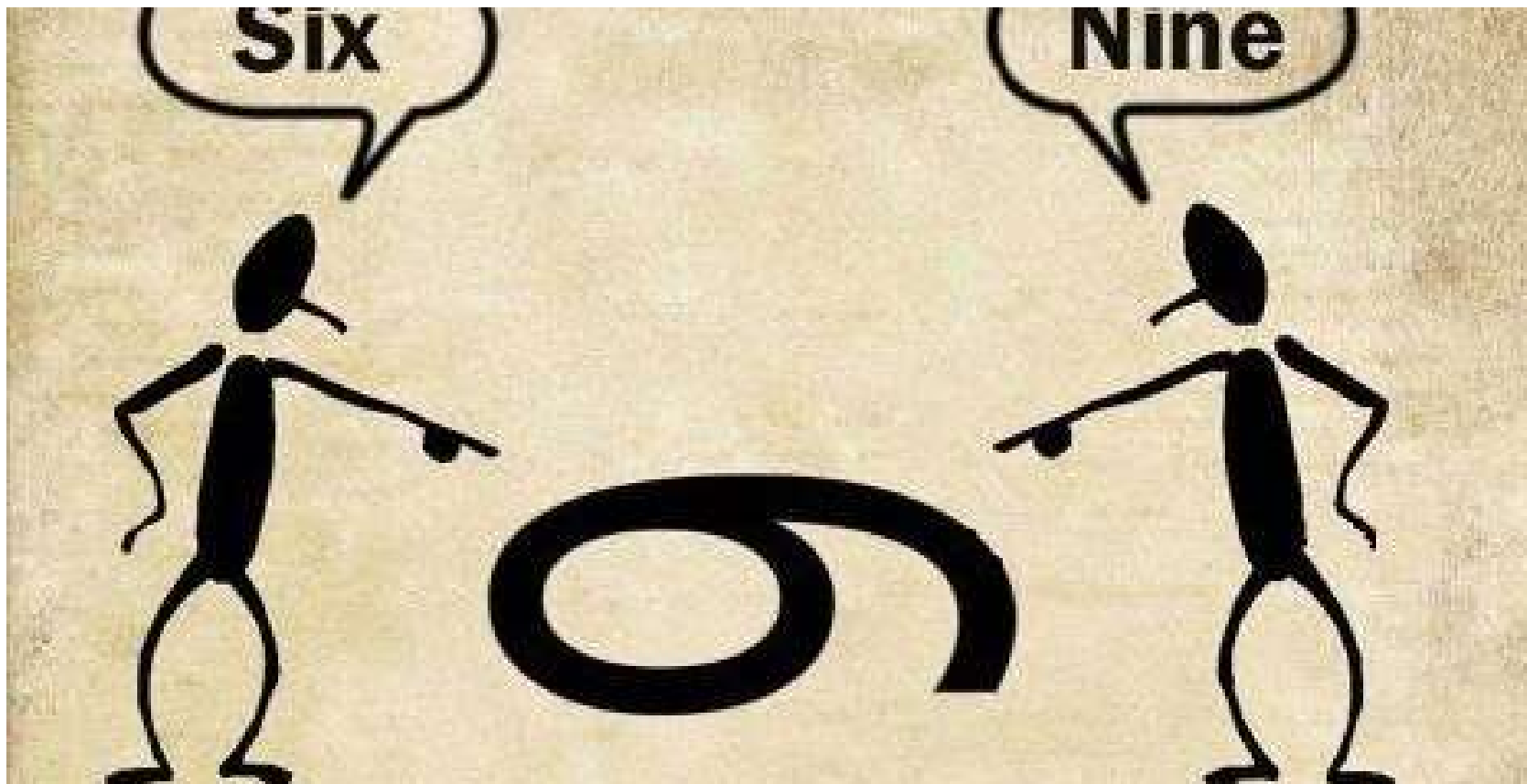
Preparing, completing, evaluating start-up, takeover activities

Train-the-Trainer Seminar

Audrius Zabotka, Project Content Coordinator,
VMU, PP12

INBETS BSR Project Seminar, 6-7 May 2019 Vilnius, Lithuania

You just do not see the things from my side?



MAIN MODULES OF ENTREPRENEURSHIP TRAINING CURRICULA

1. Determining corporate competitiveness;
2. Developing corporate government strategies;
3. Innovation management;
4. Basic computer skills, bookkeeping using commercial software;
5. Preparing, completing and evaluating start-up and takeover activities;
6. Human resources management & vocational education knowledge.

5. PREPARING, COMPLETING AND EVALUATING START-UP AND TAKEOVER ACTIVITIES

(sub-modules)

1. PREPARING, COMPLETING AND EVALUATING START-UP AND TAKEOVER ACTIVITIES;
2. ORGANISATION;
3. CORPORATE SUCCESSION;
4. ENTREPRENEURSHIP / COMPANY START-UP;
5. THE RELIABLE DETERMINATION OF THE PURCHASE PRICE OF THE COMPANY TO BE TRANSFERRED;
6. FINANCING OF BUSINESS TRANSFER MODELS;
7. BUSINESS TRANSFER MODELS;
8. MATCHMAKING BETWEEN TRANSFEROR AND TRANSFEREE;
9. TRANSFER OF KNOWLEDGE.

Model for the structure and sequence of the training and coaching program

Month from ... - until ...	Assessment	Individual Plans	Determining corporate competitiveness	Developing corporate government strategies	Innovation Management module	Basic Computer skills, bookkeeping using commercial software	Preparing, completing and evaluating start-up and takeover activities	Human Resources Management and vocational training	Examination	Coaching & Consultations
1										
2										
3										
4										
5										
6										
7										
8										
9										

START-UP AND TAKEOVER ACTIVITIES

Discussion

What criteria characterize the successful business transfer?

START-UP AND TAKEOVER ACTIVITIES

Discussion

Can the business take-over happen successfully without external consultancies?

Why (Y/N)?

START-UP AND TAKEOVER ACTIVITIES

Discussion

How to increase demand for business transfer?

Well done!

Thank you!



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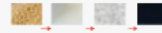


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Labour Market 2020-2050: Changes and Trends



LABOUR MARKET
IS A MYSTERIOUS THING



THIS IN 28 YEARS!

FUTURE PRESUMPTION



Labour Market 2020-2050: Changes and Trends



MASTER CLASS LIETUVA

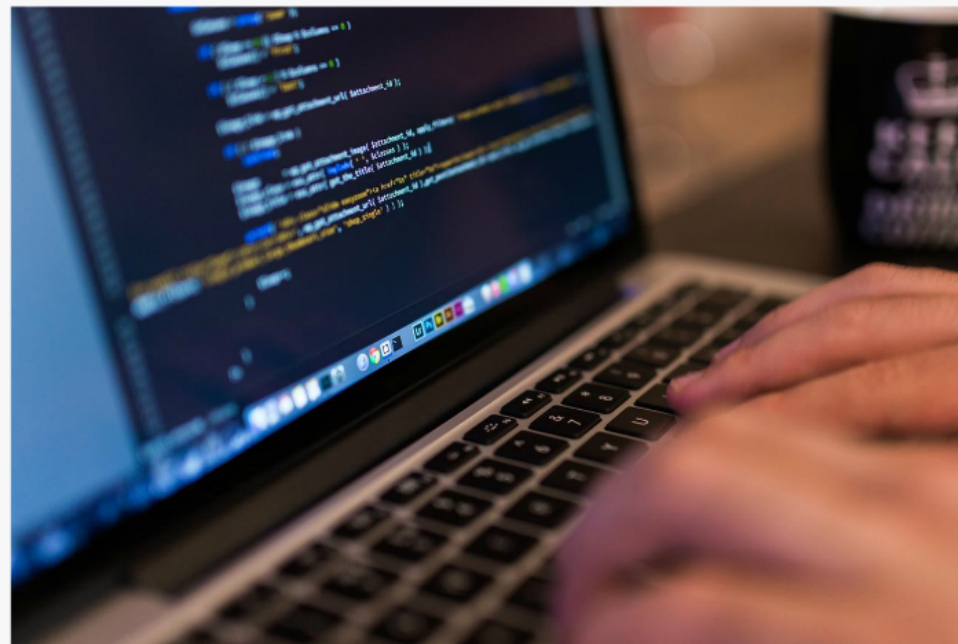
VADOVŲ PAIEŠKA

Laura Dukšaitė - Iškauskienė
Master Class Lietuva

LABOUR MARKET
IS A MYSTERIOUS THING









THIS IN 28 YEARS!

FUTURE PRESUMPTION



ONE CAREER



LOYAL TO PROFESSION



PARTNERSHIP AT WORK

BORN IN THE 21ST
CENTURY
WHAT WILL THEY DO?

BETTER ENTREPRENEURS - LESS
EMPLOYED, MORE INDEPENDENT





NEEDS AND POSSIBILITIES AT WORK

DURATION OF EMPLOYMENT IN ONE ORGANIZATION



EXPECTATIONS FOR THE FUTURE



VIETA, KURIOJE UGDOMI ATEITIES LYDERIAI

1991 m. įkurtas LCC tarptautinis u
įsitvirtino ne tik mūsų šalyje, bet ir
25-uosius gyvavimo metus pasitinka
versiteto bendruomenė – auditorijose
iš trisdešimties šalių, dirbantys kartu
rikos, Kanados, Skandinavijos ir kitų
ma, Lietuvos. Universitetas nuo pat
vavo amerikietiškojo tipo *artes libera*
visapusiškai ugdantį asmenybę.

Rasa Stamkauskienė

25 YEARS
OF INTERNATIONAL
EDUCATION



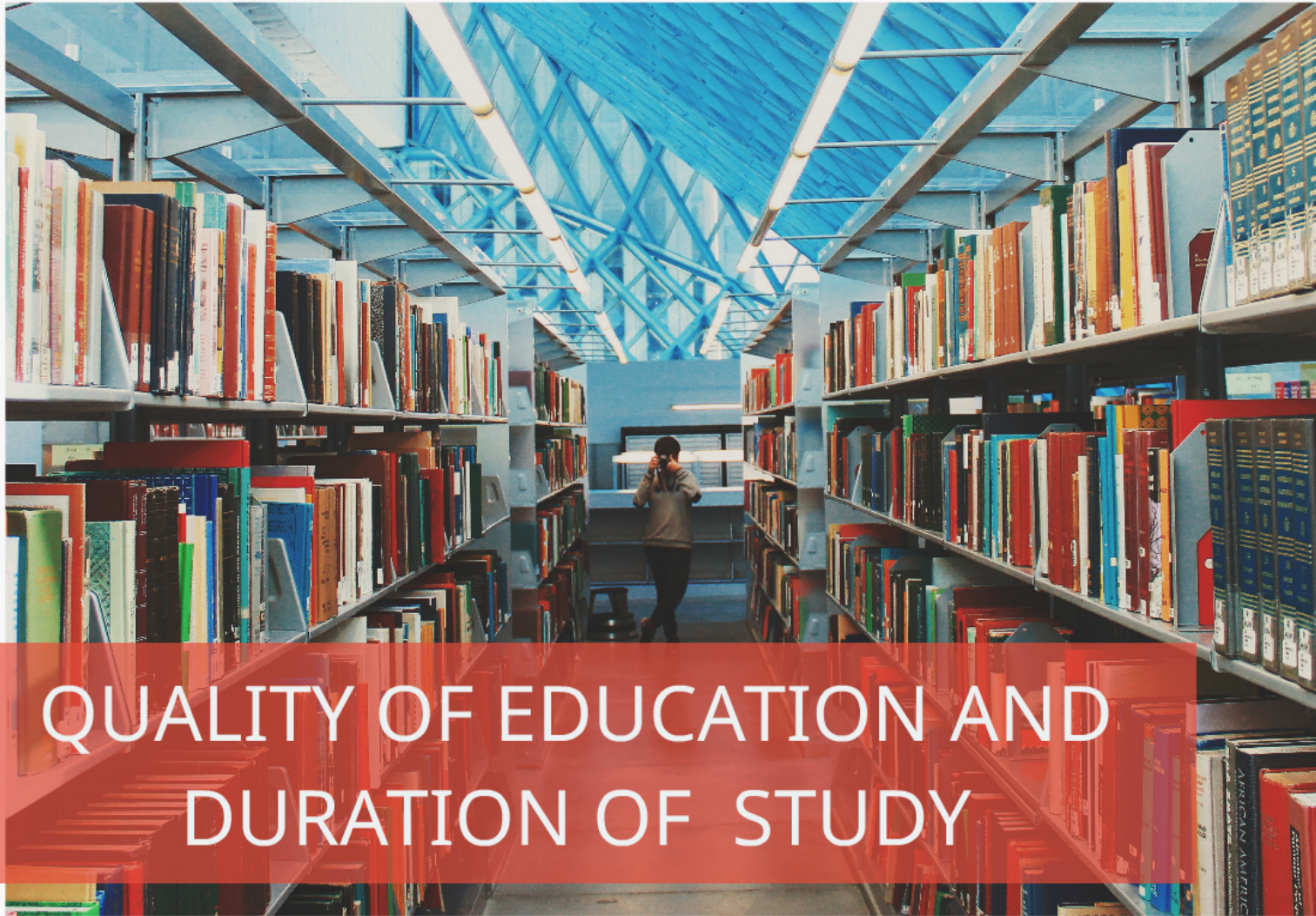
2050



HIGH INFLUENCE OF PARENTS



SOPHISTICATED IN TECHNOLOGY,
FEW SOCIAL CONTACTS



THANK YOU!

Laura Duksaitė – Iškauskienė
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VADOVŲ PAIEŠKA

**Growing Business
Successors.
With sparkles in their
eyes, please!**

„This will never happen to us..“



A simple fact many of us tend to ignore





35% of Fortune 500 companies are family owned businesses.

More than 30% of all family-owned businesses make the transition into the second generation.

12% will still be viable into the third generation.

Only 3% of all family businesses operating at the fourth-generation level and beyond.

<https://www.familybusinesscenter.com/resources/family-business-facts/>

Photo by [Vance Osterhout](#) on [Unsplash](#)



Photo by Vladimiras Ivanovas, "Verslo žinios"



"If this is such a crucial element of good business planning that it requires the attention of the boards of the world's largest companies, it is no less important for a small privately owned business where the 'bench' usually isn't very deep. Yet, it is quite possibly the last thing most owner-managers want to face."



Otis W. Baskin, Ph. D.,
The Family Business
Consulting Group

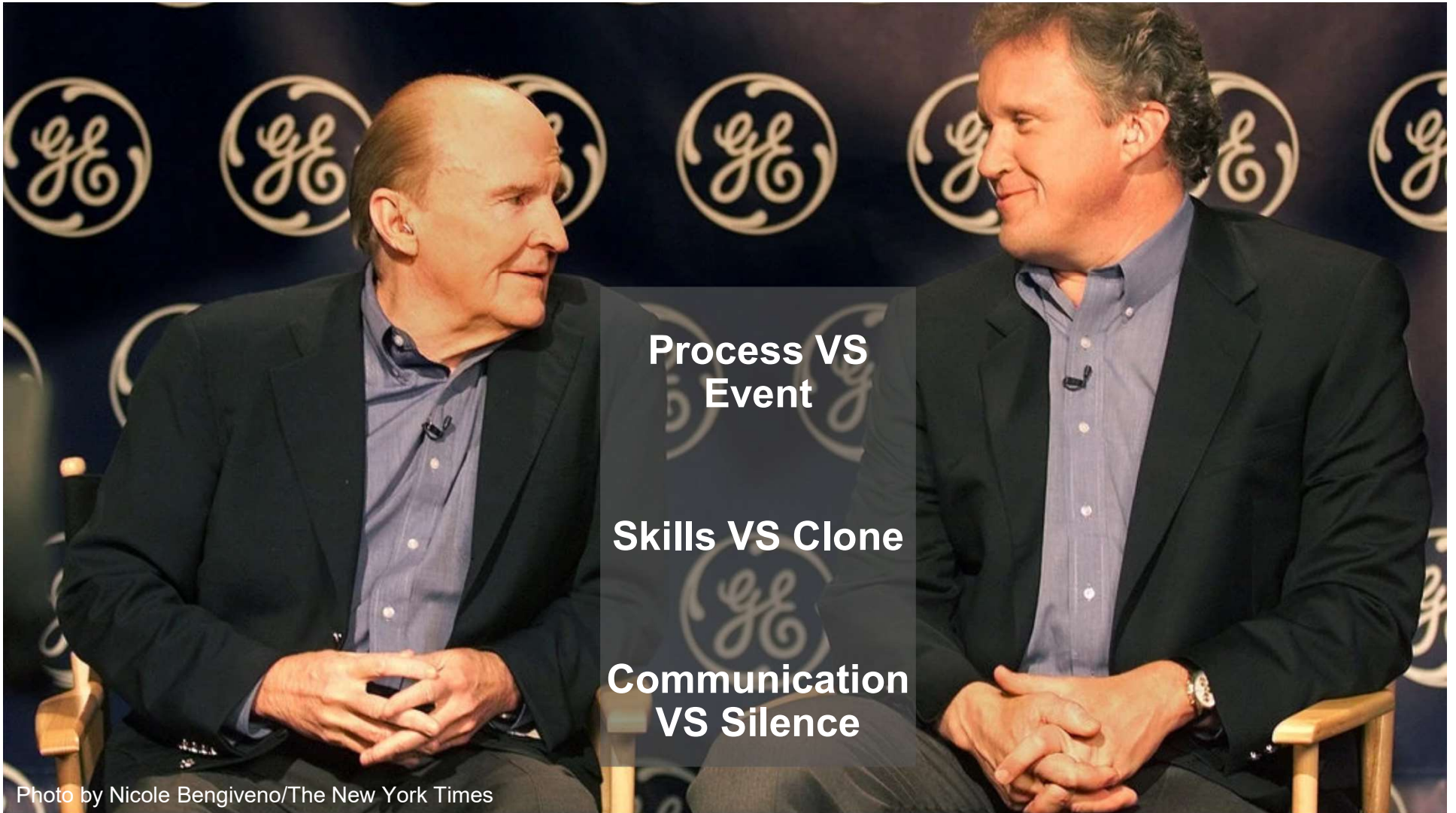
An aerial photograph of a four-way road intersection in a forest. The roads are light-colored, and a small dark car is at the center intersection. The surrounding forest is dense with trees showing autumn colors. Three semi-transparent grey boxes with white text are overlaid on the image: 'SELL' in the bottom-left quadrant, 'PASS OWNERSHIP AND MANAGEMENT' in the bottom-center, and 'RETAIN OWNERSHIP, NOT MANAGEMENT' in the bottom-right quadrant.

SELL

RETAIN
OWNERSHIP, NOT
MANAGEMENT

PASS OWNERSHIP
AND
MANAGEMENT

Photo by [Marc Schäfer](#) on [Unsplash](#)




**Process VS
Event**

Skills VS Clone

**Communication
VS Silence**

Photo by Nicole Bengiveno/The New York Times

A photograph of a person standing on a tall, dark ladder that extends from the bottom left towards the center of the frame. The person is seen from behind, wearing a light-colored t-shirt and dark shorts, with their right arm raised towards the sky. The background is a vast blue sky filled with soft, white clouds. On the right side of the image, there is a semi-transparent dark grey rectangular box containing white text.

ANTICIPATE your
needs
GROW your leaders
ASSESS their
performance
PREPARE potential
successors
GET GOING!

Photo by [Samuel Zeller](#) on [Unsplash](#)

Are You Growing Great Leaders?

A checklist for senior executive teams

1. Have you crafted a clear policy that encourages employees to develop expertise and vision outside their current business units, functions, and regions? yes ☐ no ☐
2. Do you seek candidates from other units when trying to fill key openings? yes ☐ no ☐
3. Have you created formal mechanisms (such as leadership groups or task forces) that bring together high-potentials from across your company so managers can discuss the natural tensions and conflicts inherent in leadership? yes ☐ no ☐
4. Are leaders rewarded for sending talented employees outside their domains and for accepting individuals from other areas for developmental purposes? yes ☐ no ☐
5. Will strong individual contributors and successful business builders who fail to pay attention to broad enterprise priorities continue to make it to the senior executive team in your company? yes ☐ no ☐

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Source: <https://hbr.org/2004/12/how-to-grow-great-leaders>

But there's a problem sometimes...

ಠ_ಠ (ಠ_ಠ) ಠ_ಠ
MEH!



g you to eat fish...

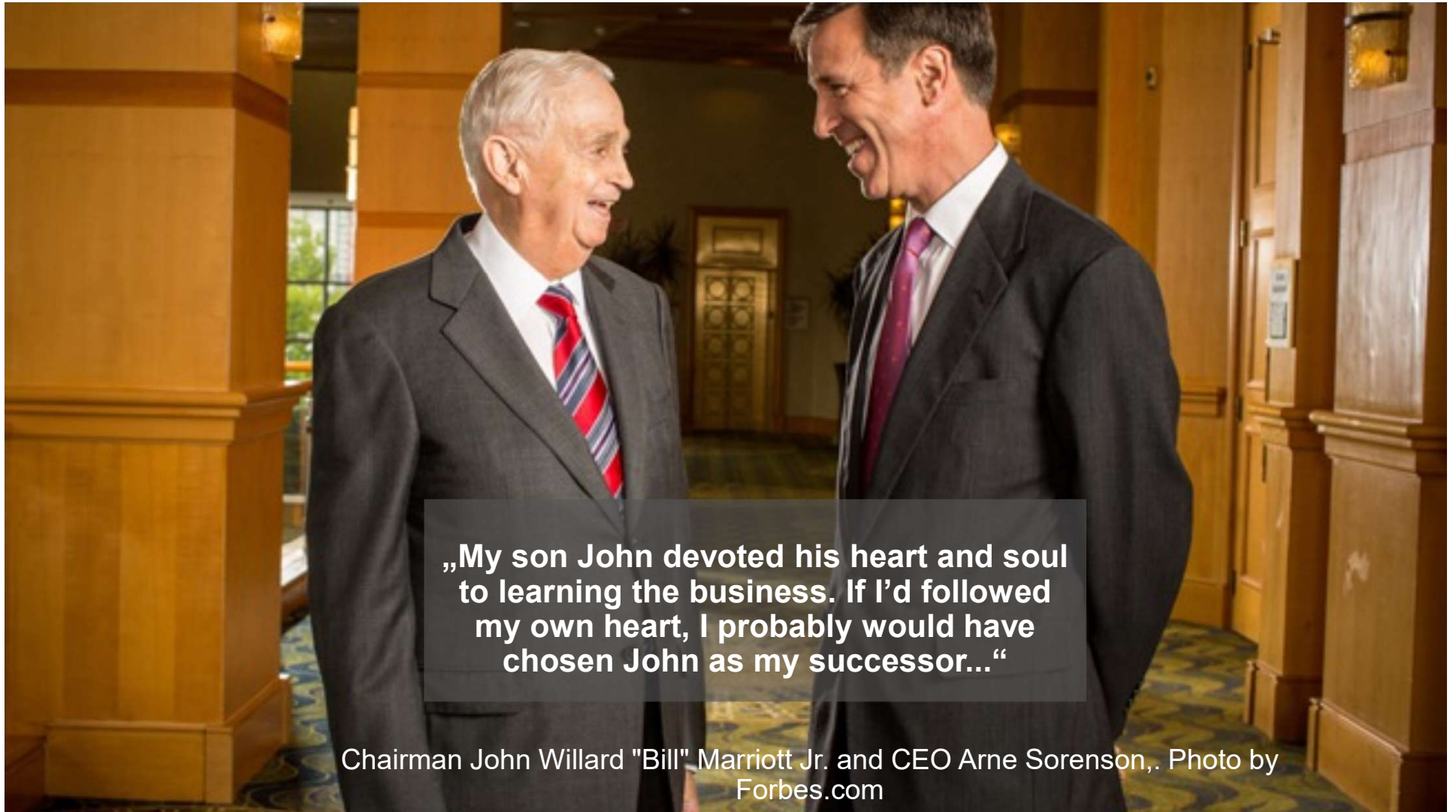


“Architecture was my dream, but father slammed his fist to table: I must study management! He was really concerned that me and my brother follow his footsteps. And I can’t say, that I’m angry about it, not at all. When you are 16, it’s hard to figure out, what you want in life”.

“I used to say: father, how can you imagine me working for you since I don’t even like fish? And he replied: I’m not asking you to eat fish, you need to sell it!”

Dainius Matijošaitis, brand manager,
„Vičiūnai“.





„My son John devoted his heart and soul to learning the business. If I'd followed my own heart, I probably would have chosen John as my successor...“

Chairman John Willard "Bill" Marriott Jr. and CEO Arne Sorenson,. Photo by Forbes.com

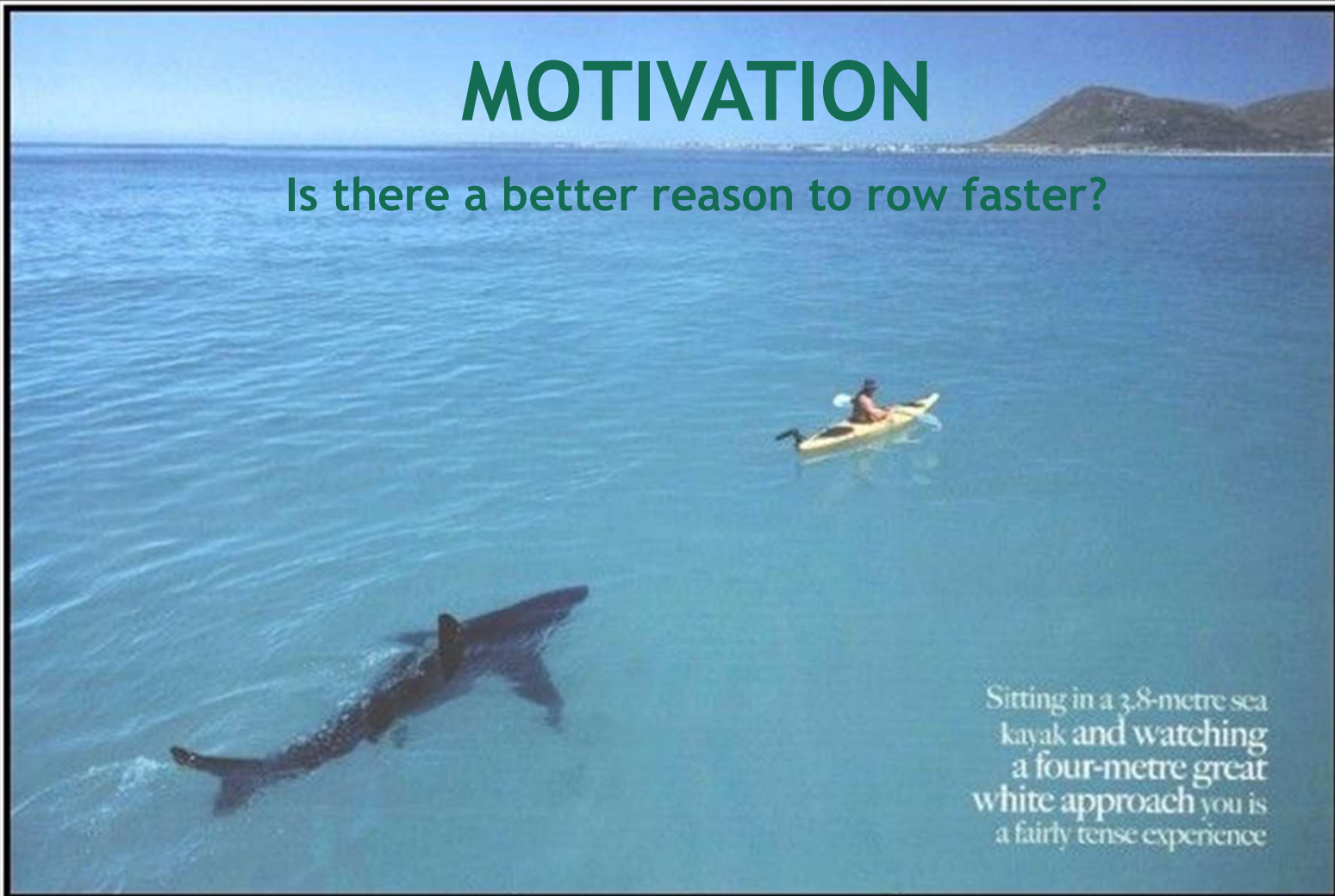


PASSION LED US HERE

Photo by [Ian Schneider](#) on [Unsplash](#)

MOTIVATION

Is there a better reason to row faster?



Sitting in a 3.8-metre sea
kayak and watching
a four-metre great
white approach you is
a fairly tense experience



Juliaus Kalinsko/15min.lt nuotr./Petras Masiulis

18 | © Fabula Hill+Knowlton Strategies



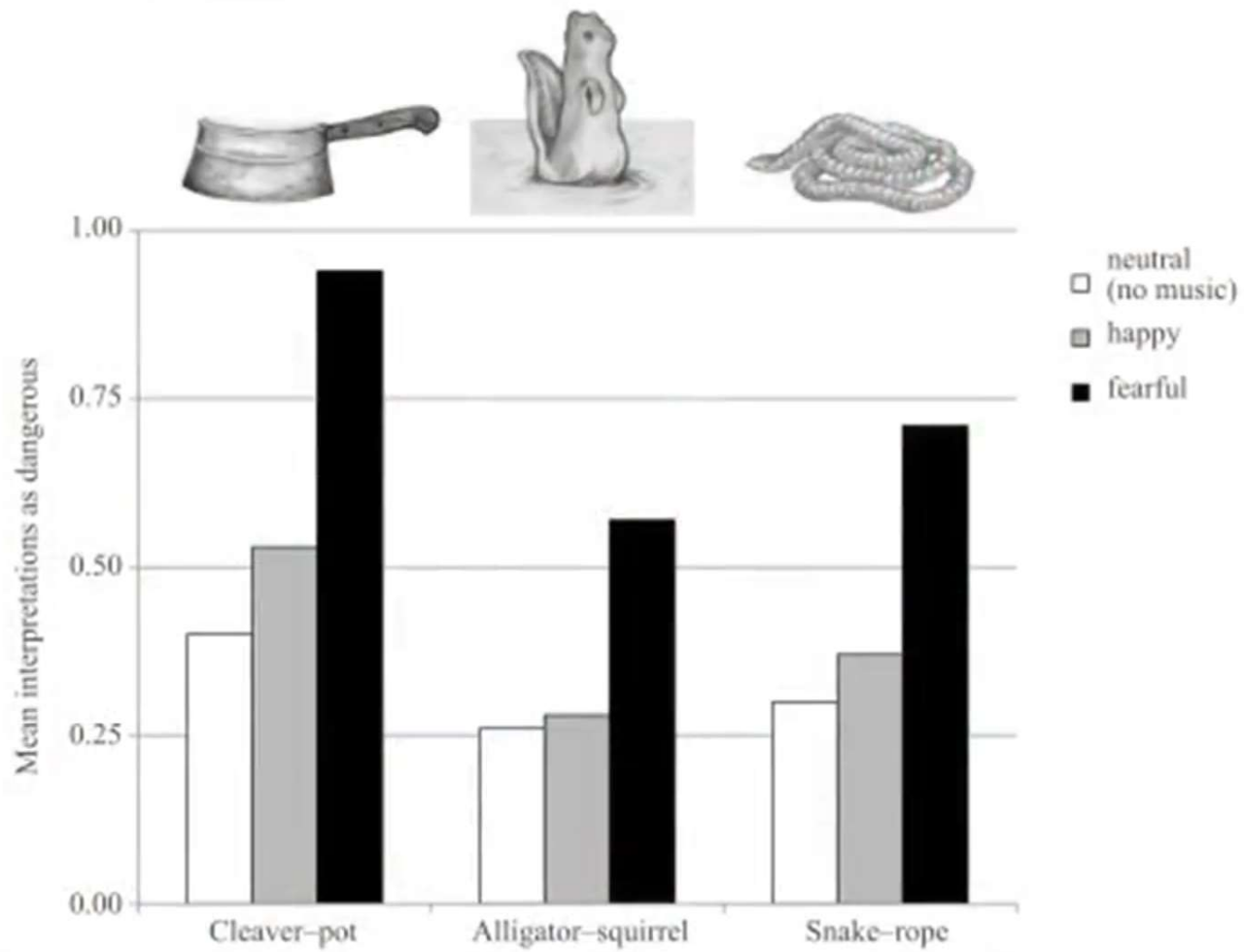
(a)



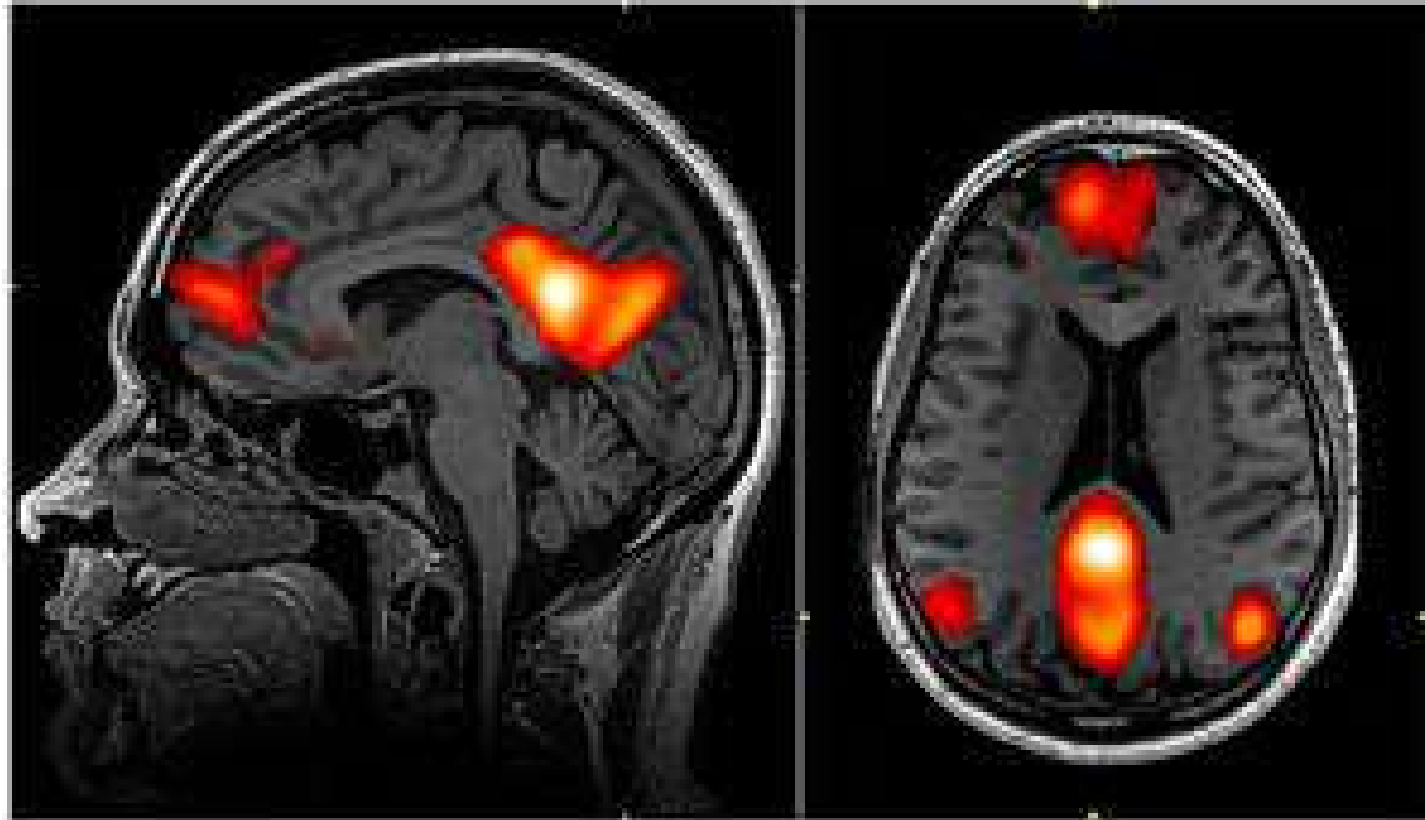
(b)



(c)





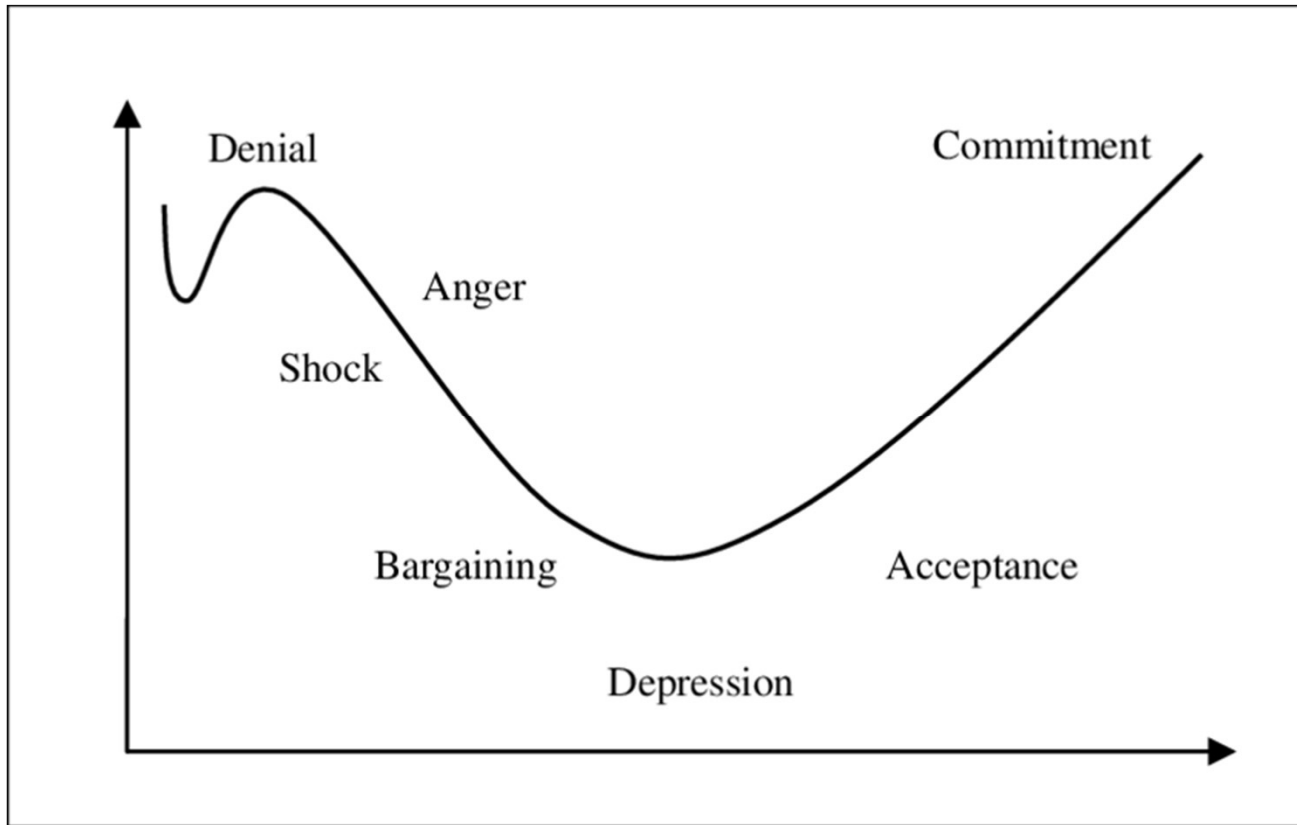






BN1

Our Typical Reaction to Change



Kübler-Ross, Change Curve (1969)











Implications for growing a leader?

- 1. Set clear goals.**
- 2. Provide constant feedback.**
- 3. Help him or her believe that the goal is achievable**

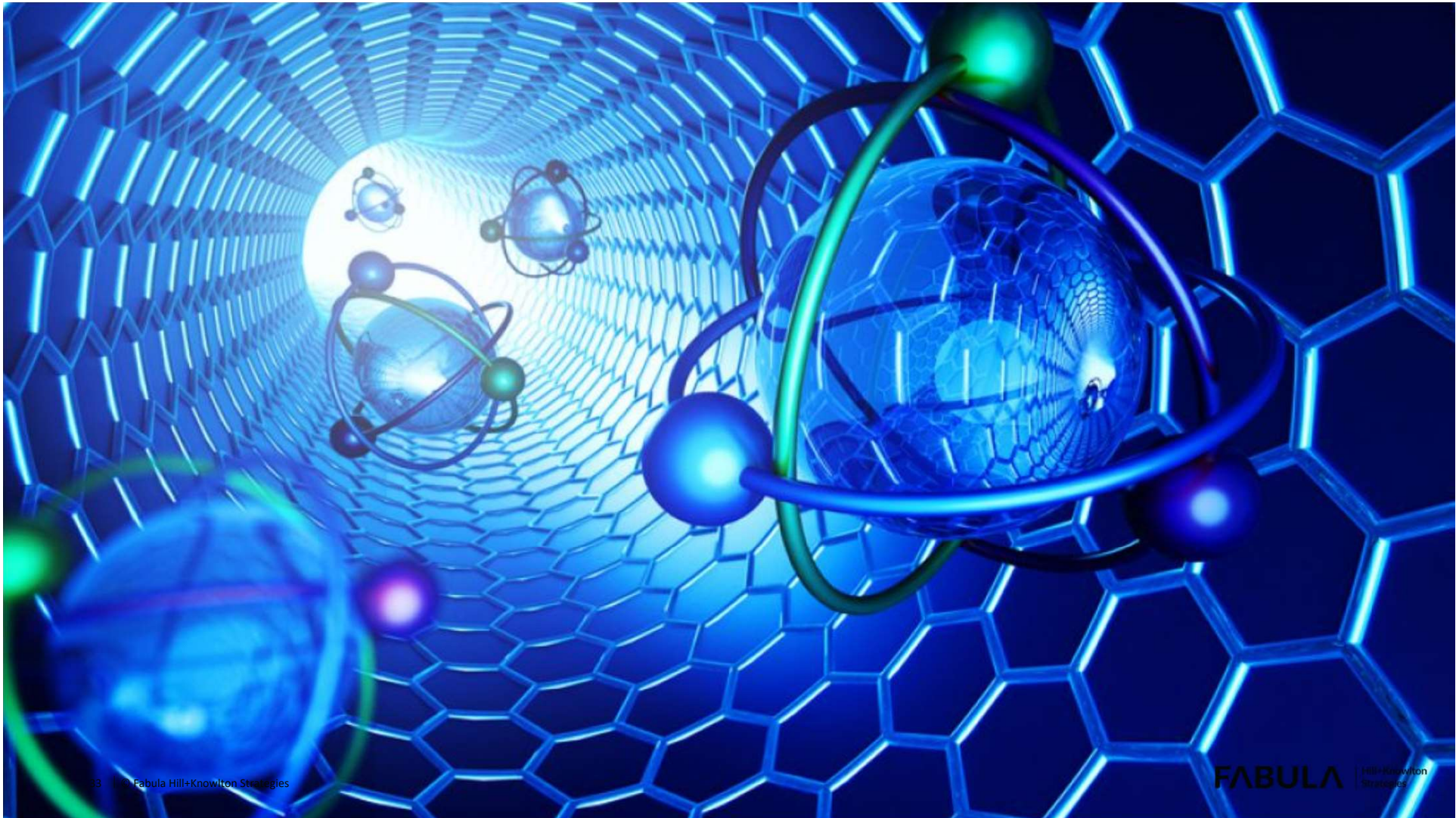
THE MOUNTAIN MAN

Dashrath Manjhi

iDishoom

www.ignitingminds.co.in

owlton
ies



In practice

1. Design a new car
2. Create a movie worthy of an Oscar
3. Fly humans to Mars
4. Stop climate change
5. Cure cancer
6. You Name It...

Implications for growing a leader?

1. Set clear goals.
2. Provide constant feedback.
3. Help him or her believe that the goal is achievable.
4. Convey meaning.

Because meaning is what the future leaders seek

89% define success as having a positive impact upon society and others

63% share the view that too many businesses avoid taking a stand

67% said that business success depend on developing a set of soft skills – most importantly problem-solving, communication, decision-making and leadership skills.

Source: <https://www.sbs.ox.ac.uk/news/future-leaders-motivated-sense-purpose-according-new-oxford-said-survey>

The rest of people too...

70%

*want to work for
an organisation
with a powerful
social conscience*

73%

*see a positive future – up
from 66% in 2014*

Ready to take action – if they have to

Three-quarters of people said they were 'Ready to learn new skills or completely re-train in order to remain employable in the future'. Older workers with less years left in the workforce, were not quite so ready to think about a whole new set of skills – but 59% of Baby boomers globally (aged between 53 and 71 in our study) said they would do so if necessary. People in the UK (62%) and Germany (65%) were less willing to retrain.

Workforce of the future

The views of 10,000 workers



Leaders for today and tomorrow

Sixty-nine percent of people surveyed think they have leadership skills. In line with gender stereotypes, more men (73%) say they would make good leaders than women (66%) – but there is a bigger difference in the numbers between genders in the UK, US and Germany. In India and China the sexes rank their leadership skills equally – but the population in India is again much more confident of their skills.

But what makes good leaders? The sexes reverse when it comes to a question of emotional intelligence with 80% of women saying they have this attribute against 72% of men.

Meaning and motivation: a matter of values



A FIT BETWEEN INDIVIDUAL AND ORGANIZATIONAL VALUES AND ITS IMPLICATIONS FOR EMPLOYEES' JOB SATISFACTION AND PERFORMANCE

Danuta Diskienė, Vytautas Goštautas *
Vilnius University, Lithuania

Managers of the companies should invest more in communicating the organizational values to the employees from the beginning of job relations; the opinion of the employees about the company values should be developed, and the awareness of it should be encouraged through training, coaching, and development initiatives.

The employer should try to explore the values of the employees and to level them with the organization's values to attain the best possible match between person and organization. In a small company, this task can be easily done by managers, whereas in a large-scale organization these processes should be done by top management through leadership skills and by the HRM department by day-to-day operations.

Focus on what matters



***Jonathan Gilinski, serial entrepreneur,
executive director of CapsCanada, and
founder of Capsuline***

Pursuing your dreams will help you avoid distracting temptations and enable you to focus on the subjects that mean the most to you.

Find a passion that inspires you to achieve greatness. Follow it and run with it, pushing out any obstacles and distractions that impede you from reaching your goal. Keep your eye on the prize! It's easy to succumb to temptation when your energy is not completely focused.

Pharmaceuticals and drug development are my abundant sources of inspiration. I implore you to go out and discover your own.

Accountability
Accuracy
Achievement
Adventurousness
Altruism
Ambition
Assertiveness
Balance
Being the best
Belonging
Boldness
Calmness
Carefulness
Challenge
Cheerfulness
Clear-mindedness
Commitment
Community
Compassion
Competitiveness
Consistency
Contentment
Continuous
Improvement
Contribution
Control
Cooperation
Correctness
Courtesy

Creativity
Curiosity
Decisiveness
Democraticness
Dependability
Determination
Devoutness
Diligence
Discipline
Discretion
Diversity
Dynamism
Economy
Effectiveness
Efficiency
Elegance
Empathy
Enjoyment
Enthusiasm
Equality
Excellence
Excitement
Expertise
Exploration
Expressiveness
Fairness
Faith
Family-orientedness
Fidelity
Fitness

Fluency
Focus
Freedom
Fun
Generosity
Goodness
Grace
Growth
Happiness
Hard Work
Health
Helping Society
Holiness
Honesty
Honor
Humility
Independence
Ingenuity
Inner Harmony
Inquisitiveness
Insightfulness
Intelligence
Intellectual Status
Intuition
Joy
Justice
Leadership
Legacy
Love

Loyalty
Making a difference
Mastery
Merit
Obedience
Openness
Order
Originality
Patriotism
Perfection
Piety
Positivity
Practicality
Preparedness
Professionalism
Prudence
Quality-orientation
Reliability
Resourcefulness
Restraint
Results-oriented
Rigor
Security
Self-actualization
Self-control
Selflessness
Self-reliance
Sensitivity
Serenity

Service
Shrewdness
Simplicity
Soundness
Speed
Spontaneity
Stability
Strategic
Strength
Structure
Success
Support
Teamwork
Temperance
Thankfulness
Thoroughness
Thoughtfulness
Timeliness
Tolerance
Traditionalism
Trustworthiness
Truth-seeking
Understanding
Uniqueness
Unity
Usefulness
Vision
Vitality



The oldest and strongest emotion of
mankind is fear, and the oldest and
strongest kind of fear is fear of the
unknown

— *H. P. Lovecraft* —

AZ QUOTES



Photo by [Selma Rizvić](#) on [Unsplash](#)

Group discussion

What are your stories and experiences? What motivated you to come where you are today? This hall? Your profession?

How would you even start a
conversation about succession with
a business owner?

Who should assume responsibility
for education of future business
leaders in the company?

In your opinion and experience:
what works and what doesn't work
when trying to motivate someone to
become and/or do something?

What process, tools and methods would you suggest for a company to grow its future leaders? How could you help?

What would your group suggest to increase general SME's awareness and readiness to delve into the succession matter?

Dirbkime kartu!

Fabula Hill+Knowlton Strategies

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Train-the-Trainer Seminar

Tools for Corporate Transition

Karolis Pocius, Corporate Finance and M&A Professional

INBETS BSR Project Seminar, 6-7 May 2019 Vilnius, Lithuania

Topics for today

I. Corporate M&A Market

II. Conditions for the deal to happen

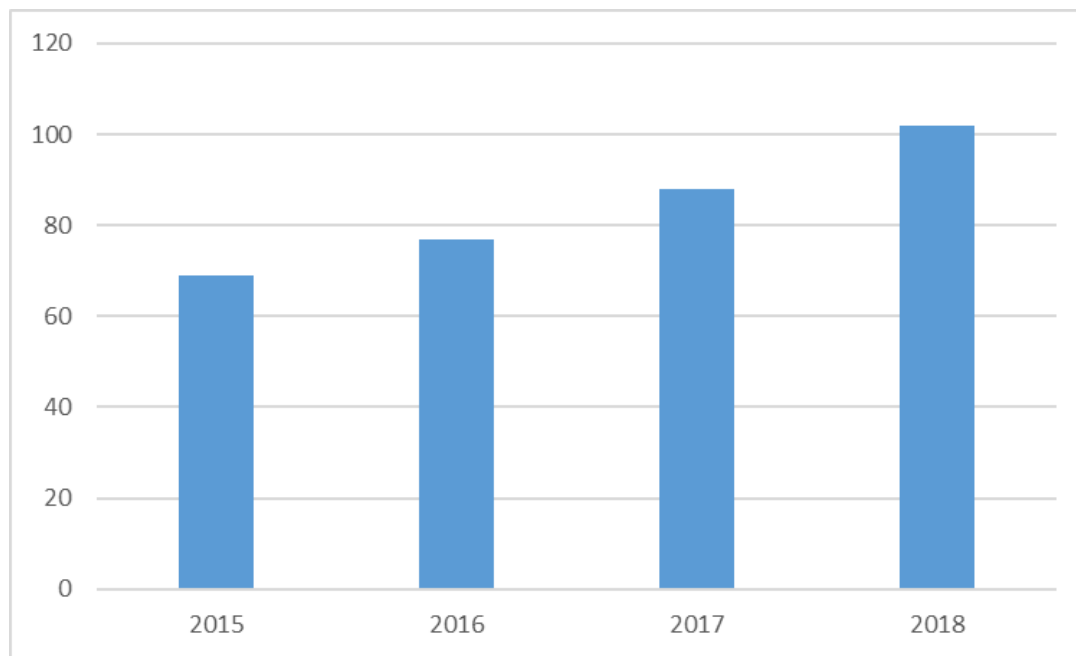
Case analysis: Milkman & Co

III. Transaction process

IV. Why transfers fail

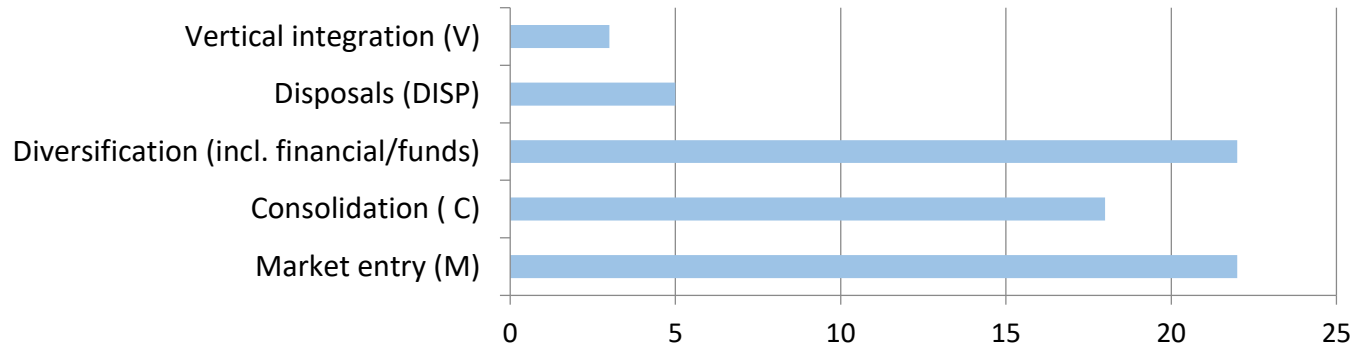
I.1 Corporate M&A market activity 2015 - 2018

M&A Transactions over 0.1 million EUR (2017)



Source: vz.lt, FAA

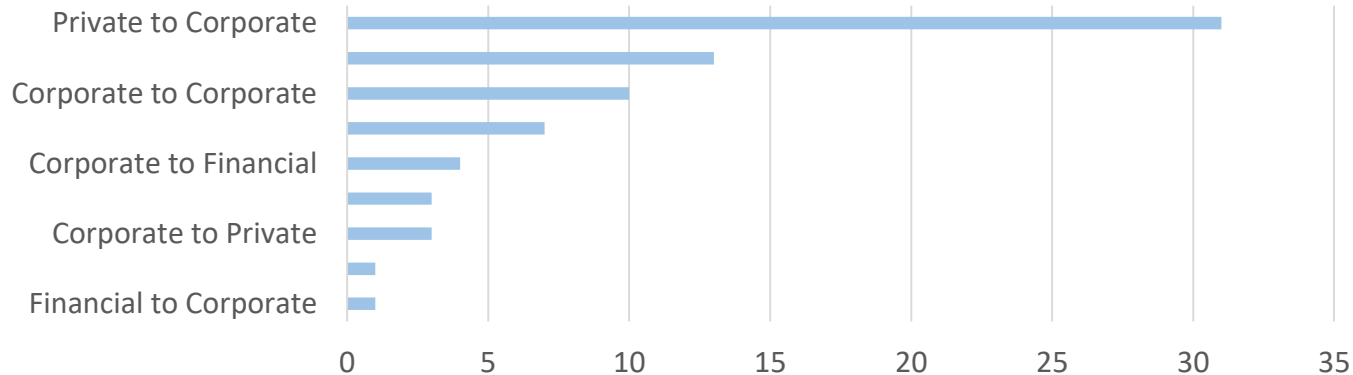
I.2 M&A Transaction by Purpose of Investment (2017)



Data: 2017 /
Source: FAA
(finansai.lt)
own analysis

Legend	
Vertical integration	Companies acquiring to integrate towards the clients (downstream) or resources (upstream)
Disposals	Corporate spin-offs, sales of subsidiaries
Diversification	Acquisitions in slightly or not related business segments, including acquisitions by financial institutions, funds
Consolidation	Acquirers consolidating their positions in the market
Market entry	Acquiring core businesses in foreign geography for the first time

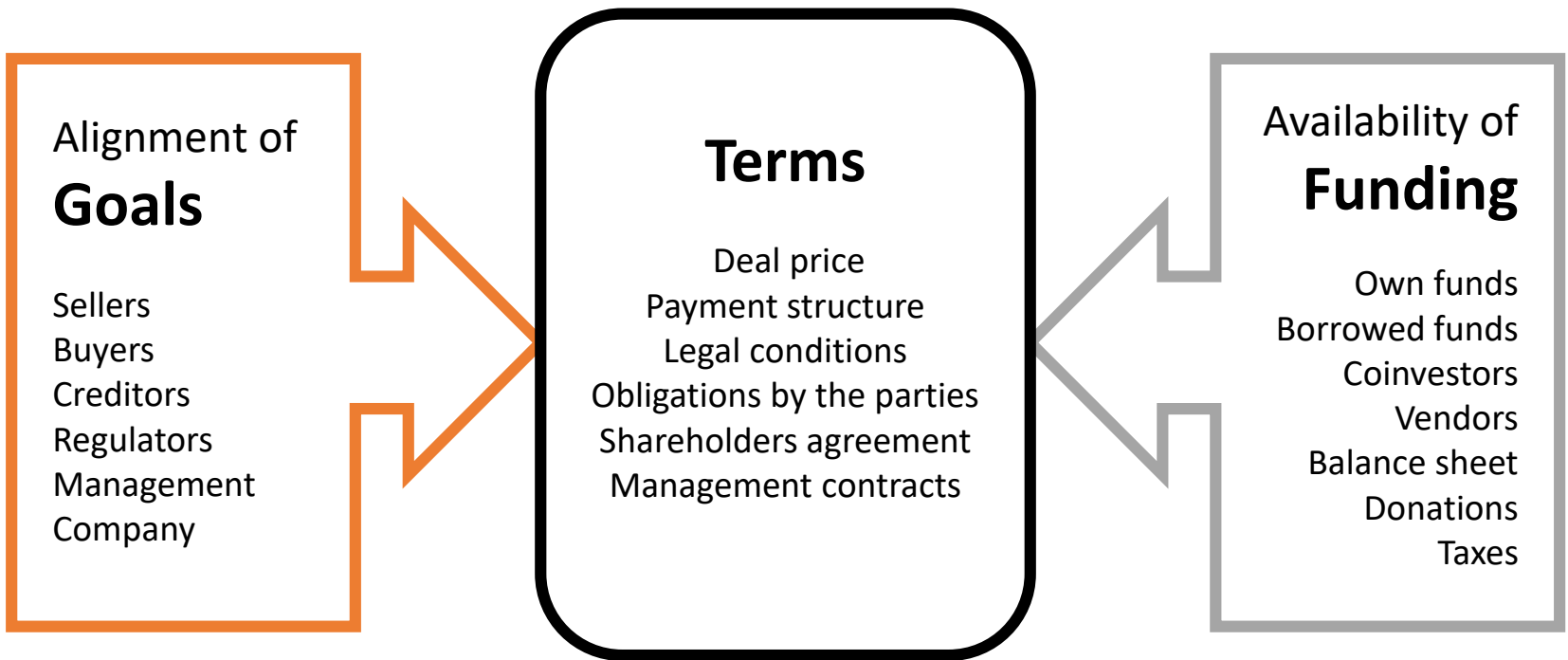
I.3 M&A Transactions by Transfer Model (2017)



*Data: 2017 /
Source: FAA
(finansai.lt)
data; own
analysis*

Legend		
Private to	Corporate:	Private owners selling to companies or groups
	Financial:	Private owners selling to funds
	Private:	Private owners selling to private owners
Corporate to	Corporate:	Corporates selling to corporate investors
	Private:	Corporations selling to private owners
	Financial:	Corporates selling to funds
Financial to	Corporate:	Funds selling to corporates
	Financial:	Funds selling to funds
Management buy-out/in	Sort of transfer to private owners - managers, usually with an aid from financial investors or creditors.	
	* Buy-out happens when existing managers buy out other shareholders;	
	* Buy-in happens when shares are sold to outside team of managers	

II. Conditions for the Deal to Happen



II.1 Alignment of Goals

Stakeholders	May want to achieve:	
Sellers	<ul style="list-style-type: none"> • Higher exit price • Faster payment schedule • Less post- deal obligations 	<ul style="list-style-type: none"> • Or, retention of their legacy • Disproportionate return vs. inactive shareholders
Buyers	<ul style="list-style-type: none"> • Smaller entry price • Slower payment schedule • Risk reducing covenants 	<ul style="list-style-type: none"> • No burdening takeover conditions • Motivated management
Managers	<ul style="list-style-type: none"> • Security of their positions • Remuneration for the achieved exit • Acceptable reputation of the new owners 	<ul style="list-style-type: none"> • Forward – looking compensation scheme • Smaller financial burden • Clear/balanced strategic and financial goals
Employees/ Company	<ul style="list-style-type: none"> • Job security • No additional workload without compensation • Sustainable strategy and goals 	<ul style="list-style-type: none"> • Acceptable reputation of the owners • Clear transition plan and implementation • Union rights and influence retention
Regulators	<ul style="list-style-type: none"> • No abnormal concentration • No reputational hazards 	<ul style="list-style-type: none"> • Work place retention • No environmental or social hazards • No State security hazards
Creditors	<ul style="list-style-type: none"> • No reputational risks 	<ul style="list-style-type: none"> • Sustainable servicing plan

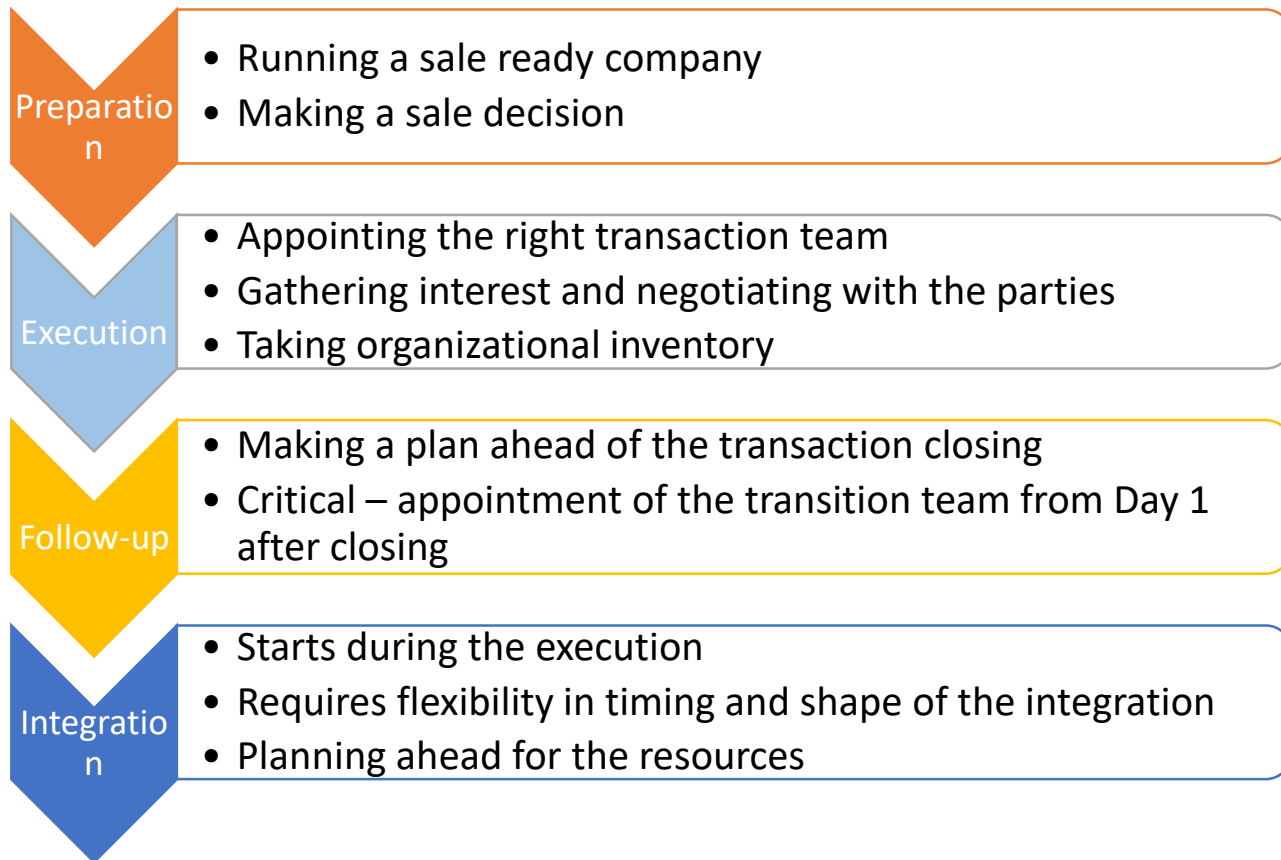
II.2 Availability of Funding

Financing	Typical Sources:	
Own funds (Equity)	<ul style="list-style-type: none"> • Buyer's own readily available funds • Buyer's ability to issue new equity and use proceeds to finance the deal 	<ul style="list-style-type: none"> • Buyer's ability to pay in its own shares • Buyer's ability to issue new debt independently from the target Company
Borrowed funds (Leverage)	<ul style="list-style-type: none"> • Possibility to increase leverage of the Company and repay debt from operational cash flow or asset sell-out 	
Vendor loan and earn-out	<ul style="list-style-type: none"> • Possibility to borrow from the seller, i.e. pay the price over time 	<ul style="list-style-type: none"> • Possibility to acquire shares gradually, i.e. using forward pricing formula, call options, etc.
Balance Sheet	<ul style="list-style-type: none"> • Possibility to raise financing from the Company by selling out unnecessary assets, subsidiaries or operations, or transforming its working capital 	<ul style="list-style-type: none"> • Possibility to explore quick synergies, i.e. selling redundant Buyer's assets
Subsidies and Donations	<ul style="list-style-type: none"> • Possibility to apply for State support, either in form of cash, guarantees or cheap credit, tax holiday etc. 	

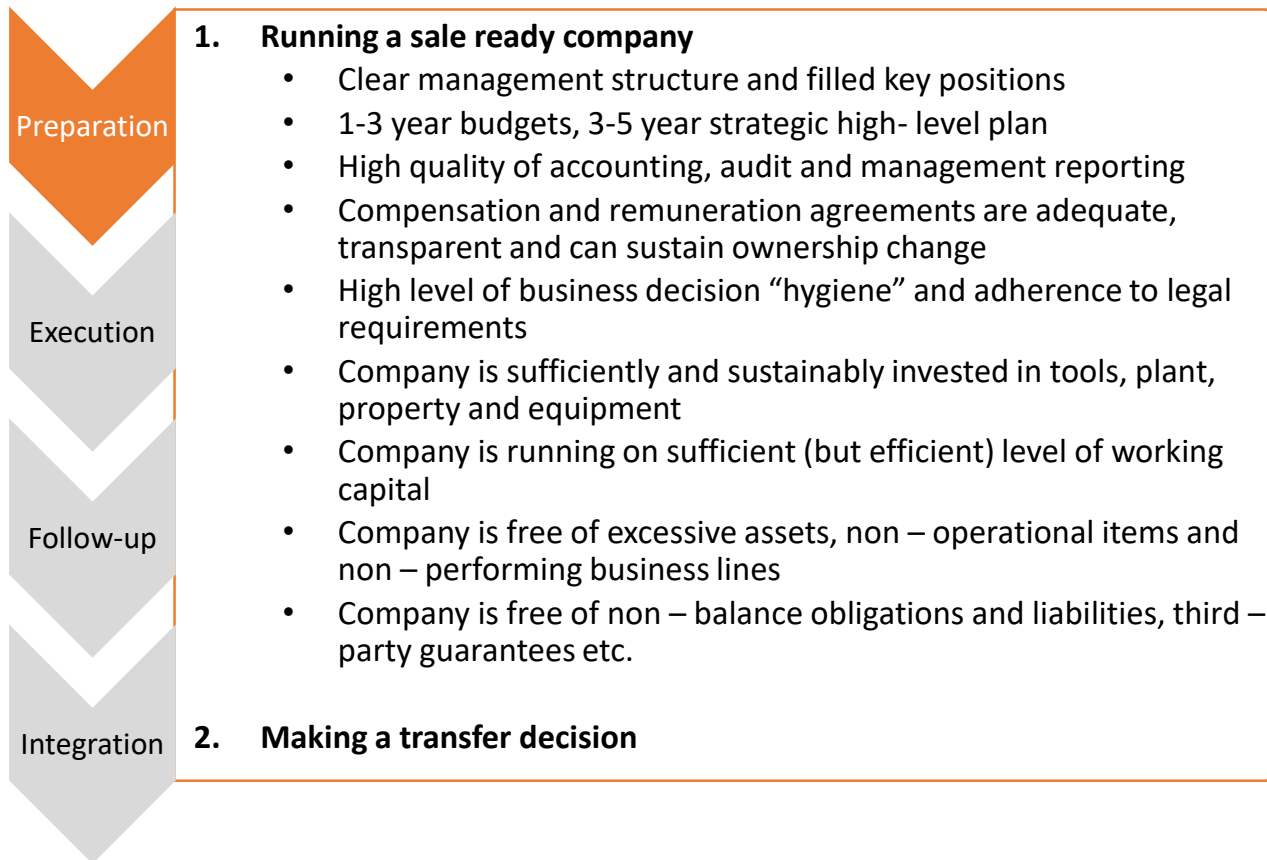
II.3 Deal Terms and Conditions

Terms	Comments	
Transaction price	<ul style="list-style-type: none"> • Can be determined as a constant or as a changing amount depending on closing mechanism • Can be based on past, or tied to future performance • Can include listed stock price fluctuation reducing or increasing mechanisms 	<ul style="list-style-type: none"> • Forms as a result of balance between different stakeholder interests, rather than by a mathematical exercise! • As a result, can change dramatically over the course of negotiations and later • Represents JUST ONE of the terms among many important for each transaction!
Payment structure and terms	<ul style="list-style-type: none"> • Can include cash, stock, bond, asset swap and other payment means • Can be paid in full at closing, paid over several years 	<ul style="list-style-type: none"> • If skillfully applied, can be used to balance several conflicting goals and agendas
Legal conditions	<ul style="list-style-type: none"> • Form essential risk mitigation mechanism between buyer and seller • Serve as a basis for post – deal liability, representations and warranties by the seller 	<ul style="list-style-type: none"> • Although largely depend on local laws, can be in a major way supplemented by mutual agreement of the parties
Management contract	<ul style="list-style-type: none"> • Can be negotiated as a package to the deal • Increases deal transparency and fairness to both the management and the buyer 	<ul style="list-style-type: none"> • Can, however, appear an undue obstacle if management takes aggressive position
Shareholder agreement	<ul style="list-style-type: none"> • Governs joint shareholding, management and exit beyond the by-laws 	<ul style="list-style-type: none"> • Allows implementation of deferred payment, option and buy-back structures

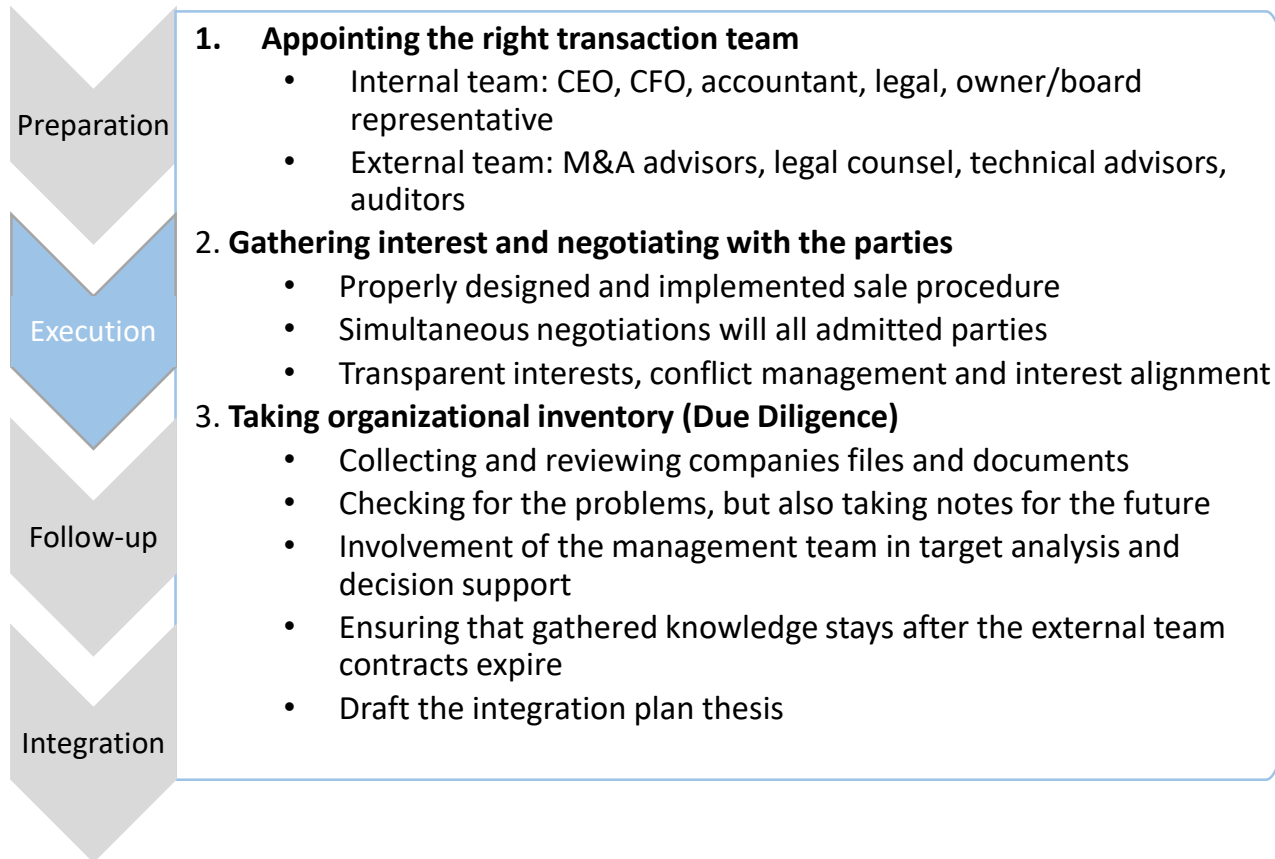
III. Transaction process [total time: 3-5 years]



III.1 Preparation [time: 1-3 years]



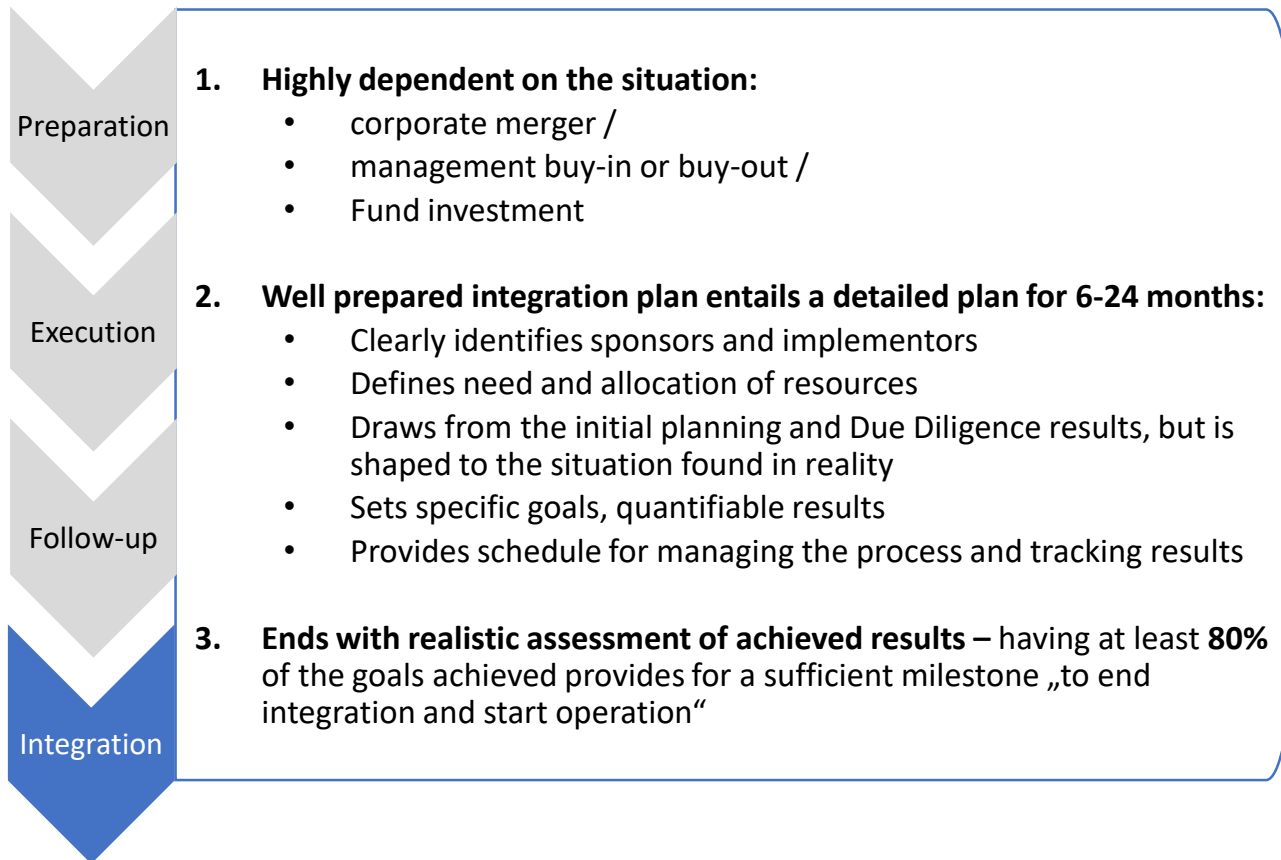
III.2 Execution [time: 6-12 months]



III.3 Follow – up [time: 3-6 months]



III.4 Integration [time: 1-2 years]



IV. Why mergers, takeovers fail?

Unrealistic expectations

- Several of the stakeholders have unrealistic expectations and power to „stop the show“

There has to be rigorous discussion between the power holders to agree on the parameters OR the procedures to reach the agreement

Poor preparation and/or execution

- Lack of power- sponsors, commitment, resistance to change or too ambitious, overly eager stakeholders often fail to secure efficient transaction

Preparation has to become mainstream agenda, and implementation has to have proper team and resources

Failure to plan the transition and appoint leaders

- Massive value destruction can happen immediately after the transaction

It is imperative to have a quick fix plan from Day 1

Under or over planned integration

- Under planned integration usually lacks schedule, resources and commitment
- Over planned integration is too stubborn to accommodate real situations

It is important to plan and be flexible at the same time

Thank you!

About the lector:

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Train-the-Trainer Seminar

Case study – Milkman &Co

Karolis Pocius, Corporate Finance and M&A Professional

INBETS BSR Project Seminar, 6-7 May 2019 Vilnius, Lithuania

Milkman & Co

Case Description (1)

Mr. Milkman Senior (MS) is in his late 70-ies considering transfer of the ownership in his 40 years ago created business, Milkman & Co (ticker- MKMC) where he is a Chairman of the Board, having transferred executive powers to his son from the first marriage, Mr. Milkman Junior (MJ). They both control part of the shares though a JV “Milkman Family Fund”, but essential ownership control over the Company is in MS’s hands. After leaving the daily management, MS has explored his other interests, including acquisition of resort estates and activities as a patron of the local church community. All these endeavors along with growing 3 children from the second family consumes significant financial resources which he can not ignore. For example, new church project will consume at least 5 million, and his resort estate projects another 10 million EUR during next couple of years.

The choice is not easy, as there are serious considerations for and against any decision that he would take. Although the business is in steady and slightly growing state, it has outgrown domestic markets and is struggling to build a sustainable export activity. Although large on the local scale, it is no match for the European or world-wide corporations, which outsell MKMC by the factor of 10-50 times. For example, their long term partner and recent 10% shareholder Fonterra Cooperatie has a sales revenue of AUS 20 billion, with an EIT of 0.9 billion for the last year. At the same time, MKMC benchmark ratios are lagging behind the industry averages, as much large competitors explore economy of scale effects unachievable for relatively small operation. As a result, some of the influential institutional shareholders are pushing to look for a strategic sale opportunities which may bring significant operational synergies and pay a significant premium over today’s unimpressive valuation.

His advisors from regional investment bank agree that the Company is somewhat undervalued in the market and strongly encourage him to launch a full scale trade sale of Company’s controlling stock of shares. They argue, that any of the willing parties should have a chance to offer their terms for the Company, which will assure that neither of the potential investors will be unduly marginalized and the sale will bring best price offer for the selling parties. Although quite ration proposal, Mr. Milkman is hesitating to take it as it will definitely involve his company, family and current business partners in a several month roller-coaster with an unknown outcome and results.

Milkman & Co

Case Description (2)

Mr. Milkman Senior is therefore facing several options:

1. Sell his shares to his son from his first marriage, **Mr. Milkman Junior (MJ)**. MJ, now in his late 50, proved to be a capable manager being a CEO of the Company for a decade now. He enjoys respect from his team of managers and employees and would be a secure option for the Company to continue in its current pace. He however does not possess significant individual wealth and could bring to the table about 10 million of his own cash, raised by mortgaging his private real estate holdings. His banker suggested, that they could safely increase the debt of the Company at least x2.5 from the current level with the Company being able to service it, however higher debt would result into additional financial risk.
2. Negotiate further gradual sale to **Fonterra**, which in the beginning was quite enthusiastic about the cooperation and further involvement. By now, however, their focus is somewhat redirected as they faced significant regulatory challenges in the local dairy market, burdened by excessive regulation and constant interventions by the Government trying to regulate each and every aspect of milk sourcing and pricing for the raw material. If interested, they would be paying a discounted 5-6x EBITDA valuation and obviously has no financing constraints for relatively small transaction.
3. Accept unofficial bid offer from the large institutional investor **Investco**, which has recently assembled new PE fund to invest into several export- oriented businesses. MS suspected, that such offer would only mean a temporary ownership, which will most probably mean further consolidation and merger transactions while trying to build a national champion out of 3-4 equally positioned companies. Question is, whether such plan would be approved by the antitrust authorities, and if not, what fate would the Company assume in the next round of the ownership change. Although their financial muscle is up to 50 mEUR per transaction, they usually use Company's balance sheet to put on additional debt. On the other hand, MS considers their current offer at market valuation a low – balled one.
4. There are several other potential suitors, involving major competitor **Stars and Legends**, which was a long term rival and one of the least desirable acquirers of the business from the emotional point of view. At the same time Mr. Milkman acknowledged, that a combination could bring both businesses to a next level, allowing more efficient operation and more export power. Their over the dinner back of the envelop calculation showed about 5 mEUR of annual synergies to be brought by the merger. S&L has a financial spear of 10 million EUR and ability to borrow additional 20 million. At the same time, S&L would achieve immediate listing by a combination with listed MKMC and see an additional equity issue of 20 million EUR to finance the transaction as a serious option.

Milkman & Co

About the Company

It is the most efficient dairy producer in the region and a dairy leader in the country in terms of the quantity of processed milk and cheese production. The company's sales are wide spread covering the export to both East and West markets, as well as wide range of fresh dairy products designed for the local market and neighborhood markets.

Over 2/3 of the Company's production is exported. Cheese is the main export product. The Company is one of the largest and most famous cheese producers in the Central and Eastern Europe. It produces more than 30 thousand tons of fermented cheese per year. There are over 1500 employees in the group.

Shareholder information	Ownership interest (%)
Mr. Milkman Senior	46,54%
Mr. Milkman Family (50/50 Senior and Junior)	24.84%
Fonterra Coöperatie	10%
INVESTCO	5.44%
Shareholders smaller than 5%	13.18%

Milkman & Co

About the Company – Financials

Per share analytics	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>
Share price (EUR)	1.77	1.42	1.38	1.59	1.40
Capitalisation (mEUR)	63.48	50.93	49.49	57.03	50.21
EPS: Earnings per Share (EUR)	0.290	0.110	-0.012	0.264	0.235
P/E: Price/Earning	6.07	13.08	-	6.01	5.94
P/BV: Price to Book	0.52	0.44	0.50	0.57	0.55
Net profitability (%)	4.6	2.0	-0.1	3.8	3.7
ROA: Return on Assets (%)	7.3	2.8	-0.3	6.6	6.3
ROE: Return on Equity (%)	8.9	3.8	-0.4	10.0	9.7
Income statement					
Sales Revenue (mEUR)	226.19	196.50	249.25	249.46	230.65
Growth (%)	15.1	-21.2	-0.1	8.2	15.8
Net Profit (mEUR)	10.45	3.89	-0.384	9.49	8.46
EBITDA	19.17	11.92	6.50	18.50	17.50
Balance sheet (m EUR)					
Fixed Assets	60.62	56.32	44.97	54.83	48.20
Current Assets	81.78	98.28	90.49	94.87	83.39
Equity	122.06	115.63	98.34	99.74	90.87
Liabilities	20.34	38.97	37.12	49.95	40.72
Source: www.traders.lt					
Employees	1 577	1 643	1 665	1 720	1 688

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5. Train the Trainer Certificate



Certificate No. ____

Name Surname

has participated in the Baltic Sea Region Interreg V B programme project INBETS – Innovative Business Transfer Models for SMEs in BSR trainings

„Train-the-Trainers“

held in Vilnius/Hamburg on 5-6 May, 2019

Prof. V.Navickas

6. Train the Trainer Implementation



VYTAUTAS MAGNUS
UNIVERSITY
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Train the Trainer Seminar

of the project

“Innovative Business Transfer Models for SMEs in the BSR” (INBETS BSR)

IMPLEMENTATION REPORT

Prepared by
Vytautas Magnus University
INBETS team

May 2019, Vilnius



1. INTRODUCTION.

SMEs are mostly owner-managed, often for years. The companies risk to lose knowledge and jobs, once that owner retires. This is happening at increasing speed in the Baltic Sea Region (BSR), where more and more owners retire without having transferred the business to the next generation. The future growth and sustainability of innovative companies in the BSR is severely limited by failed business transfers. In all countries the number and qualification of potential successors must be improved. The aims of INBETS project is to examine, further develop and design innovative and transferable models and tools facilitating SME business transfers, make them widely available and implement them in companies.

2. AIMS AND OBJECTIVES.

One of the most efficient ways facilitate business transfers – to involve coaches and business consultants into the process. Thus the first Train the trainer seminar within the INBETS project took place in Vilnius at Hotel Artis, on 6-7th May. The seminar has been developed and implemented by PP12, with the intensive support from the PP1 and PP10, as a pilot one, to test the most valuable training content for business transfer consultants and coaches, develop the seminar's organisation schedule, provide hints and arguments that hook while consulting and coaching on business transfer.

5-6 INBETS project partners are expected to repeat such Train the trainer seminars in their respective countries (with not less than 10 participants each) as a pilot actions to highlight the importance of business transfer process, share the coaching and consulting experience, learn on good and especially bad practice, in order to encourage more and more entrepreneurs to plan in advance the business transfer. At the same time rise awareness among starting and experienced entrepreneurs, that take-over of business could also be one (and maybe even better) options to start or continue businessperson and entrepreneurs' career.

3. PARTICIPANTS

To the first Train the trainer seminar all participants came from Project Partner organizations. In total there were 24 participants. Each Lecturer and presentation was evaluated by the participants, in average feedbacks were received from almost 70% of participants (not taking into account the representative of PP12 – the organizer). Evaluation forms were summarized in separate report.

Participants' list is attached as Annex 1 to this report.

4. IMPLEMENTATION

The two-day Train the trainer seminar was organised on 6-7 May 2019 in Vilnius, at the conference room of ARTIS Centrum Hotel, Totoriu 23, LT-01120 Vilnius, Lithuania.

The whole training was divided into separate sessions, each one covering specific content parts. The presentations were delivered in English by invited speakers and project partners from International Business College (PP09 – Denmark) and Vytautas Magnus University (PP12 – Lithuania). Training agenda is attached to this report as Annex 2.

At the end of the training, the participants and the lecturers completed evaluation forms to provide their feedback to help to improve the training in the future. All participants received certificates of attendance (example of the certificate attached to this report as Annex 3).



Train the trainer seminar started with the welcome words by Mr. Max Hogefoster, representative of Project Lead Partner PP01 and Mr. Vytas Navickas, representative of Vytautas Magnus University PP12.

After the introduction of the seminar agenda and organizational issues, seminar started with the presentations of Mr. Nerius Jasinavicius, who's got work experience in different sectors: financial, production and sales. For more than 15 years Mr. Jasinavicius is consulting big corporates and innovative firms on Strategic management. Mr. Jasinavicius is certified TOC and Lean expert, as well as Management consultant, acts as a Board Member of big companies. Also is an author of the business books. Nerius holds Bachelor's and Master's degree from Vilnius University, as well as Master Degree from Edinburg University.

The main highlights from the presentations of Mr. Jasinavicius:

- Every entrepreneur has "unique" problems..., but all they are related to bigger sales, higher profits, people, and succession...
- Can company stay in the market if rotation of the employees is 200% p.a.? ... In McDonalds restaurants' employees stay in average for 6 months only...
- Mission/vision is needed not only for big companies –for SMEs it's also very relevant. You should now, were you want to go/be in the future. "Someday goals"
- Value of the business = what the buyer of the company is going to pay. The same with the value/price of the product. (Skype sold to ebay for 3 b, then bought back for 1 b, and sold once again to Microsoft for 6 b);
- Why small companies often cannot be sold (or at least for the price the seller is expecting) – is transparency (sales, costs, = accounting..., personal expenses...); dependence on the owner – without the owner company cannot continue.
- Business value: How long takes to your competitors to steal your employees? To copy the tools you have? To copy the management system? Only thing that cannot be taken over– business culture.
- "Culture eats strategy for breakfast" P. Drucker. There is no right culture – each culture may be successful.
- Business owners usually are in 3 positions: owners, managers and technicians;
- Let's prepare your business for sale. Then you can decide to keep it, or sell, or transfer to children. Children should not have duty to take over the business – "money making" vs. "headache making".
- Children sometimes hate the company, as it was competitor to the attention of parents and their time dedication to them...
- Why makes measurements? To know if/how fast it is improving.
- Quite substantial number of respondents in the survey said: "Business was not their choice, business just happened to them..."
- In many companies (especially small), usually there is only one real salesperson – the owner.
- "Lack of profit kills company slowly, lack of cash kills company instantly"

The subject on innovation management was presented by Mr. Kastytis Gecas. The presentation focused on the issue "how to sustain innovation while transferring the business?" Mr. Kastytis Gečas has long standing work experience in innovation support (institutionalisation, provision of services and financing), innovative business development, building technology transfer/innovation partnerships and promoting innovation capacity, supporting innovations in business while providing specialised consultancy-type innovation support services, worked



directly with businesses, innovation support organisations and business associative structures, provided senior expertise in Technical Assistance projects, in the area of R&D, innovation, and business development.

Main points, covered by the presentation:

1. Actions to preserve innovation activities during transfer
2. How and who initiates change(s)?
3. Do we accept the risks of change?
4. Can we put knowledge as assets on a balance sheet?
5. Can we be innovative in our (national, regional, local) environment?
6. "Innovators do not satisfy market needs, they create them"
7. Success in market - fruits of temporary monopoly (because of innovation)

Ms. Kirsten Jensen, Mr. Flemming Bornemann and Ms. Tina Brixen presented IBC International Business College (PP09), the e-learning platform and the learning subjects. Later the group work was organised, dividing participants into groups and asking to come up with the list of main factors and information that should be retrieved from the business seller, when taking over a company. The outcome from the work of the group work is listed below (listed alphabetically, not prioritized)

- Assets
- Company Business Plan / Strategy
- Company Culture and History
- Connections – Local Politics
- Costs of Production
- Due Diligence
- Employees – Age – Education – Gender
- Environmental Standards (14001)
- Information about Key Clients
- Know How
- Legal Documents
- Market Potential and Market Share of the Company
- Organisational Structure and Functions
- Patents + Intellectual Property
- Personal Data about Owners
- Profit
- Projects – Future – Past
- Public Knowledges
- Quality Standards (9001)
- Special Deals/Agreements/Rates with Suppliers/Employees/Customers
- The Fail Plan of Succession

Vytautas Magnus University's (PP12) representative Mr. Audrius Zobotka presented main modules of entrepreneurship training curricula, developed by the PP12 so far, the structure and sequence of the possible training and coaching program. The discussion took place on the issues, and participants came up with the suggestions:

- a. *What criteria characterize the successful business transfer?*
 - Company is still in the market (after >6-36 month after the transfer...);



- No employees left;
- No contracts cancelled;
- No loss of customers/suppliers;
- Increase of market share;
- Internationalization of the business;
- b. *Can the business take-over happen successfully without external consultancies?*
 - Commonly agreed, that external consultancies, successful and especially unsuccessful examples may trigger and ensure success of the business transfer;
- c. *How to increase “demand” for business transfer?*
 - Access to funds (money) to acquire the business;
 - Soft support and subsidies to new owners;
 - Development of the entrepreneurial mind-set (in kinder gardens, schools, colleges/universities);
 - Integrated business take-over possibilities in “job platforms”;
 - Public support, as in case of start-ups;
 - Promotion of the possibility through business transfer “influencers” on social media;
 - Trainings/education how to deal with existing business;
 - Not every successor should be educated at academic level – “learning by doing” principle may be applied.

The second day of the seminar started with the summary of day 1, during which the topics of successful business strategies, businesses competitiveness and development, innovation management, were covered, and, also, how all these subjects are important in business transfer. During day 2 focus was on business transfer models and financing structures, the main factor of successful business - people.

First presentation was made by Ms. Laura Duksaite-Iškauskienė, who is a partner at Master Class LT. Company provides proactive executive search and headhunting services, helps private sector organisations find the top executive talents and specialists throughout Lithuania and internationally. Ms. Duksaite-Iškauskienė has longstanding experience in HR and recruitment activities, holds Master’s degrees in Psychology from the Vilnius and Konstanz (DE) Universities. Presentation stressed the future picture, what workers are coming to labour market, their preferences, behaviour, career plans, and their view to business in general.

The main highlights from the presentations of Ms. Duksaite-Iškauskienė (focusing more on Lithuania’s situation, which is also may be relevant for the eastern BSR and Eastern European Countries):

- Current entrepreneurs, that are (should be) planning the business transfers, in early 90’s went through the different “management” education programmes;
- In 2008-2009 came and a lot of jobs in construction were lost;
- Then there were thoughts to study IT;
- There are still people who started and still have only one career;
- They are loyal to organisation;
- 30-35% who are loyal to profession;
- Younger generation is not loyal to organisation, neither to profession;
- In 20-25 years majority of the professions will no longer exist;
- Younger generation has much better excess to money, information and people;
- They will be more independent compared to their parents or grandparents;

- “I will work with you, but not for you”;
- “Will work with business owners, but not for business owners”;
- Many people will change jobs each year;
- They will change the first job in 15 month and the second - in 12 month;
- Expectations of the future are very high, as young parents had/have high expectation on their kids;
- Universities and schools area saying that this place is for leaders – so we are growing all kids as leaders. They are not staying in the organisations, were they cannot achieve this position (“leader”) in 6 month;
- They will have face to face contact with the parents;
- They will stay longer with parents. They will stay at home, they will work at home;
- They will have (are having) a lot of contacts, but no social contacts;
- Many clients, with no personal contacts;
- Education will be shorter and shorter;
- They will have to study 3 times during the live/career;
- No ideas what jobs will be in 20 years. No ideas, except “sales”.
- Generations are changing not in 25, but in 10 years;
- For young people 4 years period is too long;
- We have enough people at the age of 40-45 willing to take over the business (as the CEO), but not all of them are ready to do this;
- Young people compose 25% of the employees. And this share will not increase, as they are also getting older.

The reflection from the audience was:

- Are today’s parents spoiling the children?
- How to recruit people based on the values, if they are not aware of values?
- Competition for employees make pressure for organisations to be better and better;
- Most important things are the possibility to adapt into the labour market, capabilities to learn and study;
- Owner of the company should not be the manager of the company at the same time;
- 2% of the people can study, only 7% can get some education.
- To provide pros and cons of start-up and business transfer as an alternative.

During day 1 participants constantly were discussing the question “how to increase the “demand” for business transfers?” On day 2 participants were involved into discussion what shall / could / would motivate younger generation to take over the existing business and take on the responsibility? The presentation on “how to grow the potential business successors?” was made by Mr. Balys Narbutas, who is the lecture, consultant and trainer on organizations’ and personal communication, creative writing, public relations and crisis management, employees’ motivation and psychology of organizations’. In the field of public communication Mr. Balys works since 2002, has work experience as a journalist at “Verslo žinios” (Lithuanian business magazine), news reporter at Lithuanian Parliament. Since 2007 communication consultant at agency „Fabula Hill+Knowlton Strategies”, since 2013 Public Relations Consultant at Investors’ Forum in Lithuania.

The main issues that were stressed by Mr. Balys are:

- Crisis is good, when you can rethink what you done... but I hate crisis and do everything to prevent/plan the crisis.



- Who will be your replacement?
- Companies usually do not think in advance. And All people act the same as companies, but we are not here forever.
- In US 30% of family companies are transited to second generation; 12% - to the third; 3% to the forth.
- Leaders focus the brains of the employees towards particular direction – to avoid “rumination”;

The second day was concluded by the intervention of Mr.Karolis Pocius, who spent more than 20 years of his career as M&A professional, successfully implemented large number of trade sale, acquisitions and merger assignments in the Baltic Sea region, Central and Eastern Europe. Dealmaker with experience in wide range of industries. Mr.Pocius presented what are the models of ownership transfer of the business? What are the interests of main stakeholders in business transfer process? How the transfer/acquisition of business can be funded? What are the main points to think over and agree in business transfer deal? How the overall process does looks like? Is it lengthy process or half a day job?

The presentation by Mr. Pocius was concluded with the work on Case example (Annex IV), when participants, divided into 4 groups had to represent 4 different parties of particular business sale deal, develop the negotiation strategy and make the pitch. The most successful group was awarded with the prize.



Annex 1

PARTICIPANTS LIST of the Train the Trainer Seminar

	Project Partner No.	Participant 1	Institution	Country
1	PP01	Max Hogeforster	Baltic Sea Academy	Germany
2	PP01	Kamila Keinke	Baltic Sea Academy	Germany
3	PP02	Tomasz Polaski	Small Business Chamber	Poland
4	PP03	Aiste Litvinaite-Jablonskiene	Vilnius Chamber of Commerce, Industry and Crafts	Lithuania
5	PP03	Kristina Tamošiūnaitė	Vilnius Chamber of Commerce, Industry and Crafts	Lithuania
6	PP04	Raimonds Abolins	Latvian Chamber of Commerce and Industry	Latvia
7	PP04	Katrina Zarina	Latvian Chamber of Commerce and Industry	Latvia
8	PP05	Piret Potisepp	Estonian Chamber of Commerce and Industry (ECCI)	Estonia
9	PP05	Marju Männik	Estonian Chamber of Commerce and Industry (ECCI)	Estonia
10	PP06	Marina Klementeva	St. Petersburg Foundation for SME Development	Russia
11	PP06	Maxim Balanov	St. Petersburg Foundation for SME Development	Russia
13	PP07	Natalya Ivanova	Association of SMEs support centers of the Kaliningrad region	Russia
14	PP08	Josefina Lönn	Foundation Drivhuset Skaraborg	Sweden
15	PP08	Jonas Hedén	Foundation Drivhuset Skaraborg	Sweden
16	PP09	Kristen Jensen	IBC International Business College	Denmark
17	PP09	Flemming Bornemann	IBC International Business College	Denmark
18	PP09	Tina Brixen	IBC International Business College	Denmark
19	PP12	Vytas Navickas	Vytautas Magnus University	Lithuania
20	PP12	Gintarė Pauliūšėnkaitė	Vytautas Magnus University	Lithuania
21	PP12	Džiuljeta Ruskyte	Vytautas Magnus University	Lithuania
22	PP12	Audrius Zabolka	Vytautas Magnus University	Lithuania



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23	PP13	Sirpa Sandelin	Satakunta University of Applied Sciences	Finland
24	PP13	Kari Lilja	Satakunta University of Applied Sciences	Finland
25	PP14	Susanne Durst	University of Skovde	Sweden

Annex 2

AGENDA of the Train the Trainer Seminar

When?	What?	Who & How?
1st Day, 06 May 2019, Monday		
08:00 - 08:45	Welcome and Introduction. Presentation of the participants. Overview of the programme of the 1 st day	<u>Moderator:</u> /Vytas Navickas/Audrius Zabolka/Gintarė Pauliuščenkaitė Vytautas Magnus University
08:45 - 10:15	PART A Module A1: “Determining corporate competitiveness”	<u>Presenter:</u> Nerius Jasravičius <u>Moderator:</u> Audrius Zabolka/Gintarė Pauliuščenkaitė Vytautas Magnus University Discussion and Interactive group work
10:15 - 10:30	Coffee break	
10:30 - 12:00	PART A Module A2: “Developing corporate government strategies”	<u>Presenter:</u> Nerius Jasravičius <u>Moderator:</u> Audrius Zabolka/Gintarė Pauliuščenkaitė Vytautas Magnus University Discussion and Interactive group work
12:00 - 13:00	Lunch	
13:00 - 14:30	PART A Module A3: “Innovation Management”	<u>Presenter:</u> Kastytis Gečas <u>Moderator:</u> Audrius Zabolka/Gintarė Pauliuščenkaitė Vytautas Magnus University

		Discussion and Interactive group work
14:30 14:45	- Coffee break	
14:45 15:45	- PART A Module A4: “Basic Computer skills, bookkeeping using commercial software”	<u>Presenter:</u> Kirsten Jensen, IBC <u>Moderator:</u> Audrius Zabotka/Gintarė Pauliuščenkaitė Vytautas Magnus University Discussion and Interactive group work
15:45 18:00	- PART A Module A5: “Preparing, completing, evaluating start-up, takeover activities”	<u>Presenter:</u> Audrius Zabotka <u>Moderator:</u> Gintarė Pauliuščenkaitė Vytautas Magnus University Discussion and Interactive group work
18:00 19:00	- Free time	
19:00 22:00	– Joint dinner and international exchange of experiences	Restaurant (to be clarified)
2nd Day, 07 May 2019, Tuesday		
08:00 09:30	- Overview of the programme of the 2nd day PART A Module A6: “Human Resources Management & Vocational Education Knowledge”	<u>Presenter:</u> Laura Duktaitė-Iškauskienė <u>Moderator:</u> Audrius Zabotka/Gintarė Pauliuščenkaitė Vytautas Magnus University Discussion and Interactive group work
09:30 10:30	- PART B Module B1: “Pedagogical questions Procedure and examination of training to become an entrepreneur” Sub-Module I: Pedagogy	<u>Presenter:</u> Balys Narbutas <u>Moderator:</u> Audrius Zabotka/Gintarė Pauliuščenkaitė Vytautas Magnus University



		Discussion and Interactive group work
10:30 10:45	- Coffee break	
10:45 11:45	- PART B Module B1: “Pedagogical questions Procedure and examination of training to become an entrepreneur” Sub-Module II: Procedure and examination of training	<u>Presenter:</u> Balys Narbutas <u>Moderator:</u> Audrius Zabotka/Gintarė Pauliuščenkaitė Vytautas Magnus University Discussion and Interactive group work
11:45 12:15	- PART B Module B2: “Design and instruments of the consulting process for company transfers” Sub-Module I: Consulting and coaching process	<u>Presenter:</u> Karolis Pocius <u>Moderator:</u> Audrius Zabotka/Gintarė Pauliuščenkaitė Vytautas Magnus University Discussion and Interactive group work
12:15 13:15	- Lunch	
13:15 14:45	- PART B Module B2: “Design and instruments of the consulting process for company transfers” Sub-Module II: Procedure and examination of training	<u>Presenter:</u> Karolis Pocius <u>Moderator:</u> Audrius Zabotka/Gintarė Pauliuščenkaitė Vytautas Magnus University Discussion and Interactive group work
14:45 15:45	- Completion: Graduation Summary Certificates of attendance Feedback collection	<u>Moderator:</u> Audrius Zabotka/Gintarė Pauliuščenkaitė/Vytas Navickas Vytautas Magnus University
15:45 16:00	- Farewell Coffee - exchange of experience	All



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Annex 3

CERTIFICATE of the Train the Trainer Seminar



Annex 4

CASE EXAMPLE of the Train the Trainer Seminar

Milkman & Co

Mr. Milkman Senior (MS) is in his late 70-ies considering transfer of the ownership in his 40 years ago created business, Milkman & Co (ticker- MKMC) where he is a Chairman of the Board, having transferred executive powers to his son from the first marriage, Mr. Milkman Junior (MJ). They both control part of the shares though a JV “Milkman Family Fund”, but essential ownership control over the Company is in MS’s hands. After leaving the daily management, MS has explored his other interests, including acquisition of resort estates and activities as a patron of the local church community. All these endeavors along with growing 3 children from the second family consumes significant financial resources which he can not ignore. For example, new church project will consume at least 5 million, and his resort estate projects another 10 million EUR during next couple of years.

The choice is not easy, as there are serious considerations for and against any decision that he would take. Although the business is in steady and slightly growing state, it has outgrown domestic markets and is struggling to build a sustainable export activity. Although large on the local scale, it is no match for the European or world-wide corporations, which outsell MKMC by the factor of 10-50 times. For example, their long term partner and recent 10% shareholder Fonterra Cooperatie has a sales revenue of AUS 20 billion, with an EIT of 0.9 billion for the last year. At the same time, MKMC benchmark ratios are lagging behind the industry averages, as much large competitors explore economy of scale effects unachievable for relatively small operation. As a result, some of the influential institutional shareholders are pushing to look for a strategic sale opportunities which may bring significant operational synergies and pay a significant premium over today’s unimpressive valuation.

His advisors from regional investment bank agree that the Company is somewhat undervalued in the market and strongly encourage him to launch a full scale trade sale of Company’s controlling stock of shares. They argue, that any of the willing parties should have a chance to offer their terms for the Company, which will assure that neither of the potential investors will be unduly marginalized and the sale will bring best price offer for the selling parties. Although quite rational proposal, Mr. Milkman is hesitating to take it as it will definitely involve his company, family and current business partners in a several month roller-coaster with an unknown outcome and results.

Mr. Milkman Senior is therefore facing several options:

1. Sell his shares to his son from his first marriage, **Mr. Milkman Junior (MJ)**. MJ, now in his late 50, proved to be a capable manager being a CEO of the Company for a decade now. He enjoys respect from his team of managers and employees and would be a secure option for the Company to continue in its current pace. He however does not possess significant individual wealth and could bring to the table about 10 million of his own cash, raised by mortgaging his private real estate holdings. His banker suggested, that they could safely increase the debt of the Company at least x2.5 from the current level with the Company being able to service it, however higher debt would result into additional financial risk.

2. Negotiate further gradual sale to **Fonterra**, which in the beginning was quite enthusiastic about the cooperation and further involvement. By now, however, their focus is somewhat redirected as they faced significant regulatory challenges in the local dairy market, burdened by excessive regulation and contact interventions by the Government trying to regulate each and every aspect of milk sourcing and pricing for the raw material. If interested, they would be paying a discounted 5-6x EBITDA valuation and obviously has no financing constraints for relatively small transaction.
3. Accept unofficial bid offer from the large institutional investor **Investco**, which has recently assembled new PE fund to invest into several export- oriented businesses. MS suspected, that such offer would only mean a temporary ownership, which will most probably mean further consolidation and merger transactions while trying to build a national champion out of 3-4 equally positioned companies. Question is, whether such plan would be approved by the antitrust authorities, and if not, what fate would the Company assume in the next round of the ownership change. Although their financial muscle is up to 50 mEUR per transaction, they usually use Company's balance sheet to put on additional debt. On the other hand, MS considers their current offer at market valuation a low – balled one.
4. There are several other potential suitors, involving major competitor **Stars and Legends**, which was a long term rival and one of the least desirable acquirers of the business from the emotional point of view. At the same time Mr. Milkman acknowledged, that a combination could bring both businesses to a next level, allowing more efficient operation and more export power. Their over the dinner back of the envelop calculation showed about 5 mEUR of annual synergies to be brought by the merger. S&L has a financial spear of 10 million EUR and ability to borrow additional 20 million. At the same time, S&L would achieve immediate listing by a combination with listed MKMC and see an additional equity issue of 20 million EUR to finance the transaction as a serious option.

It is the most efficient dairy producer in the region and a dairy leader in the country in terms of the quantity of processed milk and cheese production. The company's sales are wide spread covering the export to both East and West markets, as well as wide range of fresh dairy products designed for the local market and neighborhood markets.

Over 2/3 of the Company's production is exported. Cheese is the main export product. The Company is one of the largest and most famous cheese producers in the Central and Eastern Europe. It produces more than 30 thousand tons of fermented cheese per year. There are over 1500 employees in the group.

Shareholder information	Ownership interest (%)
Mr. Milkman Senior	46,54%
Mr. Milkman Family (50/50 Senior and Junior)	24.84%
Fonterra Coöperatie	10%
INVESTCO	5.44%
Shareholders smaller than 5%	13.18%



Milkman & Co

About the Company – Financials

Per share analytics	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>
Share price (EUR)	1.77	1.42	1.38	1.59	1.40
Capitalisation (mEUR)	63.48	50.93	49.49	57.03	50.21
EPS: Earnings per Share (EUR)	0.290	0.110	-0.012	0.264	0.235
P/E: Price/Earning	6.07	13.08	-	6.01	5.94
P/BV: Price to Book	0.52	0.44	0.50	0.57	0.55
Net profitability (%)	4.6	2.0	-0.1	3.8	3.7
ROA: Return on Assets (%)	7.3	2.8	-0.3	6.6	6.3
ROE: Return on Equity (%)	8.9	3.8	-0.4	10.0	9.7
Income statement					
Sales Revenue (mEUR)	226.19	196.50	249.25	249.46	230.65
Growth (%)	15.1	-21.2	-0.1	8.2	15.8
Net Pofit (mEUR)	10.45	3.89	-0.384	9.49	8.46
EBITDA	19.17	11.92	6.50	18.50	17.50

Income statement					
Sales Revenue (mEUR)	226.19	196.50	249.25	249.46	230.65
Growth (%)	15.1	-21.2	-0.1	8.2	15.8
Net Pofit (mEUR)	10.45	3.89	-0.384	9.49	8.46
EBITDA	19.17	11.92	6.50	18.50	17.50

Balance sheet (m EUR)					
Fixed Asstes	60.62	56.32	44.97	54.83	48.20
Current Assets	81.78	98.28	90.49	94.87	83.39
Equity	122.06	115.63	98.34	99.74	90.87
Liabilities	20.34	38.97	37.12	49.95	40.72

Source: www.traders.lt

Employees	1 577	1 643	1 665	1 720	1 688
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