

## COURSE SYLLABUS

Academic Year: 2020/2021

Identification and characteristics of the course			
Code	500035	ECTS Credits	6
Course title (English)	Family Business. Theory and Practice		
Course title (Spanish)	Economía de la Empresa Familiar		
Degree programs	Degree in Business Administration and Management		
Faculty/School	Faculty of Economics and Business		
Semester	7	Course type (compulsory/optional)	Optional
Module	Optional		
Subject matter	Business Administration		
Lecturer/s			
Name	Room	E-mail	Web page
Ramón Sanguino	67	sanguino@unex.es	
Subject Area	Business Administration		
Department	Business Administration and Sociology		
Coordinator (Only if there is more than one lecturer)			

Competencies*
<p>1. CB1: That the students have demonstrated to possess and understand knowledge in a study area that starts from the general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study.</p> <p>CB2: That the students know how to apply their knowledge to their work or vocation in a professional way and possess the competences that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.</p> <p>CB3: That students have the ability to collect and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant issues of a social, scientific or ethical nature.</p> <p>CB4: That students can transmit information, ideas, problems and solutions to both a specialized and non-specialized audience.</p> <p>CB5: That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.</p> <p>CG1: Ability to identify and anticipate relevant business problems, in the private and / or public sphere</p> <p>CG2: Ability to contribute rationality to the analysis and description of any aspect of business reality.</p> <p>CG3: Ability to apply professional criteria based on the management of technical instruments to the analysis of business problems</p>

\* The sections concerning competencies, course outline, teaching activities, teaching methodology, learning outcomes and assessment methods must conform to those included in the ANECA verified document of the degree program.

CG4: Ability to design, manage and write business projects and to issue advisory reports on specific company situations.  
 CG5: Ability to integrate into business management  
 CT1: Management, analysis and synthesis capacity  
 CT3: Oral and written communication in the native language  
 CT4: Oral and written communication of a foreign language  
 CT5: Computer skills and ICT mastery related to the field of study  
 CT6: Ability to analyze and search for information from different sources  
 CT7: Ability to solve problems  
 CT8: Ability to make decisions  
 CT9: Ability to work in a team  
 CT10: Work in an interdisciplinary team  
 CT11: Work in an international context  
 CT12: Skill in personal relationships  
 CT13: Ability to work in diverse and multicultural environments  
 CT14: Critical and self-critical capacity  
 CT15: Ethical commitment at work  
 CT16: Work in pressure environments  
 CT17: Autonomous learning ability  
 CT18: Ability to adapt to new situations  
 CT19: Creativity  
 CT20: Leadership  
 CT21: Initiative and entrepreneurial spirit  
 CT22: Motivation and commitment to quality  
 CT23: Sensitivity towards environmental and social issues  
 CT25: Possess and understand knowledge in a study area that starts from the base of secondary education.  
 CT26: Apply knowledge to your work and problem solving within your study area.  
 CT27: Collect and interpret relevant data to make judgments.  
 CT28: Develop skills to undertake further studies with a high degree of autonomy.  
 CT29: Transmit information, ideas, problems and solutions  
 CE4: Know and understand the importance of the decision-making process and the impact on it and its results of relevant information.  
 CE5: Know the company as a global system and identify functional areas within it, understanding the importance of understanding the interrelation between them and the environment in order to direct, manage, propose and propose solutions in companies and organizations.  
 CE9: Identify and use appropriate tools and software in solving economic and company problems.  
 CE36: Know and interpret the economic indicators and aggregates of the economic, regional, national and international context that surrounds the company; the role of institutions and agents in economic and social activity and their impact on business decision-making.  
 CE37: Formulate and determine logical models representative of business reality.  
 CE40: Know, classify and interpret the relationships between the subjects interested in the company.

## Contents

### Course outline\*

According to the Family Business Institute (IEF), to which the Chair of Family Business of the University of Extremadura belongs, in Spain there are 2.9 million family companies in which almost 14 million employees work. Of these companies, 65% are in the first generation, 25% in the second, 9% in the third and only the remaining 1% in the fourth or successive generations. Another relevant fact is that it is estimated that around 65% of European students will end up serving in a family business (IEF, 2000). We are, therefore, before a type of organization tremendously important for the socio-economic development of the country and hence our interest in studying it.

But, what do we know about the importance of this type of companies in Extremadura? So far, our previous exploration on the subject has revealed a total absence of relevant data and

information, as well as critical analysis and reflection on this business typology in our region. In other words, the real scope of this business reality in Extremadura is unknown to date. Based on what should be understood by family business and the main characteristics that surround this economic group, throughout our research we explain the main elements that define and differentiate family business from what is not. Along with this theoretical review, the results of the empirical study carried out are presented, which are based on a methodological base supported by widely contrasted authors and theories and appeared in prestigious publications.

### **Course contents**

Title of unit 1: The Family Business

Contents of unit 1:

- 1.1 What is a Family business?
- 1.2 Familiness.
- 1.3 The complexity of family businesses

Title of topic 2: The family and the company

Contents of topic 2:

- 2.1 Relevant aspects of culture in the family business.
- 2.2 Family relationships and conflict.
- 2.3 Communication patterns and harmony

Examples and practical cases that bring together the main aspects of the topic

Title of unit 3: Property

Contents of unit 3:

- 3.1. Power structure.
- 3.2 Finances in the family business.
- 3.3 Shareholder management.
- 3.4. Family Office.

Description of practical activities for unit 3:

Examples and practical cases that bring together the main aspects of the topic

Title of unit 4: The Governing Bodies

Contents of unit 4:

- 4.1 The company's governance system.
- 4.2 Non-exclusive governing bodies of the family business.
- 4.3 Exclusive governing bodies of the family business.

Title of unit 5: Competitive framework

Contents of unit 5:

- 5.1 Entrepreneurial spirit.
- 5.2 Competitiveness and innovation in the family business.
- 5.3 Internationalization and alliances.
- 5.4 Knowledge management.
- 5.5 Economic development and CSR.

Title of unit 6: Succession and the life cycle in family businesses

Contents of unit 6:

- 6.1 The succession process.
- 6.2 When the leader leaves.
- 6.3 The selection of the successor.
- 6.4 The Family Protocol.
- 6.5 Instruments of development of the Family Protocol.
- 6.6 Continuity. Survival and failure.

Educational activities *								
Student workload (hours per lesson)		Lectures	Practical sessions				Monitoring activity	Homework
Lesson	Total	L	HI	LAB	COM	SEM	SGT	PS
1	25	10						15
2	25	5				5		15
3	25	5				5		15
4	25	5				5		15
5	25	10						15
6	25	5				5		15
<b>Assessment**</b>								
<b>TOTAL ECTS</b>	150	40				20		90
L: Lectures (100 students) HI: Hospital internships (7 students) LAB: Lab sessions or field practice (15 students) COM: Computer room or language laboratory practice (30 students) SEM: Problem-solving classes, seminars or case studies (40 students) SGT: Scheduled group tutorials (educational monitoring, ECTS type tutorials) PS: Personal study, individual or group work and reading of bibliography								
Teaching Methodology*								
A first session of introductory section and general description of the subject will be held, where the different tasks to be carried out by the student will be assigned. For all the subjects of the subject, the book "The management of family businesses. The case of Extremadura ", which has been developed by the professors of the subject, who belong to the work team of the UEX Chair in Family Business. It will be complemented with other publications, especially those of the Instituto de Empresa Familiar, on which the Chair depends. Numerous examples and case studies will be discussed. The teaching methodology is similar for each thematic session, articulated based on the corresponding explanation by the teacher, who will also provide the relevant theoretical or methodological content. A final closing and / or closing session will be held								
Learning outcomes *								
Possess and understand knowledge in a study area. Apply knowledge to practice and solve specific problems within your area with the help of ICT. Know how to work autonomously and in a group. Make critical judgments that include ethical reflection. Search, transmit, interpret and manage information, ideas, and identify problems and solutions. Present a high level of autonomy to successfully complete further studies								
Assessment methods *								
The evaluation will have a triple component: 1. On the one hand, the realization of an examination, in writing, in which the acquired knowledge is demonstrated with all the taught material and in the revised bibliography. It will have a weight of 60% of the final evaluation. 2. Secondly, the preparation of a work supervised by the student, which will be defended in class, and which will be weighted with 20% of the total evaluation. 3. Finally, the remaining 20% is destined to assess attendance at the theoretical and practical classes that are taught throughout the semester.								

\*\* Insert as many rows as necessary. For instance, you can include one row for a partial exam and another for the final exam.

According to what is dictated by art. 4.6 of the new UNEX evaluation regulations, students who do not attend class will be able to pass the subject through the following components:

1. Two course assignments, corresponding to the two parts of the subject, which in any case must be agreed in advance with the teachers of each part (15%).
2. A joint test on the teaching materials that may include development questions, test type, problems, etc., (85%).

### **Bibliography (basic and complementary)**

Gibb Dyer Jr, W., & Sánchez, M. (1998). Current state of family business theory and practice as reflected in Family Business Review 1988—1997. *Family Business Review*, 11(4), 287-295.

Zellweger, T. (2017). *Managing the family business: Theory and practice*. Edward Elgar Publishing.

Basco, R., & Bartkevičiūtė, I. (2016). Is there any room for family business into European Union 2020 Strategy? Family business and regional public policy. *Local Economy*, 31(6), 709-732.

Bertschi-Michel, A., Kammerlander, N., & Strike, V. M. (2020). Unearthing and alleviating emotions in family business successions. *Entrepreneurship theory and practice*, 44(1), 81-108.

Casillas, J., & Acedo, F. (2007). Evolution of the intellectual structure of family business literature: A bibliometric study of FBR. *Family Business Review*, 20(2), 141-162.

Chua, J. H., Chrisman, J. J., & Sharma, P. (1999). Defining the family business by behavior. *Entrepreneurship theory and practice*, 23(4), 19-39.

Ferrari, F. (2020). Exploring the side effects of socio-emotional wealth. A multilevel analysis approach to the dysfunctional dynamics in family business succession. *International Journal of Entrepreneurship and Small Business*, 40(1), 128-146.

Sharma, P., Chrisman, J. J., & Chua, J. H. (1997). Strategic management of the family business: Past research and future challenges. *Family business review*, 10(1), 1-35.

### **Other resources and complementary materials**

The student has practical cases, forums, practical exercises, readings, and news from national and international economic news on the Virtual Campus of the University of Extremadura