

NAME OF THE COURSE		Family Business					
Code	EUBB12	Year of study	3				
Course teacher	Associate professor Vlatka Škokić Associate professor Ivana Bulog	Credits (ECTS)	5				
Associate teachers	Ivana Bulog, Ljiljana Najev Čačija	Type of instruction (number of hours)	L	S	E	F	
			26		26		
Status of the course	Elective	Percentage of application of e-learning	40%				
COURSE DESCRIPTION							
Course objectives	To introduce the main definitions, concepts and models of family business.						
Course enrolment requirements and entry competences required for the course	Course signature requirements: as determined by the Statute of the Faculty of Economics and Rules and Regulations for Studies and Study Programmes.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>General learning outcome: To create appropriate business strategy and to create efficient management tools for family business.</p> <p>Specific learning outcomes:</p> <ol style="list-style-type: none"> 1. To identify different business aspects of family firms 2. To analyse business processes, its specific features and developmental stages of family firms 3. To determine appropriate succession strategies 4. To analyse corporate governance mechanisms in family firms 5. To analyse management processes in family firms and its developmental opportunities 						
Course content broken down in detail by weekly class schedule (syllabus)	Wee k	Lecturers			Tutorials		
		Topic	Hours	Topic	Hours		
		1	Family business (FB) definitions. Historical development of FB.	2	Quiz 1. Main concepts: founder, family, sustainability, inheritance.	2	
		2	Family business structure. The nature of family firms. FB in the worlds' economy.	2	The world's largest FB. Growth and trends over time.	2	
		3	Family and business; family and business interests. FB lifecycle.	2	Advantages and disadvantages of FB. The main causes of failure.	2	
		4	Family relationships; couples, kids, extended family members.	2	Sole proprietorship – management, leadership and succession. Seminars – presentations and discussion.	2	
5	Family and FB culture: FB leadership. Key issues FB are facing.	2	Case study: Fiat company – family culture, leadership and the main issues.	2			

	6	Developmental model of FB. Different actors and their roles.	2	Case study: the bakery shop – analysis of actors and their roles.	2	
	7	Family and Business dimensions. Ownership dimension.	2	Quiz. Knowledge recap.	2	
	8	Test I. Assignment submission via Moodle	2	Test I. Assignment submission via Moodle	2	
	9	Three dimensional model.	2	Case study: Mrs Fields	2	
	10	Succession and sustainability of FB. FB as a career option.	2	Seminars – presentations and discussion.	2	
	11	Next generations of managers and leaders. Management transfer in FB.	2	Case study: Michelin – identification of the next generation of potential leaders and managers. Seminars – presentations and discussion.	2	
	12	Management transition and succession process.	2	Case study: Ford Motor Comp. – the stages of succession process and management transition. Seminars – presentations and discussion.	2	
	13	Ownership dimension. Identification and selection of successors.	2	Case study: Benetton – management transfer and ownership dimension. Seminars – presentations and discussion.	2	
	14	Key success factors of succession process.	2	Case study: Barilla – succession process. Knowledge recap.	2	
	15	Test 2 case study. Assignment submission via Moodle.	2	Test 2 case study. Assignment submission via Moodle.	2	
Format of instruction	X lectures X seminars and workshops X exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		X independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Class attendance (50% lecturers, 50% tutorials). Students are required to actively participate in case study discussions.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	1
	Experimental work		Report		Case study (Other)	1
	Essay test I	1	Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1*	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Attending classes 50% - tests and exam precondition.					

2021./2022.

01/03/22 – 9. Sj. FV.

	<p>During the semester students will write two tests. Those students who pass successfully both tests (pass mark is set at 60%), have completed the module. Each test carries 40 marks.</p> <p>Practical assignment is related to a particular case analysis. Those students who opt for this assignment and complete it successfully, will achieve higher module mark. Students have to demonstrate an in depth analysis of the case and adequate presentation skills (presentations are held during tutorials). Marking criteria are related to the conducted analysis, the depth of the literature, conclusions and insights and the quality of the presentation itself. Maximum 10 points can be achieved. Those students who achieve from 8 to 10 points are considered to complete the assignment successfully and are awarded with the higher final module mark. Students have to achieve at least a pass mark from both tests in order to be awarded with the higher module mark.</p> <p>1* those students who do not pass their tests, will sit on a written or oral exam.</p> <p>Grade range for each test: 0-23 fail (1) 24-27 pass (2) 28-31 good (3) 32-35 very good (4) 36-40 excellent (5)</p>		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1.Kružić, D. Bulog, I.: Obiteljska poduzeća: životni ciklusi, nasljeđivanje i održivost , Ekonomski fakultet Split, Split, 2012.	10	
	Cauffman, L. (2022). Developing and Sustaining a Successful Family Business: A Solution-Focused Guide. Routledge.		https://ug1lib.org/book/19151876/d1ee21
	Optional literature (at the time of submission of study programme proposal)	<p>Calabrò, A., Minichilli, A., Amore, M. D., & Brogi, M. (2018). The courage to choose! Primogeniture and leadership succession in family firms. <i>Strategic Management Journal</i>, 39(7), 2014-2035.</p> <p>Christensen-Salem, A., Mesquita, L. F., Hashimoto, M., Hom, P. W., & Gomez-Mejia, L. R. (2021). Family firms are indeed better places to work than non-family firms! Socioemotional wealth and employees' perceived organizational caring. <i>Journal of Family Business Strategy</i>, 12(1), 100412.</p> <p>Gimenez-Jimenez, D., Edelman, L. F., Minola, T., Calabrò, A., & Cassia, L. (2021). An intergeneration solidarity perspective on succession intentions in family firms. <i>Entrepreneurship Theory and Practice</i>, 45(4), 740-766.</p>	

	<p>Kraus, S., Clauss, T., Breier, M., Gast, J., Zardini, A., & Tiberius, V. (2020). The economics of COVID-19: initial empirical evidence on how family firms in five European countries cope with the corona crisis. <i>International Journal of Entrepreneurial Behavior & Research</i>.</p> <p>Kuttner, M., Feldbauer-Durstmüller, B., & Mitter, C. (2020). Corporate social responsibility in Austrian family firms: Socioemotional wealth and stewardship insights from a qualitative approach. <i>Journal of Family Business Management</i>.</p> <p>Skokic, V. (2021). How Small Hotel Owners Practice Resilience: Longitudinal Study Among Small Family Hotels in Croatia. In <i>Resiliency Models and Addressing Future Risks for Family Firms in the Tourism Industry</i> (pp. 50-73). IGI Global.</p> <p>Stanley, L. J., Hernández-Linares, R., López-Fernández, M. C., & Kellermanns, F. W. (2019). A typology of family firms: An investigation of entrepreneurial orientation and performance. <i>Family Business Review</i>, 32(2), 174-194.</p>
<p>Quality assurance methods that ensure the acquisition of exit competences</p>	<p>Registering students' attendance and success in carrying out of their duties (lecturer). Monitoring lectures and practice sessions (Vice Dean for Education). Students' Performance analysis in each course (Vice Dean for Education). Student questionnaire on the quality of lecturers and lessons for each course (University of Split, Quality Assurance Centre) Examination is used as an instrument to evaluate individual course outcomes by the course lecturer. The content of exam is reassessed periodically in order to assure compliance with the course outcomes.</p>
<p>Other (as the proposer wishes to add)</p>	