



QUINLAN
SCHOOL of BUSINESS

MGMT 377 – Family Business Management, Fall 2024
THURSDAYS, 4:15-6:45pm, ROOM SCH 405

FACULTY MEMBER

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Office Hours:

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Catalog Description

This course examines the family, ownership and management challenges involved in operating a family business, including governance and leadership succession. This course is designed for students pursuing a career in a family business or providing service to a family business. It will use a systems model of the family and business to demonstrate the interrelationships and connections among the key stakeholders. The course will provide an overview of the planning and management process required for family harmony and business continuity.

Prerequisite or corequisite:

MGMT 201: Managing People and Organizations

Course Overview

About 80 percent of businesses world-wide are classified as family-owned. In the US alone, family businesses account for 87% of the economy, a total of 32.4 million family businesses in the US. About 54% of US GDP is generated by family businesses (\$7.7 trillion) and 59% of the US private workforce is employed by family businesses (83.3 million jobs). Specific topics may include the family system, culture, entrepreneurial influences, conflict and negotiation, career planning, ethics, governance, succession and strategic planning, professional support relationships, and survival skills as family member in a family business. The learning activities may include lectures, assessments, exercises, guest speakers, family projects, videos, case and class discussion, text readings and outside reading assignments. The study of family business is a multidisciplinary academic topic and consequently, guest speakers will be used to provide the most current information and professional experience. Each class session is designed to provide theory or background information and an opportunity for application in the form of cases, guest speakers, or student activities. This course will also feature a case study created this year by Loyola University Professor Katherine Sredl about the Follett Corporation, which completed family operations in 2022.

Course Objectives and Learning Outcomes

- Students will examine the goals and characteristics of family-owned firms.
- Students will identify the social and economic impact of family business.
- Students will explain family business dynamics in terms of three elements – the individual, the family, and the business.
- Students will integrate entrepreneurial and professional management concepts for strengthening family business organizational performance.
- Students will understand the impact of systems of family ownership and management on a firm's stakeholders and advisors.
- Students will appreciate the resources available to address family business issues.

Required Materials

- ❑ Harvard Business Review Family Business Handbook: How to Build and Sustain a Successful, Enduring Enterprise (HBR Handbooks) Paperback – January 26, 2021

Course Requirements and Grading Material

- All class meetings will take place in person at the scheduled class meeting times. There will also be times to meet outside of the scheduled class times at my office or via Zoom.
- A significant portion of your grade will be based on the preparation of a group project and presentation which will be developed over the course of the semester.
- NOTE: All papers should contain full attribution for any quoted or paraphrased material. Failure to fully acknowledge any portion of another author's work is plagiarism and will be treated as serious academic misconduct. You will submit your final papers via the Turnitin software which scans text for instances of potentially plagiarized verbatim passages.

Grading will be determined by the following:

- Participation and Engagement (PP) – 120 points
 - Participation = Attendance for 15 class periods (5/each).
 - Engagement = At least one interaction (speaker introduction, asking a question, taking a test, presenting) during 15 class periods (3/each)
 - Only excused with doctor's note.
- Homework Assignments (HW) – 120 points
 - Expect to research the company and individual before a visit and provide submission of 4 personalized guest speaker questions or introduction of the guest speaker (12 weeks). Due 1 business day before the class the speaker will attend (10/each: 8 for the questions and 2 for timeliness.)
 - For weeks when we do not have a guest speaker, you will be provided with a brief bio of one of the member companies of the Family Business Center in order to complete this assignment. At the instructor's discretion, this assignment may be a quiz in lieu of submitting questions.
- Guest Speaker Responses (GSR) – Up to 120 points (Points shared with Alternate Assignment)
 - Submission of 1-page single-spaced reflection on the prior week's discussion with the guest speaker (12 weeks). Due 1 business day before the next class (10/each: 8 for the response and 2 for timeliness.)
- Alternate Assignment to Guest Speaker Responses – Up to 120 points (Points shared with Alternate Assignment)
 - Submission of 1-page single-spaced response to questions on assigned magazine or on-line article. Due 1 business day before the next class (10/each: 8 for the response and 2 for timeliness.). At the instructor's discretion, this assignment may be a quiz in lieu of submitting a paper.
- Follett Case Study Assignment – 40 points
 - As considerable time has been invested by our guest professor in preparing this case study, 10 points will be assigned for engagement in addition to the normal participation and engagement points.
 - Complete a quiz related to the case study content. (30 points)
- Chapter Quizzes (CQ) – 120 points
 - Complete a quiz in Sakai each week for the assigned (12) chapters. 10 points each. Due before the next class.

- Exams (E) - 100 points
 - Multiple choice exams twice a year (50/each).
- Final project (FP) – 100 points (paper) 50 points (presentation)
 - Completed with a group of peers. Paper due 1 business day before the presentation.
 - The final paper submission will primarily be your cumulative work on a semester long group project.

Total Points Available: 720

Grading scale:

- A 93 – 100%
- A- 90 – 92.9%
- B+ 87 – 89.9%
- B 83 – 86.9%
- B- 80 – 82.9%
- C+ 77 – 79.9%
- C 73 – 76.9%
-]C- 70 – 72.9%
- D+ 67 – 69.9%
- D 60 – 66.9%

All points are evenly weighted.

Classroom Expectations

- If you are feeling ill, experiencing symptoms indicative of the flu or Covid, please do not come to class. I am happy to meet with you via Zoom to discuss what was covered during class or you can get notes from a classmate.
- Ask questions when you are confused about something. Some of your classmates almost certainly are confused as well if you are lost during the class. If I am moving through the material too rapidly, please let me know.
- Adherence to Loyola's Statement on Academic Integrity is mandatory. Plagiarism or copying on exams will result in a failing grade for the class.

WEEK 1: PART ONE Cracking the Code of Your Family Business

- Chapter 1: Decode Your Family Business
- Syllabus Review
- Class Introductions
- Guest Speaker
- Intro to Group Project

WEEK 2:

- Chapter 2: The Power of Family Ownership
- Guest Speaker
- Work on Group Project

WEEK 3: PART TWO: The Five Rights of Family Owners

- Chapter 3: Design: Choose the Type of Family Ownership You Want
- Guest Speaker
- Work on Group Project

WEEK 4:

- Chapter 4: Decide: Structure Governance to Make Great Decisions Together
- Guest Speaker
- Work on Group Project

WEEK 5:

- Chapter 5: Value: Create an Owner Strategy to Define Your Success
- Guest Speaker
- Work on Group Project

WEEK 6:

- Chapter 6: Inform: Use Effective Communication to Build Trusted Relationships
- Guest Speaker
- Work on Group Project

WEEK 7:

- Chapter 7: Plan for the Transition to the Next Generation
- Guest Speaker
- EXAM (Chapters 1 – 6)
- Work on Group Project

WEEK 8:

- Presentation and Discussion of Follett Case Study
- Work on Group Project

WEEK 9: PART THREE: Challenges You Will Face

- Chapter 8: The Business Family: Four Disruptions You Will Face and What to Do about Them
- Guest Speaker
- Work on Group Project

WEEK 10:

- Chapter 9: Working in a Family Business
- Guest Speaker
- Work on Group Project

WEEK 11:

- Chapter 10: Family Employment Policy
- Guest Speaker
- Work on Group Project

WEEK 12:

- Chapter 12: Conflict in the Family Business
- Guest Speaker
- Work on Group Project

WEEK 13:

- Chapter 13: The Family Office in a Family Business
- Guest Speaker
- Work on Group Project

WEEK 14: STUDENT PRESENTATIONS

WEEK 15: EXAM (Chaps 7-10, 12 & 13)

Please note: This class may occasionally deviate from the course schedule above. I reserve the right to make changes as needed to the course syllabus.

Statement on Zoom class recordings

In this class Zoom software may be used to record live class discussions. As a student in this class, your participation in live class discussions may be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished.

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Basic Needs Statement

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to visit

the [CSAA](#) website and/or contact [Coordinated Assistance and Resource Education \(CARE\)](#) in the Office of the Dean of Students. Those suffering from mental health challenges are encouraged to visit the [Wellness Center](#) website, reach out for help, and talk to others (including me).

I expect that you as students will adhere to this Student Promise while I will also.

Student Promise

As a Loyola student being educated in the Jesuit Catholic tradition, I promise to...

Care for Myself

I promise to strive for excellence in all that I do. I will embrace opportunities for leadership, challenge myself academically, and seek experiences that will positively influence my personal development. I will honor the good in myself by being honest, compassionate, and respectful.

Care for Others

I promise to recognize that each individual person is valuable and has a unique perspective that contributes to the growth and development of all. I will respect the individuality of others regardless of appearance, ethnicity, faith, gender, ability, sexual orientation, or social standing.

Care for Community

I promise to acknowledge and celebrate diversity. I will contribute my talents, gifts, and ideas to strengthen the community. I aspire to be a person for others committed to working toward a more just world.

Quinlan School of Business Policies:

Attendance

Class attendance and participation are fundamental components of learning, so punctual attendance at all classes, for the full class meeting period, is expected of Quinlan students. The student is responsible for any assignments or requirements missed during an absence.

Make-Up Examinations

Loyola University academic policy provides that tests or examinations may be given during the semester or summer sessions as often as deemed advisable by the instructor. Because Quinlan faculty believe examinations represent a critical component of student learning, required examinations should be taken during the regularly scheduled class period. **Make-up examinations are discouraged.** Exceptions may be granted only by the faculty member or department chair, and only for unavoidable circumstances (illness verified by a signed physician's note, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, or religious observance). A make-up final examination may be scheduled only with the permission of the appropriate Quinlan Assistant or Associate Dean.

If a make-up examination must be given, it is the responsibility of the faculty member to prepare, schedule, and proctor the exam. The only regular exception is for a student athlete, who may use the testing services of the Athletics Department to complete a make-up examination. For a student with a documented special testing need, please consult University policy concerning use of the testing center in Sullivan Center at Lake Shore Campus.

Academic Integrity

All members of the Quinlan School shall refrain from academic dishonesty and misconduct in all forms, including plagiarism, cheating, misrepresentation, fabrication, and falsehood...Plagiarism or cheating on the part of the student in individual or group academic work or in examination behavior will result minimally in the instructor assigning the grade of "F" for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the chairperson of the department involved.

For further information about expectations for academic integrity and sanctions for violations, consult the complete Quinlan School of Business Honor Code and Statement of Academic Integrity on the Quinlan website:

<http://www.luc.edu/media/lucedu/quinlanschoolofbusiness/pdfs/Honor-Code-Quinlan-July2012.pdf>

Loyola's Statement on Academic Integrity

http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml

The basic commitment of a university is to search for and to communicate the truth as it is honestly perceived. The university could not accomplish its purpose in the absence of this demanding standard. To the extent that this standard is respected, a genuine learning community can exist. Students of this university are called upon to know, to respect, and to practice this standard of personal honesty.

Plagiarism is a serious form of violation of this standard. **Plagiarism is the appropriation for gain of ideas, language, or work of another without sufficient public acknowledgement and appropriate citation that the material is not one's own.** It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the deliberate taking and use of specific words and ideas of others without proper acknowledgement of the sources.

The faculty and administration of Loyola University Chicago wish to make it clear that the following acts are regarded as serious violations of personal honesty and the academic ideal that binds the university into a learning community:

Submitting as one's own:

1. Material copied from a published source: print, internet, CD-ROM, audio, video, etc.
2. Another person's unpublished work or examination material.
3. Allowing another or paying another to write or research a paper for one's own benefit.
4. Purchasing, acquiring, and using for course credit a pre-written paper.

The critical issue is to give proper recognition to other sources. To do so is both an act of personal, professional courtesy and of intellectual honesty.

Plagiarism on the part of a student in academic work or dishonest examination behavior will result minimally in the instructor assigning the grade of "F" for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the chairperson of the department involved. The chairperson may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending upon the seriousness of the misconduct.

Academic cheating is another serious act that violates academic integrity. Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher; **providing information to or obtaining information from another student during the examination;** attempting to change answers after the examination has been submitted; and falsifying medical or other documents to petition for excused absences all are violations of the integrity and honesty standards of the examination process.

In the case of multiple instances of academic dishonesty across departments, the academic dean of the student's college may convene a hearing board. Students retain the right to appeal the decision of the hearing board to the academic dean of the college in which they are registered. The decision of the dean is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean.