Course Description:
Many businesses, especially globally, are family-owned and/or operated. This course will discuss trends, problems, and strategies for running and working with family businesses. We will use theory from the fields of business management, global business, and psychology. You will conduct actual real-time research.

Course Objectives: By the end of this course, students will be expected to understand the mechanics of family business dynamics and the significant issues, which occur in family businesses, as well as, demonstrate skill in the management of such businesses.
- Demonstrate ability to identify and articulate potential pitfalls of family business dynamics
- Recognize and utilize a variety of interventions and techniques, including the appropriateness of each and effective timing.
- Recognize and appreciate the importance of concise and timely communication in organizational settings and demonstrate an ability to communicate effectively to all organizational constituents in all phases of organizational change.
- Recognize organizational needs and constraints, including the ability to recognize unique factors.
- Demonstrate ability to analyze an organization’s current needs, using appropriate indicators and data.
- Determine strategy and changes to strategy based upon organizational needs, constraints and audience.
- Evaluate and critique various strategies and behaviors for “effectiveness”.
- Demonstrate ability to make decisions using common sense logic and then defend those decisions.

Assumptions: The design of this course was based on several assumptions
- Communication skills are essential in every aspect of business. This course is writing-intensive and I will grade and assess your ability to articulate your thoughts and knowledge.
- Every individual has the ability to design and implement organizational change -- we will utilize current leadership theory.
- Time restraints and unique issues are the norm in organizational change, however, managing change utilizes many common sense skills and many change demands can be anticipated.
- Effective change designers are attentive to both practical and theoretical facets of organizational situations.
- Students learn best when the topic is practical, and the learning environment is engaging, challenging and fun.

Textbook ~ Required:
Please identify and get your own textbook dealing with family business. See suggestion list.

Assignments:
Assignments are due by the beginning of class – Late & email assignments will not be accepted.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Pop Quizzes [14 @ 5 points each]</td>
<td>70 points</td>
</tr>
<tr>
<td>Team Project Design Modules [four @ 25 points each] oral</td>
<td>100 points total</td>
</tr>
<tr>
<td>Exams [three @ 30 points each] cumulative multiple choice</td>
<td></td>
</tr>
<tr>
<td>Exam 1 (chapters 1-3)</td>
<td>90 points</td>
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<tr>
<td>Exam 2 (chapters 4-7)</td>
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<tr>
<td>Exam 3 (chapters 8-11)</td>
<td></td>
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<tr>
<td>Final – cumulative multiple choice</td>
<td>100 points</td>
</tr>
<tr>
<td>Total points available</td>
<td>360 points</td>
</tr>
</tbody>
</table>

**Coursework Guidelines:**

**Make-up Exams and Assignments:** Make-ups will be dealt with on a case-by-case basis, and will require documentation.

**Homework and Pop Quizzes:** Your homework will include reading every chapter in the textbook, and preparing answers to the discussion questions at the end of each chapter. Weekly pop quizzes, based on the readings for the week will consist of one discussion question of my choosing. I will collect a pop-quiz for every session's reading and expect more than a memorization of the textbook answer; you will be graded on the clarity of your articulation and on your critical thinking skills, evidenced by your ability to analyze and evaluate theory and then to apply it. **Verbatim answers from the book will not be accepted and will invalidate ALL pop quizzes for the semester.**

**Team Project:** This is a semester-long, team research to be delivered orally by your group on scheduled Team Project nights. Your team will choose or create a company and complete the Design Module questions at the end of each chapter. Some time will be allotted in class for preparation of your presentations. **Please note:** these assignments are a cumulative assessment of your understanding of course theory and your ability to apply it in a practical setting; projects need to properly utilize course terms and theories and demonstrate a semester's worth of thought and preparation. You will be graded on the effectiveness of your communication and the comprehensiveness and practicality of your analysis and strategy, in addition to the professional appearance of your presentation materials.

**Midterms and Final – Multiple Choice:** All exams are cumulative.
<table>
<thead>
<tr>
<th>Session</th>
<th>Material Covered</th>
<th>Reading &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1  R Aug 20</td>
<td>Introduction</td>
<td>Administration &amp; Polling&lt;br&gt;ICW: Why are you taking this class?</td>
</tr>
<tr>
<td>Session 2  T Aug 25</td>
<td>Overview</td>
<td>Group Assignments</td>
</tr>
<tr>
<td>Session 3  R Aug 27</td>
<td>Business 101 ~ types &amp; purpose</td>
<td>Critical Thinking &amp; Application Quiz</td>
</tr>
<tr>
<td>Session 4  T Sep 1</td>
<td>Real-time Research</td>
<td>RTR: Identify family-owned businesses</td>
</tr>
<tr>
<td>Session 5  R Sep 3</td>
<td>Business 101 ~ operations</td>
<td>Readings</td>
</tr>
<tr>
<td>Session 6  T Sep 8</td>
<td>Business 101 ~ staffing &amp; management</td>
<td>Readings</td>
</tr>
<tr>
<td>Session 7  R Sep 10</td>
<td>Business 101 ~ strategy &amp; leadership</td>
<td>Readings</td>
</tr>
<tr>
<td>Session 8  T Sep 15</td>
<td>Exam 1 ~ Multiple Choice</td>
<td>Bring scantron #882 &amp; pencil</td>
</tr>
<tr>
<td>Session 9  R Sep 17</td>
<td>Family 101 ~ defined</td>
<td>ICW: what is a family?</td>
</tr>
<tr>
<td>Session 10 R Sep 22</td>
<td>Family 101 ~ behavior</td>
<td>GW: share family experiences</td>
</tr>
<tr>
<td>Session 11 R Sep 24</td>
<td>Real-time Research</td>
<td>RTR: Evaluate family businesses</td>
</tr>
<tr>
<td>Session 12 R Sep 29</td>
<td>Family Psychology ~ myths &amp; statistics</td>
<td>ICW: what makes a healthy family?&lt;br&gt;HW: Evaluate your extended family</td>
</tr>
<tr>
<td>Session 13 R Oct 1</td>
<td>Family Psychology ~ individuals</td>
<td>Readings&lt;br&gt;Critical Thinking &amp; Application Quiz</td>
</tr>
<tr>
<td>Session 14 R Oct 6</td>
<td>Family Psychology ~ relationships</td>
<td>Readings&lt;br&gt;GW: Identify business relationships</td>
</tr>
<tr>
<td>Session 15 R Oct 8</td>
<td>Family Psychology ~ interrelationships</td>
<td>GW: Mock Family Business Exercise</td>
</tr>
<tr>
<td>Session 16 R Oct 13</td>
<td>Real-time Research</td>
<td>RTR: Intervention plan for business</td>
</tr>
<tr>
<td>Session 17 R Oct 15</td>
<td>Exam 2 ~ Cumulative Multiple Choice</td>
<td>Bring scantron #882 &amp; pencil</td>
</tr>
</tbody>
</table>
### Session 18
**T Oct 20**
**Business & Family Review**
**Critical Thinking & Application Quiz**

### Session 19
**R Oct 22**
**Real-time Research**
**RTR: Re-evaluate family businesses**

### Session 20
**T Oct 27**
**Dynamics ~ Business & Family in US**
**Regional differences**

### Session 21
**R Oct 29**
**Dynamics ~ Business & Family Globally**
**Global differences**

### Session 22
**T Nov 3**
**Real-time Research**
**RTR: Compare and Contrast**

### Session 23
**R Nov 5**
**Dynamics**
**Guest Speaker Panel**

### Session 24
**T Nov 10**
**Dynamics ~ Interventions**
**GW: how would you improve business?**

### Session 25
**R Nov 12**
**Family Business Dynamics**
**ICW: What have you learned?**
**GW: Pulling it together**

### Session 26
**T Nov 17**
**Family Business Dynamics**
**Critical Thinking & Application Quiz**

### Session 27
**R Nov 19**
**Exam 3 ~ Cumulative Multiple Choice**
**Bring scantron #882 & pencil**

### Session 28
**T Nov 24**
**Online Session and Activity**
**No Session on Campus**

**W-F Nov 25-27**
**Thanksgiving Holiday ~ Enjoy!**
**No Class**

### Session 29
**T Dec 1**
**Group Presentations**
**Presentations**

### Session 30
**R Dec 3**
**Group Presentations**
**Presentations**

### Session 31
**T Dec 8**
**Group Presentations**
**Presentations**

**W Dec 9**
**Dead Day (study)**
**No Class**

### Final Exam
**TBA**
**Group Presentations & Evaluations**
**Presentations**

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**Grading Scale**

My expectations and grading standards are high so please plan your class schedule accordingly.

To succeed in my class you need to complete readings and assignments and "ATTEND" CLASS REGULARLY (which means review lecture materials and complete assignments before class so that you are able to participate in learning activities presented in class, most of which will be graded). I use a variety of reading, real-time research and textbook(s) content as a basis for discussion; the core issues and level of analysis necessary to do well on the assignments will be identified and modeled in class lectures, discussions and examples. You will be assigned group membership, and will be expected to complete some work outside of class; however, there are graded group assignments in class. Extra credit may be offered, but will never be enough to make up for poor effort during the semester. I do not grade on a curve.

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Above Average</th>
<th>Satisfactory</th>
<th>Below Average</th>
<th>Unsatisfactory</th>
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</table>

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San Jose State University College of Business

<table>
<thead>
<tr>
<th>Above 100%</th>
<th>A+</th>
<th>89-87%</th>
<th>B+</th>
<th>79-77%</th>
<th>C+</th>
<th>69-67%</th>
<th>D+</th>
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</thead>
<tbody>
<tr>
<td>100-95%</td>
<td>A</td>
<td>86-83%</td>
<td>B</td>
<td>76-73%</td>
<td>C</td>
<td>66-63%</td>
<td>D</td>
</tr>
<tr>
<td>94-90%</td>
<td>A-</td>
<td>82-80%</td>
<td>B-</td>
<td>72-70%</td>
<td>C-</td>
<td>62-60%</td>
<td>D-</td>
</tr>
</tbody>
</table>

**Academic Integrity Policy**

“Your own commitment to learning, as evidenced by your enrollment at San José State University and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs.” The policy on academic integrity can be found at [http://www2.sjsu.edu/senate/plagarismpolicies.htm](http://www2.sjsu.edu/senate/plagarismpolicies.htm). “As appropriate to your particular class, a definition of plagiarism, such as that found on Judicial Affairs website at [http://www2.sjsu.edu/senate/plagarismpolicies.htm](http://www2.sjsu.edu/senate/plagarismpolicies.htm).” “If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU’s Academic Integrity policy S04-12 requires approval by instructors.”

**Accommodations for Disability**

“If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.” Further information about the Disability Resource Center can be found at [http://www.drc.sjsu.edu](http://www.drc.sjsu.edu)

**College of Business Policies & Procedures**

To ensure that every student, current and future, who takes courses in the Boccardo Business Center, has the opportunity to experience an environment that is safe, attractive, and otherwise conducive to learning, the College of Business at San José State has established the following policies [http://www.cob.sjsu.edu/cob/5_STUDENT%20SERVICES/cobpolicy.htm](http://www.cob.sjsu.edu/cob/5_STUDENT%20SERVICES/cobpolicy.htm):

**Eating:** Eating and drinking (except water) are prohibited in the Boccardo Business Center. Students with food will be asked to leave the building. Students who disrupt the course by eating and do not leave the building will be referred to the Judicial Affairs Officer of the University.

**Cell Phones:** Students will turn their cell phones off or put them on vibrate mode while in class. They will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.

**Computer Use:** In the classroom, faculty allow students to use computers only for class-related activities. These include activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the instructor directs students at the time of the lecture. Students who use their computers for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class and will lose participation points for the day, and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension from the University.) Students are urged to report to their instructors computer use that they regard as inappropriate (i.e., used for activities that are not class related).

**Academic Honesty:** Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12.

**Additional Student Responsibilities:** “You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at [http://www2.sjsu.edu/senate/S04-12.pdf](http://www2.sjsu.edu/senate/S04-12.pdf) Expectations about classroom behavior; see Academic Senate Policy S90-5 on Student Rights and Responsibilities.

**Mission**

The College of Business is the institution of opportunity, providing innovative business education and applied research for the Silicon Valley region.