

NAME OF THE COURSE		Family Business					
Code	ECAA01	Year of study		3			
Course teacher	Prof. dr. sc. Vlatka Škokić	Credits (ECTS)		4			
	Doc. dr. sc. Ana Juras						
Associate teachers	Prof. dr. sc. Ivana Bulog	Type of instruction (number of hours)		L	S	E	F
	Prof. dr. sc. Marina Lovrinčević			26		13	
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)	General learning outcome: To develop business strategies and manage family businesses by analysing their specific challenges, processes and potential for sustainable development.						
	Specific learning outcomes: 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 assess 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)	Week	Lecturers		Tutorials			
		Topic		Hours	Topic		Hours
		1	Family business (FB) definitions. Historical development of FB.	2	Main concepts: founder, family, sustainability, inheritance.		1
		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.		1
		3	Entrepreneurship in the family	2	Case study discussion		1
		4	Alignment of goals and conflicts.	2	Case study discussion		1
		5	Family and FB culture: FB leadership. Key issues FB are facing.	2	Case study discussion		1
		6	Review for the test.	2	Case study discussion		1
		7	Test I	2	Test I		1
		8	Life cycle of a family business	2	Quiz. Knowledge recap. Case study discussion		1
		9	Decision making in family firms	2	Case study discussion		1

	10	Developmental model of FB. Three-dimensional model.	2	Case study discussion Seminars – presentations and discussion.	1	
	11	Developmental model of FB. Three-dimensional model. – Review through a case study	2	Case study discussion Seminars – presentations and discussion.	1	
	12	Management transition and succession process. Identification and selection of successors. FB as a career option.	2	Case study discussion Seminars – presentations and discussion.	1	
	13	Cultural differences among FF.	2	Case study discussion Knowledge recap.	1	
	14	Review for the test		Seminars – presentations and discussion.	1	
	15	Test 2.	2	Test 2.	1	
Format of instruction	X lectures X seminars and workshops X exercises ☐ on line in entirety ☐ partial e-learning ☐ field work		X independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	
	Experimental work		Report		Test II	1.5
	Essay test I		Seminar essay	1	(Other)	
	Tests	1.5	Oral exam		(Other)	
	Written exam	1*	Project		(Other)	
Grading and evaluating student work in class and at the final exam	During the semester students will write two tests. Those students who pass successfully both tests (pass mark is set at 50%), have completed the module. Each test carries 40 marks. 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.					

	1* those students who do not pass their tests, will sit on a written or oral exam. Grade range for each test: 0-19 fail (1) 20-24 pass (2) 25-30 good (3) 31-35 very good (4) 36-40 excellent (5)		
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.: <i>Obiteljska poduzeća: životni ciklusi, nasljeđivanje i održivost</i> , Ekonomski fakultet Split, Split, 2012.	10	
	2. Cauffman, L. (2022). <i>Developing and Sustaining a Successful Family Business: A Solution-Focused Guide</i> . Routledge.		https://ug1lib.org/book/19151876/d1ee21
Optional literature (at the time of submission of study programme proposal)	<u>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.</u> <u>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.</u> <u>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.</u> <u>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>.</u> <u>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>.</u> <u>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</i></u>		

	<u>Firms in the Tourism Industry (pp. 50-73). IGI Global.</u> <u>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. Family Business Review, 32(2), 174-194</u>
Quality assurance methods that ensure the acquisition of exit competences	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.
Other (as the proposer wishes to add)	