

# TED ROGERS SCHOOL

## Entrepreneurship & Strategy

# ENT 620

## Case Studies in Family Business

*Our goal is to provide students with a deeply experiential and transformative learning experience in a vibrant urban environment. We empower students with a philosophy of entrepreneurial thinking, passion, and action-orientation that they can apply to their lives, their jobs, their communities, and/or their own new ventures.*

*We ignite students' passions and empower them to achieve extraordinary goals. Canada's pre-eminent and largest entrepreneurship program, we deliver innovative educational programs and support multi-disciplinary experiences across campus with local, national and global impact. We provide access to world-class support and funding for our students' new ventures and are embedded within our community.*



# ENT 620: Case Studies in Family Business

2022, Fall

Tuesday's from 10am to 2pm in MAIN-EPH-EPH112

## Instructor Information

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<b>Instructor/GA:</b>	Francesco Barbera
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<b>Office Location:</b>	TRS 1-048
<b>Office Hours:</b>	By appointment only

## Course Description

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Focusing on a family business context, the class is organized around the case study method. By focusing on family enterprise cases, the goal of the course is to instill in students strong analysis, recommendation and presentation abilities. As a result, the method also provides a training tool for preparing students to be professional advisors or leaders of family enterprises. The complexity and diversity of issues that case analysis provides leads to students who actively utilize theoretical frameworks in order to 'make sense' of real-life situations. This further develops their skills in:

- Problem solving
- Analytical tools
- Decision making in complex situations
- Coping with ambiguities
- Working in a team

## Course Details

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### Teaching Methods

This is an experiential learning course using project-based student-centric learning pedagogies. The emphasis is on exploring and demonstrating your analytical and presentation skills. The activities you choose to pursue should tie to your values and be in harmony with your long-term happiness and success. We thus expect students to find this learning environment to be

extremely motivating. Devoting significant time outside of class should be a joy – not a burden inflicted by the professors. The in-class portion of this course is primarily dedicated to weekly 3-hour workshops, where students can receive both individual and team-based peer feedback and faculty coaching.

### Additional Comments

- Professional communication is expected; extremely poor writing may incur a grade of zero.
- Professional behavior during live sessions is expected. You are expected to arrive on time and participate in all classes. Missing four or more sessions during the course, without permission/official explanation, may result in failure of the course.
- Be sure to keep an extra copy of all assignments that you hand in.
- It is your responsibility to clarify any ambiguities that you may find in the course materials or syllabus; when in doubt, ask.

### Course Materials

There are two primary textbook resources which are required for this course:

**William Ellet (2018). The Case Study Handbook: A Student's Guide. (Harvard Business Press)** – Free access through the library.

**Poza & Daugherty (2018). Family Business. (Cengage Learning)** – Ebook available for purchase through Cengage and Free access through the library.

**Note:** This course will NOT require the online MindTap platform, but will utilize D2L Brightspace. Please click on the following for more information: [minimum technology requirement for remote learning](#) and [resources for using D2L Brightspace](#).

### Course Learning Outcomes

Upon completion of the course, students will be able to:

1. **Understanding the case study method:**
  - a. How to analyze case studies
    - i. Active reading
    - ii. Critical thinking
    - iii. Problem solving
  - b. How to discuss case studies

- i. Forming an argument
  - ii. Public speaking
  - iii. How to write about case studies
- c. Witting case-based essays
  
- 2. **Mastering family business theories and frameworks:**
  - a. Systems theory
  - b. The Resource Based View
  - c. Agency and stewardship theory
  - d. Socio-Emotional Wealth
  - e. Integrative Model of Succession

3. **Mastering case issues:**

Students will be exposed to multiple types of family enterprise cases so as to create a wealth of experience, knowledge and ability to recognize common issues and apply theoretical models.

4. **Mastering the art of presentation:**

Students will become highly skilled in public speaking, presentations and visual aid creation. The course will focus on both public and private presentations of analysis and recommendations consistent with both professional family enterprise consultancy and case presentations within the academic setting.

## Originality Detection

Turnitin will be utilized in this course for all necessary assessment pieces. The following policy explains further.

### Turnitin or another originality detection software

Turnitin.com is an originality detection and plagiarism prevention service to which TMU subscribes. It is a tool to assist instructors in determining the similarity between students' work and the work of other students who have submitted papers to the site (at any university), internet sources, and a wide range of books, journals and other publications. While it does not contain all possible sources, it gives instructors some assurance that students' work is their own. No decisions are made by the service; it generates an "originality report," which instructors must evaluate to judge if something is original/plagiarized.

Students agree by taking this course that their written work will be subject to submission for textual similarity review to Turnitin.com. Instructors can opt to have student's papers included

in the Turnitin.com database or not. Use of the Turnitin.com service is subject to the terms-of-use agreement posted on the Turnitin.com website. Students who do not want their work submitted to this plagiarism detection service must, by the end of the second week of class, consult with their instructor to make alternate arrangements.

Even when an instructor has not indicated that a plagiarism detection service will be used, or when a student has opted out of the plagiarism detection service, if the instructor has reason to suspect that an individual piece of work has been plagiarized, the instructor is permitted to submit that work in a non-identifying way to any plagiarism detection service.

### Topics and Course Schedule

WK	DATE	TOPIC	READING
1	9/6	- Course introduction	- Outline & ELLET CH 1
2	9/13	- Case study analysis (parts 1 & 2) - Active reading assignment	- ELLET CH 2 & 3 - Blunden, R., Michael-Tsabari, N., & Algarin, J. O. R. (2013). Analyzing family business cases: Tools and techniques. <i>Case Research Journal</i> , 33(2), 1-20.
3	9/20	- The Nature, Importance, And Uniqueness of Family Business - Class discussion: What is a family business and why do we care?	- POZA CH 1 - Litz, R.A. (1995). The Family Business: Toward Definitional Clarity. <i>Family Business Review</i> , 8(2), 71-81. - Astrachan, J. H., Klein, S. B., & Smyrnios, K. X. (2002). The F-PEC Scale of Family Influence: A Proposal for Solving the Family Business Definition Problem. <i>Family Business Review</i> , 15(1), 45-58. - Chua, J. H., Chrisman, J. J., & Sharma, P. (1999). Defining the family business by behavior. <i>Entrepreneurship theory and practice</i> , 23, 19-40.
4	9/27	- Systems theory - <b>DUE***Case discussion: The Bingham's and the Louisville Courier-Journal Companies in Poza, pg. 75</b>	- POZA CH 2 - Habbershon, T. G., & Williams, M. L. (1999). A resource-based framework for assessing the strategic advantages of family firms. <i>Family Business Review</i> , 12(1), 1-25.
5	10/4	- Succession planning and execution	- POZA: CH 7 - Breton-Miller, I. L., Miller, D., & Steier, L. P. (2004). Toward an integrative model of effective FOB

			<p>succession. Entrepreneurship Theory and Practice, 28(4), 305-328.</p> <ul style="list-style-type: none"> <li>- Chrisman, J. J., Chua, J. H., &amp; Sharma, P. (2004). Important attributes of successors in family businesses: An exploratory study. Family business review, 11(1), 19-34.</li> </ul>
6	10/11	Reading week (no class)	
7	10/18	<ul style="list-style-type: none"> <li>- Agency and Stewardship theory</li> <li>- Strategic Planning</li> <li>- <b>MIDTERM EXAM</b></li> </ul>	<ul style="list-style-type: none"> <li>- POZA: CH 10</li> <li>- Hernandez, M. (2008). Promoting stewardship behavior in organizations: A leadership model. Journal of Business Ethics, 80(1), 121-128.</li> <li>- Ward, J. L. (1988). The special role of strategic planning for family businesses. Family Business Review, 1(2), 105-117.</li> </ul>
8	10/25	- Case study group presentation	- Case TBD
9	11/1	- Case study group presentation	- Case TBD
10	11/8	- Socio-emotional wealth: a new paradigm for assessing family firms	- Berrone, P., Cruz, C., & Gomez-Mejia, L. R. (2012). Socioemotional wealth in family firms theoretical dimensions, assessment approaches, and agenda for future research. Family Business Review, 25(3), 258-279.
11	11/15	- Case study group presentation	- Case TBD
12	11/22	- Case study group presentation	- Case TBD
13	11/29	- Case study group presentation	- Case TBD

## Evaluation

The grade for this course is composed of the mark received for each of the following components:

Method	Percent/Weight
Workshop participation	25%
Written case discussion	15%
Midterm Exam	30%
Group presentations	30%
<b>TOTAL</b>	<b>100%</b>

**Note:** Detailed instructions, including any rubrics to be used for grading, will be posted on D2L.

## **Detailed Description of Evaluation**

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### **Participation (5% of final grade)**

Students are expected to attend and actively participate in weekly classes. The interactive

### **Workshop Participation (25% of grade)**

Students are expected to attend all (in-person) workshops. Due to its smaller size and discussion-based approach, the weight of participation grade reflects its importance. Although students are expected to attend all scheduled workshops, attendance alone will only equate to half of the participation grade. The remaining half will be determined by their contribution to the atmosphere of the workshops. This can be accomplished through the discussions/questions/comments/answers respectfully posed in class and during the presentations. The quality of these contributions will also be considered when determining the participation grade.

Please note that Ryerson Grade Definitions defines a grade of FNA for failure and non-attendance. The definition of FNA (Failure, Non-Attendance) is as follows: “awarded by the professor when the student has been absent from most course meetings and/or has submitted no work for grading. This grade will be assigned when a student abandons a course without completing a formal withdrawal prior to established deadline dates. This grade is counted as a failure in the calculation of grade point average.”

### **Written Case Discussion (15%)**

Based on an assigned case study, each student will prepare a brief written analysis using the case study analysis guidelines provided in D2L. Students will be graded according to a provided rubric. The assignments will be discussed in class and posted on D2L. Assignments will only be submitted electronically through D2L/turnitin.com. Late submissions will be penalized 1 full letter grade for each day late (i.e. 10%/day) and are not accepted after 48 hours have passed from the deadline.

## Midterm Exam (30%)

The midterm exam will test students on their knowledge of the family business theories taught in the first half of the class. The exam will last 2 hours in a controlled environment. The test will be conducted under closed book conditions (no material or dictionaries permitted). Further details regarding the tests (including format) will be communicated via D2L.

## Case Presentations (30%)

Case studies are an effective way to learn about complex issues. By using real-life examples, students will be able to better comprehend the opportunities and challenges facing family businesses. This aspect of the class will consist of 3 (or more) case study presentations. These will be undertaken as a group exercise which will run in the second half of the semester. As there will be multiple ways to interpret a case, the main purpose of these presentations is to formulate an argument which identifies what should be done and why it should be done, using ample case evidence (in the form of citations, facts, figures, etc.) to support the argument. These presentations are about making sense of actual family business issues, applying the theories and frameworks learnt in the course, problem solving and decision making in complex situations, coping with ambiguities, and working in a team.

There are two main components to the presentation: 1) the presentation itself, where students will be assessed on their ability to analyze the case and make meaningful recommendations, and 2) a defense of their recommendation, where students will field questions from the audience which are designed to challenge their findings (a grading rubric will be provided on D2L). Each presentation should include the following components:

- Introduction: Identify the agenda, your team and your audience, i.e. who are you (consultants, students, etc.) and who are you reporting to (shareholders, the family, the board of directors, management, employees, etc.)?
- Problem definition: What is the main problem? What are the causes of this problem? How can they (briefly) be resolved? This should be the theme throughout the presentation.
- Analysis: Conduct an extensive analysis using relevant theories and frameworks from the class to explain the likely causes and outcomes of your identified problem.
- Decision Criteria: Based on your analysis, list the key decision criteria which will need to be addressed in order to resolve the identified problem.
- Alternative solutions: Drawing upon the concepts learned in this course, formulate feasible solutions and identify the pros and cons of each. Relate the pros and cons to the previously identified decision criteria.



- Recommendation: Select the solution that best resolves the main problem, identify the action plan that should be taken, the risks to your recommendation, and how these risks might be mitigated.
- Implementation: How do you plan to implement your recommendation? What are the key steps, who is involved, and what is the proposed timeline?
- Desired state: From a family business perspective, outline the ultimate goals that you wish to achieve and specifically relate these to your recommendation.

More information about how to present a case study analysis will be made available to students during the semester. To understand the level of quality expected, please review the following article: <https://hbr.org/2013/06/how-to-give-a-killer-presentation>.

## University Policies

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Students are required to adhere to all relevant university policies found in their online course shell in D2L and/or on [the Senate website](#).

## Department Policies

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### Standards for In-Class Zoom Meetings and Other Virtual Activities

- Students must first log into the D2L course shell using their Ryerson Matrix email ID and then join the Zoom meeting by clicking on the correct link on D2L (this should prevent Zoom Bombing by outsiders).
- Display a professional head shot of yourself as well as your name if you are not going to keep your video on (these features are accessible from within the Zoom settings).
- Your instructor may record parts of some sessions. You will be notified on Zoom if the session is recorded.
- Mute your microphone until it is your turn to speak.
- When you are speaking, please turn your video on when possible and appropriate.
- For any side conversations please use the Chat feature. Don't assume that the professor is able to track these conversations so be prepared to raise your hand using the correct button within Zoom.
- If you need to gain the attention of the professor beyond raising your hand, please unmute your microphone and say "Question Please".
- Do not annotate others unless requested to do so.
- Follow professional conduct and be polite.

- Do not share the Zoom link with others.
- Students are not permitted to record any part of a Zoom or other virtual activity session with their professor, whether as part of a lecture or an informal meeting.
- Familiarize yourself with the tools you will need to use for remote learning. The [Continuity of Learning Guide](#) for students includes guides to completing quizzes or exams in D2L or Respondus, using D2L Brightspace, joining online meetings or lectures, and collaborating with the Google Suite.

### Standards for Written Work

- Students are expected to use an acceptable standard of business communication for all assignments, in-class discussions, and communication with the site companies and professors. This includes all email communication with the professor and other students, as well as group chats. ***Poor grammar, unprofessional and/or unacceptable standard of business communication may result in a grade of zero for that assignment. However, any student who provides a prior draft corrected by TMU Student Writing Support will not be penalized.***
- You are encouraged to obtain assistance from [Writing Support](#) for help with your written communications as needed. (See the Library for [APA style guide references](#)). ***Sloppy, poorly written, or unprofessional documents or communication may be returned with a grade of zero, no grade or unread. Please be sure to use Writing Support (and/or use Grammarly) if you need it!***

### Professionalism

Your participation in the all components of this course reflects on the professionalism and reputation of you, your group members, this course and program, and Toronto Metropolitan University. Accordingly, you are expected to conduct yourself in a professional and courteous manner at all times. For the purposes of this course, unprofessional behavior includes, but is not limited to, any of:

- Missing student and instructor meetings without giving reasonable notice and reason.
- Not participating fully in group activities in class and for assignments, which may be measured by peer evaluations or group reports submitted to instructors.
- Toronto Metropolitan University policies provide accommodation for a variety of circumstances, and seek to avoid bias of several kinds. You are expected to adhere to these policies in your group work and in interactions with students and professors. It is your responsibility to understand these policies, including religious accommodation, academic accommodation, and what constitutes bias for equity-deserving groups.

## Important Resources Available at Toronto Metropolitan University

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- [The Library](#) provides research [workshops](#) and individual assistance. If the University is open, there is a Research Help desk on the second floor of the library, or students can use the Library's virtual research help service at <https://library.ryerson.ca/ask/> to speak with a librarian.
- [Student Life and Learning Support](#) offers group-based and individual help with writing, math, study skills, and transition support, as well as [resources and checklists to support students as online learners](#).
- You can submit an [Academic Consideration Request](#) when an extenuating circumstance has occurred that has significantly impacted your ability to fulfill an academic requirement. You may always visit the [Senate website](#) and select the blue radial button on the top right hand side entitled: Academic Consideration Request (ACR) to submit this request).

Please note that the Provost/ Vice President Academic and Dean's approved a COVID-19 statement for Fall 2022 related to academic consideration. This statement will be built into the Online Academic Consideration System and will also be on the [Senate website](#) ([www.ryerson.ca/senate](http://www.ryerson.ca/senate)) in time for the Fall term:

*Policy 167: Academic Consideration for Fall 2022 due to COVID-19: Students who miss an assessment due to cold or flu-like symptoms, or due to self-isolation, are required to provide a health certificate. All absences must follow Senate [Policy 167: Academic Consideration](#).*

Also NOTE: Policy 167: Academic Consideration does allow for a once per term academic consideration request without supporting documentation if the absence is less than 3 days in duration and is not for a final exam/final assessment. If the absence is more than 3 days in duration and/or is for a final exam/final assessment, documentation is required. For more information please see Senate [Policy 167: Academic Consideration](#).

- [TMU COVID-19 Information and Updates for Students](#) summarizes the variety of resources available to students during the pandemic.
- [TMU COVID-19 Vaccination Policy](#)

- If taking a remote course, familiarize yourself with the tools you will need to use for remote learning. The Remote Learning guide for students includes guides to completing quizzes or exams in D2L Brightspace, with or without [Respondus LockDown Browser and Monitor, using D2L Brightspace](#), joining online meetings or lectures, and collaborating with the Google Suite.
- Information on Copyright for [Faculty](#) and [students](#).

## Accessibility

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### Academic Accommodation Support

Academic Accommodation Support (AAS) is the university's disability services office. AAS works directly with incoming and returning students looking for help with their academic accommodations. AAS works with any student who requires academic accommodation regardless of program or course load.

- [Learn more about Academic Accommodation Support](#)
- [Learn how to register with AAS](#)

Academic Accommodations (for students with disabilities) and Academic Consideration (for students faced with extenuating circumstances that can include short-term health issues) are governed by two different university policies. Learn more about [Academic Accommodations versus Academic Consideration](#) and how to access each.

## Wellbeing Support

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At Toronto Metropolitan University (TMU), we recognize that things can come up throughout the term that may interfere with a student's ability to succeed in their coursework. These circumstances are outside of one's control and can have a serious impact on physical and mental well-being. Seeking help can be a challenge, especially in those times of crisis.

If you are experiencing a mental health crisis, please call 911 and go to the nearest hospital emergency room. You can also access these outside resources at anytime:

- Distress Line: 24/7 line for if you are in crisis, feeling suicidal or in need of emotional support (phone: 416-408-4357)
- Good2Talk: 24/7-hour line for postsecondary students (phone: 1-866-925-5454)

- Keep.meSAFE: 24/7 access to confidential support through counsellors via My SSP app or 1-844-451-9700

If non-crisis support is needed, you can access these campus resources:

- Centre for Student Development and Counselling: 416-979-5195 or email [csdc@ryerson.ca](mailto:csdc@ryerson.ca)
- Consent Comes First – Office of Sexual Violence Support and Education: 416-919-5000 ext: 553596 or email [osvse@ryerson.ca](mailto:osvse@ryerson.ca)
- Medical Centre: call (416) 979-5070 to book an appointment

We encourage all Toronto Metropolitan University community members to access available resources to ensure support is reachable. You can find more resources available through the [Toronto Metropolitan University Mental Health and Wellbeing website](#).