



**INSTRUCTOR:** Dr. Leslie A. Toombs  
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**OFFICE:** BA Building Room 309  
**OFFICE HOURS:** Wednesdays 10:00-1:00 p.m. and by Appointment  
**PHONE:** 903-886-5695 **FAX:** 903-886-5702  
**CLASSROOM:** Web-Based Course - Virtual  
**MEETING TIME:** Virtual - See Course Schedule for Assignment Due Dates  
**NOTE ABOUT TIMES:** All times and deadlines for this course are listed as Central Standard Time (CST)

### **REQUIRED TEXT:**

Ernesto J. Poza and Mary S. Daugherty, *Family Business*, South-Western Cengage Learning, 2013, 4E, ISBN: 13:978-1-285-05682-1; other reading materials may be assigned.

### **COURSE OVERVIEW AND OBJECTIVES:**

Family Business is directed to (1) students who will enter into the management of a family business, either their family's or someone else's, and (2) students who will do business with family firms in some capacity, i.e. consult to them, work with them in private wealth management, mergers and acquisitions, banking, outsourcing, etc.

Students through their class participation in discussions and exercises, periodic progress evaluations, tests, and other project preparation and presentation will have the opportunity to:

- Learn the characteristics that differentiate family businesses from other businesses.
- Examine the life cycles of family businesses and of their founders.
- Identify, comprehend, and develop solutions for challenges faced by family businesses.
- Practice communication with family business owners, managers, family members, and students of the field.
- Explore the dynamics and practices of existing family businesses.
- Consider the impact that family businesses may have on your leadership potential and career path.
- Focus on one of the family business themes throughout a family business analysis.

### **COURSE FORMAT:**

This course is entirely Web-based. You will find the majority of the information and materials that you will need to complete the course in this syllabus and on the eCollege course management website. Be sure to log onto eCollege and check your university e-mail regularly to see what work you are required to do. PowerPoint slides will be available for each of the book chapters, under the "Doc Sharing" tab. We will also utilize the "Discussion Board" feature of eCollege. I will post topics and/or questions to generate discussion among you and your classmates. You are encouraged to respond to your classmates' questions and comments. This is the main way in which everyone (regardless of your location, time zone, etc.) can actively participate in this course. I will also facilitate chat sessions during the course in order to answer any questions or concerns about the course and discuss some of the material. Dates and times for these chats will be announced at a later date. ALL assignments will also be posted on eCollege, under the "Doc Sharing" tab. You should prepare your work in a format that is compatible with **Microsoft**

**Office-Windows 7** and submit it in the appropriate “Dropbox” no later than the assignment due date. The final exam will be available early in the semester, under the “Doc Sharing” tab.

### **COURSE SCHEDULE:**

A course schedule is included in this syllabus.

### **SYLLABUS SUBJECT TO CHANGE STATEMENT:**

I anticipate that we will follow the schedule I've outlined in this syllabus, but I may make adjustments based on what actually happens in class. I may also change the basis for the course grade (if I need to eliminate an assignment or something of that nature). If I do so, I will so inform you in writing. Remaining in the course after reading this syllabus will signal that you accept the possibility of changes and responsibility for being aware of them.

### **STATEMENT ON ACADEMIC INTEGRITY:**

Academic honesty is the foundation of the university community. Cheating, plagiarism, or other acts of academic dishonesty compromise the integrity of the academic process and community and are subject to disciplinary action. For this class, plagiarism will result in automatic failure (final course grade of F).

An academic honesty policy has been posted under the “Doc Sharing” tab. You should read this document, initial it, and submit it to me via its corresponding “Dropbox”.

### **SPECIAL NEEDS/REASONABLE ACCOMODATIONS:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
**Texas A&M University-Commerce**  
**Gee Library**  
**Room 132**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

### **TENETS OF COMMON BEHAVIOR STATEMENT:**

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See current Student Handbook).

### **UNIVERSITY NONDISCRIMINATION STATEMENT:**

Texas A&M University-Commerce is commitment to a safe, accepting environment for all students regardless of sexual orientation, gender identification, or gender expression.

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **COURSE POLICIES AND INSTRUCTOR EXPECTATIONS:**

Students are required to meet the expectations listed below.

- **Professional Behavior:** It is important that you maintain a professional demeanor at all times, including during “electronic communication”. Texas A&M-Commerce expects this from you, as do current and future employers. Since so much communication in the workplace is “electronic”, this course will be a good place to practice interacting in a manner appropriate to a professional setting. In particular, take special care when posting and responding to discussion board questions.
- **Regular and Timely Attendance and Participation:** You are expected to log onto eCollege regularly.
- **Assignments:**

1. **Submitted assignments must be correctly formatted and free of grammatical and stylistic errors.** Students in MGT 497 should have some skill with software for word processing, spreadsheets, databases, graphics, and presentations, and with web browsers and search engines. Spelling and grammatical errors will detract from your grade!
  2. **Assignments must be submitted on time.** Assignments are due on the **date** and **time** listed. All work and assignments for the entire course will be available on the first day of class. The syllabus designates specific dates for which work is assigned. You **MUST** turn in all written assignments **ON TIME**. You will have until **8:00 a.m. CST** to submit the work that is listed in the far right, "Work Due" column of the course schedule provided. I do not accept late assignments unless you have a University excused absence. **Assignments must be complete.** You must complete and submit all components at the specified due date and time to receive credit for the assignment. Please don't turn in work that is only "half-finished".
  3. **Please submit assignments in a format that is compatible with Microsoft Office-Windows 7.**
- **Back-ups Are Required:** You are required to back up all your assignments on a disk that can be submitted to me upon my request. If work is lost due to insufficient back-up, you will not have the opportunity to recreate and submit at a later time.
  - **E-mail:** Students must routinely check e-mail sent to his or her **Texas A&M-Commerce account**. This is my primary mechanism for communicating to the class. You will note that the **class has a special yahoo e-mail address (mgt497sp16@yahoo.com)**. Please use this e-mail address for our course correspondence. This will help me to respond in a timely manner to you. I thank you in advance for helping me with this.
  - **Make-up Exams or Late Assignments Will Only Be Accepted If You Obtain University Approved Documentation for Your Excuse:** There are no make-up assignments for poor performance on a previous assignment.
  - **Changes to Schedule:** While I plan to stick to the class schedule, there might be occasions to modify the schedule. In these cases, all changes will be announced via eCollege and e-mail. It is your responsibility to become aware of any such changes.

#### GRADE COMPONENTS:

Component	Type	Point Value	% Value
Case Assignments (2 @ 75 Points Each)	Individual	150 points	30%
Exams (2 @ 50 Points Each)	Individual	100 points	20%
Family Business Interview	Individual	75 points	15%
Topic Assignment (5 @ 35 Points Each)	Individual	175 points	35%
<b>Course Total</b>		<b>500 points</b>	<b>100%</b>

#### GRADING SCALE:

A	90 – 100%	450-500 points	D	60-69%	300-349 points
B	80 – 89%	400-449 points	F	Below 60%	Less than 300 points
C	70-79%	350-399 points			

- Incomplete - Must be previously agreed upon by student and instructor.  
 Withdrawal - Must be initiated by the student administratively.

#### CASE ASSIGNMENTS:

Throughout the semester, you will be required to analyze two cases that will be provided to you or readily accessible via one of the TAMUC Library Databases (ABI-Inform, Business Source Complete, etc.). The case work is worth a total of 150 points (30% of your course grade), so take it seriously. Specific instructions for each case will be posted on eCollege, under the "Doc Sharing" tab. The analyses should be submitted to the "Dropbox" designated for that case. The document must be compatible with Microsoft Office-Windows 7. A grading rubric for the case assignments can be found at the end of this syllabus.

#### EXAMS:

The midterm and final exams will test your comprehension of the assigned text via multiple-choice questions. The midterm exam will cover the material from the first half of the course and the final exam will cover the material from the second half of the course. These exams can be accessed in eCollege, under the weekly tab in which each

exam is assigned. Make sure you are prepared to take the exam before clicking on the start button. These exams will be timed and you may only attempt them once. Each exam is worth 50 points.

### **TOPIC ASSIGNMENTS:**

You will be required to complete five assignments focusing on different topics that we will cover in this course. The five topics you will complete assignments for include: (1) family business competitive advantage; (2) succession planning; (3) next generation leadership planning; (4) transfer of power; (5) estate planning and family wealth management. Each assignment is worth 35 points (7% of your course grade), for a total of 175 points (35% of your course grade). The instructions for each of these assignments will be posted under the “Doc Sharing” tab in eCollege, in a document entitled “Topic Assignment Instructions”.

### **FAMILY BUSINESS INTERVIEW ASSIGNMENT:**

Each student will select a family business owner, conduct an interview, and submit a final report of the interview as part of the requirements for the course. Specific instructions will be provided for this assignment under the “Doc Sharing” tab in eCollege, in a document entitled “Family Business Interview Instructions”.

### **CLASS ATTENDANCE & PARTICIPATION:**

Attendance and participation is critical to gaining the most you possibly can from this course. I suggest that you log onto the eCollege site for this course **SEVERAL TIMES** a week. This is your way of “attending” the class. As mentioned earlier, posting and responding to discussion board questions is your main way of actively participating in the class. You are **NOT REQUIRED** to post questions and/or responses on every discussion board, but it will help you be more involved in the class and gain more benefit from it. I will also facilitate adobe chat sessions throughout the course. Times and dates for these chat sessions will be announced at a later date. It is not required that you participate in the chats, but it is a great opportunity to communicate with me and your fellow students and to ask questions and gain clarification on any issues you may have. I will record these chat sessions and make the link to the recording available for those of you who did not attend to review. I expect that every student review the recording of each chat session – you are responsible for the material covered in the sessions. I will be using Adobe Chat rather than the Class Live function in eCollege. Specific instructions for logging into Adobe Chat will be provided by e-mail and posted as an announcement on the course home page.

- ❖ **IF YOU EVER FEEL AS IF YOU NEED TO MEET WITH ME OR SPEAK OVER THE PHONE IN ORDER TO CLARIFY ASSIGNMENTS, DISCUSS CONCERNS ABOUT THE CLASS, ETC., E-MAIL ME IN ORDER TO SET UP AN APPOINTMENT.**
- ❖ **ON THE COURSE SCHEDULE THAT APPEARS ON THE NEXT PAGE, THE GENERAL ASSIGNMENTS, CASE ASSIGNMENTS, AND THE EXAMS ARE DUE BY 8:00 a.m. (CST) ON THE DATE APPEARING AT THE BEGINNING OF THAT ROW. ALL OF THE DATES IN THE FIRST COLUMN FALL ON TUESDAYS.**

WEEK & DATE (TUESDAY)	WORK ASSIGNED: READINGS, ASSIGNMENTS, & EXAM	WRITTEN WORK DUE: BY 8:00 a.m. ON THIS DAY
1. January 19	Introduction to Syllabus and Course T: Chapter 1 ***Read, Initial, and Submit the Honesty Policy ***Topic 1 Assignment	
2. January 26	T: Chapter 2	<b>Honesty Policy Due (1-26)</b> <b>Topic 1 Assignment Due (1-26)</b>
3. February 2	T: Chapter 3 ***Topic 2 Assignment	
4. February 9	T: Chapter 4	<b>Topic 2 Assignment Due (2-9)</b>
5. February 16	T: Chapter 5 ***Case One Assignment – The Vega Food Company	
6. February 23	T: Chapter 6 ***Topic 3 Assignment	<b>Case 1 Due (2-23)</b>
7. March 1	T: Chapter 7	<b>Topic 3 Assignment Due (3-1)</b>
8. March 8	T: Chapter 8 *** Midterm Exam Assigned	
9. March 22	T: Chapter 9 ***Topic 4 Assignment	<b>Midterm Exam Due (3-22)</b>
10. March 29	T: Chapter 10	<b>Topic 4 Assignment Due (3-29)</b>
11. April 5	T: Chapter 11 ***Case Two Assignment – Fastener's for Retain (Part A)	
12. April 12	T: Chapter 12	<b>Case 2 Due (4-12)</b>
13. April 19	T: Chapter 13 ***Topic 5 Assignment	
14. April 26	T: Chapter 14	<b>Topic 5 Assignment Due (4-26)</b>
15. May 3	Family Business Interview ***Exam 2 Assigned	
16. May 10	<b>Have a great summer!</b>	<b>Exam 2 Due (5-10)</b>

- ❖ THIS WEEKLY SCHEDULE IS TENTATIVE.
- ❖ T: ASSIGNED TEXT BOOK FOR THE COURSE
- ❖ C: CASE THAT WILL BE PROVIDED

## Case Analysis Grading Rubric

	<b>Far Exceeds Standards</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Fails to Meet Standards</b>
<p><b>Identification of Critical Issues and Problems; Depth of Analysis</b></p> <p>I will consider how detailed your analysis is, how far into depth you go, and whether you address many of the existing and critical issues in the case.</p> <p><b>Score:</b></p>	<p>Identifies all of the critical managerial issues. Thoroughly discusses, evaluates, and analyzes each managerial issue, providing convincing and supported arguments.</p> <p><b>(27-30)</b></p>	<p>Identifies most of the critical managerial issues. Discusses, evaluates, and analyzes each managerial issue, providing convincing and supported arguments, but could have gone into more depth.</p> <p><b>(24-26)</b></p>	<p>Identifies many of the critical managerial issues. Discusses, evaluates, and analyzes most of the managerial issues, providing convincing and supported arguments, but could have gone into much more depth.</p> <p><b>(21-23)</b></p>	<p>Identifies few, if any, critical managerial issues. Fails to discuss, evaluate, and analyze each managerial issue, does not provide convincing or supported arguments, and lacks any significant degree of depth.</p> <p><b>(20 or Less)</b></p>
<p><b>Generates Alternatives and Recommendations; Develops a Plan of Action for Implementing Recommendations</b></p> <p><b>Score:</b></p>	<p>Generates several high-quality alternative solutions; Recommendations are well-argued and based on thorough analysis; Develops a thorough plan for implementing the proposed solutions; Discusses potential problems with the implementation and develops a variety of quality suggestions for minimizing them.</p> <p><b>(27-30)</b></p>	<p>Generates two or more high-quality alternative solutions; Recommendations are fully supported by the analysis; Develops a plan for implementing the proposed solutions; Discusses potential problems with the implementation and develops a few suggestions for minimizing them.</p> <p><b>(24-26)</b></p>	<p>Generates two or more alternative solutions; Recommendations are not fully supported by the analysis; Acknowledges potential problems with implementation, but does not adequately address mitigation; The link between the problem and the action plan is logically consistent.</p> <p><b>(21-23)</b></p>	<p>Proposes only one (or no) alternative solution(s); Does not develop an action plan; or it is incomplete, vague, or unrealistic for implementing the proposed solution.</p> <p><b>(20 or Less)</b></p>
<p><b>Literature Review of the Managerial Issues—Reference Support</b></p> <p>The more reference support you use to support your analysis of issues and recommendations, the better. The quality of the journals is also important.</p> <p><b>Score:</b></p>	<p>Provides a complete and clear review of the scholarly journal literature. Empirical research from multiple journal articles provided support for why each issue was included. Several of the journal articles used came from top-tier journals.</p> <p><b>(27-30)</b></p>	<p>Provides a substantial and clear review of the scholarly journal literature. Some, but not all, issues were supported by empirical research from journal articles. More references could have been used and more could have come from top-tier journals.</p> <p><b>(24-26)</b></p>	<p>Provides an adequate and clear review of the journal literature, but several issues lacked strong support from the empirical research presented in journal articles. Most of the articles came from lower-level journals.</p> <p><b>(21-23)</b></p>	<p>Provides an incomplete review of the journal literature and fails to support the knowledge associated with each identified managerial issue. The few articles that were used came from low-level journals or websites.</p> <p><b>(20 or Less)</b></p>
<p><b>APA Formatting of References</b></p> <p>Students must cite all references in APA format, in-text and on</p>	<p>Student cited ALL references properly, formatted in accordance with the APA Style Guide (no errors).</p>	<p>Student cited most references properly, formatted in APA Style (a few minor errors).</p>	<p>Student cited many references properly, formatted in APA Style (4 or more minor errors).</p>	<p>Student cited few references properly (4 or more errors with at least 1 being a major error).</p>

reference page.				
<b>Score:</b>	<b>(9-10)</b>	<b>(8)</b>	<b>(7)</b>	<b>(6 or Less)</b>
<b>Total Score:</b>	<b>___ out of 100</b>			