<table>
<tr><th colspan="6">WSB University</th></tr>
<tr><td colspan="6">Field of study: Management</td></tr>
<tr><td colspan="6">Course: Family Business</td></tr>
<tr><td colspan="6">Educational profile: General</td></tr>
<tr><td colspan="6">Education level: II -cycle studies</td></tr>
<tr><td rowspan="2">Number of hours per semester</td><td colspan="2">1</td><td colspan="3">2</td></tr>
<tr><td>I</td><td>II</td><td>III</td><td colspan="2">IV</td></tr>
<tr><td>Full-time studies (L/C/lab/pr/e)</td><td>16</td><td></td><td></td><td colspan="2"></td></tr>
<tr><td>Part-time studies (L/C/lab/pr/e)</td><td></td><td></td><td></td><td colspan="2"></td></tr>
<tr><td>CLASS LANGUAGE</td><td colspan="5">English</td></tr>
<tr><td>LECTURER</td><td colspan="5">prof. dr hab. Łukasz Sułkowski</td></tr>
<tr><td>FORM</td><td colspan="5">Lecture</td></tr>
<tr><td>COURSE OBJECTIVES</td><td colspan="5">This course provides an in-depth understanding of family-owned businesses, their unique structures, dynamics, and strategic challenges. It explores the application of analytical frameworks to assess family firms, the role of business intelligence in informed decision-making, the importance of effective team collaboration, and the development of responsible leadership in multi-generational and value-driven enterprises.

The course bridges theory with practice through real-life examples, encouraging students to think critically and lead family businesses with professionalism, sustainability, and ethical responsibility.</td></tr>
<tr><td rowspan="2">Reference to learning outcomes – Field-related learning outcome EFMD</td><td colspan="5">Description of learning outcomes</td></tr>
<tr><td>Description of learning outcomes</td><td colspan="2">Teaching and learning methods</td><td colspan="2">Verification of learning outcomes</td></tr>
<tr><td colspan="6">Knowledge</td></tr>
<tr><td>Business analysis and research methods
LO5
LO6</td><td>Students know and understand key frameworks used to assess strategy, succession, governance, and performance in family firms. They explain differences between family and non-family businesses.

Students recognise the role of business intelligence in decision-making, succession planning, and risk mitigation in family enterprises. They understand how data systems and</td><td colspan="2">Teaching methods:
Interactive lecture, case studies, Socratic discussions.

Learning methods:
Role-play exercises, short reflections, peer feedback</td><td colspan="2">Final (online) test
Mandatory group project (cross-cultural case study)</td></tr>
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	dashboards are used to guide family firm operations and strategy.		
Intercultural Communication and Interpersonal skills LO7	Students know and understand interpersonal dynamics, trust, and role conflicts that impact collaboration within family business teams. They recognize generational and stakeholder-related tensions in leadership and succession.	Teaching methods: Interactive lecture, case studies, Socratic discussions. Learning methods: Role-play exercises, short reflections, peer feedback.	Final (online) test Mandatory group project (cross-cultural case study)
Responsible Leadership and decision-making LO11 LO12	Students understand ethical principles and long-term stewardship values specific to family firms. They know how family values influence governance and corporate social responsibility (CSR) in such businesses. Students identify best practices in communication, conflict resolution, and succession in family leadership settings. They explain how responsible leaders align family goals with business strategy and broader societal goals (e.g., SDGs).	Teaching methods: Interactive lecture, case studies, Socratic discussions. Learning methods: Role-play exercises, short reflections, peer feedback.	Final (online) test Mandatory group project (cross-cultural case study)
Skills and Attitudes			
Business analysis and research methods LO5 LO6	Students can apply diagnostic tools to assess family business performance, governance, and generational transition challenges. They analyze case studies using structured frameworks to evaluate risks and opportunities. Students use data-driven tools (e.g., SWOT, KPI dashboards) to evaluate strategic decisions in family firms. They are able to interpret financial and non-financial indicators to support sustainable growth in a family business context.	Teaching methods: Interactive lecture, case studies, Socratic discussions. Learning methods: Role-play exercises, short reflections, peer feedback.	Final (online) test Mandatory group project (cross-cultural case study)
Intercultural Communication and Interpersonal skills LO7	Students demonstrate team-building and conflict-management skills in simulated family business scenarios. They are able to collaborate effectively across different roles (founders, next gens, advisors) in multigenerational teams.	Teaching methods: Interactive lecture, case studies, Socratic discussions. Learning methods: Role-play exercises, short reflections, peer feedback.	Final (online) test Mandatory group project (cross-cultural case study)

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<tr>
<td>Responsible Leadership and decision-making
LO11
LO12</td>
<td>Students demonstrate ethical decision-making and personal integrity in simulated family leadership dilemmas. They reflect on personal values and leadership style in the context of family-owned businesses.
Students are able to lead initiatives in governance, succession planning, or sustainability with a stakeholder-oriented approach, advocating for fairness, transparency, and long-term vision in managing family and business relationships.</td>
<td>Teaching methods:
Interactive lecture, case studies, Socratic discussions.
Learning methods:
Role-play exercises, short reflections, peer feedback.</td>
<td>Final (online) test
Mandatory group project (cross-cultural case study)</td>
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<td colspan="2">Full- time
Participation in lectures = 16
Participation in classes =
Preparation to classes =
Preparation to lectures = 32
Preparation to an examination = 20
Project tasks =
e-learning =
Credit/examination = 1
others (indicate which) = 6
TOTAL: 75
ECTS points: 3
Including practical classes: 3</td>
<td colspan="2">Part-time
Participation in lectures =
Participation in classes =
Preparation to classes =
Preparation to lectures =
Preparation to an examination =
Project tasks =
e-learning =
Credit/examination =
others (indicate which) =
TOTAL:
ECTS points:
Including practical classes:</td>
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<td>PREREQUISITES</td>
<td colspan="3">• Basic management principles
• Familiarity with organizational behavior or entrepreneurship concepts
• Interest in family dynamics, organizational governance, and strategic planning</td>
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<td>COURSE CONTENT (Division into contact hours and e-learning)</td>
<td colspan="3">Contact hours:

1. Introduction to Family Business
○ Definitions, significance in local/global economies
○ Family vs. non-family firm comparisons
○ Common myths and realities
2. Family Business Life Cycles & Generational Perspectives
○ Founding stories, life cycles (entrepreneurial, expansion, maturity)
○ Generational transitions, preparing successors, founder’s syndrome
○ Emotional implications and identity issues
3. Governance & Ownership Structures
○ Family councils, boards of directors, shareholder agreements
○ Balancing professional management with family oversight
○ Building a family constitution
4. Succession Planning & Leadership Transitions
○ Key steps in planning succession (identifying next leader, training, timing)
○ Case examples of successful/failed handovers
○ Founder’s role after succession (remaining active, advisory role, or exit?)
5. Professionalization & External Influences
○ Hiring non-family managers or consultants
○ Formalizing processes (HR systems, performance reviews)
○ Maintaining family values while adopting “corporate” practices
6. Growth Strategies & Financing
○ Reinvestment, expansions, diversification
○ Seeking outside capital (loans, equity partners) while retaining family control
○ Brand building, legacy vs. innovation tensions
7. Conflict Resolution & Communication</td>
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	o Sibling/parent-child conflicts, in-law roles, fair compensation, role clarity o Communication channels: formal meetings, family constitutions, or councils o The “two-hat” problem (business role vs. family role) 8. **Case Studies & Exam Review** o In-depth look at real-life family firms (local or global) o Identifying success factors: governance, professionalization, cultural alignment o Recap of major themes, Q&A for final exam **E-learning:** o Reading assignments, quizzes o Discussion forums for group collaboration o Optional recorded mini-lectures clarifying tricky methodology topics
LITERATURE (compulsory reading)	• Biel, M., & Ślusarczyk, B. (2022). *Family business and management: objectives, theory, and practice*. Routledge. • Zapata-Cantu, L., Sanguino, R., Barroso, A., & Nicola-Gavrilă, L. (2023). Family business adapting a new digital-based economy: Opportunities and challenges for future research. *Journal of the Knowledge Economy*, *14*(1), 408-425. • Rothwell, W. J., & Prescott, R. K. (Eds.). (2022). *Succession planning for small and family businesses: Navigating successful transitions*. CRC Press. • Reputation management and family business / Zdzisława Dacko-Pikiewicz. - First published. - New York : Routledge, 2022. • Family business goal formation: a literature review and discussion of alternative algorithms | Management Review Quarterly
OPTIONAL LITERATURE	• Agnihotri, A., & Bhattacharya, S. (2024). How family businesses transfer their values across generation: a conceptual framework. *International Journal of Organizational Analysis*. • Carlock, R., & Ward, J. (2010). When Family Businesses are Best: The Parallel Planning Process for Family Harmony and Business Success. • Baltazar, J. R., Fernandes, C. I., Ramadani, V., & Hughes, M. (2023). Family business succession and innovation: a systematic literature review. *Review of Managerial Science*, *17*(8), 2897-2920. • Dacko-Pikiewicz, Z. (2019). Building a family business brand in the context of the concept of stakeholder-oriented value. In Forum Scientiae Oeconomia (Vol. 7, No. 2, pp. 37-51). Wydawnictwo Naukowe Akademii WSB. • Dacko-Pikiewicz, Z. (2022). Reputation management and family business (p. 224). Taylor & Francis. • Kurowska-Pysz, J., Czart, P., & Kot, S. (2024). Familiness as a Determinant of Competitiveness of Family Businesses–The Organisational Effectiveness-Based Approach. Journal of Competitiveness, 16(2), 182.
SCHOLARLY PUBLICATIONS BY PERSONS WHO CONDUCT CLASSES, WHICH ARE RELATED TO THE MODULE SUBJECT	• Marjański, A., & Sułkowski, Ł. (2020). Entrepreneurial family businesses in Poland: from an emerging to a developed market. In *Entrepreneurial Finance in Emerging Markets: Exploring Tools, Techniques, and Innovative Technologies* (pp. 87-101). Cham: Springer International Publishing. • Marjański, A., & Sułkowski, Ł. (2019). The evolution of family entrepreneurship in Poland: main findings based on surveys and interviews from 2009-2018. *Entrepreneurial Business and Economics Review*, *7*(1), 95-116. • *Sułkowski, Ł., Marjański, A., & Sułkowska, J. (2018). Entrepreneurship of family businesses in the European Union. Doing Business in Europe: Economic Integration Processes, Policies, and the Business Environment, 255-270.*

	• Sułkowski, Ł., Woźniak, A., & Sułkowska, J. (2018). Medical family businesses in Poland: model and managerial challanges. • Sułkowski, Ł., & Marjański, A. (2018). Duo-ethnography as the qualitative inquiry in small family business research. *Management*, *22*(2). • Sułkowski, Ł., Mierzwiak, R., Więcek-Janka, E., & Goliński, M. Exploring the Critical Factors of Digital Transformation in Family Businesses Using the Grey-Dematel Method. *Available at SSRN 4706984*. • Marjański, A., Sułkowski, Ł., Marjańska-Potakowska, J., & Staniszewska, K. (2019). Social capital drives SME growth: A study of family firms in Poland. *German Journal of Human Resource Management*, *33*(3), 280-304. • Marjański, A., & Sułkowski, Ł. (2021). Consolidation strategies of small family firms in Poland during Covid-19 crisis.
TEACHING AIDS	• Slides (PowerPoint), case studies, academic articles • MS Teams/online platform for group discussion, role-play scenarios, short videos on real family firms • Possibly guest speakers from local family enterprises
PROJECT (if implemented in the framework of a classes module)	Mandatory Midterm Task: Group research project (2–3 students) to design and present a mini-study (25–30 slides) illustrating one or more research methods in a real or hypothetical business context. Presentations to be delivered in class or uploaded online for peer review.
FORM AND CONDITIONS OF ASSESSMENT CRITERIA FOR ASSESSING ACHIEVED LEARNING OUTCOMES.	**Two Written Assignments** (25% + 25% = 50% total) o For instance: ▪ (1) A short case analysis focusing on governance structure ▪ (2) A reflection or partial design of a succession plan for a hypothetical or real family business **Final Exam** (50% of final grade) o Combination of multiple-choice, short essay, scenario-based questions o Passing threshold ~51% correct answers **Early Exam Option** • Students may opt for an early exam if they complete both assignments. • A passing mark (≥3.0) exempts them from the regular exam session. **Evaluation Criteria** • 51–60%: 3.0 • 61–70%: 3.5 • 71–80%: 4.0 • 81–90%: 4.5 • 91–100%: 5.0

** L-lecture, C- classes lab- laboratory, pro- project, e- e-learning*