



UNIVERSITAS PELITA HARAPAN

COURSE SYLLABUS

Faculty, Department	Business School, Management
Catalog Number	MGT 96860 / 16860
Course Name	Strategic Family Business Management
Credit	3
Academic Year	2022-23
Semester / Term	Fall / Spring Semester
Day, Time	
Lecturer(s), contact Info.	Dr. Jacob D. Tan, BBA., MBA.

COURSE DESCRIPTION

In this course, students are aware of various conditions in businesses specifically owned by families, and they can consider these conditions to create strategies for the longevity of family business. Students will be exposed to the differences between professional and family-run companies. Students will understand how to manage various challenges, issues, and conflicts in family business. Considering the legacy of the family, transition of power in family business succession will also be addressed and discussed.

GENERAL INSTRUCTIONAL OBJECTIVE(S)

Students will be able to analyse and evaluate various challenges such as family conflicts, management issues, ownership disputes, and succession struggles in family business enterprises.

COMPETENCIES (Specific Instructional Objectives)

A1	Think critically in analyzing family business issues
A2	Possess skills to create conclusion from various elements in family business concept
A3	Resolve and circumnavigate conflicts in family and business by instilling trust among the family and nonfamily members
A4	Undertake entrepreneurial attitude in managing family business
A5	Evaluate strategic managerial decisions of family business

PRE-REQUISITE(S)

1. None

TOOLS	Personal Computer/laptop, Microsoft Office programs (Word, Excel, Power Point)
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LEARNING STRATEGIES**INDIVIDUAL STUDY**

1. Reading materials / Membaca bahan
2. Individual assignment / Tugas individu
3.
4.

CLASSROOM ACTIVITIES

1. Lecture by lecturer / Pengajaran dari dosen
2. Presentation / Presentasi
3. Case analysis / Analisis kasus
4. Class discussion / Diskusi kelas

LEARNING STRATEGIES

INDIVIDUAL STUDY

5.

6.

CLASSROOM ACTIVITIES

5. Role play / Permainan peran

5. Quiz / Kuis

CLASS POLICY

1. Punctual arrival, regular attendance, full preparation, and active engagement in all scheduled sessions.
2. Addressing lecturers, faculty members, students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.
3. Both Indonesian or English can be used in class, for assignments and for mid and final exam. However, know that materials given to students will be in English. If students find difficulty in understanding, students will need to take responsibility by asking questions.
4. Plagiarism and cheating are serious offenses and may be punished by failure on the assignment, in the course, and/or expulsion from the university. Lecturer will expect that all work you turn in as your own is truly your own original work. Proper citation methods for both electronics and printed materials must be used on all class assignments.

TEXT BOOKS (MAIN)

1. Poza, Ernesto J. (2014). *Family Business* (4th Edition). USA: Thomson South-Western.
2. Tan, J. D. (2021). *The Panorama of Succession: Nurturing Transgenerational Entrepreneurship in Family Business (Parent-Child Dyad)*. Penerbit Andi.

ONLINE MATERIALS & RESOURCES

1. 5 Successful Family Business: <https://www.youtube.com/watch?v=ZC2DyeKZGIg>
2. Chapter 1: The Importance of Planning for Family Business. Carlock, Randel S and John L. Ward (2001). *Strategic Planning for the Family Business*. New York, NY: Palgrave. Accessed from: http://www.untagsmd.ac.id/files/Perpustakaan_Digital_1/BUSINESS%20Strategic%20Planning%20for%20the%20Family%20Business.pdf
3. Nigel Finch, "Identifying and Addressing the Causes of Conflict in Family Business," *Research Gate* (May 2005): Accessed June 23, 2016, https://www.researchgate.net/publication/228182562_Identifying_and_Addresssing_the_Causes_of_Conflict_in_Family_Business.

REFERENCES

1. PWC's Family Business Survey 2018 Findings for Indonesia
2. Family Business Life Cycle-Kloppers, a South Africa family business.
3. Cesaroni, Francesca Maria and Annalisa Sentuti. "Women and the Family Business: When Women are Left Only Minor Roles". *The History of the Family* 19 (2014): 358-379.
4. Jimenez, Rocio Martinez. "Research on Women in Family Firms: Current Status and Future Directions". *Family Business Review* 22 (2009): 53-64.
5. Bjursell, C and L. Backvall. "Family Business Women in media Discourse: the Business Role and the Mother Role". *Journal of Family Business Management* 1 (2011): 154-173.
6. Mackie, J.A.C "Overseas Chinese Entrepreneurship". *Asian-Pacific Economic Literature* 6 (1992): 41-64.
7. Carney, Michael "Minority Family Business in Emerging Markets: Organization Forms and Competitive Advantage". *Family Business Review* 20 (2007): 289-300.
8. Tan, J. D., & Levin, L. (2021). The Next Step: Innovate or Bust, the Chinese-Indonesian Succession Challenge in Family Business. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 18(1), 89-102.
9. Tan, J. D., Sugiarto, S., & Budhijono, F. (2021). Family Business and Risk Management: Perspectives of SMEs Entrepreneurs in

REFERENCES

Indonesia. <i>The Journal of Asian Finance, Economics and Business</i> , 8(5), 851-861.
10. Jaffe, Dennis T. and Sam H. Lane. "Sustaining a Family Dynasty: Key Issues facing a Complex Multigenerational Business and Investment Owning Families". <i>Family Business Review</i> 17 (2004): 81-98.
11. Tan, J. D., Supratikno, H., Pramono, R., Purba, J. T., & Bernarto, I. (2019). Nurturing transgenerational entrepreneurship in ethnic Chinese family SMEs: exploring Indonesia. <i>Journal of Asia Business Studies</i> .

GRADING SCHEME

INDICATORS	WEIGHT (%)	COMPETENCIES
UAS	30	Final Exam
UTS	30	Mid-term Exam
KAT	40	In-class Exercises, Take Home Exercises, Group Presentation, Quizzes

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SESSION	COMPETENCIES (Knowledge, Skills, & Attitude)	TOPICS	ACTIVITIES / LEARNING METHODS	ASSESSMENTS	MEDIA	RESOURCES
1 (150 minutes)	Students will be able to create an understanding about differences between family business and professional-run	Understanding Family Business Definition of family business	1. Students listen to lecturer explaining course description, general objectives of this course, class policy and grading	None.	Class Computer. Projector. Speaker.	Text Book: Chapter 1: the Nature, Importance, and Uniqueness of Family Business. Poza, Ernesto J.

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	<p>business from lecture.</p> <p>Students will be able to analyze 4 theories of family business from lecture.</p>	<p>(Poza 2010, 5-6 and Susanto 2008, 4).</p> <p>Differences of family business compare to professional-run business (Poza 2010.</p> <p>Strengths and Weaknesses of Family Business (Susanto 2008, 19-23).</p> <p>Family Business Theory (Poza 2010, 7-21):</p> <ul style="list-style-type: none"> - Systems theory - Agency theory - Resource-based theory - Stewardship theory 	<p>mechanism.</p> <ol style="list-style-type: none"> 2. Students listen to lecturer explaining instructional goal for this meeting. 3. Students listen to lecturer explaining topics. 4. Students watch prepared video. 5. Students given homework by lecturer on next week case: Family Business Life Cycle-Kloppers, a South Africa family business. 		Internet connection.	<p>(2010). <i>Family Business</i> (3rd Edition). USA: Thomson South-Western.</p> <p>Chapter 1: Menguak Perusahaan Keluarga Susanto, A.B, et al. (2008). <i>Family Business</i>. Jakarta: The Jakarta Consulting Group.</p> <p>Power Point prepared by lecturer: Understanding Family Business.</p> <p>Report: PWC's Family Business Survey 2014 Findings for Indonesia.</p>

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		Indonesia's Family Businesses Landscape (PWC's Family Business Survey 2014 Findings for Indonesia.				Video: https://www.youtube.com/watch?v=ZC2DyeKZGIg
2 (150 minutes)	Students will be able to analyze stages in family business development from family business case. Students will be able to evaluate a business case about family business life cycle from prepared case.	Family Business Life Cycle Company Life Cycle influencing family business strategy (Poza). Stages in Family Business Development, Managerial Family Cycle and Professional (Susanto 2008, 37-49). Evolutionary	1. Students listen to lecturer explaining instructional goal for this meeting. 2. Students listen to lecturer explaining topics. 3. Students discuss prepared case. 4. Students divided into groups for presentation starting from meeting 4.	Problem based Learning: Family Business Life Cycle-Kloppers, a South Africa family business.	Class Computer. Projector. Speaker. Internet connection.	Text Book: Chapter 1: the Nature, Importance, and Uniqueness of Family Business. Poza, Ernesto J. (2010). <i>Family Business</i> (3 rd Edition). USA: Thomson South-Western. Chapter 2: Siklus Hidup Perusahaan Keluarga Susanto, A.B, et al. (2008). <i>Family Business</i> . Jakarta:

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		Stage in One Generation (Susanto 2008, 39).				The Jakarta Consulting Group. Power Point prepared by lecturer: Business and Family Life Cycle. Case: Family Business Life Cycle-Kloppers, a South Africa family business.
3 (150 minutes)	Students will be able to discuss 6 external challenges facing family business from lecture. Students will be able to discuss 7 internal challenges facing family business from lecture. Students will be able	External and Internal Challenges for Family Business External Challenges for Family Business: Market Dynamics and Competition (Susanto 2008, 59-65).	1. Students listen to lecturer explaining instructional goal for this meeting. 2. Students listen to lecturer explaining topics. 3. Students discuss how external environment affecting family business especially in Indonesia using examples.	Group Discussion: External environment affecting family business examples and internal challenge of sucession in family business.	Class Computer. Projector. Speaker. Internet connection.	Text Book: Chapter 3: Perubahan Pasar dan Dinamika Persaingan Susanto, A.B, et al. (2008). <i>Family Business</i> . Jakarta: The Jakarta Consulting Group. Chapter 1: The Importance of

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	create a conclusion of various ways on how to face external and internal challenges from group discussion.	Internal Challenges for Family Business: Family Desires and Expectation (Susanto 2008, 67-73; Carlock and Ward 2001, 17-21).	4. Students discuss case of family business internal challenge: when successor no longer wants the throne (Carlock and Ward 2001, 21).			<p>Planning for Family Business Carlock, Randel S and John L. Ward (2001). <i>Strategic Planning for the Family Business</i>. New York, NY: Palgrave. Accessed from: http://www.untag-smd.ac.id/files/Perpustakaan_Digital_1/BUSINESS%20Strategic%20Planning%20for%20the%20Family%20Business.pdf</p> <p>Power Point prepared by lecturer: External and Internal Challenges for Family Business.</p>

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4 (150 minutes)	<p>Students will be able to formulate a conclusion of obstacles and roles of womn in family business from group presentation.</p> <p>Students will be able to assess 3 main issues related to women in family business by communicating democratically in group discussion.</p>	<p>Women in Family Business</p> <p>Women and the Family Business (Bjursell and Backvall 2011, 3-6).</p> <p>Obstacles related to Women in Family Business (Jimenez 2009, 54-57).</p> <p>Roles of Women in Family Business (Bjursell and Backvall 2011, 6-8; Cesaroni and Sentuti 2014, 365-368).</p>	<ol style="list-style-type: none"> 1. Students listen to lecturer explaining instructional goal for this meeting. 2. Students listen to group presentation. 3. Students listen to lecturer explaining topics. 4. Students discuss various issues related to women in family business from lecturer's questions. 	<p>Group Presentation: Women in Family Business</p> <p>Group Discussion: Issues related to women in family business:</p>	<p>Class Computer.</p> <p>Projector.</p> <p>Speaker.</p> <p>Internet connection.</p>	<p>Journal:</p> <p>Cesaroni, Francesca Maria and Annalisa Sentuti. "Women and the Family Business: When Women are Left Only Minor Roles". <i>The History of the Family</i> 19 (2014): 358-379.</p> <p>Jimenez, Rocio Martinez. "Research on Women in Family Firms: Current Status and Future Directions". <i>Family Business Review</i> 22 (2009): 53-64.</p> <p>Bjursell, C and L. Backvall. "Family Business Women in media Discourse: the Business Role and the Mother Role". <i>Journal of Family</i></p>

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						<p><i>Business Management 1</i> (2011): 154-173.</p> <p>Power Point prepared by lecturer: Women in Family Business.</p>
5 (150 minutes)	<p>Students will be able to formulate a conclusion on conflict management in family business from group presentation.</p> <p>Students will be able to design a conversation to manage conflict from prepared story.</p>	<p>Conflict in Family Business</p> <p>Conflict in Family Business (Susanto 2008, 158-173):</p> <ul style="list-style-type: none"> - Conflict between family members - Conflict between family and employees <p>Identifying and Addressing the Causes of Conflict in Family</p>	<ol style="list-style-type: none"> 1. Students listen to lecturer explaining instructional goal for this meeting. 2. Students listen to group presentation. 3. Students listen to lecturer explaining topics. 4. Students discuss how to communicate directly during family conflict based on 'Brawling Brothers' story. 	<p>Group Presentation: Conflict in Family Business.</p> <p>Exercise skill: Communication skill-how to speak directly during conflict resolution from Brawling Brothers case.</p>	<p>Class Computer.</p> <p>Projector.</p> <p>Speaker.</p> <p>Internet connection.</p>	<p>Text Book: Chapter 5: Mengelola Perusahaan Keluarga Susanto, A.B, et al. (2008). <i>Family Business</i>. Jakarta: The Jakarta Consulting Group.</p> <p>Paper: Nigel Finch, "Identifying and Addressing the Causes of Conflict in Family Business,"</p>

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		Business (Finch 2005, 1-23).				<p><i>Research Gate</i> (May 2005): accessed June 23, 2016, https://www.researchgate.net/publication/228182562_Identifying_and_Addressing_the_Causes_of_Conflict_in_Family_Business.</p> <p>Power Point prepared by lecturer: Conflict in Family Business</p> <p>Family in the Family Business</p>
6 (150 minutes)	Students will be able come into a conclusion on various issues and ways in creating trust and commitment in family business from group presentation.	<p>Trust and Commitment in Family Business</p> <p>Unhealthy family culture (Poza 2010, 27).</p>	<ol style="list-style-type: none"> 1. Students listen to lecturer explaining instructional goal for this meeting. 2. Students listen to group presentation. 3. Students listen to 	<p>Group Presentation: Trust and Commitment in Family Business.</p> <p>Mind Mapping: Family Genogram.</p>	<p>Class Computer.</p> <p>Projector.</p> <p>Speaker.</p> <p>Internet</p>	<p>Text Book: Chapter 2: Great Families in Business: Building Trust and Commitment. Poza, Ernesto J. (2010). <i>Family</i></p>

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	Students will be able to design a family genogram based on their family using prepared software.	<p>Zero Sum Dynamics (Poza 2010, 31-32).</p> <p>Family Systems Perspective (Poza 2010, 32-34).</p> <p>Family Genograms (Poza 2010, 34-37).</p> <p>Family Emotional Intelligence (Poza 2010, 37-38).</p>	<p>lecturer explaining topics.</p> <p>4. Students make family genogram using Geni.com (take home)</p>		connection.	<p><i>Business</i> (3rd Edition). USA: Thomson South-Western.</p> <p>Power Point prepared by lecturer: Trust and Commitment in Family Business.</p> <p>Case: What is Trust and How to act upon it? (The Indonesian Case Study)</p>
7 (150 minutes)	Students will be able to conclude how key nonfamily management work in family business from lecture.	<p>Key Nonfamily Management</p> <p>Perspective of Nonfamily Managers (Poza 2010, 232-234).</p> <p>Career</p>	<p>1. Students listen to lecturer explaining instructional goal for this meeting.</p> <p>2. Students listen to lecturer explaining topics.</p> <p>3. Students take prepared quiz.</p>		<p>Class Computer.</p> <p>Projector.</p> <p>Speaker.</p> <p>Internet connection.</p>	<p>Text Book: Chapter 9: Key Nonfamily Management. Poza, Ernesto J. (2010). <i>Family Business</i> (3rd Edition). USA: Thomson South-</p>

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SESSION	COMPETENCIES (Knowledge, Skills, & Attitude)	TOPICS	ACTIVITIES / LEARNING METHODS	ASSESSMENTS	MEDIA	RESOURCES
		<p>Opportunities for Nonfamily Managers (Poza 2010, 235).</p> <p>Compensation and Benefits for Nonfamily Members (Poza 2010, 236-237).</p> <p>Performance Feedback (Poza 2010, 237).</p> <p>Extending Family Culture to Nonfamily Managers (Poza 2010, 237-238).</p> <p>Motivating and Retaining Nonfamily Members (Poza 2010, 238).</p>				<p>Western.</p> <p>Power Point prepared by lecturer: Key Nonfamily Management.</p> <p>Non-family management if only his family name was ours</p>

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		Nonfamily Manager as a Bridging President or CEO (Poza 2010, 238-243).				
8 MID EXAM						
9 (150 minutes)	Students will be able to formulate a conclusion in regard with family business governance from group presentation.	<p>Family Business Governance</p> <p>Governance Structure of Family-owned Business (Poza 2010, 247-248).</p> <p>Board of Directors (Poza 2010, 248-266):</p> <ul style="list-style-type: none"> - Reasons for having - The responsibilities - Advisory board as supporting system to BOD 	<ol style="list-style-type: none"> 1. Students listen to lecturer explaining instructional goal for this meeting. 2. Students listen to group presentation. 3. Students listen to lecturer explaining topics. 4. Students collect family genogram (from session 6). 	Group Presentation: Family Business Governance.	Class Computer. Projector. Speaker. Internet connection.	<p>Text Book: Chapter 10: Family Business Governance. Poza, Ernesto J. (2010). <i>Family Business</i> (3rd Edition). USA: Thomson South-Western.</p> <p>Power Point prepared by lecturer: Family Business Governance</p> <p>Structure in an Unstructured World</p>

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		<p>Family Council (Poza 2010, 266-268):</p> <ul style="list-style-type: none"> - Definition of family council - Family assembly - Family office <p>Family Assembly (Poza 2010, 268-269).</p> <p>Top Management Team (Poza 2010, 269).</p> <p>Suess (2014): Three FGMs (family meetings, family councils, and family constitutions) strengthen ties between family and business, and also the</p>				<p>Research Article by Suess (2014)</p>

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		relationship between the family members				
10 (150 minutes)	<p>Students will be able to formulate a conclusion on how to manage communication between family in family business from group presentation.</p> <p>Students will be able to compose 7 parts in family constitution using prepared example.</p> <p>Students will be able to show entrepreneurial spirit by formulating 7 parts in family constitution using prepared example.</p>	<p>Managing Communication Between Family</p> <p>Family meetings (Poza 2010, 271-278):</p> <ul style="list-style-type: none"> - Benefits - Planning family meeting <p>Family councils (Poza 2010, 278-283):</p> <ul style="list-style-type: none"> - Benefits - Planning family meeting - Family constitution <p>Family office (Poza 2010, 283-284).</p>	<ol style="list-style-type: none"> 1. Students listen to lecturer explaining instructional goal for this meeting. 2. Students listen to group presentation. 3. Students listen to lecturer explaining topics. 4. Students create simple family constitution (take home). 	<p>Group Presentation: Managing Communication between Family.</p> <p>Exercise skill: Creating simple Family Constitution.</p>	<p>Class Computer.</p> <p>Projector.</p> <p>Speaker.</p> <p>Internet connection.</p>	<p>Text Book: Chapter 11: Family Communication. Poza, Ernesto J. (2010). <i>Family Business</i> (3rd Edition). USA: Thomson South-Western.</p> <p>Power Point prepared by lecturer: Managing Communication between Family</p> <p>The Art of Leadership, Managing Power, and Negotiating Positive Outcomes in a Family business</p>

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11 (150 minutes)	<p>Students will be able to formulate a conclusion on how to manage succession in family business from group presentation.</p> <p>Students will be able to critique 10 self-characteristics as successor in family business using prepared framework.</p>	<p>Succession</p> <p>Managing Successor (Poza 2010, 85-89).</p> <p>A Profile of Successful Successor (Poza 2010, 89).</p> <p>Rewards and Challenges for Latter-generation Family Members (Poza 2010, 90-92).</p> <p>Next Generation Attributes and Interests (Poza 2010, 92-95).</p> <p>Training the next generation (Poza 2010, 96-100).</p>	<ol style="list-style-type: none"> 1. Students listen to lecturer explaining instructional goal for this meeting. 2. Students listen to group presentation. 3. Students listen to lecturer explaining topics. 4. Students evaluate their own profile as successor (as real family business successor or imagery) using prepared framework by lecturer. 	<p>Group Presentation: Succession.</p> <p>Reflection: Evaluating profile as Family Business Successor.</p>	<p>Class Computer.</p> <p>Projector.</p> <p>Speaker.</p> <p>Internet connection.</p>	<p>Text Book: Chapter 4: Succession. Poza, Ernesto J. (2010). <i>Family Business</i> (3rd Edition). USA: Thomson South-Western.</p> <p>Power Point prepared by lecturer: Succession</p> <p>Succession Has More Issues Than TIME Magazine</p>

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		Vision for the Company (Poza 2010, 100-105).				
12 (150 minutes)	<p>Students will be able to conclude CEO roles and exit style from group presentation.</p> <p>Students will be able to evaluate roles of CEO spouse from group presentation.</p> <p>Students will be able to design a role play about CEO and spouse using prepared case.</p>	<p>Succession and Transfer of Power</p> <p>CEO as Architect of Governance, Transfer of Power and Architect of Succession and Continuity (Poza 2010, 107-111).</p> <p>CEO Exit Style and Implications (Poza 2010, 112-117; 124-125).</p> <p>Roles of CEO Spouse (Poza 2010, 117-123).</p>	<ol style="list-style-type: none"> 1. Students listen to lecturer explaining instructional goal for this meeting. 2. Students listen to group presentation. 3. Students listen to lecturer explaining topics. 4. Students collect simple family constitution (from session 10). 5. Students create role play as CEO and spouse (take home) 	Group Presentation: Succession and Transfer of Power.	<p>Class Computer.</p> <p>Projector.</p> <p>Speaker.</p> <p>Internet connection.</p>	<p>Text Book: Chapter 5: Succession and Transfer of Power. Poza, Ernesto J. (2010). <i>Family Business</i> (3rd Edition). USA: Thomson South-Western.</p> <p>Power Point prepared by lecturer: Succession and Transfer of Power</p> <p>Moving Forward - Creating a Strategy for the Grandkids</p>
13	Students will be able	Sustaining a	1. Students listen to	Role Play:	Class Computer.	Journal:

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(150 minutes)	to formulate how to sustain a family dynasty from lecture. Students will be able to show an evaluation of role of CEO and spouse using a role play.	Family Dynasty How Dynasties Evolve (Jaffe and Lane 2004, 83-84). Creating Wealth Generating Business Entities (Jaffe and Lane 2004, 84-86). Unifying the Voice of Family Owners (Jaffe and Lane 2004, 87-92). Integrating Structures (Jaffe and Lane 2004, 92-97).	1. lecturer explaining instructional goal for this meeting. 2. Students listen to lecturer explaining topics. 3. Students showcase role play as CEO and Spouse (from session 12).	CEO and Spouse in Family Business	Projector. Speaker. Internet connection.	Jaffe, Dennis T. and Sam H. Lane. "Sustaining a Family Dynasty: Key Issues facing a Complex Multigenerational Business and Investment Owning Families". <i>Family Business Review</i> 17 (2004): 81-98. Power Point prepared by lecturer: Sustaining a Family Dynasty.
14 (150 minutes)	Students will be able to conclude relationships between change, adaptation and innovation in the	Change, Adaptation and Innovation: the Future of Family Business.	1. Students listen to lecturer explaining instructional goal for this meeting. 2. Students listen to	Quiz: Essay questions from previous topics.	Class Computer. Projector. Speaker.	Text Book: Chapter 12: Change, Adaptation and Innovation. Poza, Ernesto J.

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	<p>case of family business from lecture.</p> <p>Students will be able to asses 5 problems related to family business management using prepared quiz.</p>	<p>Continuity and Culture (Poza 2010, 293-298). Three States of Evolution (Poza 2010, 298-303). Organizational Development Approaches to Change (Poza 2010, 303-306). Future of Family Business (Poza 2010, 307-312). Organic Competencies and Interpreneurship (Poza 2010, 312-313). Tan and Levin (2018):</p>	<p>lecturer explaining topics.</p> <p>3. Students take prepared quiz.</p>		<p>Internet connection.</p>	<p>(2010). <i>Family Business</i> (3rd Edition). USA: Thomson South-Western.</p> <p>Power Point prepared by lecturer: Change, Adaptation and Innovation: the Future of Family Business</p> <p>Adapting – Tomorrow Belongs to Me</p> <p>Research Article by Tan and Levin (2018)</p>

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		The Next Step: Innovate or Bust, the Chinese- Indonesian Succession Challenge in Family Business				
15 (150 minutes)	<p>Students will be able to assess 6 issues in perspective in family business mainly for Chinese Family in Indonesia and South East Asia from lecture.</p> <p>Students will be able to create 3 ways on how to manage family business with global mindset and local culture from group discussion.</p>	<p>Family Business Perspective: Chinese Family Businesses in Indonesia and South East Asia</p> <p>Overseas Chinese Entrepreneurship: (Mackie 1992, 41-64):</p> <ul style="list-style-type: none"> - Culture, Values and Entrepreneurship - Changing notion of Entrepreneurship - The Chinese in Southeast Asia Economic Life 	<ol style="list-style-type: none"> 1. Students listen to lecturer explaining instructional goal for this meeting. 2. Students listen to lecturer explaining topics. 3. Students discuss issues related to topics using prepared questions by lecturer. 4. Students listen to review for the whole semester by lecturer. 	Group Discussion: Family Business Perspective: Chinese Family Businesses in Indonesia and South East Asia	<p>Class Computer.</p> <p>Projector.</p> <p>Speaker.</p> <p>Internet connection.</p>	<p>Journal: Tan, J. D., Supratikno, H., Pramono, R., Purba, J. T., & Bernarto, I. (2019). Nurturing transgenerational entrepreneurship in ethnic Chinese family SMEs: exploring Indonesia. <i>Journal of Asia Business Studies</i>.</p> <p>.</p> <p>Power Point prepared by lecturer: Family Business Perspective:</p>

COURSE PLANNER

SESSION	COMPETENCIES (Knowledge, Skills, & Attitude)	TOPICS	ACTIVITIES / LEARNING METHODS	ASSESSMENTS	MEDIA	RESOURCES
		<ul style="list-style-type: none"> - Family Firms, Chinese Values and Entrepreneurship Minority Family Business in Emerging Markets: Organization Forms and Competitive Advantage (Carney 2007, 289-300): <ul style="list-style-type: none"> - Pervasiveness of Minority Family Businesses in Emerging Markets - Social Capital Combinations, Entrepreneurial Performance and Organizational Forms 				Chinese Family Businesses in Indonesia and South East Asia.
<p>16 FINAL EXAM</p>						

ACTIVITIES GUIDE & LEARNING STRATEGY

No	Methods	Learning Media / Resource
1	Teaching (Speaking)	PC, LCD, Sound-system, mic, AC, etc.
2	Question - Answer (sharpening)	Microphones (2 sets), Sound-system, AC, etc.
3	Group Discussion (Guiding)	classroom and table-chairs for the group members, 2 sets of wireless microphone, sound system, AC, etc.
4	Exercise Skill (Training)	PC, LCD, Sound-System, Online internet, wireless microphones, etc.
5	Reflection Topic (Improving)	Microphones, Sound-system, paper and pencil, colored markers, etc
6	Group Presentation (Growing)	Powerpoint presentations
7	Quiz (examining)	Question bank/sets, answer sheets
8	Problem-based Learning	Cases and problems descriptions, Microphone, PC, LCD, etc.
9	Role Play (synchronizing)	Classroom, microphones and sound system

RUBRICS (GROUP AND INDIVIDUAL PRESENTATIONS)

ASSESSMENT ASPECT	A 90-100	A- 85-89.9	B+ 80-84.9	B 75-79.9	B- 70-74.9	C+ 65-69.9	C 60-64.9	C- 55-59.9	D 0-54.9
<i>Application of theories (30)</i> DATA COLLECTION & ANALYSIS	<i>Students deliver very strong applications of theories relevant to the topic</i>	<i>Students deliver strong applications of theories relevant to the topic</i>	<i>Students deliver somewhat strong applications of theories relevant to the topic</i>	<i>Students deliver average applications of theories relevant to the topic</i>	<i>Students deliver below average applications of theories relevant to the topic</i>	<i>Students deliver low quality of applications of theories relevant to the topic</i>	<i>Students deliver very low quality of applications of theories relevant to the topic</i>	<i>Students deliver irrelevant applications of theories relevant to the topic</i>	<i>Students deliver no applications of theories relevant to the topic</i>
<i>Originality of Ideas (30)</i> CREATIVITY of DATA COLLECTING & CONSTRUCTING THEORIES	<i>Students deliver excellent degree of original ideas relevant to enrich the topic</i>	<i>Students deliver highly original ideas relevant to enrich the topic</i>	<i>Students deliver strong original ideas relevant to enrich the topic</i>	<i>Students deliver average quality of original ideas relevant to enrich the topic</i>	<i>Students deliver below average quality of original ideas relevant to enrich the topic</i>	<i>Students deliver low quality of original ideas relevant to enrich the topic</i>	<i>Students deliver very low quality of original ideas relevant to enrich the topic</i>	<i>Students deliver unoriginal ideas relevant to enrich the topic</i>	<i>Students deliver no ideas relevant to enrich the topic</i>
<i>Quality of Delivery (Presentation + Submitted Work) (30)</i> CLARITY + NEATNESS	<i>Students deliver excellent engaging presentation + submitted Work</i>	<i>Students deliver very engaging presentation + submitted work</i>	<i>Students deliver somewhat engaging presentation + submitted work</i>	<i>Students deliver an average presentation + submitted work</i>	<i>Students deliver below average presentation + submitted work</i>	<i>Students deliver low quality presentation + submitted work</i>	<i>Students deliver very low quality presentation + submitted work)</i>	<i>Students deliver bad quality presentation + submitted work</i>	<i>Students do not delivery any presentation + wubmitted work</i>

RUBRICS (GROUP AND INDIVIDUAL PRESENTATIONS)

ASSESSMENT ASPECT	A 90-100	A- 85-89.9	B+ 80-84.9	B 75-79.9	B- 70-74.9	C+ 65-69.9	C 60-64.9	C- 55-59.9	D 0-54.9
<i>Time of Delivery (10)</i>	<i>Students deliver presentation on time</i>	<i>Students deliver presentation 10% below of above time limit</i>	<i>Students deliver presentation 20% below of above time limit</i>	<i>Students deliver presentation 30% below of above time limit</i>	<i>Students deliver presentation 40% below of above time limit</i>	<i>Students deliver presentation 50% below of above time limit</i>	<i>Students deliver presentation 60% below of above time limit</i>	<i>Students deliver presentation 70% below of above time limit</i>	<i>Students deliver presentation more than 71% below of above time limit</i>

RUBRICS (INDIVIDUAL WORK)									
ASSESSMENT ASPECT	A 90-100	A- 85-89.9	B+ 80-84.9	B 75-79.9	B- 70-74.9	C+ 65-69.9	C 60-64.9	C- 55-59.9	D 0-54.9
<i>Application of theories (40) DATA COLLECTION & ANALYSIS</i>	<i>Students deliver very strong applications of theories relevant to the topic</i>	<i>Students deliver strong applications of theories relevant to the topic</i>	<i>Students deliver somewhat strong applications of theories relevant to the topic</i>	<i>Students deliver average applications of theories relevant to the topic</i>	<i>Students deliver below average applications of theories relevant to the topic</i>	<i>Students deliver low quality of applications of theories relevant to the topic</i>	<i>Students deliver very low quality of applications of theories relevant to the topic</i>	<i>Students deliver irrelevant applications of theories relevant to the topic</i>	<i>Students deliver no applications of theories relevant to the topic</i>
<i>Originality of Ideas (40) CREATIVITY of DATA COLLECTING & CONSTRUCTING THEORIES</i>	<i>Students deliver excellent degree of original ideas relevant to enrich the topic</i>	<i>Students deliver highly original ideas relevant to enrich the topic</i>	<i>Students deliver strong original ideas relevant to enrich the topic</i>	<i>Students deliver average quality of original ideas relevant to enrich the topic</i>	<i>Students deliver below average quality of original ideas relevant to enrich the topic</i>	<i>Students deliver low quality of original ideas relevant to enrich the topic</i>	<i>Students deliver very low quality of original ideas relevant to enrich the topic</i>	<i>Students deliver unoriginal ideas relevant to enrich the topic</i>	<i>Students deliver no ideas relevant to enrich the topic</i>
<i>Quality of Delivery (20) NEATNESS</i>	<i>Students deliver excellent engaging work</i>	<i>Students deliver very engaging work</i>	<i>Students deliver somewhat engaging work</i>	<i>Students deliver an average work</i>	<i>Students deliver below average work</i>	<i>Students deliver low quality work</i>	<i>Students deliver very low quality work</i>	<i>Students deliver bad quality work</i>	<i>Students do not deliver any work</i>

Syllabus Contract

As a student representative and the instructor of this course, we hereby acknowledge that we have read and understood the course syllabus provided. If anything needs to be changed later to improve the teaching and learning process, we will discuss the proposed changes ahead of time and make any changes that would improve the teaching and learning process.

We agree to follow this syllabus which will be put into effect as soon as it has been signed by all parties shown below.

1 st Party Lecturer / Instructor,
(Dr. Jacob Donald Tan, BBA., MBA.) – January 2022

2 nd Party Student Representative,
() - Date

Approved by Department Chair,
(Dr. Vina Nugroho, MM.) - Date

Acknowledged by Dean,
(Gracia S. Ugut, MBA., Ph.D.) - Date

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(+1) 587-585-6883

Calgary, AB, Canada

Education And Training

(Canada equivalence by World Education Services (WES))

10/2019

Doctorate - Full Scholarship:

Entrepreneurship

Pelita Harapan University

Jakarta, Indonesia

05/2003

Master of Business

Administration (MBA) –

Full Scholarship:

Finance

Dallas Baptist University

Dallas, Texas, USA

05/1998

Bachelor of Business

Administration (BBA):

Behavioral Management

Dallas Baptist University

Dallas, Texas, USA

- Magna cum laude graduate
- Dean's List Honoree 1998
- Outstanding Student in College of Business 1998
- Who's Who Among Students in American Universities & Colleges, 1998
- Completed coursework in Organizational Behavior, Negotiations, Small Business Management and etc.

Fluent Languages:

English, Mandarin, Indonesian

Dr. Jacob Tan

WWW.LINKEDIN.COM/IN/DR-JACOB-DONALD-TAN

“He (Jacob) is of the highest character and integrity, and I know he will do well in whatever field he chooses to pursue. [...] leader on the team, and he always exhibited good sportsmanship.” Dr. Gary Cook (Chancellor, Dallas Baptist University)

Profile

- Excellent communication skills, fluent in English (1st language), Mandarin, and Indonesian
- Professional individual with self-discipline and self-motivation
- Balanced individual with sound decision-making skills
- 10 years of experiences in higher education (Total of 20 years in education)
- Multi-level leadership experiences in business and education sectors
- Versatile managerial skills in profit and non-profit organizations
- Multi-cultural collaborative aptitude having resided in Singapore, Indonesia, and the United States
- Knowledgeable in Behavioral Management, Finance, and Entrepreneurship
- Volunteering commitment in mentoring business model to business owners and students

Experiences

Helios Capital – Family Enterprise Consultant

(Financial advisory firm well-known for M&A, Capital Raising, and Debt Restructuring)

Jakarta, Indonesia (<http://helioscapitalasia.com/>)

01/2020 – Current

- Establish family governance to improve communication and harmony.
- Interview family owners, members, and stakeholders to gain insights of the family issues.
- Educate the younger generations to attain stewardship for the business

Pelita Harapan University – Business Professor

(Global campus with more than 10,000 students in different strategic locations around Indonesia. Well-known for global academic and business networks)

Jakarta, Indonesia (<https://www.uph.edu/en/>)

04/2014 - Current

- Spearhead research and outlined findings in peer-reviewed journal publications.
- Formulate well-structured syllabus of course content to detail learning goals and expected outcomes, in classrooms and online learning environments.
- Build strong student rapport by driving classroom and online discussions and providing academic advisement through mentoring programs.
- Create rubrics and grade assessments to evaluate student performance and monitor progress.
- Design collaborative learning to capitalize on students' resources and skills.
- Entrusted leadership positions: Department Chair, Entrepreneurship Head, UPH-RMIT Manager.

PT JAPS - Director of Business Development

Jakarta, Indonesia

01/2011 - 01/2014

- Collaborated with operational and logistic teams to deliver products to clients.
- Monitored cash flows and distributed salaries and wages to employees.
- Networked with suppliers and clients for further business opportunities.

New South Wales (NSW) Board of Studies - Presiding Officer

Sydney, Australia

01/2012 - 12/2013

- Worked together with the Australian Embassy in securing all exam papers to and from Indonesia.
- Prepared detailed written reports detailing all specific accounts during NSW government exams.
- Enforced policies and procedures equitably for all students.

Global Nusantara School - School Director and Teacher

Jakarta, Indonesia

07/2008 - 06/2010

- Oversaw day-to-day work of classroom teachers, administrative staff and school personnel to expertly serve students' needs and meet district and state standards.
- Taught high school students in English classes.

Springfield International School - Business Manager & Cambridge Teacher

Cibubur, Indonesia

07/2006 - 07/2008

- Upheld a stimulating learning environment in which Grade 10, 11 & 12 Business Studies students can develop to their full potential.
- Guided a student to achieve CAMBRIDGE Brilliant Award for “*Top in Indonesia*” in Business Studies Advanced ‘A’ Level.

IPEKA International School - Head of Social Science Department & Teacher

Jakarta, Indonesia

05/2001 - 06/2006

- Taught Economics and Business Studies in Grade 10, 11, and 12 Higher School Certificate (HSC) NSW program.
- Worked successfully with diverse group of coworkers and administrators to accomplish goals and address issues related to our collaborations with New South Wales (NSW) Board of Studies.

Job Experiences Prior To 2001

- Real Estate Assistant Manager (Dallas, Texas, USA)
- International Students Support and Admissions (Dallas, Texas, USA)