

## 1. BASIC INFORMATION

Course	Family Business
Degree program	Global Bachelor in Business Management and Entrepreneurship
School	Faculty of Social Sciences
Year	4
ECTS	6
Credit type	Elective
Language(s)	English
Delivery mode	On-Site
Semester	S1
Academic year	2025-2026
Coordinating professor	Alvaro Tomás Estrada
Professor	Noelia Durbán

## 2. PRESENTATION

The course “Family Business” offers comprehensive approach to the structure, functioning, and challenges of family-owned and/or family-managed companies. In the international context, where family businesses represent a significant share of the business fabric and GDP, this course is specially relevant, providing essential tools and knowledge for their sustainability and success.

The course explores the definition of family business, its distinguishing characteristics, economic and social importance, as well as its challenges and advantages. Through lectures, case studies, company visits, and guest speakers, students will not only understand theoretical concepts but also apply them to real-life situations.

The relationship between family and business will be examined, including conflict management and the balance between personal and business interests. The creation and maintenance of family protocols and best practices in corporate governance will also be discussed. Furthermore, the course will highlight succession planning and the preparation of future leaders. Finally, strategies for growth and adaptation to change will be analyzed, as there are essential for ensuring the continuity of family businesses in the future.

## 3. LEARNING OUTCOMES

- **LEARNING OUTCOMES OF THE DEGREE PROGRAMME**

## Competences

CP01: Ability to understand the concept of business and entrepreneur and their role in a market economy.

CP04: Ability to define, apply, and explain the management process and identify its phases: planning, organization, management, and control.

CP14: Ability to develop and explain effectively the components of a business plan within entrepreneurial processes, the funding sources available for start-ups, as well as to select, use, and apply the various tools available to entrepreneurs (business canvas, elevator pitch, etc.) in the different stages of the entrepreneurial lifecycle, and to know the procedures required to establish a company.

CPT01: Generate new ideas and concepts based on existing ones, reaching conclusions or solving problems, challenges and situations in an original way.

CPT02: Convey messages (ideas, concepts, feelings, arguments), both orally and in writing, strategically aligning the interests of the stakeholders involved in communication.

CPT04: Influence others to guide and direct them towards specific goals, taking into account their points of view, especially in volatile, uncertain, complex, and ambiguous (VUCA) environments of today's world.

CPT06: Integrate analysis with critical thinking in evaluating different ideas or possibilities and their potential risks, relying on evidence and objective data that lead to effective and valid decision-making.

CPT07: Adapt to adverse, unexpected, stressful situations – whether personal or professional – overcoming them and even turning them into opportunities for positive change.

- **LEARNING OUTCOME OF THE SUBJECT**

- Gain an in-depth understanding of the specific aspects of managing family businesses, including the elements and nature of the relationship involved. Understand the importance of this type of business in most economies.
- Identify weaknesses and strengths. Improve efficiency in managing family businesses.
- Engage in case studies and cooperative activities that allow students to demonstrate their knowledge acquired in class.

## 4. CONTENT

- Introduction to the Family Business
- Family and Business
- The Family Protocol
- Governance in Family Business
- Succession in Family Business
- Growth and Evolution of Family Business

## 5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Case method
- Cooperative Learning
- Lectures
- Field Experiences (through company and institutional visits, etc.)

## 6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

**Campus-based mode:**

Learning activity	Number of hours
Lectures	16
Asynchronous Lectures	4
Independent Work	40
Oral Presentations	10
Case Analysis and Problem-Solving	20
Report and Written Assignments	20
Group Participatory Activities	20
Visits	10
Tutorials	10
<b>TOTAL</b>	<b>150h</b>

## 7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

**Campus-based mode:**

Assessment system	Weight
Oral Presentations	20%
Reports and Written Assignments	25%

Case Analysis and Problem-Solving	25%
Knowledge Exams	30%
TOTAL	100%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

### 7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

### 7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

## 8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Activity nº 1. Family and Business	1 <sup>st</sup> – 3 <sup>rd</sup> Week
Activity nº 2. The Family Protocol	4 <sup>th</sup> -8 <sup>th</sup> Week
Activity nº 3. Governance in Family Business	9 <sup>th</sup> – 13 <sup>th</sup> Week
Activity nº 4. Succession in Family Business	14 <sup>th</sup> – 18 <sup>th</sup> Week

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

## 9. BIBLIOGRAPHY

The main reference work for this subject is:

- Corona, J. (2017). *Empresa familiar: Análisis estratégico*. Editorial Deusto. Centro Libros PAPF, SLU. Grupo Planeta
- Baron, J. & Lachenauer, R. (2021). *Harvard Business Review Family Business Handbook: How to build and Sustain a Successful, Enduring Enterprise*.

The recommended Bibliography is:

- Casillas, J.C., Díaz, C., Rus., & Vázquez, A. (2014). *La gestión de la empresa familiar: Conceptos, casos y soluciones*.
- Carlock, R. S., & Ward, J.L (2010). *La excelencia en la empresa familiar: El proceso de planificación para la empresa y la familia*. Editorial Deusto. Centro Libros PAPF, SLU. Grupo Planeta.
- Tarragona, J. (2019). *Temas clave de la economía familiar: ¿Continuar, vender o cerrar?* Editorial Profit.

## 10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

[orientacioneducativa.uev@universidadeuropea.es](mailto:orientacioneducativa.uev@universidadeuropea.es)

## 11. ONLINE SURVEYS

### **Your opinion matters!**

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.