

The Collaborative Webinar Series:

# **LAUNCHING A FAMILY BUSINESS COURSE**

**With Dr. Ashraf Sheta, of The American University in Cairo**

May 28, 2020

Before we get started...

# CAN YOU HEAR ME?

(make sure your computer speaker is not muted)



# CAN YOU SEE ME?

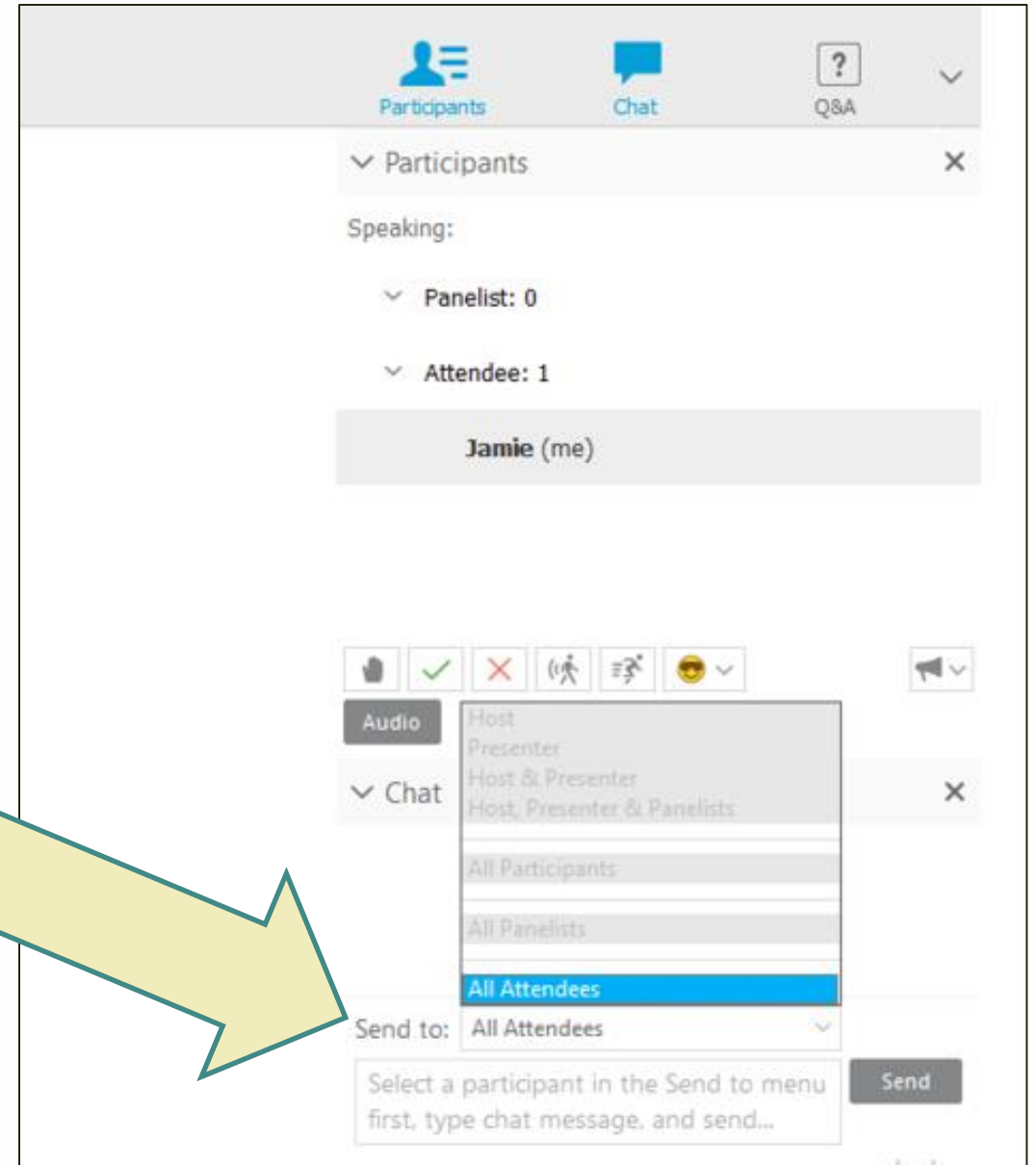
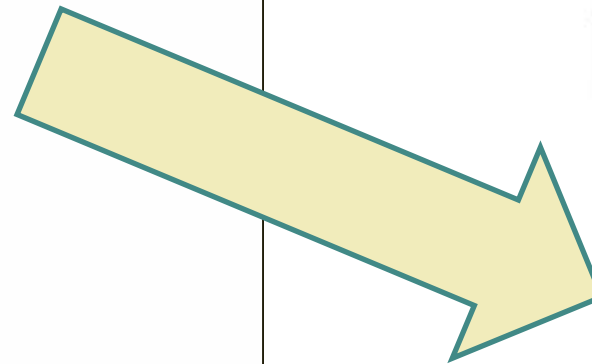
If **NOT** please **log off** the webinar and **sign back in**.

# CHAT SCREEN

On the right side of your screen.

**Questions for the Presenter?**  
Send to All Attendees or to Host

**Technical Issues?**  
Send to Host



# Launching a Family Business Course

Dr. /Ashraf Sheta

BSC. Engineering ,MBA,DBA

# AGENDA

Family business globally  
and in Egypt a brief  
insight

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Family business education

The start and evolution of  
the family business course  
:when and how

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The pedagogy ,and main  
topics covered in the  
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The assessment tools of  
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Testimonials



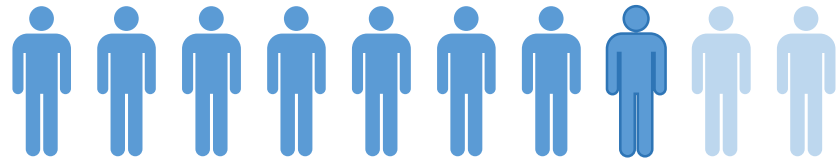
31 years  
experience



# A Brief Insight: On Family business globally and In Egypt

**8/10 PEOPLE**

**Employment**





**70-80%**

**Number of  
businesses  
managed ,and  
owned by  
families in Egypt**





THE RITZ-CARLTON®



MARS  
incorporated



CASIO®

Hallmark



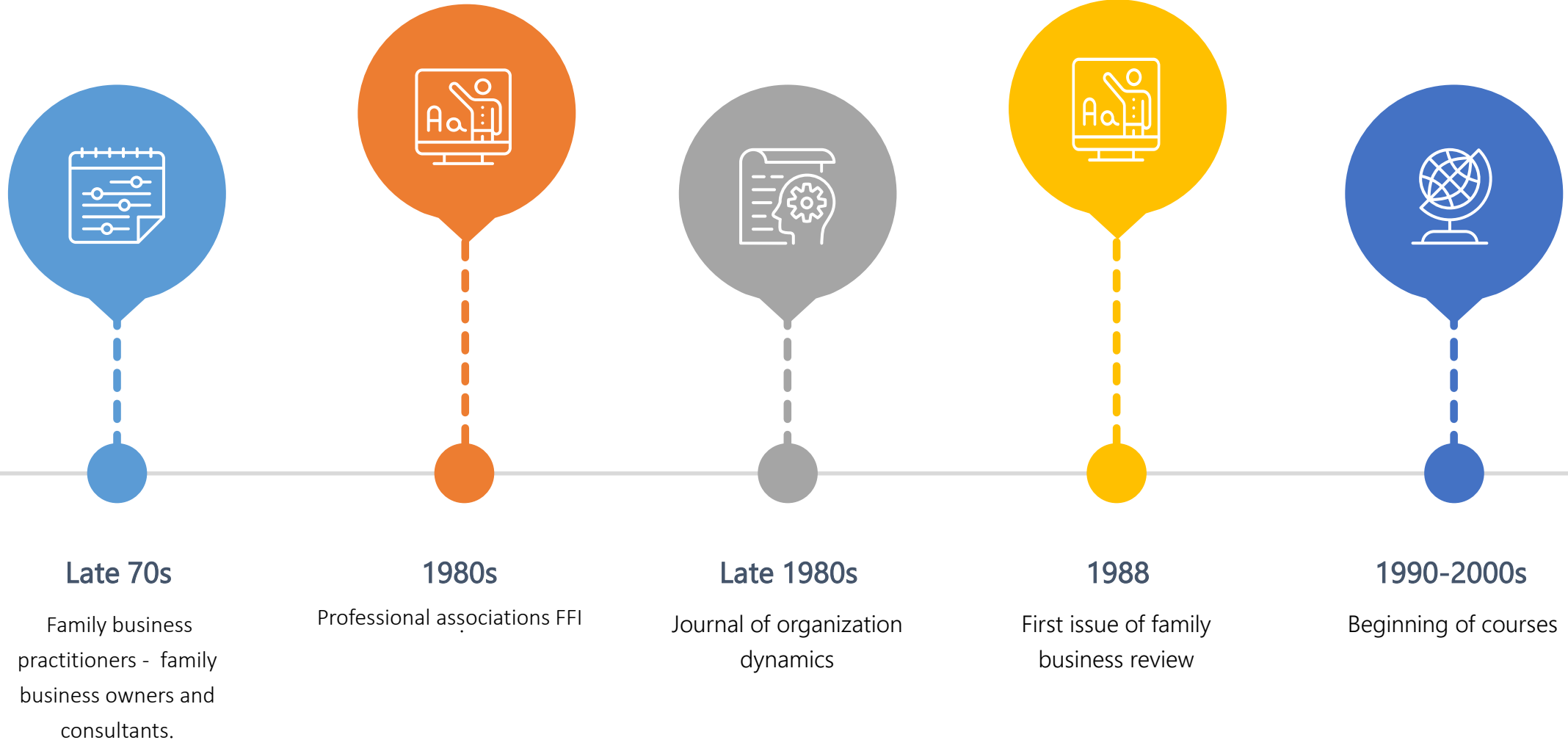
ORASCOM  
DEVELOPMENT



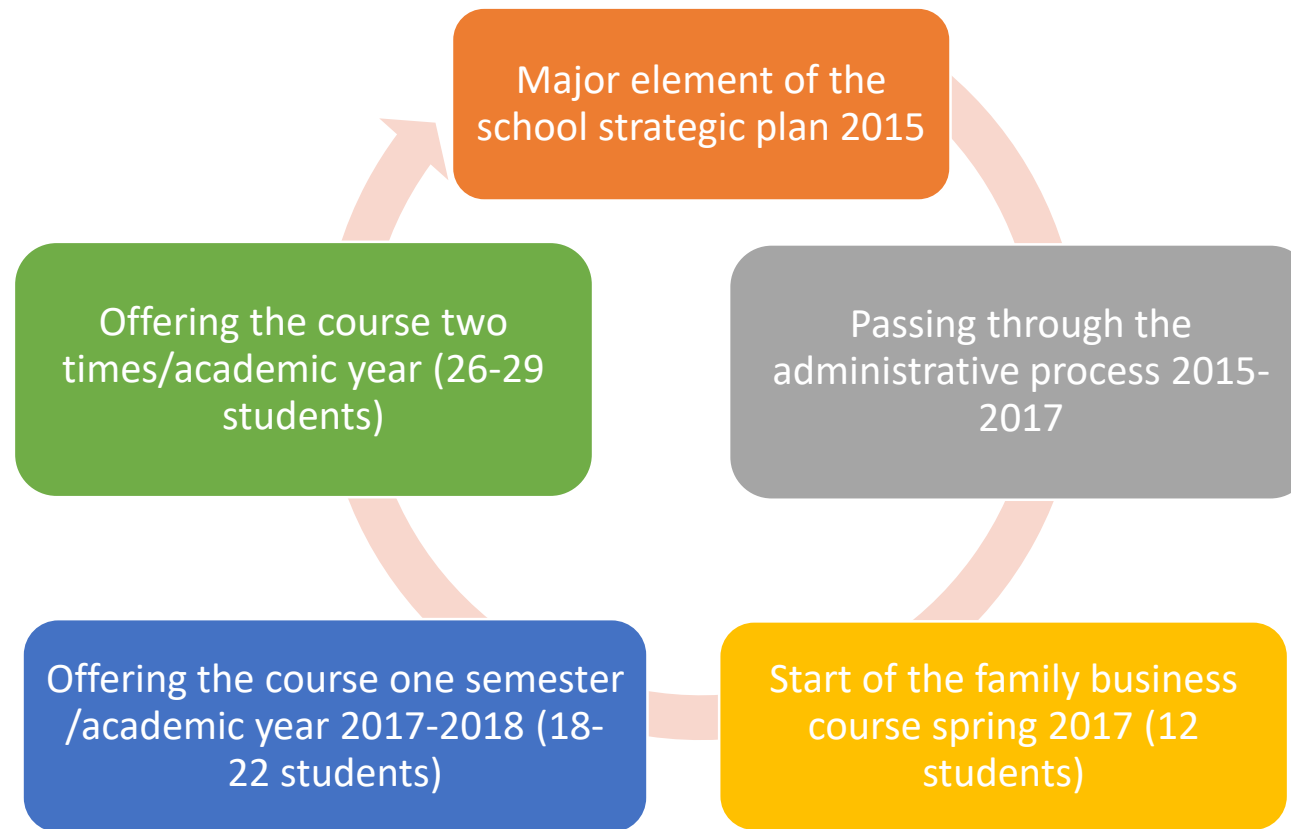
EL ARABY  
Since 1964



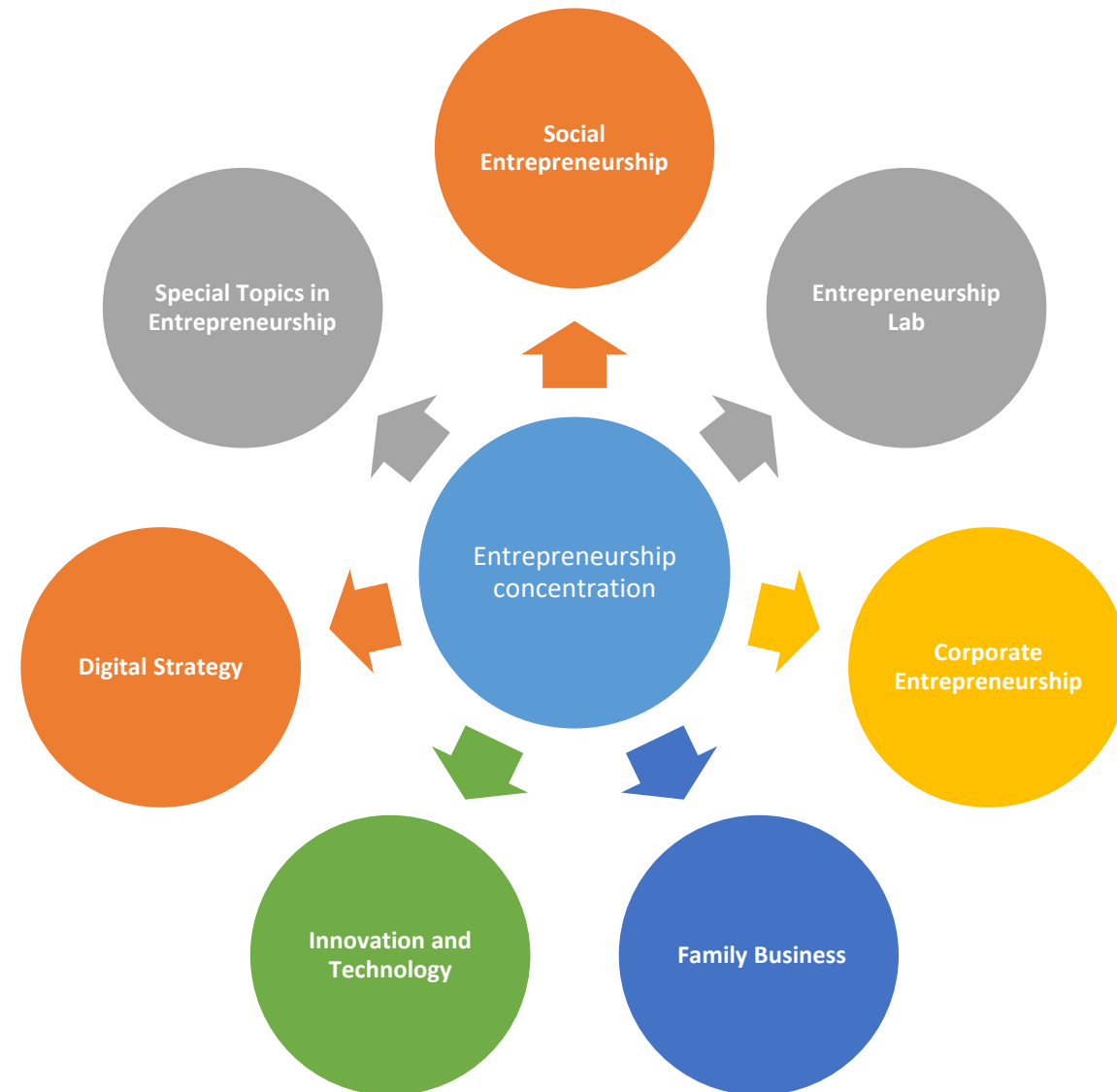
# Family business education



# The start and evolution of the family business course :when and how



# Context

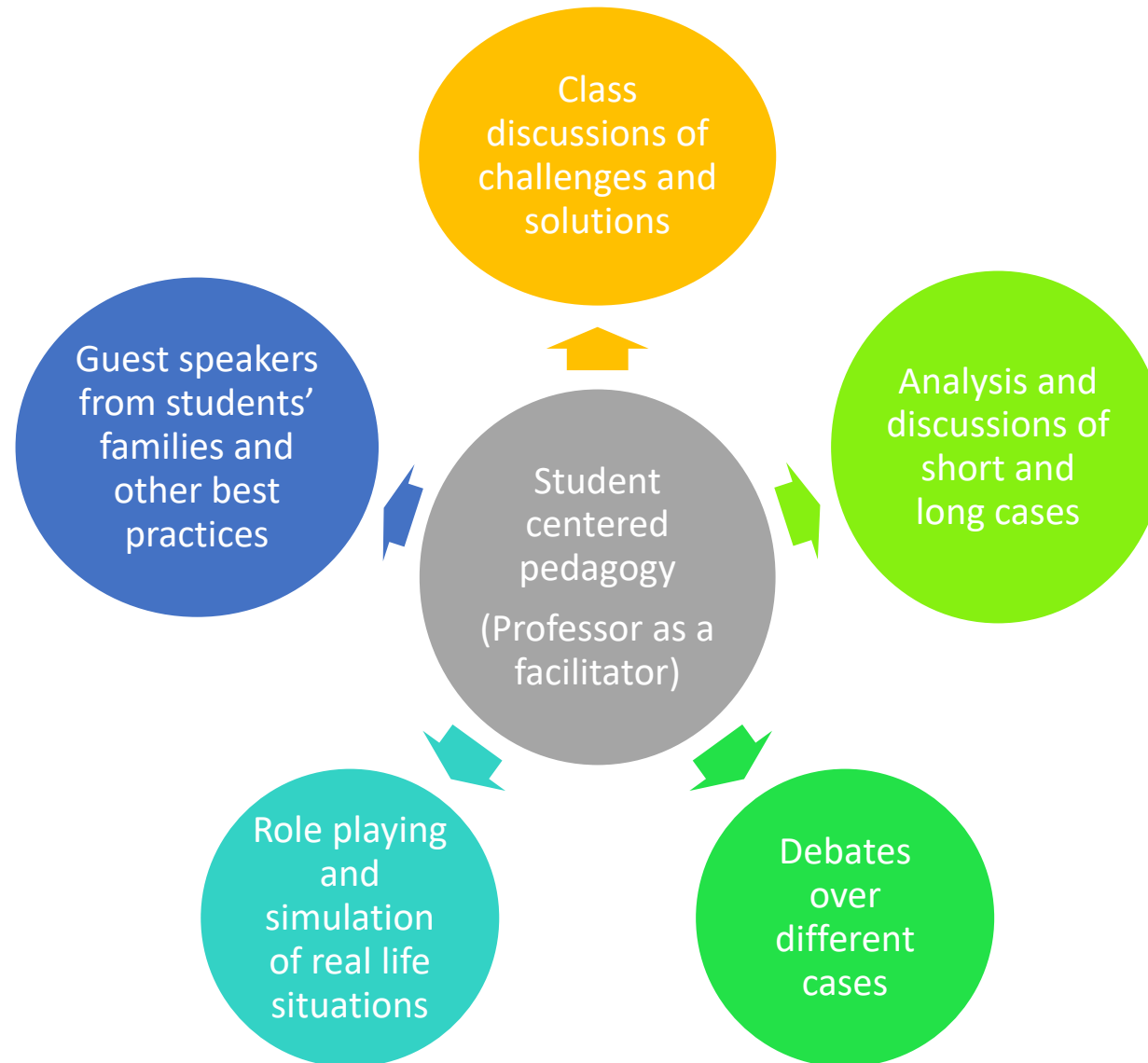


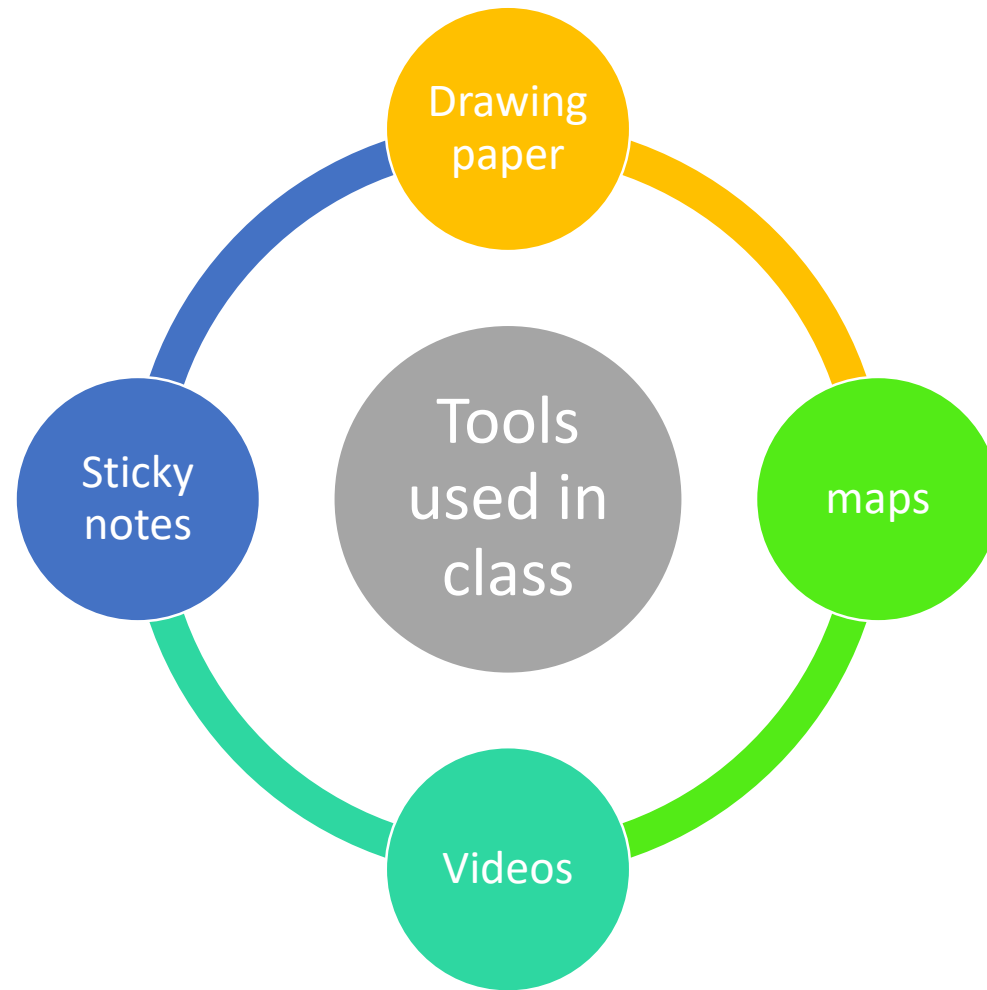
# The pedagogy ,and main topics covered in the course

The pedagogy and methodology of delivery of the Family Business course follows the technique where the professor guides students every step of the way, throughout the whole semester.

However, he mostly uses the adult learning technique where the professor serves more as a facilitator, since he leaves space in class for the students' engagement based on the lecture he delivered and the information given according to the content and material.

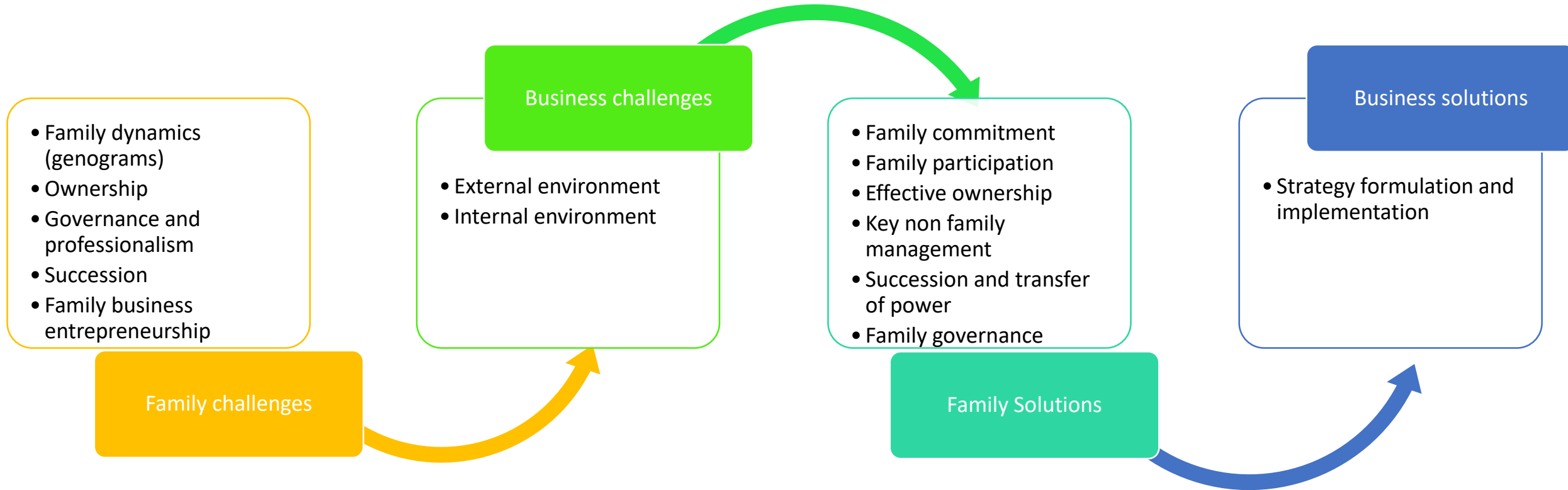








# The syllabus



The final outcome big case study with teaching notes (taken from students' families) with an average of 4-5 cases /semester published after peer review

A student during the fall 2019 class, once turned attention towards the fact that usually the instructor divides the syllabus between the challenges discussed at the first half of the semester and the solutions we come down to at the second and final half.

He and the rest of the students suggested that it is recommended to address each topic separately with its challenges and solutions, instead.



# The assessment tools of the course



- **Participation** is a major element in the course assessment; this is attributed to the fact that the pedagogy of the course is mainly depending on experiential learning exemplified in the class exercises ,where the instructor's interference is minimal .



- **Assignments** which are assessed individually through the analysis of the two medium sized cases chosen from prominent publishing houses. The students are taught about the steps of analyzing cases ,and the cases are discussed thoroughly in class before submission.



- **Mid-term** which is assessed individually, the midterm is treated differently, considering that it's a case analysis taken out of different publishing houses, and not the textbook. The way it works is that the case is often handed and made available to the students three full days before the actual date of the midterm, so that the students would have enough time to thoroughly study and analyze the case based on the material of the course as well as the information contained in the case itself.



- **Group case presentation ,and analysis**, which is assessed in groups The cases are long ones 15 to 20 pages ,and are chosen from a prominent case publishing house, and the students are asked to analyze the case in a narrative format, as well as presenting it in front of the class, within the range of 20 minutes maximum including discussion. It is worth mentioning that each case is addressing a different concept within the family business discipline.



- **Case ,and teaching note write up**  
,this is the main exercise demanded from students ,and it is done simultaneously throughout the whole semester . Students learn about analysis of cases ,which helps to get them acquainted with the case style as a tool for experiential learning. This is followed by taking a class about how to write a case, and then discussion, and critique of several cases from previous semesters are posted over the blackboard.



**Case  
Study**



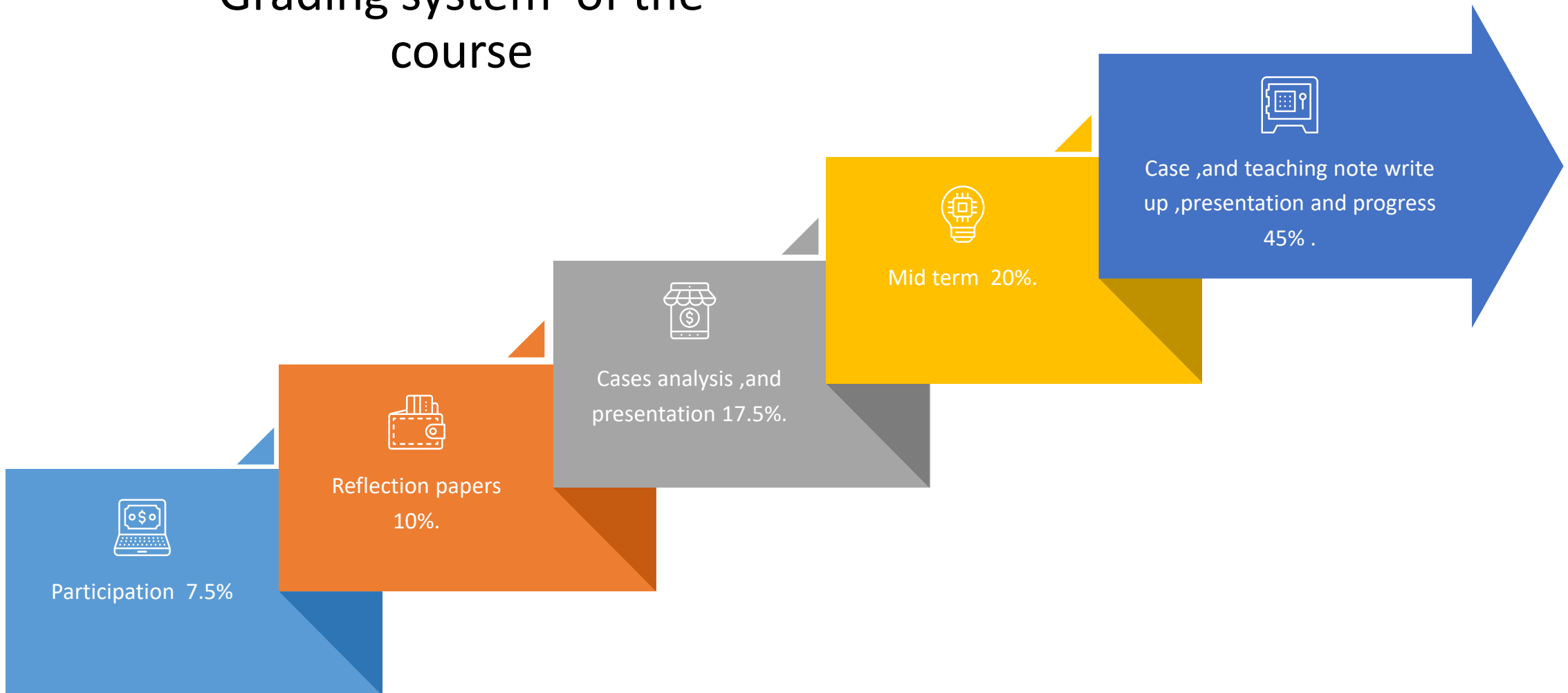
- **Case, and teaching note , progress follow up** ,this a rigorous exercise which is done three times throughout the semester ,to ensure the quality of the case write up ,and teaching note. The instructor is acting like a reviewer where s/he is supposed to address all of the relevant aspects to case writing starting from formatting ,till quality of writing ,and expression of the main dilemma ,as well providing the theoretical background for the suggested questions in the teaching note



- **Final case study presentation,** this assessment is done during the exam day ,and it is mainly done to measure the degree of understanding of the students regarding the concepts learned throughout the whole semester. A portion of the time is allocated after the presentation for questions ,and answers, to assure that each student was able to comprehend all of the concepts of the family business course.



# Grading system of the course



# The guidelines and rubrics of the course



## **Class participation guidelines**

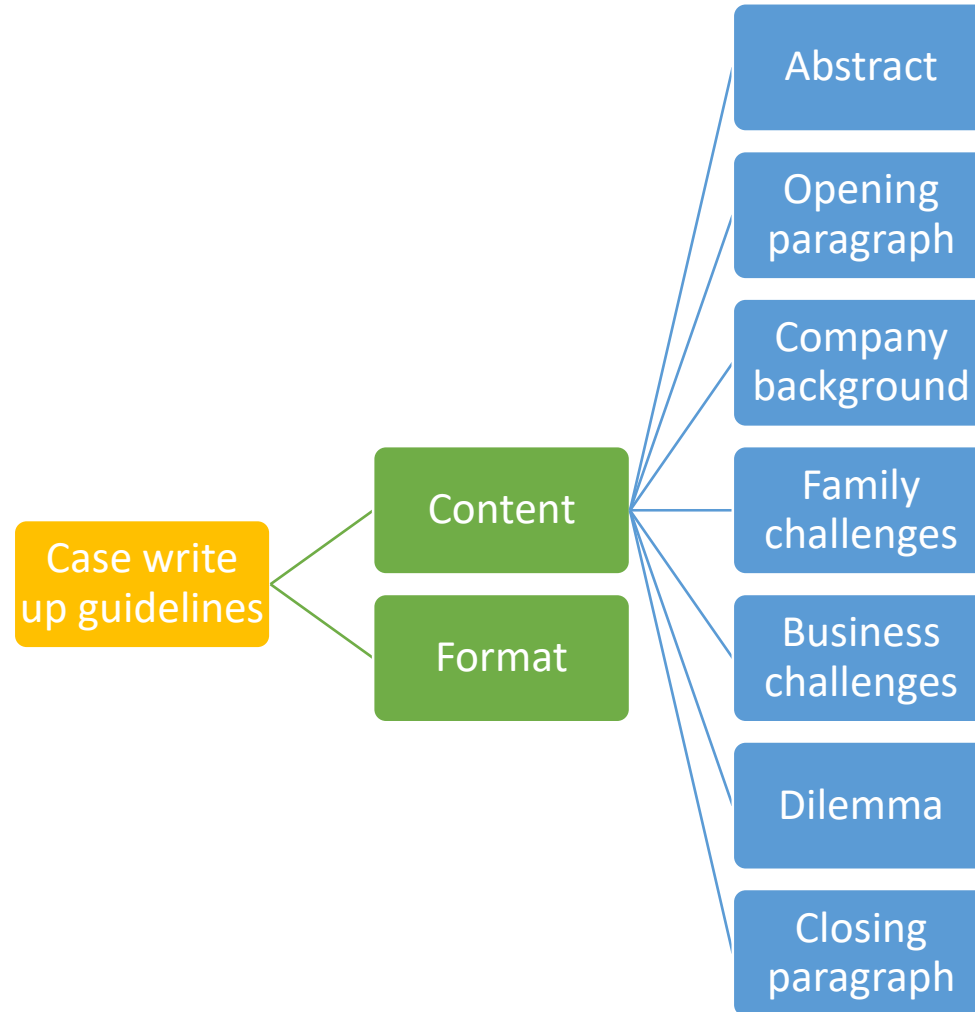
Excellent

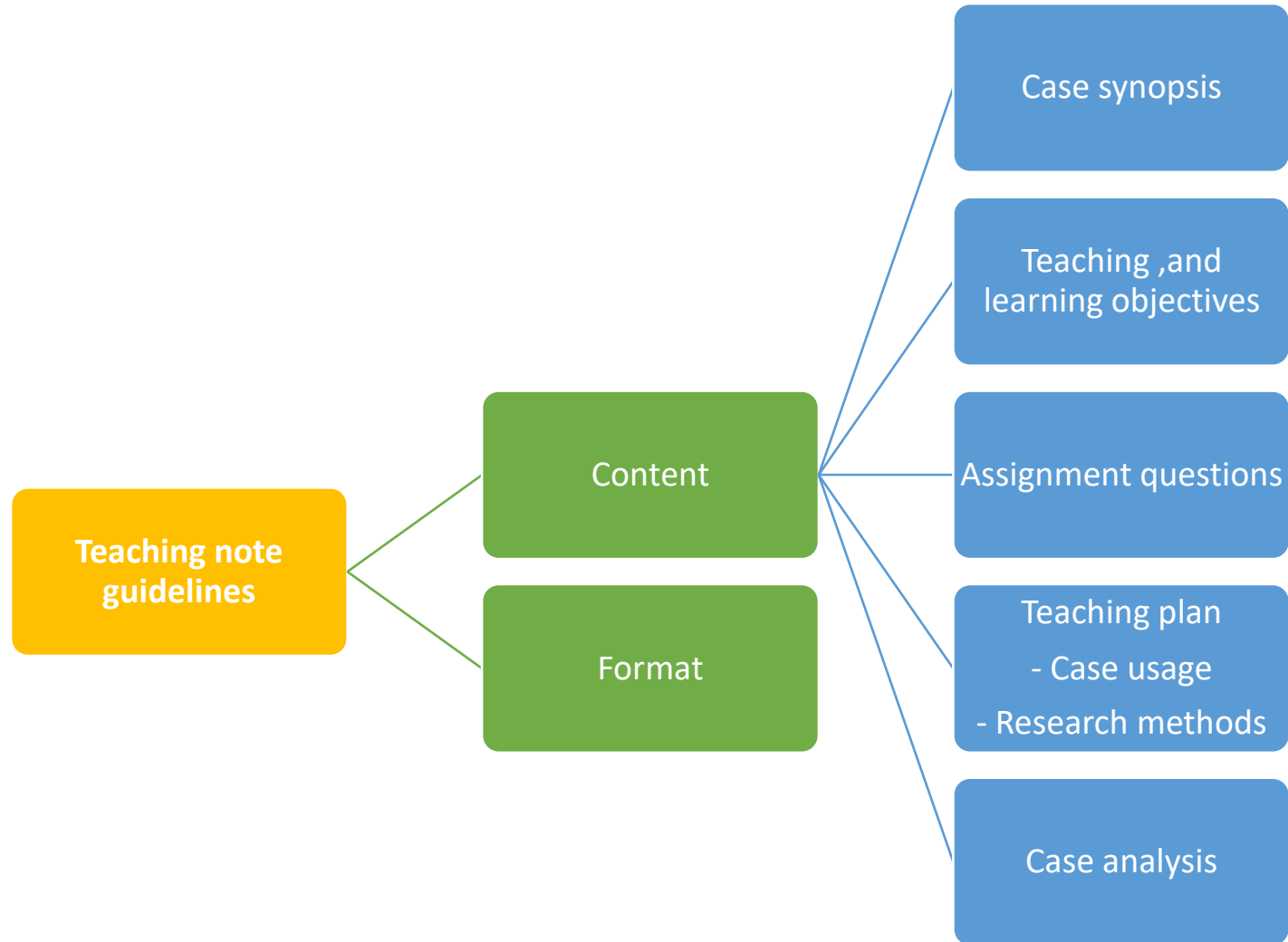
Good

Fair

Unsatisfactory







**Case presentation guidelines :**By the end of the academic semester, each team is required to do a presentation that has guidelines. A panel is usually present during the presentation and they conduct a competition between the presenting teams.







- **Mid term guidelines** :as for the midterm, the exam is in the form of questions that are related to a case given to students 3 days in advance, and the student is supposed to answer the questions within the allocated class time, 75 minutes , which gives them time to thoroughly read the case and highlight any important points they read, accordingly a printed copy of the case with some comments can be brought to the exam.



- **Reflection paper guidelines**

:Throughout the academic semester, four experienced guest speakers from different family businesses are invited to the class. These guidelines state that the student must describe the talk as well as its relevance to the course, and to highlight any challenges that were identified, and most importantly, to mention the lessons learned to to write if they have any further recommendations.



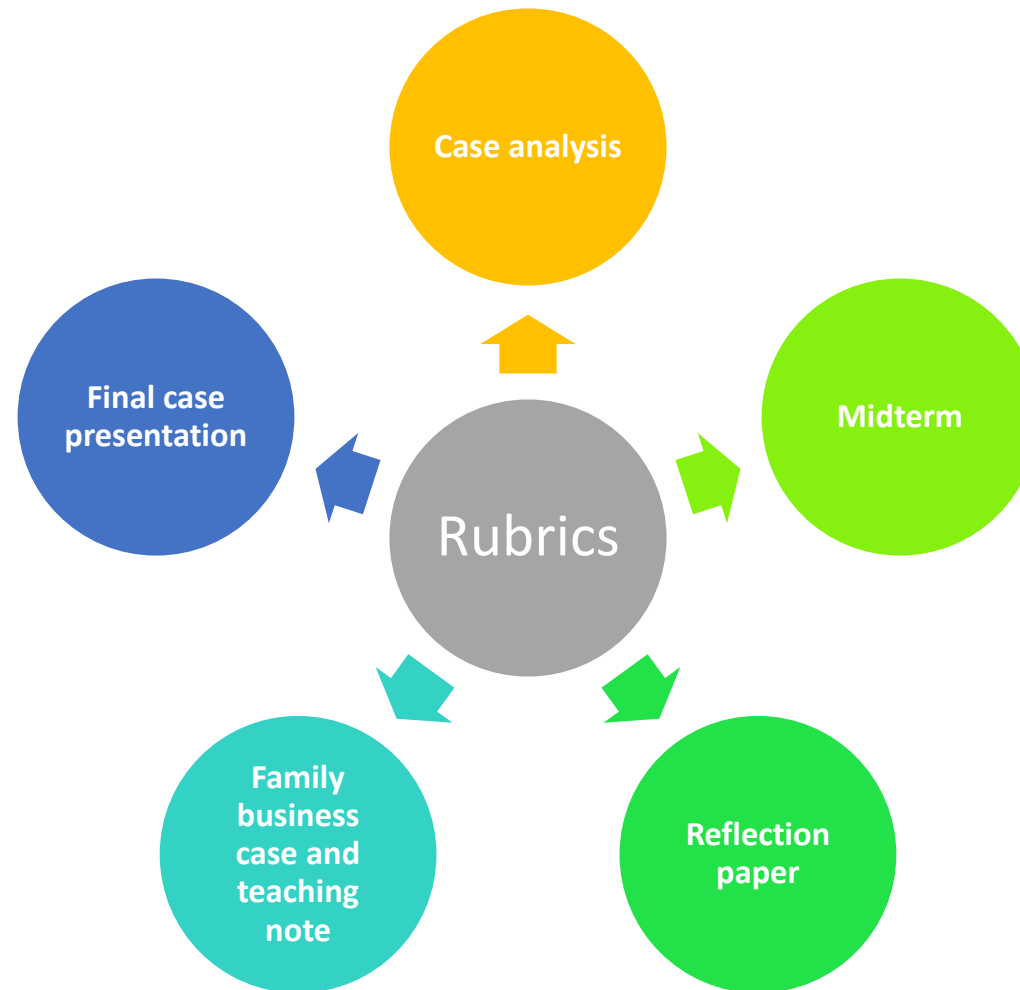
- **Family business case choice criterion guidelines** :Main points of the criteria state that the business chosen has to relate to one of the students' families so that they would easily access the information, this helps to enhance the experiential learning where students can later on apply the theoretical concepts they have learned in that course into real life.



**CHOICE**

- **Guest speaker choice** The criteria entailed that the experienced speaker should belong to one of the students' families for easy access and contact. He should also have been there for at least two generations. S/he should also be of vast knowledge about the business and family dynamics. Not to mention the need for him to be willing to share information and pass recommendations by students.





Case analysis rubric	1 Poor	2 Fair	3 Good	4 Very good	5 Outstanding
Coverage of key points					
Quality of analysis					
Depth/applicability of recommendations					
Abiding by case analysis guidelines					

Case analysis, and teaching mote rubric	1 (poor)	2 (fair)	3 (good)	4 (very good)	5 (outstanding)
Complying with guidelines					
Providing valid evidence for the content (through primary or secondary data)					
Quality of content (elaboration, and relevance)					
Stringency of language used (grammar ,syntax,orthography)					



Midterm answers rubric	1 Poor	2 Fair	3 Good	4 Very good	5 Outstanding
Completion of the answers (answered all of the required questions)					
Quality of responses (elaboration, linkages between different aspects)					
Relevancy to the course material					
Scientific rigor (usage of scientific terms mentioned in course)					
Providing logic for recommendations					

Final case presentation	1 (poor)	2 (fair)	3 (good)	4 (very good)	5 (outstanding)
Illustrations (quality of visuals)					
Presentation skills (body language, team work, ability to communicate concepts in an easy ,and understandable manner)					
Complying with guidelines					
Depth of the presentation (ability to provide valid primary, and secondary data, as well as relevance to course material)					
Ability to answer questions (students are able to answer questions in a confident manner which reflects their level of understanding of the topic)					

Reflection paper rubric	1 Poor	2 Fair	3 Good	4 Very good	5 Outstanding
Description of the discussion					
Explanation of the personal experience					
Explanation of the relevancy to the course					
Lessons learned					
Compliance with the guidelines					

# Publishing cases : The problematic impediments

Exhausting revision of cases

Obtaining consent for publication

Losing track of authors

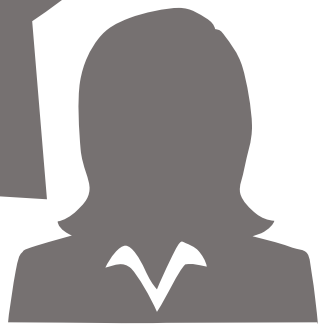
Long reviewing process

Finding a qualified editor

Finding the appropriate publication journal

Education, in my opinion, should be all about helping and preparing people to deal with real life after graduation, by tackling real situations and using practical techniques. This has been one of the courses where I have effectively experienced that. Being a part of a family business is one of the most complicated aspects in anyone's personal life, and I've personally experienced that. No one who's never been part of a family business quite understands what it's like and how complicated sharing a business adds to the family dynamics. There's no manual for it and how to deal with your father who's also your boss. Apparently, there is. This course has provided me with intricate techniques on what to expect in a family business environment and how to psychologically and healthily deal in it. It is one of a kind course on a very delicate matter that couldn't be otherwise this scientifically and usefully discussed, along with people who uniquely share the same experiences, and you hear your struggles on someone else's tongue, and you know that you are not alone. And being supervised by a professor who's very knowledgeable on the topic is the most crucial factor, and who's able to handle such delicate issues this smoothly is the most valuable asset in this course. This course provided knowledge that's extremely practical. And the practical exposure we got too was way more valuable than any theories we could've ever had,"

**Christina Beshay student**



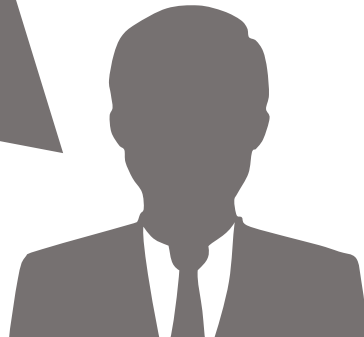
“Getting introduced to the idea of family business from an academic point of view has been so beneficial for me. Due to our culture, joining the family business is considered to be an obligation for the children to their parents. However, getting to know the exact terminologies and the solutions for the problems that were so evident in the family business, changed my perspective towards it. Now, I can analyze the situation and provide well-calculated solutions while maintaining a good relationship with my family members,”

**Jolavian Mekhail student**



“As a business administration student, taking this course has given me the opportunity to see a vast variety of perspectives. Seeing other individuals from several backgrounds that include family business background, corporate backgrounds and getting to know their dreams, desires, and perceptions was an eye-opener and made me realize how to understand family businesses and several dynamics, challenges and their remedies, ones that are eligible to my family business and others that apply to different families and organizations,”

**Wageeh Shokrallah Student**



In the first session, Dr. Ashraf Sheta promised us that so many of us will decide to join their family businesses after taking this course. I was extremely cynical as per this claim. I thought that I have tried, and I have made my mind not to join the family business. Little did I know that the course would take me on a life changing journey. I have learnt that all my struggles in the family business are normal, and there are so many family businesses with worse situations, which made me grateful for my case. I have learnt that all the things that bothered me could be changed by applying what I have learnt through the course. Unlike many other courses, this course is extremely practical and easily applicable. extremely grateful for my experience, thank you doctor Ashraf,”

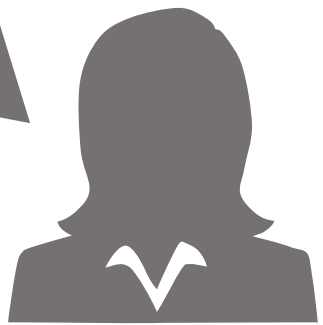
**Zeina el Kawas Student**





"The family business course was one of the main reasons I took an Entrepreneurship minor because I couldn't believe a course like it existed. I come from a family where the family business is the family life, and I have never known any other lifestyle. I always thought that that life wasn't for me, but through this course with Dr. Ashraf Sheta I was able to understand why I didn't want to join the family business because of all the management mistakes in it, and the information I learned actually made me feel both proud and responsible of the family business. Thank you Dr Ashraf for making the course very well Egyptianized, it felt like a very personal experience!"

**Nadeen Abd Elhady Student**



## Successful Institutionalization of Family Business: El-Araby Group Story Strategy Talks

### Mohamed El-Araby

Chief Executive Officer,  
El-Araby Group



Wednesday, October 9, 2019  
10:00 – 11:15 AM  
Abdul Latif Jameel Hall, Room C113  
AUC New Cairo Campus



AACSB  
ACCREDITED



ASSOCIATION  
OF MBAS  
ACCREDITED



EFMD  
EQUIS  
ACCREDITED













## Second generation as successors in family business: Challenges and Opportunities Family Business Talks

Arwa Moharam

Managing partner at gest group

Wednesday, October 30, 2019  
10 – 11:15 AM  
Abdul Latif Jameel Hall, Room C113  
AUC New Cairo Campus



 Farah Korayem	 Ashraf Sheta	 Farah Korayem	 Suzanna Hanafy	 Farah Korayem	 Salma Talaat
 Sallab	 Farah Alaa Ibrahim	 Habiba Kandeel	 aaliaalawadi	 Farah Korayem	 Muhammad
 Farah Korayem	 Farah Alaa Ibrahim	 Habiba Kandeel	 aaliaalawadi	 Yomna Alhussein	 Hana Al Mansour
 Laila Hamada	 NourAdham	 Farah Korayem	 Merna Elsayed	 Farah Korayem	 Reem Morad
		 Farah Korayem	 Farah Korayem		



Speaker ViewExit Full Screen

<div>Farid Khoury</div>	<div>Ahmed Aboufreikha</div>	<div>amr aboufreikha</div>	<div>Youssef El Gouhary</div>	<div>Merna Elsayed</div>
<div>Nesma</div>	<div>alia_alaswadi</div>	<div>Lamia Saeed</div>	<div>Shada Emara</div>	<div>Suzanna Hanafy</div>
<div>Farah Alaa Ibrahim</div>	<div>Malak Abdel Wahab</div>	<div>Omar Hussein</div>	<div>Marina G. Ghatas Daksis</div>	<div>Salma Talaat</div>
<div>NourAdham</div>	<div>Farida Soliman</div>	<div>Muhamad Helmy</div>	<div>Hana Al Manadily</div>	<div>Yomna Abouelhuda</div>
<div>Menatalla Abouzid</div>	<div>Ahmed Saeed</div>	<div>Omnia Abd El-Moaty</div>	<div>Omar Sherif</div>	<div>farahkorayem</div>

UnmuteStop Video

InviteParticipants26Share ScreenChat1RecordReactions

Leave Meeting

2/2

2/2

From Hana Al Manadily to Everyone  
Dr my web cam is not working

More specialized courses  
with interdisciplinary  
approach

Minor family business

Future

Family enterprise center

Specialized publications

THANK  
YOU!

