

University of North Carolina at Greensboro
Bryan School of Business and Economics
Department of MEHT
Fall 2022
ONLINE

ENT/BUS 337 Family Business

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Office Hours: 3:00-4:00 pm Friday (in Canvas Zoom) or by appointment

NOTE: Students should join at 3:00 pm and not later than 3:05 pm. If there are no participants by 3:15 pm, Zoom will close. If you are unable to join in person, you can view the recordings up to 4 weeks later.

Course Coordinator: Dr. Dianne Welsh

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Credits: 3

Prerequisites: This class is open to students that have junior or senior standing.

CATALOG DESCRIPTION:

This course is designed to provide an overview of entrepreneurial family business, including what is required for family harmony and business continuity.

STUDENT LEARNING OUTCOMES:

This course is an upper-level elective designed for students interested in pursuing a career in a family business environment. Upon completion of the course, the student should be able to:

1. Identify the social and economic impact of entrepreneurial family businesses.
2. Explain family business dynamics in terms of three elements – the individual, the family, and the business.
3. Apply the specific practices and skills of effective entrepreneurial family businesses.
4. Integrate entrepreneurial and professional management concepts for strengthening family business organizational performance.

COURSE OBJECTIVES:

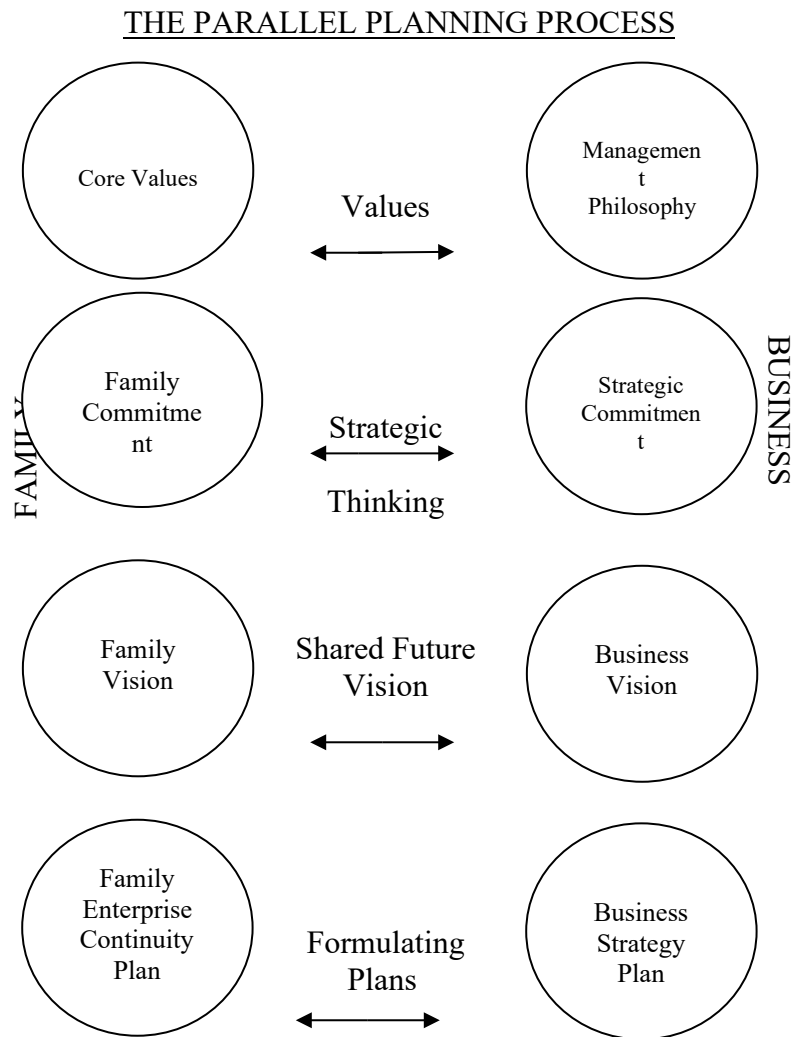
This course explores the challenges and opportunities facing individuals and families involved in family business relationships. The course uses a systems model of the family and business to demonstrate the interrelationships and connections among the key stakeholders.

Some of the specific topics include the family system, culture, entrepreneurial influences, conflict and negotiation, career planning, ethics, governance, succession, and strategic planning, professional support relationships, and survival skills as a son or daughter in a family business.

Students are encouraged to invite a parent or other significant relatives from their family business to attend and participate in the course. University experience has demonstrated that families participating in this course report improved family learning and development.

This course is designed to provide an overview of the planning and management process required for family harmony and business continuity. The course is structured as a seminar on family business success factors. Each student group will select a family business and complete three exercises exploring their selected family business situation. The first exercise will provide an overview of the family history and culture with three additional exercises addressing family participation, leadership development, and strategic planning. These exercises represent a foundation for the development of a comprehensive planning process for a family business.

The learning activities include lectures, assessments, exercises, guest speakers, family projects, videos, case and class discussion, text readings, and outside reading assignments. The study of family business is a multidisciplinary academic topic and consequently, guest speakers will be used to provide the most current information and professional experience. Each class session is designed to provide theory or background information and an opportunity for application in the form of cases, guest speakers, or student activities. The diagram below represents a family business planning model that is demonstrated in the family projects completed throughout the course. It is found on page 12 of the text (handout), Strategic planning for the Family Business by Carlock & Ward.



COURSE VALUES:

I believe strongly in the importance of entrepreneurial family businesses. I recognize the unique challenges that families-in-business face and I strive to create a family business learning community where we all learn

from each other. The classroom must be a safe environment where individuals can take risks and test new ideas, such as:

- Entrepreneurial family enterprises are an exciting opportunity that offers our students significant rewards, but not everyone should pursue a family business career.
- The dynamics and interaction of family and business systems require a multidisciplinary approach to management and planning that can be taught.
- A healthy family supports a successful business - a successful business doesn't always create a positive family situation.
- Balancing work and love are determinants of a successful human life.
- Ethical values are important to all family enterprises.

REQUIRED TEXT: You need the book to pass this course and do well.

Welsh, D. H. B. (2022). *Entrepreneurial Family Business: From Survival to Success* (R). Dubuque, IA: Kendall Hunt Publishing. Available from the bookstore or the link below:

Below is a direct link your students can use to purchase immediate access to the eBook version of *Entrepreneurial Family Business: From Survival to Success*, if you would like to include it on your syllabus.

<https://he.kendallhunt.com/product/entrepreneurial-family-business-survival-success>

REQUIRED ENTREPRENEURIAL PROPENSITY SCALE AND PSYCAP: Please take the Entrepreneurial Propensity Survey and PsyCap. **BUT TO GET CREDIT (6 POINTS), BE SURE TO INCLUDE YOUR NAME ON THE SURVEY AT THE BEGINNING AND THE END OF THE CLASS.**

Here are the links:

https://uncg.qualtrics.com/SE/?SID=SV_cO3o3IOra7jvBNX

https://uncg.qualtrics.com/jfe/form/SV_8wb5BNRkGeWeAct

Please take the surveys (15-20 min. for both) at the start of the semester before the class starts preferably but no later than the first week of class, and during the last week of class. If requested, I can give you your individual scores to see if your propensity to be an entrepreneur has gone up. If you are taking this for more than one class, be sure to check all the classes you are in, so you don't have to take it more than once at the beginning and end of the semester. You must post screenshots of both with your name included at the top to get credit at the beginning and end of the class.

COURSE OUTLINE:

Chapter 1: Know How to Get Home

Chapter 2: Know Where Else to Go

Chapter 3: Know the Beginnings

Chapter 4: Know Your Direction

Chapter 5: Know What You Stand For

Chapter 6: Know to Protect Your Story

Chapter 7: Know the Financials

Chapter 8: Know Sales and Marketing

Chapter 9: Know the Family

Chapter 10: Know Ego Doesn't Replace Competence

Chapter 11: Know History Repeats Itself

Chapter 12: Now How to Get Home

Chapter 13: Epilogue

Assignment	Possible Points	Details	Percentage of Total	Track Your Points
Cases Studies 1-4	100 (4 x 25 pts)		18.18%	
Case Studies 5-8	100 (4 x 25 pts)		18.18%	
Exercises A, B, C	99	33 points x 3 Worksheets	17.68%	
Exercise A, B, C Reflection Papers	60	20 points x 3 Papers	10.71%	
Presentation and Final Paper with References	110	50 points (Presentation) + 50 points (Final Paper with References) + 10 points (Presentation Responses)	19.64%	
Class Discussions Based on Chapters, Article, and Cases (on Canvas)	84	3 points each x 28 Questions (In addition to answering, you need to comment on min. 3 of your classmates' posts to get full points)	15%	
Entrepreneurial Propensity and PsyCap Surveys	7	At the beginning and at the end of classes (3.5 points x 2 times)	1.25%	
TOTAL	560		100.00%	
Extra Credit	33	Exercise D Worksheet		
Extra Credit	20	Exercise D Reflection		To do Reflection D, you must do Exercise D

GRADING:

A	521-560	C	409-436
A-	504-520	C-	392-408
B+	493-503	D+	381-391
B	465-492	D	353-380
B-	448-464	D-	336-352
C+	437-447	F	<336

Midterm Grade:

All instructors are now required by UNCG to post a midterm grade for each student. In keeping with UNCG policy, I will post a midterm grade for you in UNCGenie by the end of the sixth week of the term (September 23rd). That grade will not appear on your transcript or in your GPA calculations. Instead, it is intended to help you and your academic advisor understand how you are doing in the course up to that point. If you review your midterm grade and find it to be lower than you hoped, I

encourage you to talk to me so we can make a plan together for your success. The midterm grade will be calculated as total points the student earned so far as of September 12 divided by total points possible as of September 12 (date midterm grades open for instructors to enter). Extra credit points (if applicable) will be added in at the end of the semester and will not be included in the midterm grade.

PRESENTATION SUMMARIES AND REFLECTIONS:

YOU MUST FIND A FAMILY BUSINESS OR HAVE A FAMILY BUSINESS IN YOUR FAMILY AGREE TO DO THE INTERVIEWS. INTERVIEWS CAN BE CONDUCTED IN PERSON, OR DISTANCE THROUGH ZOOM, SKYPE, ETC. YOU MUST SECURE A FAMILY BEFORE CLASS BEGINS. THIS IS YOUR RESPONSIBILITY. ASK ME IF YOU NEED A LEAD.

The purpose of this assignment is to provide you with an opportunity to apply concepts from class to real-world situations. This paper must include a thorough summary of all points of the presentation followed by your personal reflections on your family business and how the presentation's family business has similarities, differences, advantages, and disadvantages to your own if you have one. Your presentation will be done on Zoom.

EVALUATION CRITERIA FOR EXERCISES A, B, C, D (D extra credit):

1. Concise information presented in an understandable and persuasive style (5 points).
2. Thoroughness (includes information from readings and class activities) (5 points).
3. Well thought out ideas to reflect your personal understanding of your family business situation (5 points).
4. Demonstrated participation and involvement of other family members, employees, or professional consultants that work with your family business (5 points).
5. Inclusion of concepts or ideas from the exercise worksheet (5 points).

WRITTEN ASSIGNMENTS:

Papers should be typed, double-spaced with one-inch margins all around in Microsoft Word. Written assignments should not exceed the guidelines set. Always remember to add a header to all your papers that contain your name, the class title and number (ENT/BUS 337 Family Business), name of the assignment, and the date the assignment is due. Make sure that you single space the top of the assignments. The worksheet (**handwritten (not typed) then scan (.pdf format) and post**) and the reflection paper (**typed .doc file**) is due together at the assigned time on the syllabus. There will be no late assignments accepted so set up your appointments well in advance.

DESCRIPTION OF ASSIGNMENTS:

The exercise worksheets are a guideline and data gathering tools for exploration and thinking about your family and business situation. Each student should review the exercise worksheet with your family and write a response to the questions on the exercise. **YOU NEED TO DOWNLOAD ALL 4 WORKSHEETS, A, B, C, AND D, AND STAPLE AHEAD OF TIME** so you can interview your family business. Write your answers directly on the worksheets and hand them in. You can add extra pages or use the back of the worksheet if needed for multiple family member interviews. Put your name in the right-hand corner of the first page. Discuss the information with your family and identify the key influences that will impact your business and family decisions. Your paper for each exercise should identify and analyze concerns, opportunities, and challenges the family business presents to you and your career. Due to COVID-19, interviews can be conducted in person, or online (Zoom, Skype, Facetime, others). Phone interviews are discouraged unless other means are not available.

The interview answers must be handwritten, scanned (.pdf format), and uploaded to Canvas, and the Reflection paper must be typed and uploaded (.doc file) to Canvas.

Exercise A: Family Business History and Culture

This exercise is the first step in developing an understanding of your family business. Knowing the family business history, values, and culture is an important foundation for analyzing the situation from both a family and a business perspective. The goal of this project is to understand the influences and experiences that shape your family's personal and business relationships and values. At the end of the exercise, write a 2-page reflective paper (not more and not less than 2-pages, double-spaced 12-inch font in Times Roman, and single-space the name heading)

Exercise B: Family Participation

The family needs to make a transition from parent-child relationships to a family of adults. This transition requires the family to examine its core values, communications patterns, and structure. This exercise helps the adult family develop new behaviors and ideas for decision making, problem-solving, and leadership. The family participation plan clarifies the family's business and personal relationships. At the end of the exercise, write a 2-page reflective paper (not more and not less than 2-pages, double-spaced 12-inch font in Times Roman, and single-space the name heading)

Exercise C: Management Development

The management development plan represents an opportunity to negotiate your potential entry and participation in the family business. This exercise identifies several important topics related to family business participation. The outline for Exercise C is a guide, but there may be other issues specific to your family or a business that should be considered. The nature of this assignment requires interaction between the student and senior management of the family firm. The assignment should demonstrate input from the current family management and represent a discussion of your possible participation in the firm. At the end of the exercise, write a 2-page reflective paper (not more and not less than 2-pages, double-spaced 12-inch font in Times Roman, and single-space the name heading)

Exercise D: Strategic Business Plan EXTRA CREDIT

The strategic plan represents the family, owners, and management's attempt to create a shared future vision. The plan articulates the tactics and actions that will help the firm successfully compete in the marketplace. This exercise brings together the family and business systems and explores missions, goals, assessing the environment and the firm, and developing action plans. This exercise demonstrates the interdependence and interrelationships of family business plans. At the end of the exercise, write a 2-page reflective paper (not more and not less than 2-pages, double-spaced 12-inch font in Times Roman, and single-space the name heading)

Final Summary Reflective Paper (4 pages)

This final paper **must be typed and uploaded (.doc file) to Canvas**, double-spaced 12-inch font Times Roman single space, and its attendant presentation is designed to help you integrate the blocks of knowledge from the course with a systemic view of your family business. References in APA format must be included, 3 references minimum (C grade) on some aspect of family business that relates to your business. Students will learn new information and develop personal insights by completing the exercises throughout the course. The paper should conclude with a summary of your SWOT (strengths, weaknesses, opportunities, and threats) analysis of your business; the direction you believe it should take in the next year and 3-4 years; what it needs to successfully reach its goals for that period; and your own decisions; actions (even if preliminary) related to your family business career; and what you learned from the class through the business. Each student has 15 minutes (10-minute presentation, 5 minutes for questions max.) to present

(presentations will be uploaded as an attachment in Canvas) (see instructions in the module) the highlights of their paper and business to the class in whatever way they deem most effective (lecture, handouts, overheads, etc.). However, the presentation must include a PowerPoint presentation with the other mean(s) of presentation (optional). It is a requirement that everyone in the class must present. Please include pictures of the business site, area, family, products, services, etc. Make it interesting!

The final grade for this course will reflect the quality of your learning experience based on your application of the course concepts to your family situation. Each family exercise will be discussed in class and your work returned with comments so you can make revisions and have that work product to assist you with your final summary paper. Papers that do **NOT** reflect A or B work or miss critical concepts may be returned for rewriting. Your reflective papers should represent a portion of the "portfolio" of your family.

FINAL PAPER AND PRESENTATION:

You will be graded on:

1. Written Content:
 - a. Accurate Information
 - b. Adequate Coverage – a minimum of 2 academic journal references and 2 non-academic, popular references (some of these can be from class materials on Canvas)
 - c. Incorporation of Text Concepts (include pages)
 - d. Formation of Concrete Solutions
 - e. New Information Other than Text – tell us what your references say
 - f. Paper Outline and Bibliography – APA, major headings and sub-headings
2. Presentation:
 - a. Clear and Concise Presentation
 - b. Visual Presentation – PowerPoint slides, handouts, diagrams, figures, etc. done by each group member
 - c. Coordination of Presentation
3. Group or Individual Presentation
 - a. A Logical Flow

UNIVERSITY POLICIES AND RESOURCES:

Confidentiality

This course stimulates the discussion of sensitive and personal topics about individual class members and their family businesses. An important aspect of the learning process is the discussion of this private information. I define any information or material shared as a part of this class as confidential, whether in the classroom or as a part of a learning activity.

This confidential material may not be discussed outside the class, except as part of a learning activity, and then only with class members or the professor. Each participant agrees to this confidentiality agreement and accepts that any violation of this confidentiality agreement will result in no grade or credit for the course.

Academic Integrity Policy

Students are expected to know and abide by the Honor Code in all matters pertaining to this course. Violations of this code will be pursued in accordance with the code. The link to UNCG's academic integrity policy is:

<https://drive.google.com/file/d/0B0rFGGhJvbDHUExSZmFFaWFmb00/view>

Faculty and Student Guidelines

Please familiarize yourself with the Bryan School's *Faculty and Student Guidelines*. These guidelines establish principles and expectations for the administration, faculty, staff, and students of the Bryan School of Business and Economics.

The link for this document is:

<https://bryan.uncg.edu/wp-content/uploads/2017/08/Faculty-and-Student-Guidelines-2018-2019.pdf>

Accessibility Policy (Distance Learning)

<http://ods.uncg.edu/policies-procedures/distance-learning/>

Religious Observance and Class Attendance Policy

https://drive.google.com/file/d/0B3_J3Uix1B4UeTV4Nk1vVFJoVFE/view

Library Guide for Class

<http://uncg.libguides.com/ent337>

Steve Cramer (Business Librarian): <http://uncg.libguides.com/cramer>

The University Libraries have developed a suite of services designed specifically to support online education online tutorials: <http://library.uncg.edu/research/tutorials>

The library's Distance Education page: http://library.uncg.edu/info/distance_education/

The new Bryan School subject portals:

- Accounting & Finance: <http://uncg.libguides.com/acc>
- Business Administration: <http://uncg.libguides.com/bus>
- Economics: <http://uncg.libguides.com/eco>
- Entrepreneurship: <http://uncg.libguides.com/ent>
- ISM: <http://uncg.libguides.com/ism>
- MBA: <http://uncg.libguides.com/mba>

Technical Support

If you have a different system than the UNCG computer system, we suggest changing to a system that is compatible with UNCG's system. Also, when you have technical difficulties you should report to 6- TECH for assignments and test-taking.

<https://its.uncg.edu/services>

Late Work Penalty

Assignments may not be submitted late. Exceptions will be granted only in rare circumstances and be evaluated on a case-by-case basis. If an exception is granted, there will be a 25%-point subtraction for each day the assignment is handed in late.

Starfish

As part of a strategy to support students, UNCG now requires faculty to send in student performance reports via Starfish in weeks 4, 7, and 12. Their intention is to offer students help, and not to single anyone out in particular. If you get an email from the University regarding any course, please take it as a sign of caring.

CALENDAR

DATE	READINGS & TOPICS	ASSIGNMENTS DUE
<p style="text-align: center;">Week 1 (Aug 16-21)</p>	<ul style="list-style-type: none"> • Read the syllabus thoroughly. • CH 1(Welsh) Know How to Get Home • Case 1: Jenny Craig Goes Latin • Watch Dianne Welsh & Steve Cramer's introduction videos. 	<ul style="list-style-type: none"> • Answers to the Discussion are due Thursday at 11:59pm • Posts for the Discussion are due Sunday at 11:59pm • Complete Case questions at the end of case study (discussion questions) due Sunday at 11:59pm <p style="text-align: center;">Complete ENT Propensity and PsyCap Surveys for the beginning of class.</p>
<p style="text-align: center;">Week 2 (Aug 22-28)</p>	<ul style="list-style-type: none"> • CH 2(Welsh) Know Where Else to Go • Article 1(Canvas), “You Can’t Fire Me, I’m Your Father: What Every Family Business Should Know” Koenig • Article 2(Canvas), “Younger Generation Poised to Take the Helm” Marino • Article 3(Canvas), “Succession Can Be Trickiest Part of a Family Business...” Brown & “Succession in Family Business...” Stavrou • Case 2: TESI: Exporting in an Uncertain Environment • REVIEW EXERCISE A (Canvas) 	<ul style="list-style-type: none"> • Answers to the Discussion are due Thursday at 11:59pm • Posts for the Discussion are due Sunday at 11:59pm • Complete Case questions at the end of case study (discussion questions) due Sunday at 11:59pm
<p style="text-align: center;">Week 3 (Aug 29- Sep 4)</p>	<ul style="list-style-type: none"> • CH 3(Welsh) Know the Beginnings • Article 4(Canvas), “Copreneurs and Dual-Career Couples: Are They Different?” Marshack • Exercise A Worksheet and Reflection paper 	<ul style="list-style-type: none"> • Answers to the Discussion are due Thursday at 11:59pm • Posts for the Discussion are due Sunday at 11:59pm

		<ul style="list-style-type: none"> • Exercise A Worksheet & Reflection Paper due @ 11:59
<p>Week 4 (Sept 5-11) Sept 5th Labor Day</p>	<ul style="list-style-type: none"> • CH 4 (Welsh) Know Your Direction • Article 5(Canvas), “Daughters Find That Fathers Still Resist Passing the Family Business on to Them,” Marsh • Case 3: The Journey of Doorstep Entrepreneurship: A Case on Jaipur Rugs • REVIEW EXERCISE B (Canvas) 	<ul style="list-style-type: none"> • Answers to the Discussion are due Thursday at 11:59pm • Posts for the Discussion are due Sunday at 11:59pm • Complete Case questions at the end of case study (discussion questions) due Sunday at 11:59pm
<p>Week 5 (Sept 12-18)</p>	<ul style="list-style-type: none"> • CH 5 (Welsh) Know What You Stand For • Exercise B Worksheet and Reflection paper 	<ul style="list-style-type: none"> • Answers to the Discussion are due Thursday at 11:59pm • Posts for the Discussion are due Sunday at 11:59pm <p>Exercise B Worksheet & Reflection Paper due @ 11:59</p>
<p>Week 6 (Sept 19-25)</p>	<ul style="list-style-type: none"> • CH 6 (Welsh) Know to Protect Your Story • Case 4: Owen’s Sawmill: A Family Business Facing a Social responsibility Dilemma 	<ul style="list-style-type: none"> • Complete Case questions at the end of case study (discussion questions) due Sunday at 11:59pm
<p>Week 7 (Sept 26-Oct 2)</p>	<ul style="list-style-type: none"> • CH 7 (Welsh) Know the Financials • Case 5: Saving Soap and Saving Lives • Case REVIEW EXERCISE C (Canvas) 	<ul style="list-style-type: none"> • Answers to the Discussion are due Thursday at 11:59pm • Posts for the Discussion are due Sunday at 11:59pm • Complete Case questions at the end of case study (discussion

		questions) due Sunday at 11:59pm
Week 8 (Oct 3-6)	<ul style="list-style-type: none"> • Review and Complete Exercise C and Reflection 	Exercise C Worksheet & Reflection Paper
(Oct 7-11)	<p>FALL BREAK</p> <p>Oct. 7 Final drop date for the course without WF</p>	Enjoy!
Week 9 (Oct 12-16)	<ul style="list-style-type: none"> • CH 8 (Welsh) Know Sales and Marketing • Article 7(Canvas), Developing Effective Ownership Case, "Too Closely Knit?" Fryer • Article 8(Canvas) "Structuring the Financing of Family Businesses," Susbauer & Johnson • Case 6: The New Guy • REVIEW EXERCISE D 	<ul style="list-style-type: none"> • Answers to the Discussion are due Thursday at 11:59pm • Posts for the Discussion are due Sunday at 11:59pm • Complete Case questions at the end of case study (discussion questions) due Sunday at 11:59pm
Week 10 (Oct 17-23)	<ul style="list-style-type: none"> • CH 9 (Welsh) Know the Family • Article 9 (Canvas), "The Power Vacuum & The Successors," Danco • Exercise D Worksheet and Reflection paper Extra Credit (not required) 	<ul style="list-style-type: none"> • Answers to the Discussion are due Thursday at 11:59pm • Posts for the Discussion are due Sunday at 11:59pm Exercise D Worksheet & Reflection Paper
Week 11 (Oct 24-30)	<ul style="list-style-type: none"> • CH 10 (Welsh) Know Ego Doesn't Replace Competence • Article 10 (Canvas), "Succession Planning in the US and the UK Family-Owned Firms", Furio & Desai 	<ul style="list-style-type: none"> • Answers to the Discussion are due Thursday at 11:59pm • Posts for the Discussion are due Sunday at 11:59pm

		ALL FINAL PAPERS DUE
Week 12 (Oct 31-Nov 6)	<ul style="list-style-type: none"> • CH 11 (Welsh) Know History Repeats Itself • Watch Student Presentation Examples 	PRESENTATIONS DUE
Week 13 (Nov 7-13)	<ul style="list-style-type: none"> • CH 12 (Welsh) Now How to Get Home • Watch Student Presentations • Case 7: Goody's Pharmaceuticals Faces Possible Tampering Incident 	3 Detailed Responses to Student Presentations <ul style="list-style-type: none"> • Complete Case questions at the end of case study (discussion questions) due Sunday at 11:59pm
Week 14 (Nov 14-20)	<ul style="list-style-type: none"> • Ch 13 (Welsh) Epilogue • Guest Speaker: Noah Reynolds, Coleman Entrepreneur in Residence, 3rd Generation, Family Business Owner • Case 8: Can Australia Handle the Heat? The Case of Duff Inc. Expanding Internationally 	<ul style="list-style-type: none"> • Complete ENT Propensity and PsyCap Surveys for end of class. • Complete Case questions at the end of case study (discussion questions) due Sunday at 11:59pm
Week 15 (Nov 21-27)	<ul style="list-style-type: none"> • Class Wrap Up 	<ul style="list-style-type: none"> • Complete ENT Propensity and PsyCap Surveys for end of class.

- **For article and case discussions, you will be able to start posting on the discussion board on Mondays of the related week. NOTE: ALL ASSIGNMENTS ARE DUE SUNDAY AT 11:59 PM OF EACH WEEK UNLESS OTHERWISE NOTED ON THE SYLLABUS. ALL EXAMS ARE SUNDAY 12:00 NOON-6:00 PM WITH ENTRY NO LATER THAN 4:30 PM. NO EXTENSIONS OR CHANGES WITHOUT A WRITTEN MEDICAL EXCUSE AND PRIOR ARRANGEMENT.**
- **Exercise A, B, C, D-Download form, and legibly handwrite your answers. Do not put N/A as your answer to any question. Explain in one sentence why it is not applicable to your family business' case. Upload the .pdf to your Assignment when due. Exercise D and Reflection D are not required and are extra credit.**
- **Note: Assignments including cases, are NOT group exercises. They are all individual**

assignments. UNCG code of conduct rules apply.

Health and Wellness

Your health impacts your learning. Throughout your time in college, you may experience a range of health issues that can cause barriers to your learning. These might include physical ailments, illnesses, strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/>, or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. Help is always available.

Academic Accommodations

The University of North Carolina at Greensboro respects and welcomes students of all backgrounds and abilities. If you feel you will encounter any barriers to full participation in this course due to the impact of a disability, please contact the Office of Accessibility Resources and Services (OARS). The OARS staff can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can learn more about OARS by visiting their website at <https://ods.uncg.edu/> or by calling [336-334-544](tel:336-334-544) or visiting them in Suite 215, EUC.

As always, please contact us if there is anything we can do in Student Affairs to help you support our students. We share the goal of student success.

By signing the statement, I acknowledge that I have read the syllabus with the due dates and will be prepared to complete all work, including exams, on the assigned due dates. Therefore, I will arrange my other activities (work, sports, etc.) around the exam time. If I forget to take the exam, it is a 0. I pledge to abide by the UNCG Honor Code.

Sign (electronically) and acknowledge

COVID Statement

As we return for Fall 2022, all students, faculty, and staff and all visitors to campus are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. While face-coverings are optional in most areas on campus, individuals are encouraged to wear masks. All individuals and visitors to campus are asked to follow the following actions:

- Engaging in proper hand-washing hygiene.
- Self-monitoring for symptoms of COVID-19.
- Staying home when ill.
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.
- Completing a self-report when experiencing COVID-19 symptoms, testing positive for COVID-19, or being identified as a close contact of someone who has tested positive.
- Staying informed about the University's policies and announcements via the COVID-19 website.

Students who are ill, quarantining, or isolating should not attend in-person class meetings, but should instead contact their instructor(s) so alternative arrangements for learning and the submission of assignments can be made where possible.

As we continue to manage COVID-19 on our campus, we are following the lead of the local health department and we will adjust our plans to balance student success, instructional requirements, and the hallmarks of the collegiate experience with the safety and wellbeing of our campus community.