

PROVIDING EMPLOYEES WITH INSIGHTS INTO FAMILY BUSINESS DYNAMICS THROUGH A COMMUNITY SERVICE PROGRAM

Andreas Heryjanto¹⁾, Michael Christian^{1)*}, Ratlan Pardede¹⁾, Danial Thaib¹⁾

¹⁾Master of Management, Universitas Bunda Mulia

Diajukan Juli 2026 / Disetujui September 2026

Abstract

Sustainability challenges in family businesses become particularly important when leadership, ownership, and managerial responsibilities move across generations. In this context, business continuity depends not only on ownership succession but also on how organizational members understand strategic renewal, collaboration, governance, and their respective roles in supporting the business. This community service program was conducted with PT Sahabat Agro Group (SAG) to provide employees with practical insights into second-generation family business sustainability, strategic revitalization, organizational collaboration, governance, and performance monitoring. The activity was held on May 11, 2026, using a hybrid format, with onsite participation in Sunter, Jakarta, and online participation through Google Meet. The program consisted of a presentation, an interactive question-and-answer session, and an immediate post-activity feedback survey completed by 10 employees. Participant feedback was assessed using four institutional evaluation indicators: Educational (usefulness), Objective (relevance), Accountable (clarity), and Transparent (participation). Objective received the highest mean score ($M = 3.50$), while Educational, Accountable, and Transparent each received a mean score of 3.40. All participants selected either Agree or Strongly Agree across the four indicators. Open-ended feedback also showed that participants generally considered the activity useful, clear, engaging, and well organized, while two participants indicated that the session was too short and one participant suggested greater attention to non-owner management. These findings indicate positive immediate participant reactions and perceived value of the activity. They should not be interpreted as evidence of changes in knowledge, readiness, workplace behavior, governance practices, or business sustainability. Future programs should provide longer discussion opportunities and more structured follow-up involving different organizational roles.

Keywords: Family Business Sustainability, Intergenerational Transition, Organizational Capacity Building, Business Continuity.

Introduction

One particular sustainability challenge for family businesses is the transfer of leadership, ownership and managerial responsibility from one generation to the next. Continuity is not just whether we can continue our operations on a daily basis. It is whether the next generation can understand the business, maintain valuable knowledge and respond to shifts in the market and ways of working. Thus, succession should be viewed as the gradual transfer of knowledge, improvement of capabilities, and strategic adjustment, rather than a simple transfer of formal positions (Christian et al., 2026; Pipatanantakorn & Ractham, 2022; Somboonvechakarn et al., 2022). This is especially pertinent when family firms operate in uncertain and volatile environments as strategic renewal requires managerial competencies to identify problems, make timely decisions, resolve conflicts, and align organizational resources to new demands (Issah et al., 2023).

The challenge is more complex because a family business is driven by multiple interests of family, ownership and management. Such interests can create commitment and a long-term focus, but they can also create tension if roles, expectations, and decision authority are not well managed. Family members' relational conflict can undermine family social capital and, consequently, reduce

* Korespondensi penulis:
Email: michaelchristianid@gmail.com

business performance (Rosecká & Machek, 2023). Therefore, the collaboration between generations is crucial for minimizing conflict and developing new shared values that can support business continuity (Ardyan et al., 2023). Open communication, willingness to listen and the ability to discuss difficult issues are also important in developing effective next generation leadership (Miller, 2023). In practice, these conditions show that business sustainability requires a balance between family relationships and professional management, supported by trust, teamwork, clear governance and collective responsibility (Christian et al., 2024; Yulita et al., 2023).

This context is important for the partner in this community service activity, PT Sahabat Agro Group (SAG). The activity materials locate the partner within the framework of a second-generation family business and stress the need to sustain the business through strategic revitalization, stronger internal competencies, market orientation, teamwork, governance, succession, incentives, and performance monitoring. In such an environment, the members of the organization have to understand that the change is not the responsibility of the owners or the top management alone. Employees and managers can also act as change agents by supporting new practices, reinforcing collaboration, and helping the organization respond better to internal and external changes. Similarly, the literature on sustainable leadership highlights the role of leaders and organizational actors as change agents and resilience builders of organizations (Suriyankietkaew et al., 2022). This need is also critical because family businesses could be slow to adapt because of organizational inertia and cynicism toward change, making empowering leadership and employee involvement necessary for transformation (Teofilus et al., 2022).

For SAG, the practical relevance of the activity was linked to its position as a second-generation family business and the need to discuss how business continuity can be supported through strategic revitalization, stronger internal competencies, market orientation, teamwork, governance, succession, incentives, and performance monitoring. The program focus reflected the organizational issues identified through the initial communication with the partner, although the needs-identification stage was not conducted as a formal diagnostic study. The role of employees was particularly important because continuity in a family business is not determined by family ownership or top-management decisions alone. Employees and managers participate in the daily implementation of organizational decisions and can support new practices, collaboration, and responses to changing internal and external conditions. Sustainable leadership and employee involvement are also relevant to organizational adaptation, particularly when family firms need to overcome inertia and resistance to change (Suriyankietkaew et al., 2022; Teofilus et al., 2022).

These considerations guided the design of the community service program to provide SAG employees with practical insights into the sustainability of a second-generation family business. The activity focused on family business continuity, strategic revitalization, organizational collaboration, governance, performance monitoring, and the contribution that employees and managers can make alongside family owners. Rather than treating business continuity solely as an ownership or succession issue, the program encouraged participants to consider how their organizational roles relate to collaboration, implementation of new practices, and long-term business development. Capacity-building remains relevant because continuous learning, reskilling, and upskilling can help organizations prepare their workforce for changing business and technological demands (Li, 2024), while communication, planning, risk awareness, and management capabilities remain important areas for strengthening business resilience (Kotsios, 2023). From an academic perspective, this community service activity also provided a setting in which research-based knowledge could be discussed in relation to the partner's organizational context. The evaluation reported in this article, however, was limited to participants' immediate perceptions of the activity and was not designed to measure changes in readiness, workplace behavior, governance practices, or organizational performance.

Methods

The community service activity was delivered in a presentation and question and answer discussion format in a hybrid, onsite and online form. The activity was held on Monday, May 11,

2026 at 08.00 to 12.00 AM (WIB) The onsite session took place at SAG in Sunter, Jakarta and was also available online via Google Meet. This activity was participated by a total of 10 participants composed of SAG employees through these modes of participation. The hybrid method was deemed suitable as it allows participants to engage in the same activity, to communicate and interact synchronously in different locations. Synchronous hybrid settings have been shown to offer greater flexibility in participation and to foster interaction between onsite and remote participants (Detyna et al., 2023; Raes et al., 2020). Google Meet was also considered suitable for supporting direct presenter–participant and participant–participant interaction in an online environment (Pham, 2022).

The activity involved 10 SAG employees. Participant profile information available for the present evaluation included gender, comprising six female participants (60%) and four male participants (40%). The evaluation data used for this article did not provide a separate classification of participants according to family or non-family status, ownership status, or management level. Consequently, the present evaluation cannot compare participant perceptions across these organizational roles. Future activities should include these characteristics because family owners, professional managers, and non-owner employees may have different perspectives and responsibilities in relation to intergenerational transition and business continuity.

The preparation process began with communication between the organizing team and SAG to identify the partner's needs and determine a topic relevant to its organizational context (see Figure 1). Based on this consultation, the agreed program focus addressed the sustainability of a second-generation family business, including strategic revitalization, organizational collaboration, governance, and performance monitoring. The needs-identification stage was consultation-based and was not conducted as a formal diagnostic survey. SAG participated in identifying the relevant topic and in agreeing on the schedule, venue, and hybrid delivery method. The organizing team then discussed the focus, scope, and expected orientation of the activity internally and selected a speaker whose knowledge and experience were considered appropriate for the topic. Accordingly, the activity can be described as partner-informed and jointly coordinated, rather than as a fully participatory co-design process. During the activity, the presentation was followed by an interactive discussion and question-and-answer session (Figure 2). This component allowed participants to ask questions and relate the family-business material to situations and challenges encountered in their organization. The present activity did not include a separate workshop, mentoring stage, or structured post-program follow-up. Consequently, the recommendations for future community service activities include longer discussion time, broader involvement of different organizational roles, and follow-up sessions that can extend the engagement beyond a single activity.

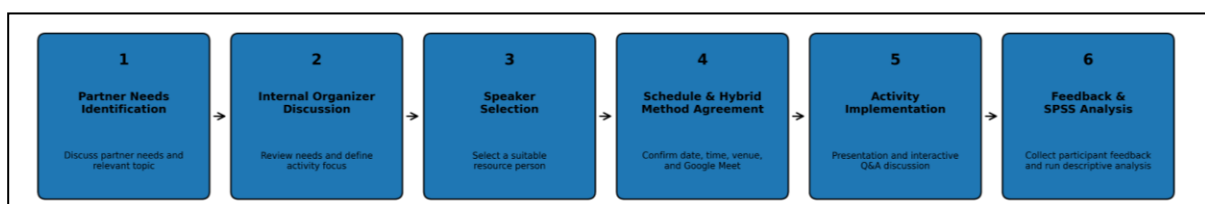


Figure 1. Preparation and Implementation Flow



Figure 2. Delivery of the material

At the end of the activity, participants were asked to provide immediate feedback using the standard evaluation format applied by the implementing institution for community service activities. The instrument consisted of four institutional evaluation indicators. Educational referred to whether participants perceived the activity as useful and responsive to their needs; Objective referred to whether the material was relevant to the conditions and problems faced by participants; Accountable referred to the clarity and understandability of the material; and Transparent referred to perceived participant involvement during the activity. To make these operational meanings clearer to readers while retaining the original institutional terminology, the indicators are presented in this article as Educational (usefulness), Objective (relevance), Accountable (clarity), and Transparent (participation). In particular, Transparent represents participant involvement within the institutional evaluation format and should not be interpreted as a theoretical measure of organizational transparency.

Responses followed the institution's standard four-category format: 1 = Disagree, 2 = Neutral, 3 = Agree, and 4 = Strongly Agree. The authors acknowledge that this response format is asymmetric because it does not include a Strongly Disagree category. The original categories were retained because the activity followed the institution's established community service evaluation procedure. Therefore, the findings are interpreted descriptively within this institutional response format rather than as measurements obtained from a conventional balanced psychometric scale. Likert-type responses remain useful for recording participants' levels of agreement with evaluation statements when their response categories and interpretation are clearly reported (Joshi et al., 2015).

The feedback data were coded, entered, and analysed using SPSS. Since the evaluation was intended to describe participants' responses rather than test hypotheses, simple descriptive statistics were used. Frequencies, percentages, means, and standard deviations were examined for each evaluation indicator to provide a clear overview of participants' perceptions regarding the usefulness, relevance, clarity, and participatory nature of the activity.

Participation in the post-activity evaluation was voluntary. Participant feedback was used for program-evaluation purposes and is reported in this article only in aggregate form without identifying individual respondents. The responses were treated confidentially and were not used for employment-related assessment. The community service activity and the academic reporting of its aggregated evaluation results were conducted with permission from the relevant implementing institution and the partner organization. Permission was also obtained for the use of activity documentation presented in the manuscript, including photographs in which participants may be identifiable.

Results and Discussion

Following the community service activity, 10 SAG employees completed the post-activity feedback questionnaire. Six participants were female (60%) and four were male (40%). As shown in Table 1, all responses across the four institutional evaluation indicators were either Agree or Strongly Agree. Objective (relevance) received the highest mean score ($M = 3.50$), with five participants (50%) selecting Agree and five participants (50%) selecting Strongly Agree. Educational (usefulness), Accountable (clarity), and Transparent (participation) each received a mean score of 3.40, with six participants (60%) selecting Agree and four participants (40%) selecting Strongly Agree for each indicator. These results describe positive immediate participant perceptions of the usefulness, relevance, clarity, and participatory nature of the activity. Given the descriptive purpose of the evaluation, each indicator is interpreted separately rather than as part of a composite evaluation score (Figure 3)

Table 1. Descriptive Statistics of Participant Feedback

Indicator	Mean	Agree, n (%)	Strongly Agree, n (%)
Educational (Usefulness)	3.40	6 (60.0%)	4 (40.0%)
Objective (Relevance)	3.50	5 (50.0%)	5 (50.0%)
Accountable (Clarity)	3.40	6 (60.0%)	4 (40.0%)
Transparent (Participation)	3.40	6 (60.0%)	4 (40.0%)

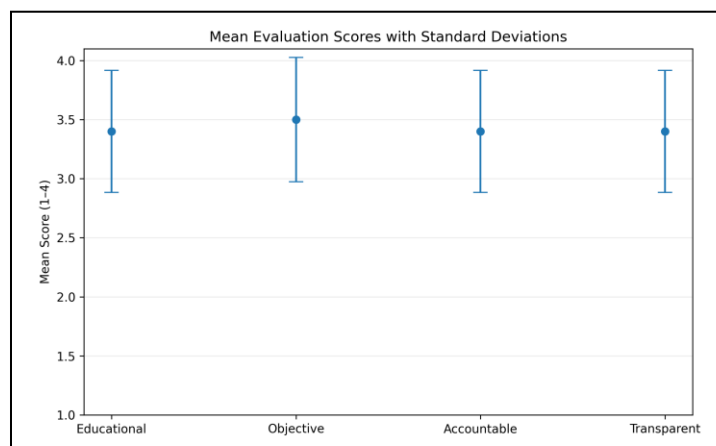


Figure 3. Relatively consistent mean scores

Figure 4 provides a clearer picture of the participants' evaluations. All four indicators reached a 100% positive-response rate when Agree and Strongly Agree were combined. The Educational result indicates that participants viewed the activity as useful and responsive to their needs. The Accountable result shows that the material was generally perceived as clear and understandable, while the Transparent result suggests that participants felt involved in the implementation of the activity.

Table 2. Distribution of Responses by Evaluation Indicator

Indicator	Disagree n (%)	Neutral n (%)	Agree n (%)	Strongly Agree n (%)	Total
Educational	0 (0.0%)	0 (0.0%)	6 (60.0%)	4 (40.0%)	10
Objective	0 (0.0%)	0 (0.0%)	5 (50.0%)	5 (50.0%)	10
Accountable	0 (0.0%)	0 (0.0%)	6 (60.0%)	4 (40.0%)	10
Transparent	0 (0.0%)	0 (0.0%)	6 (60.0%)	4 (40.0%)	10
All responses	0 (0.0%)	0 (0.0%)	23 (57.5%)	17 (42.5%)	40

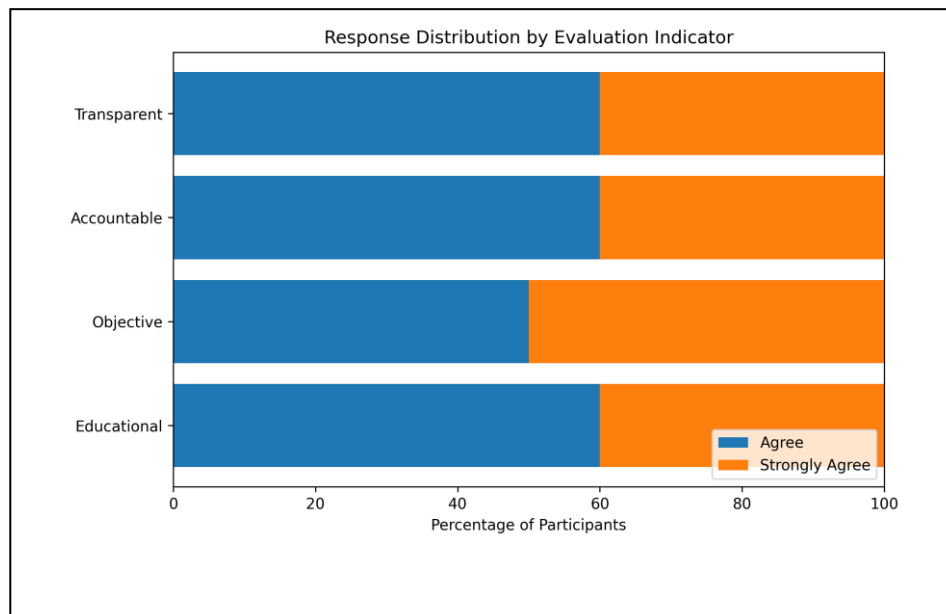


Figure 4. Response Distribution

The open-ended feedback provided additional practical information beyond the numerical ratings (Table 3). Five participants gave positive comments concerning the usefulness, clarity, delivery, or organization of the activity. Two participants considered the session duration too short, while one participant specifically suggested that the material should provide greater attention to the perspective of non-owner management. These comments show that the positive numerical evaluations were accompanied by specific suggestions for improving the depth and audience coverage of future activities. In particular, subsequent programs could allocate more time for discussion and provide more explicit material on the roles of professional managers and non-owner employees in family business sustainability. One participant also reported that the activity went well although the online connection was briefly interrupted, indicating that technical arrangements remain relevant in a hybrid delivery format. The open-ended feedback therefore provides direct practical input for improving future community service activities with the partner.

Table 3. Summary of Open-Ended Participant Feedback

Theme	Freq	% of Participants	Feedback
Positive usefulness / delivery / organization	5	50.0	Good and to the point; easy to understand; clear and engaging; useful; well organized.
Session duration was too short	2	20.0	The time was too short.
Need for broader relevance to non-owner management	1	10.0	The material was more focused on owners than on non-owner management.
Brief connection interruption	1	10.0	The event ran smoothly, although the connection was briefly interrupted.
No additional comment	1	10.0	No comment.

The immediate post-activity evaluation showed that participants generally responded positively to the program. Objective (relevance) received the highest mean score ($M = 3.50$), while Educational (usefulness), Accountable (clarity), and Transparent (participation) each received a mean score of 3.40. All responses across the four indicators were either Agree or Strongly Agree.

These findings indicate that participants generally considered the material relevant to SAG's organizational context, found the activity useful and understandable, and perceived opportunities to participate during the session. The findings represent participants' immediate perceptions of the activity and should not be interpreted as evidence of increased knowledge, readiness, behavioral change, improved governance, or organizational performance.

The positive evaluation of relevance is meaningful in the context of a second-generation family business because continuity involves more than the formal transfer of ownership. Family business succession also involves the transfer of knowledge and capabilities and the organization's ability to make strategic adjustments across generations (Pipatanantakurn & Ractham, 2022; Somboonvechakarn et al., 2022). Managerial capabilities are also important for strategic renewal when family firms face changing business conditions (Issah et al., 2023). The program therefore discussed strategic revitalization, collaboration, governance, performance monitoring, and employee involvement as organizational issues rather than treating continuity solely as a matter for family owners. The participant evaluation indicates that these topics were perceived as relevant, but it does not demonstrate that governance practices or organizational capabilities changed after the activity.

The open-ended feedback provides particularly useful direction for future engagement. Although several participants described the activity positively, two participants considered the session too short and one participant stated that the material should give greater attention to non-owner management. This observation is important because family businesses involve overlapping family, ownership, and management interests, and unclear roles or relational conflict can affect organizational relationships and performance (Rosecká & Machek, 2023; Stock et al., 2024). Collaboration between generations and organizational actors can also help develop shared values that support family business continuity (Ardyan et al., 2023). Future programs should therefore provide more explicit opportunities for professional managers and non-owner employees to discuss how their roles relate to strategic renewal and business continuity alongside family owners.

From a community-engagement perspective, the activity provided an initial setting in which academic knowledge could be discussed in relation to the partner's organizational context. However, the activity consisted of a single four-hour hybrid session, and the question-and-answer discussion was its main interactive component. A stronger next stage could include longer or multi-session engagement, role-specific discussions, practical cases, and structured follow-up. This is relevant because organizational learning and capability development require more than a single transfer of information, particularly when knowledge is expected to be retained and translated into organizational practices over time (Löfqvist, 2024; Schönherr et al., 2023).

Several limitations should therefore be considered. The evaluation involved only 10 employees from one organization and was conducted immediately after the activity. It did not include a pre-program assessment, objective knowledge measurement, behavioral follow-up, or business-performance measurement. Participant family affiliation, ownership status, and management level were also not available in the evaluation data used for this article. In addition, the institutional response format was asymmetric because it did not include a Strongly Disagree category. The findings should consequently be understood as an initial descriptive evaluation of participant reaction and perceived value. Future activities could combine immediate feedback with more structured needs assessment, role-specific participation information, longer engagement, and follow-up evaluation.

Conclusion

This community service program provided SAG employees with an initial opportunity to discuss second-generation family business sustainability, strategic revitalization, organizational collaboration, governance, performance monitoring, and the role of organizational members in supporting business continuity. The immediate post-activity evaluation showed positive participant perceptions. Objective (relevance) received the highest mean score ($M = 3.50$), while Educational

(usefulness), Accountable (clarity), and Transparent (participation) each received a mean score of 3.40. All participants selected either Agree or Strongly Agree across the four indicators, and the open-ended feedback generally described the activity as useful, clear, engaging, and well organized.

These findings indicate positive immediate participant reactions and perceived value of the activity. They do not demonstrate increased knowledge, readiness, behavioral change, improved governance, or better business performance because the evaluation did not include pre-program measurement, objective learning assessment, behavioral follow-up, or business-performance measurement. The small number of participants, the single-organization setting, the asymmetric institutional response format, and the absence of participant classification by family status, ownership status, and management level should also be considered when interpreting the findings.

The strongest practical implication concerns the next stage of engagement with SAG. Future programs could use longer or multi-session formats and provide more specific discussion opportunities for family owners, professional managers, and non-owner employees. These groups may have different roles in succession, strategic renewal, governance, and organizational change, while collaboration between generations and organizational actors remains important for developing shared values that support family business continuity (Ardyan et al., 2023). Role-specific sessions followed by joint discussion could therefore provide a more structured opportunity to clarify how different organizational members contribute to business continuity. Follow-up evaluation would also allow future programs to examine not only whether participants perceive the activity positively, but whether the insights are subsequently applied in their respective organizational roles.

References

- Ardyan, E., Sutrisno, T. F. C. W., & Padmawidjaja, L. (2023). New value creation and family business sustainability: Identification of an intergenerational conflict resolution strategy. *Heliyon*, 9(5). <https://doi.org/10.1016/j.heliyon.2023.e15634>
- Christian, M., Rembulan, G. D., Sugiyanto, L. B., Yulita, H., Sunarno, S., & Leonardo, M. C. (2024). *SWOT Analysis for Small-Scale Business Sustainability: Proposing a Digital Marketing Approach for a Flower Market Center in Indonesia BT - Business Development via AI and Digitalization: Volume 2* (A. Hamdan & A. Harraf (eds.); pp. 47–58). Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-62106-2_4
- Christian, M., Yulita, H., Muzammil, O. M., Pardede, R., & Gularso, K. (2026). *Moderating the Digital Shift: How Competitive Pressure Shapes the Impact of E-Commerce Adoption on Marketing Performance in Fashion MSMEs* (A. Elbanna, M. Janssen, Y. K. Dwivedi, M. Hossain, & A. S. Islind (eds.); pp. 409–428). Springer Nature Switzerland. https://doi.org/10.1007/978-3-032-16779-8_25
- Detyana, M., Sanchez-Pizani, R., Giampietro, V., Dommett, E. J., & Dyer, K. (2023). Hybrid flexible (HyFlex) teaching and learning: climbing the mountain of implementation challenges for synchronous online and face-to-face seminars during a pandemic. *Learning Environments Research*, 26(1), 145–159. <https://doi.org/10.1007/s10984-022-09408-y>
- Issah, W. B., Anwar, M., Clauss, T., & Kraus, S. (2023). Managerial capabilities and strategic renewal in family firms in crisis situations: The moderating role of the founding generation. *Journal of Business Research*, 156, 113486. <https://doi.org/10.1016/j.jbusres.2022.113486>
- Joshi, A., Kale, S., Chandel, S., & Pal, D. K. (2015). Likert Scale: Explored and Explained. *Current Journal of Applied Science and Technology*, 7(4), 396–403. <https://doi.org/10.9734/BJAST/2015/14975>
- Kotsios, P. (2023). Business resilience skills for SMEs. *Journal of Innovation and Entrepreneurship*, 12(1), 37. <https://doi.org/10.1186/s13731-023-00304-0>
- Li, L. (2024). Reskilling and Upskilling the Future-ready Workforce for Industry 4.0 and Beyond. *Information Systems Frontiers*, 26(5), 1697–1712. <https://doi.org/10.1007/s10796-022-10308-y>
- Löfqvist, N. (2024). Enhancing capability for continuous organisational improvement and learning

- in healthcare organisations: a systematic review of the literature 2013-2022. *BMJ Open Quality*, 13(2), e002566. <https://doi.org/10.1136/bmjopen-2023-002566>
- Miller, S. P. (2023). Family climate influences next-generation family business leader effectiveness and work engagement. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1110282>
- Pham, A. T. (2022). Engineering Students' Interaction in Online Classes via Google Meet: A Case Study During the COVID-19 Pandemic. *International Journal of Engineering Pedagogy (IJEP)*, 12(3), 158–170. <https://doi.org/10.3991/ijep.v12i3.29673>
- Pipatanantakurn, K., & Ractham, V. V. (2022). The Role of Knowledge Creation and Transfer in Family Firm Succession. *Sustainability*, 14(10), 5845. <https://doi.org/10.3390/su14105845>
- Raes, A., Detienne, L., Windey, I., & Depaepe, F. (2020). A systematic literature review on synchronous hybrid learning: gaps identified. *Learning Environments Research*, 23(3), 269–290. <https://doi.org/10.1007/s10984-019-09303-z>
- Rosecká, N., & Machek, O. (2023). How Relational Conflict Harms Family Firm Performance: The Mediating Role of Family Social Capital and the Moderating Role of Family Ownership. *Journal of Family and Economic Issues*, 44(4), 854–869. <https://doi.org/10.1007/s10834-022-09877-6>
- Schönherr, S., Eller, R., Kallmuenzer, A., & Peters, M. (2023). Organisational learning and sustainable tourism: the enabling role of digital transformation. *Journal of Knowledge Management*, 27(11), 82–100. <https://doi.org/10.1108/JKM-06-2022-0434>
- Somboonvechakarn, C., Taiphapoon, T., Anuntavoranich, P., & Sinthupinyo, S. (2022). Communicating innovation and sustainability in family businesses through successions. *Heliyon*, 8(12). <https://doi.org/10.1016/j.heliyon.2022.e11760>
- Stock, C., Pütz, L., Schell, S., & Werner, A. (2024). Corporate Social Responsibility in Family Firms: Status and Future Directions of a Research Field. *Journal of Business Ethics*, 190(1), 199–259. <https://doi.org/10.1007/s10551-023-05382-4>
- Suriyankietkaew, S., Krittayaruangroj, K., & Iamsawan, N. (2022). Sustainable Leadership Practices and Competencies of SMEs for Sustainability and Resilience: A Community-Based Social Enterprise Study. *Sustainability*, 14(10), 5762. <https://doi.org/10.3390/su14105762>
- Teofilus, T., Ardyan, E., Sutrisno, T. F. C. W., Sabar, S., & Sutanto, V. (2022). Managing Organizational Inertia: Indonesian Family Business Perspective. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.839266>
- Yulita, H., Christian, M., Wibowo, S., & Titis, F. (2023). Penyuluhan digital marketing kepada pelaku usaha catering di Pasar Kemis dalam upaya peningkatan nilai jual. *KACANEGARA Jurnal Pengabdian Pada Masyarakat*, 6(2), 223–232. <https://doi.org/10.28989/kacanegara.v6i2.1516>