

**Department of Global Studies**

**TUL640: *Entrepreneurial and Organizational Leadership* (3 units)**

Course Writer: Viv Grigg, PhD.   
Contributors to Global course design: Bryan Johnson, MPhil., Rene Resurreccion, Paul Turner, M.A.

Course Facilitator: Paul Turner, pturner@apu.edu

Spring 2013

Master of Arts in Transformational Urban Leadership

***The aim*** *of the MA in Transformational Urban Leadership is to increase the capacity of emergent leaders among the urban poor, with wisdom, knowledge, character and skill in leadership of urban poor movements.*



**I. Course Description**

An introduction to the concepts and skills of entrepreneurial and organizational leadership required to initiate new movement structures among the urban poor. Students apply basic business principles and accountability systems in formulating a viable business plan within a slum community.

**II. Expanded Course Description /Course Rationale**

“Preparation is the mother of confidence.” Lack of financial planning causes many to fall into poverty even though they have stable employment. Their income, no matter how big, will simply be not enough if they do not couple their revenue generation with conservation and wise investments. In other cases, retirement, retrenchment and resignation are frequent occurrences in some companies because of the economic uncertainty of the time or the constant need to streamline operations to be more competitive. Giving ordinary people handsome salaries, pensions or separation pay is not enough to assure them of financial stability. Without proper preparation in terms of practicing progressive life and financial values, many are in danger of facing financial difficulties instead of success in the near future.

“If you are employed, you are fulfilling the dreams of others, not your own dreams.” Increasingly, people in industry realize that employment is a dead end situation for many employees because for every one employee who gets promoted, there will be nine others who will not be accommodated in the corporate managerial ladder. With the increasing popularity of re-engineering strategies and the trend towards flatter organizations, finding a progressive career becomes increasingly rare. Even if they manage to occupy a very high position in the organizational structure and receive a handsome salary, they will soon face the dilemma of job boredom and lack of career self-fulfillment.

This Entrepreneurship Development Program is proposed for implementation to prepare the participants for a career and a lifestyle that will ensure them of financial stability. It will develop the participants’ innate entrepreneurial drives and competencies, help them identify various viable business options and provide skills in business planning that will bring their ideas into reality. The training method will be based on the CEFE (Competency-based Economies through Formation of Entrepreneurs) model developed by the German Technical Foundation (GTZ).

**Relationship to rest of program**

Understanding business organization, strategic planning, and networking strategies are essential to the delivery of a transformative urban vision for the poor. The entrepreneur is the visionary who can see the big picture and a vision of a transformed community, and then take systematic and well planned steps towards the implementation of that mission. Because this course builds on *TUL560 “Theology and Practice of Community Economics”; TUL540 “Urban Reality and Theology”*each student enrolling in this course shouldt have completedor be concurrently enrolled in these courses**.** This course runs parallel to your thesis and ideally is the business side of your thesis proposals.

**Theological Assumptions**

This course builds on the gospel of the kingdom of God transforms all of life, spiritual, social, economic, political. Inherent in our response to the Kingdom are discipleship principles of management of physical resources and care for people that are foundational for businesses. Creativity, productivity, work and rest, ownership, redistribution, jubilee, management are all principles taught in the community economics course. This course focuses on the management components of these.

**III. Style of Delivery**

**Praxis**

This course is built from praxis to reflection. The practical processes of these 15 weeks requires you either (a) to envisage, and plan for the launch of a small business, NGO church or organization among the urban poor or that serves the urban poor or (b) to work within such an organization, and extend their understanding by developing a full business plan, management plan, marketing plan, funding plan and fundraising plan.

**Integration**

Each of these processes is linked to a theological understanding that in the future can be used to train budding entrepreneurs in economic discipleship. The practical work is linked to some academic reading on entrepreneurship among the urban poor and management of organizations.

**Communication**

This course is designed with a combination of both synchronous (present time face to face using SKYPE or Illuminate) and asynchronous (variable times of engagement through forum) online delivery mechanisms. The literature indicates neither approach as being superior, but that the face to face builds community better (critical for emotional support with a cohort this diverse across the globe in this degree), whereas graded forums (asynchronous) are better at involving all in academic reflection.

**III. Student Learning Outcomes**

People credited with competency in this course have been able to:

**Intellectual (Head)**

1. **Theory:** analyze core business principles demonstrated by developing a viable business plan and funding plan.
2. **Theology**: develop a theological framework for entrepreneurship and management by having participated in the production of a booklet of underlying Biblical principles to motivate slum leaders in their entrepreneurship.

**2. Values (“Heart”):**

* 1. Verbalize an analysis of their level of **personal preparation**, priority and pioneering mindset towards producing their own organizational context (church, NGO, business) viz a viz becoming an employee of an NGO, business or government organization.
  2. Aspire to the ten personal **entrepreneurial competencies** (PECs) identified by the research of McBer and Associates.

**3. Skills (“Head”)**

1. Generate hundreds of possible business ideas by practicing the CEFE **creativity** skills and analyzing the local business environment.
2. Select the most viable business project idea that is aligned with their personal values, interest and vision, macro and micro screening criteria
3. Work alone or in teams to formulate a **business plan** or analyse the business plan of a local organization (Church, movement, NGO, business) for birthing a new structure in an existing movement (e.g. slum church, school, other non-profit) operating within a slum community involving:
   1. marketing
   2. production
   3. management including analysis of board and/or leadership processes
   4. financial health and projections. Determine the financial viability of their business, church or community development structure by analyzing the various financial ratios.
   5. fundraising or capitalization.
4. Make an executive presentation of their business plan before a panel of classmates or businesspeople evaluators.

**IV. Course Materials**

**Required Texts**

{Andringa, 1997 #2100}

Theology of Work

**Workbook / Handouts**

1. Handout: Practical Applications of Stewardship: The Floodgates Foundation Experience
2. Handout: Successful Economic Interventions for Urban Poor-based Communities
3. Handout on Personal Entrepreneurial Competencies
4. Case: Lita Cruz and Milcah Suan
5. Case: Jimmy Itao
6. Handout: Personal Business Potentials
7. Handout: SWOT Analysis
8. Handout: Micro Screening Form
9. Handout: Personal Balance Sheet
10. Handout: Simplified Business Plan
11. Handout: CEFE Standard Business Plan
12. Case:
13. Handout: Marketing Plan Criteria
14. Handout: Marketing Research Questionnaire
15. Evaluation Forms

**Recommended**

Project Management Software

Business Plan Software

**VI. Course Calendar**

|  |  |  |
| --- | --- | --- |
| **Week** | **Content Focus in SKYPE and Readings** | **Activities due the next week before class** (Dan delete this from syllabus once it is integrated in Sakai assignments etc) |
| Module 1  Week 1 -3` | **Introductions**   1. Course Briefing 2. Course Introductory Activities 3. Self and other Awareness 4. Self-assessment   **Theological underpinning**   * **Practical Theological Foundations**  1. Work ethics (Col. 3:23) 2. Empowerment (De. 15:6) 3. Savings Habit (Jn 6:12) 4. Entrepreneurship (Lu 19:13, NASB) 5. Personal Entrepreneurial Characteristics (PECs)   **Self-Awareness**   1. Qualities of Successful Entrepreneurs 2. PECs Game 3. Strategeering 4. Personal Values and Vision 5. Goal Setting 6. Career Visioning | * **Proj 2.1: Practical Theological Foundations paper**  1. Work ethics (Col. 3:23) 2. Empowerment (De. 15:6) 3. Savings Habit (Jn 6:12) 4. Entrepreneurship (Lu 19:13, NASB)   **Proj 1.1 Selection of organization**  Utilising your self assessment, and evaluation against PEC’s, select your organization or the idea around which you will build your organization. Initiate contact and obtain permission using a course description summary (develop and submit to class for review), and a work service agreement (to be evolved from the internship form). |
| Module 2  Week 4 -6 | **Creativity Exercises**   1. Theology of creativity 2. Brainstorming 3. Idea Generation 4. Idea Screening 5. Macro Screening 6. Micro Screening 7. SWOT Analysis 8. Personal Balance Sheet (PBS) 9. Idea Selection | 1. Proj 1.2 After the brainstorming and idea selection, write up a justification for your choice of business, NGO, church you will work with or initiate. This is the section in your final paper on need or issue and vision for response. 2. Proj 2.4 Theology of creativity paper 3. Proj 2.5 Entrepreneurship in Proverbs 4. Set up interviews with management and board member. |
| **Marketing**   1. Theology of marketing 2. Marketing Potpourri Exercise 3. Marketing Concepts 4. Marketing Strategies 5. Pricing 6. Market Research 7. Marketing Plan Workshop | 1. *Proj 1.3 Field Work*: Market Research: Apply the ideas from class to your context or potential context. Write up your marketing research and an appropriate marketing strategy. Tis is part of your final presentation. 2. Proj 2.6 Theology of marketing paper |
| Module 3  Week 7 -9 | **Production Exercise**   1. Theology of Production 2. Production Concepts 3. Production Process and System 4. Production Cost 5. Production Plan Workshop | 1. Proj 1.4 *Research on Production:* A church produces disciples, an NGO produces projects, a movement leader multiplies cells and momentum, etc. What is your organization producing or what does it project it will produce. Justify projections. Analyze failures. 2. Proj 2.7 Theology of Production paper |
| 1. Organizing the Business 2. Management Game 3. Management Concepts and Principles 4. Sorting Game 5. Leadership and Motivation 6. Job Description 7. O&M Plan Workshop | 1. Proj 2.8 Jesus and Paul on work 2. Proj 4: Initial interviews of management and boards. Write up your analysis of leadership. If setting up an organization design your board structure and ideal management structure. Submit in four weeks. 3. Proj 1.6 Develop the hr plans for our business or in an existing one, analyse the nature of HR. |
| Module 4  Week 10 -12 | **Finance Concepts and Principles**   1. Theology of Financial Management 2. Total Project Cost 3. Profit and Loss Statement 4. Cash Flow Statement 5. Balance Sheet 6. Financial Ratios 7. Finance Plan Workshop | 1. Proj 2.9 Theology of Financial Management paper 2. Porj 2.10 Entrepreneurs and Redistribution paper 3. Proj 2.11 Integrated Booklet 4. Proj 1.5 *Finances:* examine the cash flow, balance sheets, annual reports, do an analysis of financial ratios, and prepare a three year budget for your organization, complete with income and expenditure, and appropriate balance sheets. Evaluate with the program leadership. 5. Integrate your work into a funding proposal, a business plan and a financial plan. Verify with your leadership. |
| Module 5  Week 13 -15 | **Transformational Theology Booklet Integration**  **Packaging of the Business Plan**   1. Presentation Skills 2. Final Presentation to the Evaluators 3. Integration 4. Closing | 1. Final Presentation 2. Course Evaluation |
|  |  |  |

**VII. Assignments**

|  |  |
| --- | --- |
| **Credit-bearing Course Tasks** | **% of Grade** |
| **Project 1: Business plan**  **Students work in teams of 1-5 persons to**   * **Either** work in teams to formulate a business plan for a new work, businesss, NGO, church * or analyse the business plan of a local slum-based organization (church, movement, NGO, business)      1. Select the most viable business project idea, or organization that is aligned with their personal values, interest and vision, macro and micro screening criteria. 2. Each team member will research, describe, and assess different aspects of the organization. **The business plan will describe**    1. the community context and issue    2. the organizational structure,       1. organizational mission, core values, and strategic plan;       2. organizational marketing       3. production       4. management including analysis of board and/or leadership processes       5. financial health and projections. Determine the financial viability of their business, church or community development structure by analyzing the various financial ratios.       6. fundraising or capital formation plans       7. organizational human resource utilization, development, and relational climate       8. community bridging, partnerships, and government relations       9. long-term sustainability and viability in relation to community transformation. 3. Make an executive presentation of their business plan before a panel of classmate-evaluators or businesspeople. The oral (multi-media) presentation will allow each team member 3 minutes to present their findings and assessment. *Supports outcomes:*   *Evaluative criteria:* Weighted evaluations by other students and facilitator regarding contribution to content, outcomes.  *Evaluative criteria for plan:* Evidence of understanding of principles, cr**e**ative use of theological evaluation, identification of critical elements in the organization, significance of conclusions for the organization.  *Evaluative criteria for quality of written communication*: organization, formatting, content, clarity, conciseness, spelling, grammar, persuasiveness, graphics  *Evaluative criteria of presentation:*  Quality of each part of proposal; quality ofpresence in presentation; creativity in presentational techniques; clarity persuasiveness; decision to fund.  *Supports outcomes: 3.1;3.2;3,.3;3.4;3.5* | 30% |
| **Project 2: Transformational Conversation: Theology of Entrepreneurship**  The class will work together in *google docs* to produce a collective booklet that motivates emergent slum leaders on the theology of entrepreneurship. Participant contributors can be included from the students’ slum churches. Other aspects of the course may be included as students and prof determine.  **Format:** Students and professor will discuss the format in the first two classes by reviewing each others’ initial contributions and determining from these the best format for all. Some division of labour may emerge from this discussion (graphics? Design? Formatting? Marketing? Finding publisher?. This will determine the format which each week students will produce a two page single spaced reflection (in a word template with graphics) or graphical bible study on an aspect of entrepreneurship in the scriptures with one practical one paragraph case study each week.  **Grading and selection:** Students will do a peer review of three others’ work for each submission, ranking them from A to D and submitting their rationale or comments in the forums. The top one or two bible studies or reflections each week will be included in the booklet, but other material that seems of significant value may be culled from other student or class work. This is a cooperative process and the aim is to encourage all students to end up with quality material in the booklet.  **Editing:** the program director will do the introduction, conclusion and final editing, but one or two students are to be selected as assistant editors, graphics designers, marketer. All names and roles will be on the final booklet on the inside cover page or on back cover.  *Evaluative criteria for book contributions:* tidiness of formatting (including but not limited to: formatting, title, subtitles, page numbers, references, artistry of layout ), accurately identified themes, significant quotes, quality of reflection on theme, logical flow, appropriate level of communication for slum leaders, depth of Biblical reflection, personal application, usefulness for the project in the course, initiative and self-reliance; integration and editing, artistic style, per reviewed evaluation of each others’ contribution.  *Supports outcomes: 1.1;1.2* | 25% |
| **Engagement in Forum and Face to face (SKYPE or Elluminate),**  Each week engage in the SKYPE conversations and the forum. The former will focus on the business plan. The latter will focus on the theology assignment,  *Evaluative criteria:* Regularity of attendance. Extent of engagement. Quality/Depth of reflection. Level of service to others in cohort. | Integrated with the projects above |
| **Project 3. Reading Log and Local Knowledge:**  Integrate notes into a literature survey style document, as a record of reading each week of 2 readings (total should be over 800 pages). Not more than six lines per reading.  Students will summarize training received in a local class, seminars or from a local expert. They are to develop a two-five page literature review of these that includes principles from at least 5 local books that cover the elements of this course theory, theology and practice. Those not in a partnering school are to find a local mentor with both academic and entrepreneurial background to interpret to them local issues and conditions.  *Evaluative criteria:* Successful engagement with local audited course or significant input from local expert mentor; identification of local issues, practices, resources; exent of reading, cohesiveness of literature survey.  *Supports outcomes: 1.1;1.2; 3.3.* | 30% |
| **Project 4. Management Structures and Business Leadership**  Student pairs will work (a)with their organization to evaluate board and management structures and leadership styles. Or if designing their own organization, develop processes related to these issues.  1.Review *Andriga* and identify ten key questions regarding the management structure. Work out a way to find answers to these issues.  2. Conduct an extensive interview with a leader of a non-profit organization working in a slum community and report on that interview in a 3-page, single-spaced paper with cover page (includes student names, course title, date and place of interview, leader’s name and position/title). The paper should include the following sections: (1) *Concept of leadership:* How do you define leadership? What are the most important attributes of a leader?). (2) *Leadership and self-image:* How is your concept of leadership shaped by who you are?When did you first recognize a leadership orientation? How? Can you recall a significant life experience that shaped you as a leader? What types of experiences shaped your approach to leadership? (3) *Qualities of slum leaders:* What types of leaders are needed to effectively serve slum dwellers? How would you compare the qualities essential for leading poor people versus the more affluent? (4) *Problem solving:* How do you address situations where staff persons are demonstrating inefficient or ineffective job performance? How do you bring out the best in people and mediate conflicts? (5) *Greatest challenges and rewards:* What are some of the greatest challenges you face as a leader? What are some of the unique rewards of leadership? (6) *Advice:* What is the best leadership advice you have ever received? Who offered it? What advice would you offer us?  *Supports outcomes*  *Evaluative criteria for plan:* Evidence of understanding of leadership th**e**ories, cr**e**ative use of theories, identification of critical elements in a movement, significance of conclusions for training processes, expansion of theories. *Quality of Communication*: organization, formatting, content, clarity, conciseness, spelling, grammar, persuasiveness.  *Suports outcome 1.1; 3.3;3.4;3.5* | 10% |
| **Admin:**  Agreement with organization to develop business or fundraising plan (2)  Formative Personal Analysis(2)  Course Evaluation (1) | 5% |
| **Remember: 10 points should be about 12-16 hours work. Do not significantly go Beyond this.**  **Total:** | **100%** |

**VII. Grading**

The course will involve a mixture of class SKYPE discussion, forum, lecture, small group discussions, handouts, documentary videos, a major consultation project, and guest speakers. Not all reading material assigned will be discussed in class; it is the responsibility of the students to follow up with the instructor on materials on which they need further clarification. Students will be divided into teams of 2- 4 members per site to work on discussion questions and other class activities for the semester.

**Expected Hours of Course**

Following the APU Credit Hour policy, to meet the identified student learning outcomes of this course, the expectations are that this 3 unit course, delivered over a 15 week term will approximate:

|  |  |
| --- | --- |
| **Delivery Mechanism** | **Approximate Hours** |
| Content Delivery | 10-30 Local class hours  15-22 mediated by SKYPE/ Adobe Connect |
| Business Plan | 10-20 |
| Management Plan | 7-15 |
| Funding Plan | 15-25 |
| Theological Reading, Forum & Publication | 15-25 |
| Readings in Business Theory and Practice | 20-30 |
| Community Living | 15 |
| **Total hours** | **120-160** |

The correlation of class hours and assignments with local delivery is to be evaluated in the first week of whichever starts first – local or online (See document *Planning Work Load with Partnering Schools Courses*).

**Grades** are assigned according to the following levels of proficiency:

|  |  |  |
| --- | --- | --- |
|  | APU | |
| Grade | GPA | Numeric |
| A+ |  | Not given |
| A | 4.0 | 95-100 |
| A- | 3.7 | 92-94.99 |
| B+ | 3.3 | 89-91.99 |
| B | 3.0 | 84-88.99 |
| B- | 2.7 | 81-83.99 |
| C+ | 2.3 | 78-80.99 |
| C | 2.0 | 73-77.99 |
| C- | 1.7 | 70-72.99 |
| D+ | 0 | 69-69.99 |
| D | 0 | 68-68.99 |
| D- | 0 | 65-67.99 |
| F | 0 | 0-64.99 |
| Inc. |  |  |

**Satisfactory progress** in the degree requires a GPA of 3.0 or above, across your courses.

# Class attendance: Students are required to join in the class SKYPE discussions each week, with an opening statement in response to one of the questions and 2 responses to others comments later in the week in the online forums. This gives the core coherence to the online learning process. .

# Make up and extra credit: If a student has an “excused” absence from a week’s work that delays an assignment, they may make that up within the next week. If they have no excuse from the weeks work, they will receive a 10% drop in grade if submitted the next week, and 20% if submitted two weeks later. Assignment will not be accepted three weeks late. We all tend to mess up on an assignment, so there is recourse in one extra credit assignment for 2 extra marks.

# Incompletes: The grade of “Incomplete” can only be given in the case of a verified personal/family emergency and with the approval of the course professor and the college dean.

# Returns: I attempt to grade work the week submitted though this is not always feasible. The course work and grades will be open to view two weeks after the end of the course.

**Attendance** in the online SKYPE calls or discussions is an essential in any learning community, as each class builds on the previous, paradigms reflecting an expanding matrix of foundational to complex ideas.

**VIII. Course Policies**

In the MATUL, it is easy for local leaders to wish to use the foreigner as an extra worker in the ministry. To succeed in your studies, church involvement should be limited to Sundays and one night per week. Your primary objective is not to respond to every request for ministry but to complete your masters, learning as you go. You are strongly advised to advise your pastor that you are restricted to Sunday activities and one other night.

# Academic Integrity: The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act that is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

# References to author and text must be included whenever the author is quoted or ideas used. This is simple respect. Use the APA6 Author-Date system. It is required that you get a copy of EndNote from IMT or the Library for keeping your references over the years. It will do most of the formatting for you.

# Disability Procedure: Students in this course who have a disability that might prevent them from fully demonstrating their abilities should communicate with the MATUL program director, as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

**Meaning of Grades**

|  |  |
| --- | --- |
| **A** | Superior knowledge regarding details, assumptions, implications, history; superior thinking with information relevant to application, critique, and relationship to other information. |
| **B** | More than adequate knowledge regarding technical terms, distinctions, and possesses an ability to use information. |
| **C** | Basic knowledge needed to function and carry on learning regarding major principles, central terms, major figures, also possesses an awareness of field or discipline.  Note that a grade of C- may not be eligible for transfer and in most programs does not constitute a passing grade. Please consult and refer to the Graduate Catalog, Graduate Center Policies, and specific program catalogs and guidelines for further information. |
| **D** | *Graduate credit not given for the grade of D* |
| **F** | Graduate credit not given for the grade of F |

**Satisfactory progress** in the degree requires a GPA of 3.0 or above, across your courses.

# Class attendance: Students are required to join in the class SKYPE discussions each week, with an opening statement in response to one of the questions and 2 responses to others comments later in the week in the online forums. This gives the core coherence to the online learning process. .

# Make up and extra credit: If a student has an “excused” absence from a week’s work that delays an assignment, they may make that up within the next week. If they have no excuse from the weeks work, they will receive a 10% drop in grade if submitted the next week, and 20% if submitted two weeks later. Assignment will not be accepted three weeks late. We all tend to mess up on an assignment, so there is recourse in one extra credit assignment for 2 extra marks.

# Incompletes: The grade of “Incomplete” can only be given in the case of a verified personal/family emergency and with the approval of the course professor and the college dean.

# Returns: We will attempt to grade work the week submitted though this is not always feasible. The course work and grades will be open to view two weeks after the end of the course.

**Fairness:** Course outlines, grading rubrics etc., are not legal contracts, where you pay for a grade according to predetermined standards, but are submitted to you to give some understanding of the basis of grading and fairness. However grading of papers is multivariate and to some extent will always include the subjective, based on years of experience, and at times tailored to the learning process of the student, or accommodating specific needs. In this class across several cities, the context is different, the contracts with partnering groups are different, learning contracts are set up in some cities prior to class that allow for equivalency, living conditions affect capacity, content of prior degrees affect the level of difficulty for some students in some courses, so fairness requires that each students work will be graded within these limitations. You are competing with yourself not others.

**University or Department Policies:** All university and departmental policies affecting student work, appeals, and grievances, as outlined in the Graduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

**Support Services:** There are many available support services for graduate students including the Graduate Center, Regional Centers, Libraries, Computer Center, Media Center, Writing Center, Counseling Center, and International Center. See the Graduate Catalog for more details.

In addition to these there is the Learning Enrichment Center. Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

**Writing Assignments:** papers are due on assigned dates. All assignments should be:

* Times New Roman or Cambria, single spaced, 12 point
* 1 inch margins
* Titled, Name and date in right upper corner,
* Page numbers in right lower corner
* single spaced

Late assignments will be deducted 5% for each week late (1 week late = 5% deduction, 2 weeks = 10% deduction). After 2 weeks they receive a zero. If late please note at the top left “1 week” or “2 weeks”.

**Study time:** In a 15 week course, students earn one unit of credit for an average of three and a half hours of work per week, including online class time, over the length of a regular 15 week semester. The expected total course time for one class is between 120-160 hours. The general rule of thumb is that a Module requires at least three hours of work off line for each hour the student spends online in class each week. In an online course there is less face to face time (Usually 1 ½ hours per week), but the total of 8-10 hours per week remains.

The aim of a course is not to kill you with stress but create a positive learning environment. Your workload should not be excessively more or excessively less, despite the drivenness of the culture around. Learning a healthy work-life balance is part of the graduate experience. Work hard, play hard!

In the MATUL it is easy for local leaders to wish to use the foreigner as an extra worker in the ministry. To succeed in your studies, church involvement should be limited to Sundays and one night per week. Your primary objective is not to respond to every request for ministry but to complete your masters, learning as you go. You are strongly advised to advise your pastor that you are restricted to Sunday activities and one other night.

# Copyright Responsibilities: Students and faculty are both authors and users of copyrighted materials. As a student you must know the rights of both authors and users with respect to copyrighted works to ensure compliance. It is equally important to be knowledgeable about legally permitted uses of copyrighted materials. Information about copyright compliance, fair use and websites for downloading information legally can be found at <http://apu.libguides.com/content.php?pid=241554&search_terms=copyright>

# Information literacy is defined as “a set of abilities requiring individuals recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:

• determine the nature and extent of the information needed.

• access needed information effectively and efficiently.

• evaluate information and its sources critically and incorporates selected information into his or her knowledge base and value system.

• individually or as a member of a group, use information effectively to accomplish a specific purpose.

• understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

**Legal Disclaimer:** This course is in constant development and may change at the professor's discretion. All effort is made to not materially change major assignments once they have been begun, and if so to do so to the students' advantage. Grading rubrics are not a legal entity but simply a helpful guide to the student as to some elements the professor uses to grade, as grading involves considerable subjectivity. Creativity is encouraged and alternatives to assignments recognized, but normally should be negotiated beforehand.

**IX. Course Bibliography**

1. David C. McClelland. The Achieving Society. Copyright 1961 Copy right 1961 by D. Van Nostrand Company Inc. The Free Press, New York, Collier-Macmillan Limited, London. Printed
2. Dinna Louise C. Dayao. Asian Business Wisdom. Copyright 2000 by John Wiley and Sons (Asia) Pte Ltd., 2 Clementi Loop, Singapore 129809
3. Handbook for Women Entrepreneurs. Copyright 1991 by The Foundation for Asia Management Development (FAMD), Sengokuyama, Tokyo, Japan. Printed in the Philippines.
4. Introduction to Entrepreneurship. Copyright 1989 by Small Enterprises Research and Development Foundation Inc. UP institute for Small Scale Industries.
5. Michael E. Gerber. The E Myth: Why Most Small Businesses Don’t Work and What to Do About It. Copyright 1995 by HarperCollins Publishers Inc. NY 10022
6. Rex Resurreccion. Called to Excel: Developing a Passion for Excellence in Your Workplace. Copyright 2004 by Church Strengthening Ministry, PO Box 2656, Makati City, Philippines
7. Robert Darden and P.J. Richardson. Corporate Giants: Personal Stories of Faith and Finance. 2002 by Robert Darden and PJ Richardson. Published in the Philippines by Lighthouse Inspirational Books and Gifts, Manila.
8. Anderson, D., & Anderson, L. A. (2001). *Beyond change management: Advanced strategies for today’s transformational leader.* San Francisco: Jossey-Bass.
9. Bornstein, D. (2007). *How to change the world: Social entrepreneurs and the power of new ideas.* Oxford University Press.
10. Darden, R., & Richardson, P.J. (2002). *Corporate giants: Personal stories of faith and finance*. Manila, Philippines: Lighthouse Inspirational Books and Gifts.
11. Dayao, D. (2001). *Asian business wisdom*. Singapore: John Wiley and Sons (Asia).
12. Kotter, J. P. (2007). *What leaders really do*.Harvard Business Review.
13. Foundation for Asia Management Development (FAMD). (1991). *Handbook for women entrepreneurs*. Sengokuyama.
14. Gerber, M. E. (1995). *The E myth: Why most small businesses don’t work and what to do about it*. New York: HarperCollins Publishers Inc.
15. McClelland, D. C. (1967). *The achieving society*. New York: Free Press.
16. Northouse, P. G. (2000). *Leadership theory and practice (3rd ed.)*. SAGE Inc.
17. Small Enterprises Research and Development Foundation Inc. (1989). *Introduction to entrepreneurship*. UP institute for Small Scale Industries.
18. Zaccaro, S., & Klimoski, R. (2001). *The nature of organizational leadership: Understanding the performance imperatives confronting today’s leaders*, San Francisco, CA: Jossey-Bass.