Logo

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# MA in Transformational Urban Leadership



Oh! Calcutta! 400,000 on the streets, come to find work!

TUL 640: Entrepreneurial & Organizational Leadership(3 units)

April 28 - August 2023

Global Online

## Course Information

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| --- | --- | --- |
| Program |  | Number of Credits |
| MA in Transformational Urban Leadership |  | Three (3) semester hours graduate credit = 45 Faculty engagement and total 135 hrs work on average |
| Instructors | Email | Updated: 4.19.23 |
| Alvin Mbola, MA (Econ)  Viv Grigg, PhD | [Mbola.alcvin@gmail.com](mailto:Mbola.alcvin@gmail.com)  viv.grigg@wciu.edu | Zoom calls: Friday 7-9 am PST |

Mission and Purpose Statement of WCIU

***WCIU*** *provides innovative distance education programs to enhance the effectiveness of scholar practitioners as they serve with others to develop transformational solutions to the roots of human problems around the world.*

Master of Arts in Transformational Urban Leadership

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

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# Section 1 – Overview

**Course Description**

This course introduces 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 an urban poor community.

**Course Rationale**

This Entrepreneurship Development Program is proposed for implementation to prepare the participants for a career and a lifestyle that will enable them to assist others to 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 to reality. It does this as they seek to identify 1-5 businesspeople (deacons, entrepreneurs) in their urban poor community or in the urban poor church and create an incubator where they assist these to design a business plan that extends their existing businesses.

**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* and *TUL540 Urban Reality and Theology,*each student enrolling in this course should have completedor be concurrently enrolled in one of these courses**.** Each of your service leanring experiences will have developed some aspects of this course.This course ideally runs parallel to your thesis and ideally is the business side of your thesis proposals.

**Theological Assumptions**

This course develops a Transformational Conversation that builds on the gospel of the Kingdom of God which 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. But based on Jesus’ parables of an expanding Kingdom, it is a style of management for transformation, not management for ossification.

**Underlying Framework of the Field**

The urban conversation about entrepreneurship as a field was mapped largely by the massive decades long research of McClelland in the 1960’s and 1970’s on “**n-achievement**” (1964). Greenberg has identified three principles that set apart entrepreneurial leaders: **cognitive ambidexterity, triple bottom lines including sustainability and self and social awareness** (Greenberg, 2011:11). Bornstein working significantly with Muhammad Yunus, has integrated much of the theory of **social entrepreneurship**. The US magazine, *Entrepreneur,* identified over 100 Universities offering courses in Entrepreneurship. This course is one of the few that focuses on either entrepreneurship or social entrepreneurship among the global urban poor.

**Pedagogy**

**Praxis**

This course is built from praxis to reflection. The practical processes of these 14 weeks require you either (a) to envisage, and establish a incubator style training that assists existing business people, deacons, entrepreneurs to plan for the expansion 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. You will do this by working with them to develop a simple business plan, which develops their management plan, marketing plan, financial plan, personnel plan and fundraising plan.

**Integration**

Each of these processes is linked to building a theological understanding that in the future can be used to train budding entrepreneurs in economic discipleship. This is done through a collective process to publish a booklet on the theology of entrepreneurship. Practical work is linked to some academic reading on entrepreneurship among the urban poor and management of organizations.

**Communication**

The course is designed with a combination of both synchronous (present time face to face using ZOOM) 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.

**Student Learning Outcomes**

The table below maps course learning outcomes to the outcomes from APU’s standard course evaluation called IDEA.

*By the end of this course students will be expected to:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Student Learning Outcomes** | **SLO with Measurable Contextual Outcome** | **Artifact to measure outcome** | **Related Program Learning Outcome** |
| SLO #1 | **Theory:** Define the basic concepts and terminology related to social or business entrepreneurship. | **Theory:** Understand basic concepts and terminology related to social or business entrepreneurship demonstrated by a reading log and description of local knowledge. | Proj 4.2, 4.3 Local readings and conversations with local expert  Reading Log  Forum | 1. Epistemology: Model skill in both oral culture dialogical learning, and self-directed critical academic thinking. |
| SLO #2 | **Theology:** Describe and apply Christian ethical values to entrepreneurial challenges among the marginalized by developing teaching on Biblical principles. | **Theology of Entrepreneurship:** Describe and apply Christian ethical values to entrepreneurial concerns and challenges among the marginalized, by having participated in the production of a booklet of Biblical principles for motivating slum leaders to social or business entrepreneurship. | Forum  Project 4.1 Readings  Project 3: Training Booklet | 3. Biblical Theology of Holistic Ministry: Articulate the implications of Biblical meta-narratives for contemporary urban / urban poor leadership in community development and ministry. |
| SLO#3 | **Entrepreneurial Character**: Identify themselves as social entrepreneurs, able to engage with confidence many diverse development challenges, identify approaches, build relational and resource capacity, have a growth mindset, embrace failures, solve complex problems, work and adapt continuously sensitively within the cultural context and mold responses around Biblical motifs. | **Entrepreneurial Character**: Identify themselves as social entrepreneurs within the urban poor community, able to engage with confidence many diverse challenges of urban poverty, identify approaches, build relational and resource capacity, have a growth mindset, embrace failures, solve complex problems, work and adapt continuously sensitively within the cultural context and mold responses around Biblical motifs. | Weekly Zoom  Service Learning Supervisors Report | 7. Cross-Cultural Spiritual Leadership: Exhibit cross-cultural competencies, Christian character and spiritual formation required of leadership in religious or social movements among the poor. |
| SLO #4 | **Management Structures:** Learn how to recognize, organize, and train prospective entrepreneurs on issues related to budget planning, organizational structuring, and personnel management. | **Management Structures**: have learned to recognize, organize, and train prospective entrepreneurs in budget planning, organizational structuring and personnel management by analyzing these in a Service Learning with an organization. | Project 2: Management Structure and Business Leadership | 6. Social Entrepreneurship: Creatively apply Biblicall social entrepreneurship and economic principles to facilitate leadership progressions that lift people from the lower economic circuit to the upper economic circuit. |
| SLO #5 | **Entrepreneurial Skills:** Evaluate business and leadership performance and provide wise counsel by assisting a local business among the urban poor to develop a business plan. | **Entrepreneurial Skills:** Evaluate business and leadership capacity demonstrated by assisting a local business among the urban poor to develop a viable business plan, including evaluating PEC’s, innovation, capitalization, production, budget planning ,3 year financials, marketing, and funding plans, demonstrated in an executive presentation of their business plan before a panel of classmates and business people. | Project 1: Business Plan  Presentation  Formative Personal Evaluation  PEC’s | 6. Social Entrepreneurship: Creatively apply Biblical social entrepreneurship and economic principles to facilitate leadership progressions that lift people from the lower economic circuit to the upper economic circuit. |
| SLO#6 | **Entrepreneurial Church:** Contemplate entrepreneurial principles applied to the role of a team initiating a new faith community. |  | Forum Discussion |  |

# Section 2 - Course Requirements

**Service Learning Setup**

**Note:** Students should seek to set up their Service Learning six weeks before the course begins. This involves visiting three potential places to work with, so as to evaluate options. That involves at least three conversations with each. The third conversation should end up with a good plan. See the Service Learning Manual

**Course Materials**

It is presumed that you are skilled with Microsoft Excel and with personal budgeting. If not, do some online training in Excel before beginning this course. *Accounting Software*: It is recommended that you get a copy of Quickbooks software for the development of your financials. The best way to learn bookkeeping is by doing it.

**Required Texts**

Andringa, R. C., & Engstrom, T. W. (1998). *Non-profit Board Answer Book-Practical Guidelines for Board Members and Chief Executives*. Washington D.C.: National Centre for Non Profit Boards. (Amazon Hardcover $0.01 used). Or get this newer book:

Or Andringa, R. C., & Frederic L Laughlin. (2007) *Good Governance for Non Profits: Developing Principles and Policies for an Effective Board*. AMACOM. (23.52 Kindle $15.37).

Berry, T. (2011). Plan-As–You-Go Business Planning Retrieved Dec 12, 2012, 2012, from <http://articles.bplans.com/category/plan-as-you-go/1-about-this-book/>

Bornstein, D. (2007). *How to change the world: Social entrepreneurs and the power of new ideas* (Updated Edition ed.): Oxford University Press. ($10.85/3.18 used Amazon).

Greenberg, D., McKone-Sweet, K., & Wilson, H. J. (2011). *The New Entrepreneurial Leader: Developing Leaders Who Shape Social and Economic Opportunity (kindle).* Berrett-Koehler Publishers. ($16.99 kindle)

Optional Readings

McRae, Jennifer, Jeffrey C. Walker, Karl Webber. (2013). *The Generosity Network: New Transformational Tools for Successful Fund-Raising.*  Random House. ($21. Kindle:$11.84) ISBN: 978-0-770437-79-4. (For those focussed on funding social organizations)

Thomas R. Ittelson, *Financial Statements: A Step by Step Guide to Understanding and Creating Financial Reports*. Career Press. **ISBN:**978-1-601630-23-0. ($10.43 Kindle $9.91; for those with little background in Bookkeeping)

OR a more user friendly book on basic accounting

**Recommended Software**

1. *Business Plan Software*: There are a lot of new web-based software such as Enloop ([www.enloop.com](http://www.enloop.com)), Bizplan ([www.bizplan.com](http://www.bizplan.com)), LivePlan ([www.liveplan.com](http://www.liveplan.com)), StratPad ([www.stratpad.com](http://www.stratpad.com)), and others.
2. *Accounting Software*: Cloud based ones are the new trend and inexpensive ones, examples are: Xero ([www.xero.com](http://www.xero.com)), Smartbooks ([www.smartbooks.com](http://www.smartbooks.com)), Quickbooks ([www.quickbooksonline.com](http://www.quickbooksonline.com)), etc.

CEFE have sources at the level of working with the illiterate, but these are not free.

# Section 2 - Course Requirements

**12 Week TUL640 Course Calendar Spring**

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| --- | --- | --- |
| **Week** | **Content Focus in Zoom and Readings** | **Activities due the next week before class**  (See forums and assignments for exact dates) |
| Module 1  Week 1 -2 | **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) What is a theology of Work? 2. Empowerment (De 15:6) 3. Savings Habits (Jn 6:12) 4. Entrepreneurship (Lu 19:13, NASB) 5. Personal Entrepreneurial Characteristics (PECs)   **Self-Awareness**   1. Qualities of Successful Entrepreneurs 2. Using strengths in Teamwork 3. PECs (Personal Entrepreneurial Characteristics) Game 4. Strategeering 5. Personal Values and Vision 6. Goal Setting 7. Career Visioning 8. Start your personal accounting with Quicken or AccountEdge if you have bought them. 9. Past failures 10. ABCD analysis   **Readings Due:**  Week 2:   * Greenberg Ch 1,2 * Muhammad Yunus (2005). [Eliminating Poverty Through Market-Based Social Entrepreneurship](http://www.globalurban.org/Issue1PIMag05/Yunus%20article.htm). Global Urban Development Magazine. (Vol 1:1). * Bornstein chapter 1, 2   **Practices**  Review of Various Types of Business  (Depends on PEC’s)   * Startups * Upscales * Social Entrepreneurship * Business as Mission * Business Incubation * Employment * Skills Training needed for Employment | **Course planning.** Print this course schedule document and print out the description of each assignment in each assignment section and the list of all the forum. Mark your calendar with all deadlines. Identify steps for each project in order to meet those deadlines (ideally on a Gantt chart or in an Excel spread sheet). Estimate time to take on each and block that time out on your calendar.  Proj 0: submit your balance sheet and Income and expense sheet for your personal finances or for an organization you work with.  **Proj 1.1 Selection of Service Learning 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 summary from this course description (2 students develop and submit to class for review), and a work service agreement (to be evolved from the internship form by three students).   * After the brainstorming and idea selection, write up a 1-2 page justification for your choice of business, NGO, church you will work with or initiate. Match this against your vision, and PEC’s. This is the section in your final proposal on need or issue and a vision for response. * Do this in a Word Proposal Template with graphics.   **Proj 3.1: Theological Foundations for Entrepreneurship Booklet/website**  This project will be developed in the discussion forums as a class project. As the forums can be more responsive to class feedback on process, they are to be considered as a more definitive expansion of these summaries.   * This Week: Choose a project leader and choose /be assigned initial assignments from among: * Frame an introduction to the booklet/website. (This needs to be confirmed by the course instructor, but it always helps to have an initial document to work off. Chose who will work on topics such as:   + Work ethics (Col. 3:23)   + Empowerment (Deut. 15:6)   + Savings Habits (John 6:12)   + Entrepreneurship (Luke 19:13, NASB)   Submit to the discussion your introductory 1-2 paragaph, single spaced cocnceptyou’re your topic in the theology of entrepreneurship website or booklet. (Always check the assignments and in this case discussion forums for an updated description of requirements).  **Proj 4:1 Reading Log**  The assignment: 4.1 Integrate notes on key ideas into a literature survey style document, as a record of reading/skimming each week of 2-3 articles or book readings. Not more than six lines per reading.  (Add weekly, submit Apr 22). Also do a reading log/list indicating the total readings of 800 pages.     * This week: Start your reading review = literature survey paper with the first week’s readings, utilizing Zotero or a similar bibliographic program for APA 7 formatting the citations. N.b. a literaure review is not an annotated bibliography. * Start a log of number of pages read also.   **Proj 4.2 Local Input**  The assignment: Identify a local academic mentor who can introduce you to local literature and concepts. Write up ideas form the discussions and discuss and reference literature.   * This week: Identify three possible mentors and how to make contact.   (Aim to complete before week 9 if possible) |
| Module 2  Week 3-4 | **Creativity Exercises**   1. Theology of Creativity 2. Brainstorming 3. Idea Generation 4. Idea Screening 5. Macro Screening 6. Micro Screening 7. SWOT Analysis. – Applied to a Community, Micro, Macro 8. Personal Balance Sheet (PBS) Household Finainces 9. Idea Selection/ Choosing between Options   **Reading due**: Bornstein 5,6,18 | * **Proj 1.2:** Business Plan Development. Prepare the headigns and anycontent you have for the following parts of your final business plan, adding to your previous template.   *a.* the community context and issue, market our organization addresses.  *b.*  the organizational structure,  *i.* organizational mission, core values, and strategic plan  *ii.* organizational or product marketing evaluation and plan  *iii.* production proposal or evaluation of existing and projected production  *viii.* community bridging, partnerships, and government relations   * **Forum Proj 3.4:** Topics determined by class. Suggestion: Theology of creativity paper: develop two more pages on this topic following the process outlined above. Do similarly for each theology assignment below.  1. **Proj 3.5:** Suggestion: Entrepreneurship in Proverbs 2. **Proj 1:3** Set up schedule for interviews with someone in management and a board member (if an NGO). |
| **Hard Skills:**  **Marketing**   1. Theology of marketing 2. Marketing Potpourri Exercise 3. Marketing Concepts 4. Marketing Strategies 5. Pricing/Costing: How do You decide to sell a certain product at a certain price. Including all the variables of transport, production and management. 6. Costs and Sales: Creative ways of managing production and inputs 7. Market Research 8. Marketing Plan   **Readings:**  Bornstein, chapter 8,16  Tim Berry, appropriate chapters on Marketing <http://planasyougo.com/category/3-heart-of-the-plan/market-3-heart-of-the-plan/> | 1. **Proj 1.2: Field Work:** Part of your Business Plan is your Market Research: Apply the ideas from class to your context or potential context. Write up your marketing research and an appropriate marketing strategy. This is part of your final presentation. 2. **Forum Proj 3.6**: Suggestion: Theology of marketing paper |
| Module 3  Week 5-8 | **Production Exercise or Service Provision Processes**   1. Theology of Production 2. Production Concepts 3. Labour, materials, location, etc. 4. Production Process and System 5. Production or Service Costs 6. Production Plan or Service Plan   **Readings:**  ???? <<< to add>>> on Production  Andringa: Browse and identify key principles from first half of book that apply to your situation. (Don’t overdo this – the reference book is always there – identify only highlights useful for you). | 1. **Proj 1.2: 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 monthly, yearly, over three years (place in a table with chart)? Justify projections (based on past history? Based on parallel organizations). Analyze (potential) failures. Include in your Business Plan. 2. **Forum Proj 3.7**: Suggestion: Theology of Production paper |
| **Organizing the Business**   1. Management Game 2. Management Concepts and Principles 3. Sorting Game 4. Leadership and Motivation 5. Job Descriptions   **Readings:** Browse rest of Andringa and identify board principles that apply to your situation. (Don’t overdo this – the reference book is always there – identify only highlights useful for you) | 1. **Forum Proj 3.8** Suggestion: Jesus and Paul on work paper, Suggestion: Theology of Financial Management paper 2. **Proj 1.3:** Initial interviews of management and boards. Write up your analysis of leadership. 3. OR If setting up an organization design your board structure and ideal management structure using Andringa’s Board template, recognising that it is designed for a large US organization. Submit to assignments. 4. Develop the personnel plans for your business 5. OR in an existing one, analyse the nature of HR in your organization or develop a set of HR policies. Analyze or define the board and management structures. 6. In week 7, in consultation with your leaders, send enquiry letter to potential funders. |
| Module 4  Week 9-11 | **Finance Concepts and Principles**   1. Theology of Financial Management 2. Household Management 3. Total Project Cost 4. Profit and Loss Statement 5. Cash Flow Statement 6. Balance Sheet 7. Financial Ratios 8. Finance Plan Workshop   **Readings:** Berry on financial planning  *Mixing Money with God.* Dennis Tongoi | 1. **Proj 3.9**: Editor submit integrated Booklet to assignment. Project manager submit chart showing rankings of papers. Each student submit an integration of all their papers. Submit personal summary of work done and time taken. 2. **Proj 1.4a: 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. 3. **Proj 1:4b**: **Fundraising Plan:** Integrate your work into a funding proposal (7 pages), and a financial plan and attach to your business plan. This will include a statement as to long -term sustainability (or not). Verify your financial figures and fundraising content with the leadership of the organization with which you are working.   Identify three potential funding sources. |
| Module 5  Week 12 -14 | **Transformational Theology Booklet Integration**  **Packaging of the Business Plan**   1. Presentation Skills 2. Final Presentation to the Evaluators 3. Integration 4. Closing   **Readings:** Bornstein chapter 21 | 1. **Proj 4:** Submit Literature Survey and Reading Log 2. **Proj 1.5 Business/Funding Plan Presentation**: Submit your completed business plan and funding plan and present Final Fundraising Presentation. Send fundraising plan to funders. 3. Submit **Course Evaluation** 4. All late assignments due before last class. Remember late assignments are not accepted/graded if there is not reasonable grounds for delay. Professors have families and other deadlines as they often are managing multiple projects. |

Disclaimer: Course schedule, topics, evaluation and assignments may be changed at the instructor’s discretion.

**Global Discussion Time Frames**

To be confirmed the week before class then on first day of class. Initial discussion on Zoom, Friday 7 am PST. Professor will send link during that day. The Populi course will be open by the first week of the semester or prior. Additional student locations may mean these times needs rethinking.

### Grading Guidelines

**Assignments**

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| --- | --- |
| **Credit-bearing Course Tasks** | **% of Grade** |
| **Project 0: Balance Sheet**: (For those with little background in spreadsheets) Submit a balance sheet and month of income and expense from your own life or that of an organization. (ideally in QuickBooks format) In your comments demonstrate your understanding of how the two relate. | Extra 2% |
| **Project 1: Business plan** (Any updated grading is laid out in Populi).   |  | | --- | | 1.0 Introduction to A Slum Entrepreneurs Incubator Using Business Planning | | 1.1 Self-Analysis, Vision, Organizational Selection | | 1.2 Business Context | | 1.3 Field Work: Market Research | | 1.5 Production in the Slums | | 1.6 Management Structures and Business Leadership | | 1.7 Financial Systems | | 1.8 Development of a Resourcing Plan | | 1.9 Submit the written plan and presentation | | 1.10 Business, Marketing and Financial Plan Presentation |   **Students:**   * **Work with leaders of existing businesses** to each formulate a business plan for a new work, business, NGO, church or… * Or analyze and upgrade the business plan of an existing local slum-based organization (church, movement, NGO, business).     **Self-Analysis, Vision, Organizational Selection:**    Utilizing your self-assessment, and evaluation against PEC’s, select people, an organization or ideas around which you will assist in building a business or organization. (If working inside an organization, initiate contact and obtain permission using a summary from this course description, and a work service agreement).  Select the most viable businesspeople or project ideas, or organization that is aligned with your personal values, interests and vision, or use macro and micro screening criteria.    After the brainstorming and idea selection with the organization’s leaders, write up a 1-2 page justification for your choices of leaders of businesses, NGO’s, churches you will work with or initiate.  Match this against your vision, and PEC’s. (This becomes the section in your final proposal on need or issue and a vision for response).  **Business Context: The business plan will describe** the community context, history and issue. By this time, you should have chosen a graphical template in Word that you can develop. Have them place their ideas into this, and further assignments will be added to this.  **Field Work: Market Research:** Have them apply the ideas from class to your context or potential context. Work with them to write up their marketing research and an appropriate marketing strategy. This is part of your final presentation.  **Research on Production**: A church produces disciples, an NGO produces projects, a movement leader multiplies cells and momentum, etc. What is their organization producing or what does it project it will produce. Justify projections. Analyze failures.   Include in their Business Plan template.  **Management Structures and Business Leadership**: Student in non-profit organizations will work (a) with their organization to evaluate board and management structures and leadership styles.  Or (b) if helping others design their own organization, develop processes related to these issues.    1.Review Andringa and identify ten key questions regarding management structure. Work out a way to find answers to these issues.    2.  Conduct an extensive interview with a leader/manager of your organization or of an organization (church, non-profit, service agency, small business) working in a slum community and report on that interview in a 3-page, single-spaced paper (include student names, course title, date and place of interview, leader’s name and position/title at top).    The paper could include the following sections:    Organizational Leadership (CEO or core team)  (1) Concept of leadership: How do you define leadership? What are the most important attributes of a leader? How do you differentiate your leadership from your management roles? (2) Leadership and self-image: How is your concept of management shaped by who you are? Can you recall a significant life experience that shaped you as a leader?  (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?    Internal structuring of your organization  (4) Human Relations: 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) Board Development:  From your reading of Andringa, identify ten questions to ask the CEO and two board members about how the board of the organization functions.  Find or draw up an organizational chart, and include a section on how the board functions for your final business plan.  If structuring an organization, ask members of other boards for advice in these areas.  Draw up a chart of how you would want the board to function, defining board and CEO roles and relationships.    (6) Evaluate your suitability for any of these roles within the organization (without proposing that you take such a role).  How would you fit in?  What would you naturally gravitate towards doing?  This to be submitted during the week this assignment is due, but not included in your final presentation unless germane to the development of a new organization.    *Evaluative criteria for plan: Evidence of understanding of leadership theories, creative 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.*  Supports outcome 1.1; 3.3;3.4;3.5  **Business and Marketing Plan Presentation:** Make an executive presentation of the incubator including one business plan and fundraising plan before a panel of classmate-evaluators or business people. The oral (multi-media) presentation will allow each team member 15 minutes to present their findings and assessment. If it gets an A then it may be possible to send your plan to funders or investors.  If your project gets funded based on your proposal, before the end of class, it gets an A.  *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. | 30% |
| **Project 2: Theology & Practice of Entrepreneurship**  This can be done as a class or as clusters. The class/cluster will work to produce a combined booklet that motivates emergent slum leaders with a 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. The model of the booklet is that of Tear Fund’s Footsteps.  **Format:** Students and course professor will discuss the format in the first two classes, determining from these the best format for all. Some division of labour needs to be developed in the teams. The following are areas of responsibility:   |  |  | | --- | --- | | A project coordinator | To utilise project planning software to bring this project together | | An editor and proofreader | To create consistency of ideas and formatting across project | | A graphics person or two | To design the style and graphics, obtain the photos etc. recognising that the printed doc is likely to be in black and white, while the website will be fully graphical. | | 2 or more marketers (in at least two cities) | To explore interest among urban poor entrepreneurs, modifying the assignment in consultation with the faculty if need be based on feedback. This includes finding similar materials on the web. | | 2 financiers | To consider a budget and how to find funding for production and distribution to groups that can use this material. | | All are writers | You need to develop six of the theology assignments. | | 1-2 on website design | This can be turned into a toolbox course in Thinkific (gain access from Dr Viv Grigg). Edit for web use and link the materials to a core page, where folk need to complete the answer to a final question on a page before moving to the next. This can be put on the [https.learn.matul.org](http://www.learn.matul.org) site along with our other resource materials that can be used by partner schools. | | Contributors from the slums | Each can integrate material (stories?) from 2 or 3 contributors within their slum with appropriate acknowledgement. |     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.    In each section identify your theme.  Start with or include a short story/case study.  Ask a question/ pose a conundrum, / quote a proverb/ state a principle.  Then develop your paper. At the end place a question.  (In Thinkific it needs to be answered correctly for readers to move on to the next page).   Your target audience is leaders in the slum community.  Use graphics where possible/ cartoons, diagrams, at least a picture/graphic per page… Highlight key principles.  Submit to the discussion forum. (Ultimately, in Thinkific, it needs to be downloadable via cell phone).    **Completion:** Complete booklet and complete website publication.  Submit in 9th week after you will have refined the introduction and conclusion.   Distribute to key people to test out before end of course.    **Peer grading:** In the forum evaluate the other’s submissions.  Give three main comments - at least one positive.    **Final Grading:** Each student submit a personal summary of work done and hours  to this assignment.  Final grading will be professor’s analysis of quality of work done compared with the peer review analysis of quality of group contribution. This is a cooperative process and the aim is to encourage all students to end up with quality material in the booklet.    **Editing:** The MATUL Commission Instructional Designer will revise the introduction, conclusion and final editing (in consultation with the editor). All names and roles will be on the final booklet on the inside cover page or on back cover. Dr Viv Grigg is the Series editor. This will be published under Urban Leadership Foundation in its partnership with the Urban Leadership Institute.   |  | | --- | | People Introductions Week 1: Introductions | | Project 2.0: 16-page Booklet on Theology of Entrepreneurship  Week 1: Introductions | | Project 2.1 Decisions About Process of Booklet Development   Week 3: Small Business Planning | | [Project 2.2 Submit First Theological Reflection](https://wciu.populiweb.com/router/courseofferings/10295959/discussions/5036191/show)  Week 4: Incubation of Creativity & Innovation | | [Project 2.3: Booklet input](https://wciu.populiweb.com/router/courseofferings/10295959/discussions/5036341/show)  Week 5: Market Research | | Project 2.4: Urban Poor Entrepreneurs Theology Booklet  Week 6: Theology & Practice of Production | | Project 2.5 Booklet Fourth Topic  Week 7: Organizing the Business | | Project 2.6: Booklet topic #5, Responsive web  Week 8: Communications and Marketing | | Project 2.7: Booklet Intro, Integration, Activities  Week 9: Theology of Financial Management | | Project 2:8: Testing Feedback  Week 10: Practice of Financial Management | | Project 2:9 integration  Week 11: Capitalizing the Organization | | Project 2:10 Submission of Booklet on Theology of Entrepreneurship |   *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. | 28% |
| **Project 4. Reading Log and Local Knowledge:**  4.1Integrate notes on key ideas into a **literature survey** style document, as a record of reading/skimming each week of 2-3 articles or book readings (total should be 600 pages).  Ideally not more than three pages.  Also your bibliography can, when you are done, be copied as your reading log/list and you add the number of pages read from each. The total readings should be over 600 pages.    Start your reading review paper with the first week’s readings, utilizing Zotero, Endnote or a similar bibliographic program for APA7 for formatting of citations and Bibliography.  **4.2 Local Literature Review:** a one-page literature review of local literature that includes principles from at least 5 local books or articles that cover the elements of this course theory, theology and practice.   **4.3 Local Knowledge**: Summarize training received in a local class, seminars or from discussions with a local expert on Entrepreneurship.  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; extent of reading, quality and cohesiveness of literature survey. | 23% |
| **Engagement in Face to face (Zoom)**  Each week engage in the Zoom conversations. The video conferencing will focus on theory and the business plan. The forums will focus on the theology assignment.  Each week, one student will present a review of one reading assigned for that week in a Prezi, or PowerPoint format. (Start from the student whose surname is at the middle of the alphabet and work forward).  *Evaluative criteria:* Regularity of attendance. Extent of engagement. Quality/depth of reflection. Level of service to others in cohort. (There will be one grade given for engagement in forums and one given for engagement in face to face communication at an unknown point through the course). | 10% |
| **Admin & Service Learning:**   * Week 2: Formative Personal Analysis(1). *Supports outcome 2.1* * Week 3: Agreement w/organization to develop business plan or description of your plan for an incubator (2) See Service Learning Manual. * Week 13: Service Learning Evaluation (2) * Week 14: Course Evaluation (2) * Week 14: Post Class Personal Analysis(2). *Supports outcome 2.1* | 9% |
| **Remember: 10 points should be about 13 hours work.** Do not do significantly more! **Total:** | **100%** |

**Forum Discussion Guidelines**

Online Discussion (also called ‘threaded discussion’ or TD) is an online dialog or conversation that takes the form of a series of linked messages by students and instructor, organized weekly. The TD enables MATUL students to exchange project-related insights from geographically dispersed locations. By structuring discussion of intercultural concepts and experiences with peers in *various* host cultures, as opposed to discussion with peers in the same culture, students are encouraged to focus on the essence of each situation. Pushed to be active participant-observers in their respective cultures, they have the rare opportunity to move from mere description of local realities to cross-cultural comparative analysis.

*Assessment rubric*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| **Quantity and timeliness of post** | * Does not respond to most postings; rarely participates freely * Appears indifferent to learning community | * Responds to most postings several days after initial (scheduled) discussion; * Takes limited initiative | * Responds to most postings * Rarely requires prompting to post | * Consistently responds to posting * Shows initiative in motivating group discussion’ |
| **Quality of post** | * Posts topics unrelated to discussion topic; * Appears “rushed” with poor spelling/ grammar and unclear expression | * Occasionally posts off topic; offers short posts with limited insight on the topic; * Difficulty in expressing ideas clearly | * Frequently posts topics related to discussion topic * States opinions and ideas clearly; contributes insights to topic | * Consistently posts topics related to discussion topic * Clear, creative expression of ideas and opinions |

**Style of Written Assignments:** papers are due on assigned dates to the Canvas assignment portals. Assignments sent by email may or may not be graded, as it is difficult to keep track so use Canvas.  All assignments in my classes are aimed to prepare you for a graphical web-based future and should be:

* + Times New Roman or Cambria, single spaced, 12 point
  + 1 inch margins
  + Titled, Name and date in right upper corner on a small assignment or in centre of cover page on larger assignment
  + At least a graphic per page and/or a text box per page, with appropriate captioning.
  + Use of a style sheet with appropriate headings. This could be multi-columned
  + Page numbers in right lower corner
  + Single spaced (double spaced was used when profs graded papers on paper).
  + 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”.
  + As the MATUL is a missiological degree, use the accepted standard among the social sciences which is APA 7 and use Zotero to formulate your references appropriately

**VIDEO CONFERENCE CALL INSTRUCTIONS:**

We will be using a service called ***Zoom*** for all of our conference calls. You have the option to connect via your computer and video in (this is preferable, as it can helped everyone connect). You can also download the app and join in via video through your smartphone. However, in the case that you are unable to access your computer or phone, you can also call into the call (number to be provided).

If you are new and haven't used Zoom before:

1. Visit this link, the download should begin automatically: <https://zoom.us/support/download>
2. Install the file you just downloaded

These count towards attendance and participation as in the Forum Discussions.

**Grading**

The course will involve a mixture of class ZOOM discussion, forum, lecture, small group discussions, handouts, documentary videos, a major business 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*.* The expectations are that this 3unit course, delivered over a 12week term will approximate 3hours/week classroom or direct faculty instruction. In addition, out-of-class student work in the Service Learning and reading and writing will approximate 8 hours/week. To meet the identified student learning outcomes this 3-unit course, delivered over a 12-week term will approximate:

|  |  |  |
| --- | --- | --- |
| **Delivery Mechanism** | **Approximate Hours** | |
|  | **Direct Contact & Fieldwork** | **Reading and Writing** |
| Content Delivery | 30 mediated by Zoom  5 with Local expert hours |  |
| Business Plan: Fieldwork and Writing | 10 | 10 |
| Management Plan: Fieldwork and Writing | 10 | 10 |
| Finances/Funding Plan: Fieldwork and Writing | 10 | 10 |
| Set up & Evaluations | 5 |  |
| Readings and Theology Plan |  | 35 |
|  | **70** | **65** |
| **Total hours of work** |  | **135** |

*Graduate course grades calculated on a 100-point scale as follows:*

|  |  |  |
| --- | --- | --- |
|  | WCIU | |
|  |  | |
| Grade | GPA | Numeric |
| A+ | 4.0 | 100 |
| A | 4.0 | 93-99 |
| A- | 3.7 | 90-92 |
| B+ | 3.3 | 87-89 |
| B | 3.0 | 83-86 |
| B- | 2.7 | 80-82 |
| C+ | 2.3 | 77-79 |
| C | 2.0 | 73-76 |
| C- | 1.7 | 70-72 |
| D+ | 1.3 | 67-69 |
| D | 1 | 63-66 |
| D- | 0.7 | 60-62 |
| F | 0 | 0-59 |
| Inc. |  |  |

*The Meaning of the Grading System*

|  |
| --- |
| 1. *Outstanding performance:* virtually perfect attendance; always prepared for class with all assignments completed; shows intrinsic interest in the class and subject, asks penetrating questions or offers thoughtful reflections in class; demonstrates exceptional intelligence and insight with unusual creativity; earns high scores on course assignments—usually the highest in the class. |
| 1. *Above average* student in terms of attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality. |
| 1. *Average* or typical student in terms of attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality. |
| 1. *Below average* or atypical student in terms of attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality — minimally passing in performance. |
| F. *Repeat course*. Inadequate/insufficient performance. |

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

# SECTION 4 – CLASS POLICIES

### Academic Integrity

Dishonesty in academic work includes plagiarism, unauthorized collaboration or teamwork on assignments, violation of the conditions under which the work is to be done, fabrication of data, unauthorized use of computer data, and excessive revision by someone other than the student.

Plagiarism is the act of representing the work of others as one’s own. This includes copying the work of others on exams and falsifying or not noting sources in term papers, theses, and dissertations.

Plagiarism and other forms of academic dishonesty are subject to strict disciplinary action, which may include one or more of the following: loss of credit for the assignment or course; expulsion from the program of study; expulsion from WCIU. Students are expected to do their own thinking when completing all assignments, drawing upon the ideas of others and then synthesizing them in the student’s own words. Excessive copying from other sources, even if the sources are acknowledged, without adequate expression of the student’s own thinking, is unacceptable and may be considered inadvertent plagiarism, necessitating a rewriting of the paper, test, quiz, or exam.

### Extensions and Incompletes Policies

Instructors manage assignment schedules as specified by the course schedule in the syllabi. Students are expected to comply with that schedule and complete all assignments by due dates. No credit will be given for an incomplete course, unless the student is granted an extension by the instructor, as described below, and the deadline for the extension is met.

Instructors have discretion in the granting of extensions for coursework for MA courses and can grant students an extension of up to 6 weeks beyond the course end date under mitigating circumstances. (Coursework extensions granted for more than one week after the end of the course requires documentation be recorded in Populi of an emergency situation that prevents the student from finishing the course on time.) The student will be charged a $50 extension fee. Students will receive an “Incomplete” as a course grade until the instructor submits their final grade. Failure to submit coursework by the extension deadline will translate automatically into a “0” on the student’s un-submitted assignment.

### Reasonable Accommodation for Academic Disabilities

William Carey International University is committed to ensuring that students with disabilities receive appropriate accommodations in their instructional activities, as mandated by Federal and State law and by WCIU policy. The fundamental principles of nondiscrimination and accommodation in academic programs were set forth in Section 504 of the federal Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990, Title II; and their implementing regulations at 34 C.F.R. Part 104 and 28 C.F.R. Part 35 respectively.

A student who wishes to request reasonable accommodation should submit the [WCIU Reasonable Accommodation Request Form](https://static1.squarespace.com/static/58178917d482e994ffcd43ba/t/5b7c9ff0032be481e287ce40/1534894065455/4.+WCIU+ADA+Resonable+Accomodation+Request+Form.pdf) (Click form name for link) to WCIU Student Services at: 1539 East Howard Street, Pasadena, CA 91104 or send by email to studentservices@wciu.edu.

The request should include the following:

• The nature of the disability and need for accommodation.

• The specific accommodation being requested.

• Documentation regarding the disability.

The request will be submitted to the Academic Leadership Team for review and resolution.

### Video Conference Call Instructions

We will be using a service called Zoom for all of our conference calls.

* You have the option to connect via your computer and video in (this is preferable, as it can helped everyone connect).
* You can also download the app and join in via video through your smartphone.
* However, in the case that you are unable to access your computer or phone, you can also call into the call (number to be provided).

If you are new and haven't used Zoom before:

Visit this link, the download should begin automatically: <https://zoom.us/support/download>

Install the file you just downloaded

Please check the LMS to get the Meeting ID – each conference call will have its own ID

**Attendance** in the online 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.

**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.

**Deadlines**: All assignments for the course are to be completed and submitted on time as recorded in order to receive full credit. Late assignments may be penalized 10% or one-half grade of the total points avail- able per assignment for each week late or portion thereof. Permission for late work is granted only by special request to your faculty.

**Advance Assistance**: Students wishing feedback (comments, no grade) from the instructor regarding initial drafts of papers/presentations are invited to schedule such with the instructor sufficiently in advance of due dates to enable review, discussion, and subsequent refinement (as necessary).

# Make up work: 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 I “incomplete” is to be given only if *special circumstances* exist. **Ministry or family commitments and obligations are not “special circumstances.”** An incomplete grade may be given upon recommendation of the professor, with the permission of the dean and/or chair of the respective school and/or department. To obtain an incomplete, the student must fill out the incomplete form available from the Office of the Graduate Registrar in the Graduate Center and obtain all necessary signatures. An extension may be granted for up to 12 weeks from the last day of the term.

# 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.

# References to author and text must be included whenever the author is quoted or ideas used. This is simple respect. Use the APA 7 Author-Date system. It is required that you get a copy of Zotero for keeping your references over the years. It will do most of the formatting for you.

**Netiquette Policy:** Online classes provide a valuable opportunity to engage in in dynamic exchanges of ideas. To foster a positive learning experience, students are expected to adhere to the following Netiquette policy. Here are some Student Guidelines for the class: • Do not use offensive language. • Never make fun of others. • Use correct spelling and grammar. No text language or slang. • Keep an “open-mind.” • Be willing to express your opinion, even if others don’t share it. • Be aware that the University’s Academic Honesty Policy also applies to forum posts. • Think about your message and proofread before you click “Send”

**My commitment to creatively develop the course (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.

**SECTION 5 – MATUL PROGRAM LEARNING OUTCOMES**

*As a result of their studies in the WCIU MATUL program, graduates will be able to:*

1. ***Epistemology: Model skill in both oral culture dialogical learning, and self-directed critical academic thinking.***

Graduates will be able to initiate, manage, and modify their own learning goals and activities and to use that learning to help serve and benefit others***.***They are scholars who can dialogue within the wisdom systems of oral cultures but who can question assumptions and weigh evidence related to theories, ideas, and practices in the formal academe.

1. ***Research Skills: Conduct competent organization-based action-reflection urban research.***

As scholar-activists, they choose appropriate research methods for the challenges at hand, conduct effective research into those challenges, and can report their findings into communities and developmental structures with which they co-work in ways that are both academically and culturally appropriate for bringing about change for transformational good.

1. ***Biblical Theology of Holistic Ministry: Articulate the implications of Biblical meta-narratives for contemporary urban / urban poor leadership in community development and ministry.***

Graduates integrate the meta-narrative of human redemption and restoration of the whole creation into urban studies fields and into their research and practice of engaging urban poor contexts and city structures.

1. ***Building Holistic Faith Communities: Demonstrate an ability to design strategies for evangelism, discipleship and engagement with urban cultural complexity so as to multiply multicultural ministries and leadership.***

Graduates can lead strategic organizational analysis that assists local organizations and movement leaders to improve engagement and delivery systems among the urban poor. They can multiply concepts, values and skills from within courses into oral cultures.

1. ***Transformative Urban Movements: Integrate theories, principles, and practices of urban movement leadership that address development of flourishing, harmonious, resilient cities.***

Graduates are able to multiply leadership and teams in social or religious movements, both in forming faith communities and in building relational and resource capacity, having a growth mindset, embracing failures, solving complex problems and multiplying socio-economic-educational-political engagements from these movements.

1. ***Social Entrepreneurship: Creatively apply Biblical social entrepreneurship and economic principles to facilitate leadership progressions that lift people from the lower economic circuit to the upper economic circuit.***

Graduates identify themselves as social entrepreneurs, able to train leaders in theologies and practice of economics that results in multiplying savings groups, fostering small businesses and a multiplicity of economic engagements, enabling individuals and groups to improve their economic status and some to move into the formal urban culture.

1. ***Cross-Cultural Spiritual Leadership: Exhibit cross-cultural competencies, Christian character and spiritual formation required of leadership competency in religious or social movements among the poor.***

Graduates model Christian character and a depth of spiritual practice, undergirding the interpersonal and intercultural leadership skills required to work in cross-cultural, and multi-level economic urban contexts in ways that foster “inside out” transformation rather than simply solving problems for people.

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