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Magis: Creating a Sustainable, Educational and Economic Partnership in Belize

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***Magis*: Creating a Sustainable, Educational and Economic Partnership in Belize¹**

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Abstract

In December of 2010, a Regis University student from Belize and a Regis University faculty member launched an entrepreneurial adventure by planting 1,000 teak trees on one acre of land near the town of Punta Gorda in southern Belize. The trees survived four months of drought, and in June of 2011 another 1,000 trees were planted. In June of 2012, the student and professor will do a third planting of 1,000 trees, bringing the grand total to 3,000 trees. Two full-time Mayan Indians are employed; they trim, fertilize, and water the trees. Future expansion will require hiring additional workers. The operating life cycle of a teak tree is approximately 20 years from planting to harvest. A unique plan is being developed by faculty, students, and administrators of Regis University that will facilitate student entrepreneurship education and increase sustainable environmentally-friendly economic opportunities in southern Belize. Planting, caring for, harvesting, and marketing teak trees is a complex task. Teak tree suppliers must be located, trees must be planted and fertilized, and jungle vegetation must be abated. "Green" certification must be obtained. Harvesting requires the services of logging, milling, drying, and transportation technicians. Finally, finished teak wood must be priced, buyers located, and delivery secured. Students of Regis University are fashioning business plans to own and grow teak trees; scaling and repeating the teak tree farming business model provided; addressing the needs of tree farmers in Belize by creating a saw mill and kiln, and developing marketing channels. The Belize business opportunity requires students to understand international entrepreneurship, both theoretically and experientially, and requires students to align economic opportunities with the indigenous population.

History

As a commodity, the cost of teak wood in the United States is retailing for \$40 USD a board foot. Professor Don Bush discovered this while

attempting to replace a weathered teak deck on his sailboat. A board foot is 144 cubic inches of wood in any combination of thickness, length, and width, but it is most commonly described as a board one inch thick by twelve inches wide by

twelve inches long. Other uses for teak may include furniture, flooring, carvings, and marine applications, as teak is resistant to rot, insects, and sun damage. In addition, teak has an attractive red-golden glow when oiled.

At a price of \$40 USD per board foot, Professor Bush's summer boat repair project was not financially feasible. This financial impasse allowed for another solution to be found. Rather than a repaired boat, the project led to an entrepreneurial adventure profoundly impacting the lives of Professor Bush, his students, his colleagues at Regis University, and a few indigent families of southern Belize.

While teaching an intermediate accounting course, Professor Bush met a student, Ben Juarez, Jr., a native Belizean. During a discussion with Mr. Juarez, Professor Bush found out that teak trees could be grown in Mr. Juarez's native country of Belize. Mr. Juarez hails from Punta Gorda, Belize, which is a small southern town on the Caribbean coast at an elevation of 15 feet above sea level. It has a population of approximately 6,000.

After a series of discussions with Ben Juarez, Sr., followed by research into the teak tree industry, it was verified that teak trees could indeed be grown in Belize; Ben Juarez, Sr., had always wanted to grow teak trees. The advantage to this endeavor also included the fact that Ben Juarez, Sr. owns 50 acres in the Belizean jungle near Punta Gorda. Armed with their research, Professor Bush, Ben Juarez, Jr. and Ben Juarez, Sr. found other teak farms in Belize, including a 75,000-teak-tree-farm two hours north of Punta Gorda. The feasibility of growing teak trees was quickly becoming apparent.

During the fall of 2010, Professor Bush and Ben Juarez, Jr., formed "Mother Earth Imports, Inc." The plan was to form the company and finance the new business, with Professor Bush and Ben Jr. making all operational decisions. Ben Juarez, Sr., would provide 20 acres of land. Although web sites dedicated to teak tree farming were studied, the founders of Mother Earth Imports were essentially unaware of the art of teak tree farming. In addition, the entrepreneurs failed to appreciate the complexities of operating a business located in another country a few thousand miles away.

However, possessing the entrepreneurial spirit, all parties decided to move forward.

An initial purchase of 1,000 teak tree seedlings, at a cost of \$1.50 USD per seedling, was completed in November of 2010 from the largest teak farm, located two hours north of Punta Gorda. Each eight-inch-tall seedling arrived at the farm in Punta Gorda with its roots wrapped in small black plastic bags. A family of Mayan Indians living in a palm-leaf hut located on the acreage agreed to plant the 1,000 seedlings in rows with six-foot spacing at a cost of \$.50 USD per tree.

Unfortunately, seasonality of the planting season was not taken into account. December was the start of the four-month dry season. The Mayan family and Ben Juarez, Sr., manually watered the seedlings. This allowed the trees to survive the hot dry season.



Photo Credit: Don Bush

However, another obstacle became apparent: the invasion of an insect infestation. Again, the Mayan Indian family and Ben Juarez, Sr., rescued the trees by spraying infected trees. It became clear that teak trees do not grow without constant care, and work would not get done without the Mayans and the oversight of Ben's father. Ben Juarez, Jr. and Professor Bush began paying the Mayan family \$75 USD per acre per month to care for the trees and to trim back the voracious Belizean jungle. Fortunately, about 90 percent of the teak trees survived the four-month dry season, growing to an average height of about two feet. The tallest trees grew to approximately four feet in height.

In late May, Ben Juarez, Jr., and Professor Bush traveled to Punta Gorda. Many of the trees



Photo Credit: Don Bush

planted six months earlier were growing multiple stems at the trees' bases, causing the teak trees to resemble teak bushes. In order for teak tree farming to be commercially viable, teak trees must grow straight, tall, and have few branches, except for the canopy near the top of the tree. Trimming was conducted to shape the trees into what would be viable tree products in the future. The 1,000 seedlings for the spring 2011 planting arrived; planting was conducted to plant trees in rows with proper spacing on a second acre. The days were extremely hot and humid, and the planting team was only able to plant 200 of the 1,000 trees before it was time for Professor Bush to return home to the United States. Planting of the remaining seedlings was turned over to the Mayan Indians, who were very happy to plant the remaining 800 trees, providing additional income to the local economy.

During the fall of 2011, Professor Bush met Dr. Karl Dakin, the John J. Sullivan Chair for Free Enterprise of Regis University. The Sullivan Chair, a program designed to facilitate and support the development of free enterprise through entrepreneurial education, was interested

in hearing about the teak tree business in Belize. Professor Bush's interest in interaction with Dr. Dakin was an inquiry of whether Mother Earth Imports could finance an expansion of the teak tree farm. Within a week or two, it was determined by Professor Bush and Dr. Dakin that the farm could be expanded by creating a series of student-owned and operated teak tree farms that contracted with Mother Earth Imports for local services.

The context of the Sullivan Chair concept is to provide students the opportunity to learn entrepreneurship cognitively through immersion activities by becoming active stakeholders, participants, and decision-makers, owning one or more teak trees on their own farms. By providing funds to purchase and maintain the trees, participating in solving operational issues, and planning strategies, students will actively learn the concepts of business and become stakeholders in the outcome of their own businesses. The hope is that this tangible participation in the risks and rewards of owning a business will activate a desire to learn entrepreneurship at a comprehensive level. In addition to learning the biological

intricacies of growing healthy teak trees, students will research and answer many business questions regarding managing, harvesting, processing, transporting, and marketing teak trees.

In addition to teaching students active entrepreneurship concepts in a tangible cognitive manner, this educational program will help students become intimately familiar with issues of international business, such as taxation, culture, communication, transportation, currency, and insurance. Students will gain an appreciation on how relatively simple domestic tasks, such as milling logs into lumber, turn into complex issues because of geographic distance and limited resources. Another consideration for students to pursue is obtaining “green” certification, as many manufacturers are making such certification requisite for raw material suppliers. All of these issues are wonderful opportunities for students to solve actual international business problems. However, this educational program also offers students the opportunity to explore additional business and economic development opportunities, such as creating mill and kiln services for other teak tree farmers in southern Belize. Additionally, students could become logistic service providers for farmers bringing harvested teak trees to market.

During the spring semester, Karl Dakin and Marilyn Force, Educational Consultant to the Sullivan Chair, began to initiate an open dialogue each week with students who wanted to consider business opportunities. Patrick Freeman, a senior accounting student with particular interest in entrepreneurship, began to attend the weekly forums. Within a few weeks, Mr. Freeman began to do research regarding the feasibility of students becoming involved in growing teak trees in Belize. To date, Mr. Freeman has developed and presented information on the business concept, developed market strategies, and requested resource support. Mr. Freeman visited the teak tree farm in Belize in June 2012. With this knowledge, he is developing a model of how future students may participate in this entrepreneurial experience.

Will educational objectives be realized? There are many reasons for individual teak tree farm businesses to fail. Natural disasters, such as

hurricanes, disease, insects, drought, and fire, are real possibilities. Human-related losses, such as theft, are also possible. In addition, due to lack of experience and knowledge, the potential for management mistakes is present. However, regardless of the success or failure of any individual business, entrepreneurial education can take place.

We are fortunate to have key success elements present. Opportunities for entrepreneurship are available everywhere and all of the time. The most important elements are the human qualities, such as the ability to recognize opportunities, intuition, critical thinking, creativity, and the backing of supportive and enthusiastic colleagues.

Can a large number of student learning practicums be established at Regis University regarding the teak tree farming businesses? The entrepreneurial lessons that may be learned from ownership and operation of a teak tree farm will be limited, unless the experience can be framed so that individual students can gain that experience and a large number of students can share the same experience.

A template business that can be repeated again and again over time presents an opportunity to teach a large number of students about entrepreneurship. Such a template will require the construct of a teaching infrastructure around the template that enables repetition of a consistent experience.

Can an educational program dealing with growing teak trees in Belize be scaled to include growing other types of trees in other countries? The richness of the international business experience represented by comparing and contrasting two different participating communities will be greatly enhanced if the program can be expanded to enable growing different types of trees in different countries. Such an expansion will increase the complexity and costs of the program, which must be carefully considered.

Can other universities implement this educational program? The program would be enriched by participation with other institutions of higher education and their students. Whether this participation takes the form of collaboration with Regis University or simply implementing their

own tree farming educational program, opportunities exist.

A most important aspect of the teak tree educational program is the opportunity to participate in the economic development of southern Belize. Currently, three people are working at the tree farm, assisting in the support of three families. As the farm expands, more work will be required and additional workers will be needed. However, if ancillary businesses are created, such as milling, kilning, and transportation services, several more people in Belize will be needed to fill those roles. In the spirit of aligning economic objectives, there could be the possibility of local ownership and management of newly created businesses.

What has made this educational program successful so far? The transition from a single business entity into a series of student-operated businesses presents the opportunity to engage a large number of students in experiencing entrepreneurial education on a larger stage.

International – Concurrent Communities

The teak tree educational program as an entrepreneurial venture offers a variety of opportunities for students in the following important areas: international entrepreneurship, collaboration and managing at a distance.

Entrepreneurship programs usually equip graduates with the network, competencies and skills necessary for creating and running business ventures to meet the needs of both start-ups and established companies. Typically, these programs tend to be internally oriented, tailored on the local or domestic business environment. The teak tree educational program will go beyond the domestic environment of the United States. It will expose students to the nuances and complexities of doing business abroad and the opportunities inherent in that setting. Students will learn about the international supply chain for the timber industry, the terms of international commerce, the host and home country rules and regulations about international trade as well as the market trends and international pricing mechanisms for timber.

The teak tree educational program brings about another opportunity in the form of partnerships. Students will learn to work hand in glove with people from diverse cultures and foreign governments to integrate culture in their work plans and to meet the government requirements if the educational program is to continue being successful. Additionally, there is a great chance that Regis University may partner with another institution of higher education, such as the University of Belize or St. John's College. Such collaboration will greatly enhance the learning experience. Students, when they visit Belize, will interact with other students and be able to benefit from the synergy of such an interaction.

Another opportunity is managing at a distance. Though classes may be carried out throughout the year, students will manage their teak tree farms through engaging the services of local people until summer when students will have the opportunity to visit Belize and manage the operations directly. Until such a time, students will manage the operations remotely, a skill that is in increasing demand within international business.

Environment

Engagement in farming of teak trees has a number of positive environmental consequences. Trees act to pull carbon out of the atmosphere and naturally sequester carbon. Growth of trees in farms creates an alternative to cutting natural forest growth. How teak trees farms are operated presents additional lessons about the environment. These lessons include:

- Preservation of the soil
- Enhancing richness of the soil through use of fertilizers
- Appropriate control of insects and animals

Engagement in the protection and preservation of the environment creates a number of opportunities to improve the business model for the tree farms, leading to a higher probability of success. These opportunities may take the form of certification as:

- 'Farm grown' to distinguish from natural forests,

- ‘Organic’ to distinguish from use of synthetic fertilizers and pesticides
- ‘Fair trade’ to acknowledge acceptable compensation of local workers

Teak farms may qualify for carbon credits and therefore expose students to carbon trading markets. Carbon credits allow industries to emit carbon dioxide above any cap and trade regulations imposed. The carbon market exists as a commodity only through the decisions of politicians and bureaucrats, who determine both the demand, by setting emissions limits, and the supply, by establishing criteria for offsets. Though the carbon credit market has considerably shrunk in the United States due to failure to pass cap and trade legislation, the system is still active in other countries, and carbon credits are being employed as financing methods for many projects in developing countries.

Each act or activity presents one or more lessons that may be captured in educational materials as educational blocks.

Design of Educational Program

How can the design, planning, and execution of a teak tree farm teach entrepreneurship?

Engagement of Interest

One of the key issues in the design of an educational program on entrepreneurship is to identify a topic that generates broad interest by the students at Regis University. The charge of developing entrepreneurship programs at Regis University made to Karl Dakin required inclusion of students from all three colleges: Regis College, the College of Professional Studies and Rueckert-Hartman College of Health Care Professions. Regis College is a traditional, four-year liberal arts college that offers a range of undergraduate and graduate degrees. The College of Professional Studies is designed to address the needs of adult students by emphasizing online courses that offer a range of undergraduate and graduate degrees. This college represents almost sixty percent of the university’s student population.



Photo Credit: Don Bush

Of these students, many take online classes and are spread around the world. Rueckert-Hartman College of Health Care Professions offers a number of specialty undergraduate, graduate, and doctoral degrees in nursing, pharmacology, health care administration, ethics and therapy. The diversity of the students in terms of age, area of educational study and geographic distribution presents difficulty in finding a business that has broad appeal. At this stage of program development, the idea of teak tree farming in a foreign country has fulfilled this need. Students have expressed particular interest in the positive environmental effect of tree farming and the experience of engaging in international business.

As the program is launched, it will be promoted to students as a “cool” thing to do. A promotional campaign will be developed that acts to create student awareness. This campaign will include actual placement of growing teak trees in planters throughout the University, posting of flyers on news boards, stories within the *Highlander* (the university’s student newspaper), interviews on the student radio station, and special displays at student events. The design of the business model for the student business will emphasize the ability of the business to generate sufficient earnings to pay off student loans, while at the same time helping to create jobs and economic opportunities for citizens of Belize.

In addition, endorsement will be sought from University faculty. This support will include publication of personal statements of support, inclusion of the teak tree educational program in class assignments or use of the program as capstone or senior projects leading to earning of credits that count toward degree requirements.

The key to popularity will be participation by students. Patrick Freeman will act to serve as the prototype student owner and operator. With information gained from the launch of this business, refinements will be made to improve the business model that will attract more student participation. Student members of the Regis Entrepreneur Club will be encouraged to start and operate their own teak tree farms, utilizing the developed business model.

Personal Accountability

It is imperative in the design of entrepreneurial education to give the students hands-on perspectives that force engagement in critical thinking. Education on the topic of entrepreneurship benefits from framing all elements in terms of the personal accountability of each student as to the success or failure of a business. The use of experiential or immersive education enables this approach. These approaches overcome the natural limitations of classroom education where all elements are abstractions of the reality of operation of a business.

A student may be positioned as the sole owner of a tree farm business. The success or failure of that business becomes completely dependent upon the actions of the student. Responsibility cannot be shifted to another student or to the professor. The student cannot assume the role of a passive observer, sitting in the audience, but must take the stage and hold the role of an actor. Sole ownership of their own businesses places students in the center of the business with a three-hundred-sixty-degree view of all operations.

Although a student may benefit from working within a team, particularly with regard to learning elements of leadership, a team approach may result in delegation of critical thinking to a team member with more natural leadership abilities and may cause a student to ignore issues that are the responsibility of another team member.

There are many practical limitations to achieving the goal of personal accountability within a tree farm business as an international business:

- The student cannot be in both locations at once: Belize and the United States.
- The farming season in Belize does not match the schedule of classes in the United States.
- The life cycle of a teak tree (planting to harvest) does not match a four-year degree program
- The minimum number of trees necessary to create a viable business model may be more

than can be produced in a single or several growing seasons.

Attainment of Educational Goals

Many challenges are presented in the design and development of each form of educational activity, product or program to ensure that the student's learning experience results in the desired outcome with a mastery of basic skills of entrepreneurship and a sense of how their business ventures can help create better lives for others.

The Sullivan Chair intends to apply best practices in the delivery of this education and, where such standards are lacking or non-existent, he will engage in research leading to the development of such standards.

In each case, the Sullivan Chair seeks to attain superior quality in each type of educational opportunity and product. Superior quality is necessary to help students achieve mastery of entrepreneurial skills and to eventually qualify for award of credits by Regis University. It will also go a long way toward actualizing the Jesuit value of building men and women who provide service for others. The standards will encompass content and quality within a variety of educational settings using different delivery systems. A set of standards will be set for each type of educational opportunity and product.

Application of Jesuit Pedagogy

The principles of the Jesuit pedagogy or a Jesuit education are measured as Traub² explains: It is instrumental (not an end in itself, but a means to the service of God and others); it is student centered (which adapts to the individual as much as possible so as to develop an independent and responsible learner); characterized by structure (with systematic organization of successive objectives and systematic procedures for elevation and accountability) and flexibility (freedom encouraged and personal response with self-direction expected with the teacher as the experienced guide. It is eclectic (drawing on a variety of the best methods and techniques available); and personal (where the whole person is affected, with the goal of personal appropriation, attitudinal and behavioral change.

The Jesuit pedagogy can be applied to entrepreneurial learning by examining the intersection of the Jesuit *examen* of discerning, judging, understanding and experiencing. Entrepreneurs must make choices in how they will conduct business. These choices can be correlated in the process of discernment of context where the option or decision is "between several possible courses of action."³ Entrepreneurs must make choices for the vitality and sustainability of their business. They must discern how to make judgments and whether to act on the judgments made for the health of their business. Entrepreneurs must reflect and understand why various judgments were made or will be made concerning their business. They must also reflect and understand what is affecting all aspects of their business. Finally the Jesuit pedagogy melds with the entrepreneurial businesses because, within the act of that business, a person/student is immersed in the process of experiential learning.

Universal instructional design ties in with the social justice pedagogy that is a preferred pedagogy within the Jesuit pedagogy of Regis University. These above-mentioned pedagogies are inclusive of *cura personalis*. They demand a curriculum structure that not only requires the student to reflect, examine and discern consideration towards the content matter they are being required to review, but that social justice pedagogy requires that "students are given more information in order to engage critically and effectively with the world around them."⁴ Thus, the student must have content mastery that shows the ability to perform critical analysis."

This pedagogy requires the student to be self-aware of what they are learning. In turn, this will help them make connections to what they are learning and help contextualize the content being learned to apply to their personal and professional lives. This is a key cornerstone of experiential and immersive learning processes. The principles of universal instructional design and of social justice pedagogy support Brookfield's⁵ theories in the development of critical thinkers within the classroom. As Brookfield states, we in the classroom become not demanders of critical thinkers but critical helpers when we can "try to awaken, prompt, nurture, and encourage this



Photo Credit: Don Bush

process without making people feel threatened or patronized.” As Fitzpatrick translates the writings of St. Ignatius of Loyola, “impediments must be removed from the classroom so learning can occur...”⁶

Repeatability and Consistency

Repeatability is the capacity to replicate a single action or opportunity many times. Consistency is the ability to make each replication of the same character and quality. In an educational context involving experiential learning, a challenge exists to provide each student an opportunity to gain the same knowledge when presented with nearly identical situations. The very nature of experiential training often presents a number of variables that cannot be controlled. The potential exists that one student may not attain the same educational outcome as another.

Although students will be afforded the opportunity to individually manage their teak trees farms and participate in the operation cycle, a degree of project standardization or repeatability is required. It is unknown at the current time how many students may enroll in the entrepreneurship course in the fall 2012 semester and, in addition, it is impossible to know the number of students who may enroll in such courses in subsequent semesters. The objective of the entrepreneurship experience, regardless of the number of students participating, is to give students an opportunity to individually manage, to some degree, an international business and to assess the degree to which these businesses help to alleviate poverty and enrich the lives of others.

Plans are currently being formed for Patrick Freeman to be the owner/operator of the

prototype student business. As noted, Mr. Freeman visited the site of the teak farm in Belize in June 2012 to plant teak trees and assist in the management of those trees. Going forward, Patrick Freeman, Ben Juarez, Jr., Professor Don Bush, and Dr. Dakin, supported by a volunteer panel of business owners, will be examining in detail the costs associated with growing teak trees to maturity, including costs of harvesting and transportation to a buyer. The overarching objective is to develop a repeatable system enabling any number of future students to participate in owning and operating an international business. This repeatable system may not necessarily end with the students of Regis University, but may possibly extend to the indigenous residents of southern Belize, enabling such people to become investors and owners of a business enterprise.

Entrepreneurial education with regard to teak tree farming may be repeated in a classroom setting. Knowledge of teak tree farming may be captured and presented in educational materials that support the experiential training or augment standard classroom presentations on business topics. Once captured within educational materials, the ability to repeat the instruction on teak tree farming is limited only by the number of instructors, classrooms and portable data devices.

Adaptability

The general premise of the teak tree farm business model is for students of Regis University to grow teak trees in Punta Gorda, Belize. This premise can be adapted to other types of trees in other countries. In addition to growing teak, it is possible to grow maple, mahogany, kiatt, ebony, rosewood, merbau, African olivewood, pink ivory, eucalyptus and zebrawood. These trees may be grown in countries such as Chile, Portugal, Brazil, Indonesia, South Africa, New Zealand, India, and Thailand.

In each example, the student will gain entrepreneurial experience of tree farming within an international setting. The growing of each additional species of tree will present new learning opportunities in terms of agriculture, end product use and related issues of shipping and wood production. Each different country will present

new learning experiences in terms of languages, cultures and laws.

Expansion of the educational program to include growing different trees in different countries will also create an enriched learning potential. Students may explore additional issues of competing markets, risk mitigation, portfolio management and currency exchange.

Conclusion

The engagement of Professor Bush in a business with his student, Ben Juarez, Jr., in the growing of teak trees generated an opportunity to develop and conduct an entrepreneur educational program with many valuable features and benefits. Translating the lessons learned of an operating business into a combination of practicums and classroom instruction will result in an enriched learning environment.

The focus of the educational program lends itself to topics of learning that are of extreme interest and importance to students: international business, the environment and entrepreneurship.



Photo Credit: Don Bush

These topics are presented against the backdrop of Jesuit Pedagogy of the *magis*: exploring opportunities and discerning actions that will lead to the greater good. Formulating the design of the educational experience presents challenges. Each student will be placed in a position of personal accountability for the success or failure of his/her business and for his/her interaction with the Denver, Colorado, and Punta Gorda, Belize, communities. Experiential learning of each student represents a new, independent iteration that must provide a commonality of core knowledge while adapting to the learning styles of the student and addressing the unique elements of the business of tree farming and the two communities. In addition, educational materials must work both in the field and in the classroom.

The Sullivan Chair for Free Enterprise at Regis University is moving forward to establish standards for experiential learning on topics of entrepreneurship in an effort to meet the design challenges and provide students with an unparalleled learning experience. This educational program promises to grow in size and value as it is expanded to include new trees, countries and partners. HJE

Notes

¹ This paper was originally submitted in a different form to the 18th World Forum of the International Association of Jesuit Business Schools, Barcelona, Spain, July 22-25, 2012.

² George W. Traub, S.J., *A Jesuit Education Reader: Contemporary Writing on the Jesuit Mission in Education, Principles, the Issue of Catholic Identity, Practical Applications of the Ignatian Way, and More* (Chicago: Loyola Press, 2008).

³ *Ibid.*

⁴ Jeanne L. Higbee and Emily Goff, eds., *Pedagogy and Student Services for Institutional Transformation: Implementing Universal Design in Higher Education* (Minneapolis: University of Minnesota Printing Services, 2008).

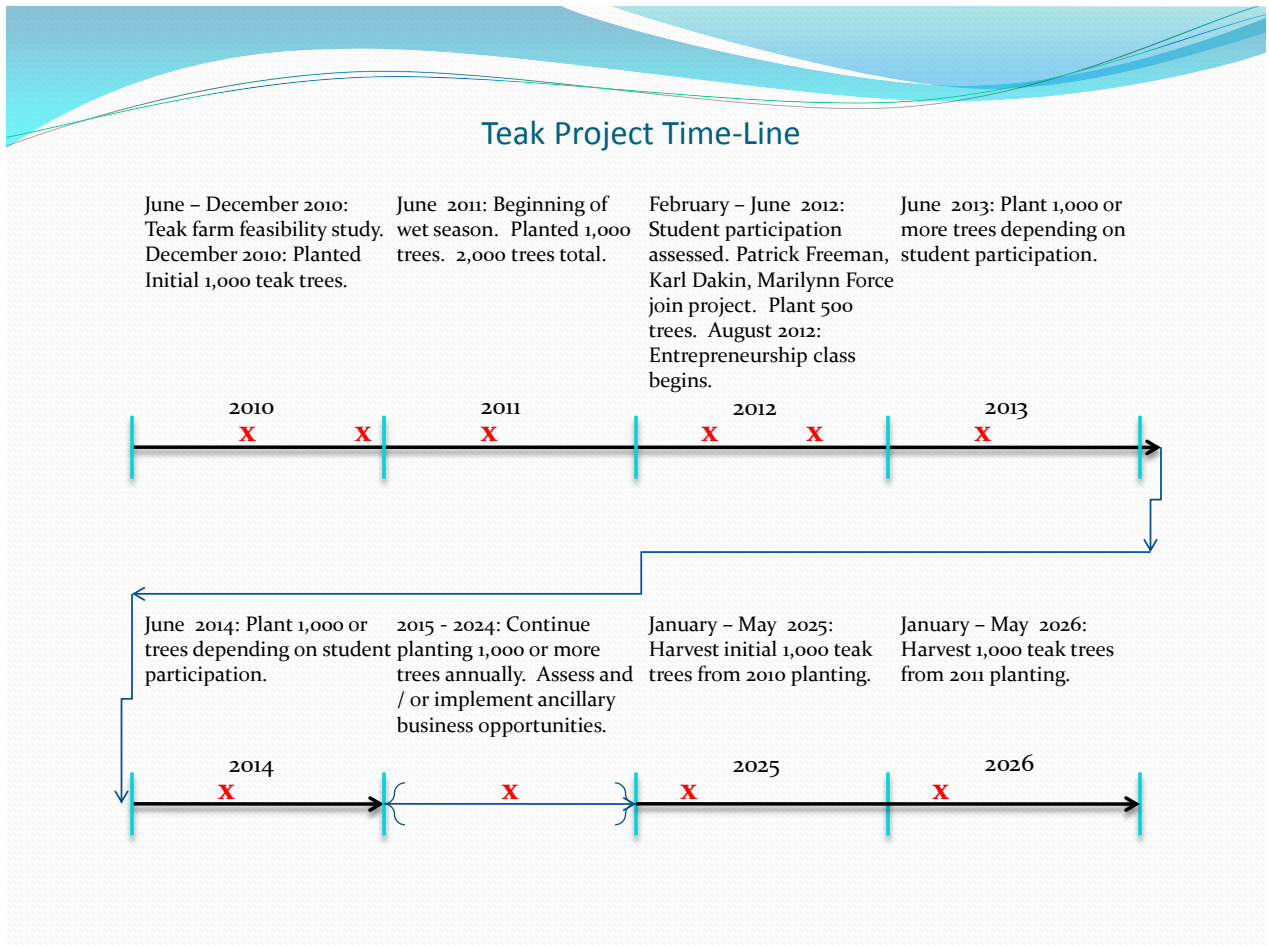
⁵ Stephen D. Brookfield, *Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking & Acting* (San Francisco: Jossey-Bass, 1987).

⁶ Edward A. Fitzpatrick, *St. Ignatius and the Ratio Studiorum* (New York: McGraw-Hill, 1933).

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Appendix A: Project Timeline



Appendix B: Spreadsheet of Instructional Blocks – Teak Tree Farming

Classes	Educational Block	Block #
Entrepreneurship	Visioning a Business	1
	Why Be an Entrepreneur?	2
	The Role of Free Enterprise in Society	3
	Problems as Market Opportunities	4
	Solutions as Products or Services	5
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