

**EPS 3533: SUSTAINABLE ENTREPRENEURSHIP IN ISLAND NATIONS AND TERRITORIES**

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**COURSE OVERVIEW:**

Island nations and territories face particular problems with respect to resource usage and environmental impact given their geographic isolation and boundaries. While this is true of all island nations and territories, based on natural resources, policies, and other factors different islands are often faced with varying degrees of environmental challenges in key areas. The purpose of this course is to learn about the challenges faced by a particular island and investigate possible solutions that may be viable for that nation or territory given their specific policies and constraints. The initial offering will focus on waste in Jamaica, which is currently a significant problem for that country. Students will learn about the waste management system, current policies and solutions that are being investigated and develop initial proposals for business opportunities that may help with the problem.

**LEARNING OBJECTIVES:**

1. To gain a better understanding of the sustainability challenges facing island nations and territories
2. To explore how policies, incentives and culture can impact business opportunities for addressing solid waste issues
3. To use Entrepreneurial Thought and Action to develop business concepts that can help to address the environmental and social issues in the waste management system.
4. To develop skills in assessing how culture and different stakeholder needs influence entrepreneurial alternatives.

**Experiential Objectives:**

1. Demonstrate a general knowledge of the political, natural, and economic forces that impact sustainable business opportunities in Jamaica.
2. Understand some dimensions of the historical, cultural and geographic makeup of Jamaica.

**Babson undergraduate learning goals related to these objectives:**

1. Entrepreneurial Thinking and Acting
2. Global and Multicultural Perspectives
3. Ethics and SEERS (Social, Environmental, and Economic Responsibility and Sustainability)
4. Leadership and Teamwork
5. Critical and Integrative Thinking

**JAMAICAN CONTEXT:**

A Brief History[[1]](#footnote-1)

The island was “discovered” by Christopher COLUMBUS in 1494 and settled by the Spanish early in the 16th century. The native Arawak and Taino peoples settled the island between 4000 and 1000 BC. After the arrival of Europeans, the indigenous people were gradually exterminated and replaced by African slaves. England seized the island in 1655 and established a plantation economy based on sugar, cocoa, and coffee. The abolition of slavery in 1834 freed a quarter million slaves, many of whom became small farmers. Jamaica gradually increased its independence from Britain. In 1958 it joined other British Caribbean colonies in forming the Federation of the West Indies. Jamaica gained full independence when it withdrew from the Federation in 1962.

The Jamaican economy is heavily dependent on services, which accounts for more than 70% of GDP. The country continues to derive most of its foreign exchange from tourism, remittances, and bauxite/alumina. Earnings from remittances and tourism each account for about 15% of GDP, while bauxite/alumina exports have declined to less than 5% of GDP.

Jamaica's economy has grown on average less than 1% a year for the last three decades and many impediments remain to growth: a bloated public sector which crowds out spending on important projects; high crime and corruption; red-tape; and a high debt-to-GDP ratio.

Background

Capital City: Kingston
Population: 2,990,561

Urban population: 55.3%

Total Area:
Currency: Jamaican Dollar (JMD)

Exchange Rate:

GDP: $25.29 Billion (USD)

[Labor force:](http://www.theodora.com/wfb/wfb2000/definitions.html#labor_force) 1.312 M

[Labor force - by occupation:](http://www.theodora.com/wfb/wfb2000/definitions.html#labor_force_by_occupation)

Agriculture: 17%
Industry: 19%
Services: 64%

Comparative Statistics

|  |  |  |
| --- | --- | --- |
|  | **Jamaica** | **US** |
| **Economic** |  |  |
| GDP per capita (USD) | $9,000  | $57,400 |
| Population below poverty line | 16.5% | 15.1% |
| Commercial bank prime lending rate | 16.6% | 3.5% |
|  |  |  |
| **Employment** |  |  |
| Unemployment  | 13.8% | 4.7% |
| Youth unemployment (15-24) | 37.8% | 10.4% |

**COURSE MATERIALS**

TBD

**COURSE REQUIREMENTS:**

To get the most out of this course you must actively participate in the learning process. In this course, learning will take place through a short team assignment that has two parts – pre-departure presentation, active participation during classes and visits, a journal and reflections during the trip, and a team presentation upon return to Babson.

The grading of the course will, therefore, be based on the following:

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Individual/ Group** | **Percent** | **Due Date** |
| On Campus Participation & Professionalism | Individual | 10% | Daily |
| In Country Participation & Professionalism | Individual | 15% | Daily |
| Pre-Departure Presentation | Group | 20% | March 9 |
| Daily Reflection Journal | Individual | 20% | March 30 |
| Post Departure Presentation | Group | 35% | April 6 |

**DESCRIPTION OF REQUIREMENTS & ASSIGNMENTS:**

**On Campus Participation & Professionalism**

Class attendance at both pre-departure sessions and the post departure session are a requirement. If you're not in class, you can’t participate. Participation is evaluated by the quantity and quality of your input. Thus, students are expected to adequately prepare for all classes. It is important to note that attendance **DOES NOT** equal participation. Simply attending class without active engagement in discussions and activities warrants at best a “C” grade for participation. Overall, let's try to create discussions around interesting, creative, and insightful comments that stimulate the minds of all students.

I also expect all students to behave in a professional manner in their interactions with other students, the professor, or any other speakers. In a sense, the professionalism component of your grade is like a performance appraisal that you will routinely receive throughout your career; everything you do (or do not do) creates an impression. The faculty's impressions and your colleagues' impressions of your "professional conduct" form the basis of your professionalism score. I expect professional behavior from all Babson students and a lack thereof will adversely affect your participation grade. This includes factors such as maintaining a tone of respect for your classmates and faculty, appropriate use of your notebook computer, arriving to class on time, not disrupting class, etc. In addition I expect students to use a professional tone and courtesy in e-mail messages sent to faculty and student colleagues. (Note: Treat e-mails the same as you would face-to-face discussion).

**In Country Participation & Professionalism**

In Country participation and professionalism is especially important in a course of this nature. Keep in mind that you are always representing Babson College and, to a lesser extent, your country of origin. Some key issues to take into consideration:

* Be prepared for company visits. Ask probing questions, engage actively and remember that the people you meet are giving up their time – make it worthwhile for them.
* Be punctual for meetings and other group activities. No late arrivals. No joining in the middle of a session and no leaving early.
* Dress appropriately for company site visits and for dinner and social events.

**Pre-Departure Presentation**

Due date: **March 9**

Group deliverable:

You will be assigned to a team in advance of our actual travel to Jamaica. Each team will be asked to collect and read information from the public domain about different aspects of solid waste – including sources, and solutions being pursued around the world

Each student will work with an assigned group and make a short presentation of approximately 15 minutes’ duration on an assigned aspect of the solid waste stream (plus 10 minutes for Q&A), to be delivered during the pre-departure session. This assignment serves three objectives:

1. To provide the class with a general understanding of different sources of waste and their impacts and to gain an understanding of some of the solutions to these problems that are being pursued in other parts of the world.
2. To give you a starting point for thinking about alternative solutions/business opportunities for the problems you will see in Jamaica. Note – this is not intended to provide the answer for your final projects, but rather to get you thinking about possibilities and the nature of possible solutions/opportunities. You are expected to come up with creative solutions in your final project.
3. To help you to better craft questions for entrepreneurs, policy officials and faculty you will meet during our trip.

Additional details will be provided in the first pre-departure session.

**Daily Reflection Journal**

Due date: **March 30**

Individual deliverable: 4 page maximum double-spaced paper

All students will keep a personal journal during the trip, to record class notes and impressions from company visits and other activities. You may do this in writing or electronically, and you will turn this in at the end of the trip. Additional details on what specifically should be covered in the journal will be provided.

**Post Departure Presentation**

Due date: **April 6**

Group deliverable:

The final presentation is about proposing a business solution to help with part of the solid waste problem in Jamaica. This can be related to ways to reduce the volume of different types of waste in the waste stream, using waste in new ways or for new products, or other creative ways in which to prevent waste from harming the environment and filling the landfills in Jamaica. You will need to consider the challenges that will be associated with your proposed solution for various stakeholder, incorporating what you have learned about the culture and context of Jamaica.

Additional details will be provided.

**UNDERGRADUATE HONOR CODE:**

*The standards and expectation of the Babson Honor Code and its academic honesty and integrity policies apply to this course as well as to any other course you are taking here. The policy is articulated in your Undergraduate Handbook. Failure of any student to take appropriate steps to fully understand the Code will not be an acceptable nor tolerated excuse for any violations.*

**ACADEMIC ACCOMMODATION:**

Any student who feels he or she may need an accommodation based on the impact of a documented disability should contact me privately to discuss his or her specific needs. Please be aware that this course will require moderate physical activity and there are limited accommodations in Jamaica for individuals with physical disabilities. Students who need an accommodation must also contact the Manager of Disability Services at 781-239-4508 (located in the Office of Academic Services in Hollister Hall) to coordinate reasonable academic accommodations.

**TENTATIVE SCHEDULE:**

**Pre-Departure Session 1:** Friday, February 16 10AM – 2PM

**Pre-Departure Session 2:** Friday, March 9 10AM – 2PM

**Depart from Boston:** Saturday, March 17

**Arrival Montego Bay:** Saturday, March 17

**Departure to Ocho Rios:** Monday, March 19

**Departure to Kingston:** Wednesday, March 21

**Departure to Boston:** Sunday, March 25

**Post-Departure Session:** Friday, April 6 10AM – 12PM

**GENERAL NOTE:**

Our schedule will be very full so this will leave little time for work on any other courses or assignments during the time in Jamaica. Activities are planned for the entire day – including some fun ones! During the free times and in the evenings, you should take the opportunity to enjoy the Jamaican sights and food. While Jamaica is a relatively safe country for tourists, you need to be aware of your surroundings. Like most places, there can be dangerous areas. Anytime you are traveling in an area you are not familiar with (foreign or domestic), you should not go out on alone and you should always remain alert to what is going on around you.

1. History and data are from The World Factbook: https://www.cia.gov/library/publications/the-world-factbook/geos/jm.html [↑](#footnote-ref-1)