

Business as Mission: A Case Study of an Experiential Learning Course

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Abstract

This study aims to provide insight into that Business as Mission, and experiential learning can co-exist within teaching practices. A longitudinal qualitative case study was conducted documenting student experiences and reflections on business practices within the framework of experiential learning through travel and hands-on missional work while traveling internationally, exposing the learning objective of business as mission (BAM) in the summers of 2017 and 2019.

Keywords: Business as Mission, experiential learning, metacognition, business courses

1. Introduction

University-sponsored mission trips are used widely at many institutions across the United States, particularly faith-based institutions. College students commonly load up in vans or order group airline tickets for spring breaks or summer holidays to serve across the globe and enhance their college learning experience. Higher education institutions use these types of short-term mission trips as a way for students to gain a holistic social experience during their college experience. Some students earn college credit during the trips, and others use it as an opportunity for experiential learning while traveling the world. Although short-term missions provide great college memories, there is research surrounding the concept of the short-term mission trip and their hindrance to actual change or growth for the people receiving assistance from the visiting group. Books such as *When Helping Hurts* (Corbett & Fikkert, 2012) and *Toxic Charity* (Lupton, 2012) describe how short-term missions may demotivate communities. Their research results suggest that more sustainable helping methods, which focus on societal development, education, or long-term goals led by local leadership, should focus on those who want to serve this way (Lipton, 2012). The effects of short-term and repeated charity should be incorporated into an institution's strategic planning and throughout the development of a mission trip.

Students that think about their learning practice metacognition and attain higher levels of internalization of course materials. Metacognitive practices help students explore their learning by thinking about the course content in a way that allows them to see how it works in new ways in their lives (Brown, 1980). Metacognition provides students on mission-oriented service trips to apply their learning in an evaluative manner that helps them experientially internalize their knowledge. Hands-on learning experiences provide social learning environments and allow students to use cognitively active study behaviors in their learning environments (Lovett, 2013). Business as mission course concepts is effective in the

learning process because it is most effective when adapted to reflect the specific learning contexts for the students learning environments (Zohar & David, 2009). Students with opportunities to think about their learning experiences develop deeper connections with the material. They have higher success rates with the course materials when transferring learning outside the classroom (Lovett, 2013). Metacognition helps students develop essential skills for internalizing the learning process.

1.1 Purpose Statement

This qualitative longitudinal case study explored undergraduate business students from a small Midwestern Christian university that traveled to Cambodia between 2017 and 2019 that develop and implemented schooling for children in Cambodia to be financially independent. This research initiative used business concepts in experiential learning environments to implement business as mission concepts (BAM) to develop strategies for American non-profits working in Cambodia to establish and maintain financially independent schools of the Cambodian government. The foundation of this project was to plant the schools, promote education in the communities, and find a way to make each school financially independent. This paper applied business as mission concepts and experiential learning theories in the study.

2. Literature Review

The literature review explored concepts related to business-oriented mission trips, experiential learning concepts, and generational learning expectations to identify a gap and need for this study. Specifically, the literature review demonstrates the importance of the study and identifies research completed related to the topic of this research project.

2.1 Business as Mission in Academia

One answer to the call of strategic planning in mission work is implementing the concept of Business as a Mission. Business as Mission (BAM) is defined as "...a for-profit

commercial business venture that is Christian led, intentionally devoted to being used as an instrument of [God's Mission] to the world, and is operated in a cross-cultural environment, either domestic or international" (Johnson & Rundle, 2009, p. 27). When implemented, BAM ultimately has the mindset of implementing fundamental business principles with the goal of sustainability, which equates to the same goals of every future entrepreneur and organizational leader globally.

Bronkema and Brown (2009) discuss that it is essential to look at the business or organization holistically when striving to implement the BAM mentality in evangelical development. It is the characterization and approach of BAM that countenances opportunity academia. BAM naturally fits in business coursework when integrated with experiential learning concepts. Students learning through experience are provided unique opportunities to see the missional aspects of business in faith-based organizations. This is also evident in non-faith-based organizations through internships and programs that help students develop skills in unique settings that allow them to practice business concepts with a designated leader before entering the workforce.

There is some criticism regarding BAM seemly be solely Christian in the definition. Hedley (2012) describes a concern regarding a claim that BAM is exclusively Christian and seems exclusive even though other mission-minded entities may share the same principles. This criticism is explored after more foundational theory has been developed and more case studies about BAM implementation practices have been researched and documented.

One way groups interested in BAM can consider teaching and modeling business concepts as part of their experiential learning curriculum. Mangan (2004) encourages business-minded individuals to invest in training for those in charge of philanthropic, socially conscious, and mission-minded organizations. Training in business skills will help organization leaders with social missions, whether domestic or international, and better develop management to think in professional principles like goal setting, vision development, and proficient treatment of human capital. Lundman (2004) writes, "There are many spiritual values modeled in business, including developing a vision to guide enterprise, current sacrifice for future benefit, understanding customers to serve them better, attracting and developing people to help realize a common vision of service, etc." (p. 218).

Another way groups can integrate BAM is to assist with business plan development. Bock (2014) pushes this further when claiming, "I have always believed that the best way to start a mission would be to do it in the marketplace. You typically can have an instant influence to the area. In addition, you can contribute to the vision of establishing a mission outreach that benefits from the profitable business. The mission you envision can stay in a place much longer if you run a meaningful, profitable business" (p. 43).

The responsibility of modeling and sponsoring business plan development should be conducted in academia or be sponsored by big businesses. In academia, as students learn how to develop a business plan within the coursework, exploring concepts alongside an actual company's goals could be a natural fit; this also exercises experiential learning (Kolb, 2015). BAM should be considered in the vision for large companies for purposes such as accountability and philanthropic contributions (McArthur, 2019). For example, Google and Squarespace have partnered with mission-minded organizations that desire to conduct BAM domestically and internationally (Diaz, 2016). Lundman (2004) claims there are areas where business can be applied to church missions. "First is the ability to reconcile many resources, vocations, cultures, and interests toward a common purpose. Second, look at internal and external validation of business people's belief statements. Finally, [the ability] of business to garner trust, especially from customers" (p. 218). The concepts laid out by Lundman should be acceptable ideologies for any potentially sponsoring company.

2.2 Experiential learning and BAM

Experiential learning theory was developed by David Kolb (Kolb, 1984). Kolb's theory posits that learning is a process where knowledge results from grasping and transforming experience (Kolb, 1984, p. 34). Although Kolb's model is criticized by Jarvis (1987) for stating that it is difficult to understand the social situation of a person's individual experiences, experiential learning theory is revered as being a valid model. Kolb presupposes that new experiences create a catalyst for developing new learning. In his original works, Kolb states, "Learning is the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p. 38).

Specifically, the theory asserts that learning requires the acquisition of abstract concepts that can be applied flexibly in a wide range of situations for the learner (Kolb, 1984, p. 24). This applies to courses that use BAM and experiential learning as a primary context for students to internalize concepts learned in business courses. Kuk and Holst (2018) share that simply living the experience is a learned experience.

They also warn, “Experience is a broad term that points to a wide range of practices in everyday life. Yet, it does not suffice to merely acknowledge that learning occurs in experience to incorporate experiential learning into practice” (p. 155). Kuk and Holst claim that planning must be involved in implementing and assessing educational interventions.

Without planning for learned experiences, experiential learning (EXPERIENTIAL LEARNING), as described by Klob is effective is not effective (2015). However, because it is premeditated for learning outcomes, “People do learn from their experience, and the results of that learning can be reliably assessed and certified for college credit” (Kolb, 2015, p. 3).

In America, Generation Z is passionate about being globally conscious and motivated to travel and assist others worldwide. Subsequently, there is likely a high interest in experiential learning opportunities. Many educational organizations globally are emerging

with BAM in mind (Wilson, 2021). With Universities requiring students to acquire internships, jobs, field placements, etc., to build their resume, Business as Mission experiential learning (BAMEL) should be considered viable.

3. Methodology

Qualitative research was used in this study to explore the case study research that took place using BAM courses. Qualitative research examines participants at a deep level to record their lived experiences of participants. In this study, a case study approach was used to share participants' experiences immersing themselves in an international business through their BAM course. Case studies is a qualitative method that uses a complex phenomenon to be explored through participant interaction in a closed or controlled setting (Patton, 2001).

Experiential learning concepts utilize a case study approach to this research study to allow the participants to apply skills learned in the BAM course by immersing themselves in the culture in a controlled manner. Quantitative research was insufficient to examine the population studied in this study as a statistical analysis of participants' experiences would not adequately allow the researchers to see experiential learning and BAM in action to determine the effectiveness in the study. To acquire insight into the conversion of experiential learning in Business within Mission experiences, the researchers felt it was important to interview participants periodically throughout their experiential learning process.

3.1 Research Questions

This is an ethnographic qualitative study that hopes to expose insight into if students were able to practice experiential learning when participating in a BAM academic course.

The following research questions were used in the study to gain insight into the effectiveness of experiential learning in a BAM course.

RQ1: Can experiential learning take place in a Business as Mission course?

RQ2: Do metacognitive processes increase student understanding of international business concepts using reflective learning assignments?

Each research question provided insight into experiential learning with BAM courses and the metacognitive processes that help students increase their understanding of international business models. As evidenced in the literature review, there is a significant amount of proof that BAM and experiential learning have been researched. Still, the researchers found no correlation between experiential learning and BAM in other articles or documented case studies. This lack of documentation displays a gap in research.

3.2 Case Study Description

Although BAM courses can take on many different structures, it is essential to describe the details of this case study by documenting how the course was organized, how the ethnographic interview data was gathered, and how the student's experience met the definition of BAM. The researchers designed this qualitative case study as a longitudinal study that would be repeatable over time. The course commenced in 2017 and 2019. The 2021 course was canceled due to the global Covid-19 pandemic.

The BAM course description accepted by the institution for this three-credit hour course was as follows: This course will offer students the opportunity to immerse themselves in a new culture, gain valuable international experiences, and be involved in hands-on projects while applying their business knowledge and skills (BUS 480 Syllabus, 2017, p. 1). The course outcomes included that students would: 1.

Develop a deeper understanding of international business, 2. Study the culture of Southeast Asia, 3. Identify opportunities to serve the working poor, 4. Examine entrepreneurship and job creation through sustainable programs, 5. Evaluate what they, as a business student, have to offer others, 5. Apply business acumen in areas of their expertise including, but not limited to, accounting, management, marketing, finance, information systems, organizational behavior, strategic management, and ethics (p. 2).

Trip participants planned on visiting the country of Cambodia for an extended amount of time. The participants, teachers, and students engaged in three coursework phases of the trip: 1. Pre-coursework and Planning Phase, 2. Mission Implementation and Travel Phase 3. Post-Coursework and Evaluation Phase. The Pre-coursework and Planning Phase focused on: Understanding how using business skills, and tactics can be mission work, making connections with organizations that the participants would be helping and learning about their needs, and preparing to travel intentionally within the chosen country. The Mission Implementation and Travel Phase focused on: Executing a business project which met the business needs of the organizations the students interacted with, physically and intellectually, as well as an organic study and reflection of culture and its impact on business structures they experienced as tourists, consumers, and researchers. The Post-Coursework and Evaluation Phase focused on: Completing a professional write-up for the organizations that students engaged with while in-country. The evacuation discussed the goals before their visit, what they could accomplish, and what business recommendations they would make based on their research and a new understanding of how the companies worked within their organizational SWOT and countries' laws and infrastructure.

3.3 Participants

In 2017 and 2019, a small, Midwestern Christian university designed a BAM course. The same male and female business professors were named the leaders of the experiential trip to Cambodia when it commenced. In 2017 the trip had four student participants: two male and two female. In 2019 the trip had nine student participants: seven female and two male.

The university planned to implement a 2021 trip, but global health shortened the longitudinal study due to the Covid-19 pandemic.

3.3.1 Interview Gathering and Disclosure An interview guide was prepared for this research. It was submitted for university IRB approval before the interviews were conducted. Consent was requested before each interview verbally on the recorded. The questions within the interview guide focused on gathering descriptions of the interviewee's experiential journey as they were conducting their classes BAM initiative. The narrative was gathered through audio recording daily. The stories were then transcribed and evaluated for themes post-travel for themes and saturation. All participants allowed their real names and quotations to be used in this research.

As the population of the student participants was small, it was vital for them to record themselves several times throughout their in-country BAMEL experience. Students were expected to reflectively describe each tourist experience, their experience with the missional project, consumer experience, and guest speaker from a business lens. The questions included:

- Before you entered into this experience-What were you expecting?
- Describe the experience.
- What about this experience was significant to you personally?
- How will this experience influence how you conduct business in the future in the US?
- How did this experience influence your view of International business?
- How did this experience influence your business view in Asia/Cambodia?
- What can you conclude about (i.e. entrepreneurship/microloans/social media/tourism/education/sweatshops/trade/factory etc) business after this experience?
- When thinking about the future, what should be happening in the business world after observing this type of business in action?
- What new ideas or problem-solving skills have you gained after being a part of this experience?

Each participant provided a data sample regarding their daily BAM experience. This provided real-time documentation of participant reflections.

4. Data Analysis and Results

Case-study explanatory research analyzes phenomena in a natural setting (Patton, 2022). As students self-disclose their thoughts on the experiences daily, they reflect on their learning. At the same time, on a mission-minded trip, they could recall their own experiences in real-time, allowing rich data collection. The students discussed their visits to tourist sites, such as The Killing Fields and S-21, where the genocides of the 1970s took place, their tours of artisans who are making their wares and who discuss how they outsource them. Their conversations with small-business owner NGOs who plant their businesses to help Cambodian economies, their takeaways from guest speakers who talk about politics and education systems, their tour of a paint factory, their bartering experiences. Additionally, the students discussed their reflections on the progress of the missional projects they prepared to

assist organizations with while in-country.

4.1 Profile of the Missions

Students on the trip in 2017 and 2019 worked with an organization called the Garuna Foundation or Garuna Kids (Guarana, 2022). The Guarana Foundation's strategic mission is to work with churches and grow Christian education in Southeast Asia. Garuna works by planting schools and creating in-country training for educators to succeed in teaching and spirituality. Additionally, the organization helps campaign for financial sponsorships for teachers and students to teach and attend school successfully.

Students participating in each trip were given a different BAM assignment to complete while in-country with the Guarana Foundation. In 2017 the student participants were asked to visit one of the founded schools and analyze the excess land on the school's property. Using their business skills, the students were asked to propose what they should build/do to the ground to utilize the land to benefit and fund the school financially and create ongoing revenue. The students investigated the profitable small business, analyzed the school and lands non-financial assets and human capital, and proposed that they consider building a tilapia farm. They created a business proposal, diagrams, and sourcing information they researched for the organization to take to a banker and implement. In 2019 the student participants were asked to visit a second school site and learn about rice banks. The school the students, visited hosted a rice bank but felt they could fully fund their school by expanding their process. The students were asked to create a SWOT analysis of several options, given the assets and human capital of the school. Additionally, the students were asked to analyze if their local economy would be able to support a larger rice bank. Finally, the students were to create a mini-marketing campaign to promote the planted school's attendance better.

Although sponsored and implemented by Americans, the Guarana foundation has many Cambodia-domestic leaders within the organization running the day-to-day operations of the school who were grateful for the opportunity to consult with emerging business professionals. It was the objective of the students in the class to learn as much about the projects as they could before visiting the sites in-country. This investigation included researching rice banks, Cambodian business laws, the best types of materials to use to build tilapia farms, cost breakdowns of products, minimum wages of workers in Cambodia, etc.

Additionally, it required the students to ask many questions about the individual schools regarding their organizational structure and what resources they would be willing to put into their businesses to meet their financial needs.

4.2 Profile of Interviewees and their Interviewee Experiences

Table 1 is provided at the end of this article to describe the student participants and their demographics best. Students are participating attended a four-year Christian university in the Midwest. These students were all business majors and/or members of the university's Business Club.

4.3 Themes

The self-recorded transcripts of the student's self-reflections provided rich data. In 2017, six students' recordings were collected for 24 reflections. In 2019, seven recordings

were collected from each student for 63 reflections. The evidence of experiential learning was significantly found when coded within the transcripts.

4.3.1 Evidence of experiential learning in BAM. Within the transcripts, several themes denoting styles of experiential learning were found. For this study, the Johnson and Rundle definition of BAM (2009) focused on using business skills as a tool in mission work. Since the recorded transcripts were asking students to reflect frequently, often daily, on how they were observing and/or using their business skills directly, there were direct and indirect examples of them sharing their observations of how they were using this for-profit commercial business venture that is Christian led and operated in a cross-cultural environment was valuable to their growth as business leaders. The significant themes of learning from the BAMEL that emerged were the understanding of the application of the following concepts repeated: 1. Business Language, 2. Business Plan Application, 3. Political Influence, 4. Self-Efficacy, 5. Mission and Vision Statements, and 6. Financial Stability. The following themes are emphasized, defined, and enhanced by student reflective quotes:

4.3.2 Business Language. Students could recognize how the coursework they learned at the university, including business language definitions and concepts, could be directly applied to help Christ-minded organizations. This metacognitive practice required the participants to think about prior learning and to use that learning in new contexts. This is a core component of metacognitive learning experiences, as students should be able to actualize their learning in new contexts (Brown, 1980). Participant 2 described how their student inquisitiveness was not always culturally appropriate when applying their skills, "The women I talked to in the store, asking questions as a business student, I just wanted to understand whether or not her business was successful, so I asked how much revenue...and she got extremely offended." This demonstrates the perspective of students taking learning outside the traditional classroom to apply it uniquely using BAM.

4.3.3 Business Plan Application. Students were enlightened about the real-life application of business plans from the metacognitive practices utilized in the study. Participants understood how cultural engagement within a country and an organization's culture was imperative for creating mission-minded business plans to help organizations-or even to offer alternatives from a deeper perspective. Participants could apply overarching learning experiences expected in the course from the BAM experiences while on the mission. Participant 2 described a small tent business as a start-up because of the context and applied the following ideas, "I guess to me it seemed like they were relatively easy startups...it seems like you don't need a ton of permits or there are not many rules to follow. So it seems if you have an idea, you can open up a storefront if you have the money". This illustrates that participants are provided opportunities to reflect on and articulate their perspectives from the hands-on experience of the BAM model.

4.3.4 Political Influence. Students observed how politics, banking, and financial laws would impact how organizations can function when they are missional, notably if the country's ideologies do not generally support the organization's mission; this, in this case, is Christianity. This experiential learning perspective allowed participants to model their course concepts in unique ways while on their mission trips within the context of the university requirements. Participant 3 mentioned that after visiting the S21 and Killing Fields, he makes the astute comment, "So I guess in a political sense, maybe you can see that they're trying to make use of what's been bestowed upon them... in the sense of what happened [with the genocides] in Cambodia and what they did to try and move past it." This allows participants to move beyond surface learning and is a deeper connection to the learning experience. The BAM model demonstrated students learning as a metacognitive practice when considering the political influence in the country they visited for this study. It shows that the students acknowledged the political power and connected it to the learning experience.

4.3.5 Self-Efficacy. Students acknowledged that missional organizations might struggle to find human capital that believes in the mission and have the skillsets to implement the business plans. Experiential learning opportunities allowed participants to demonstrate self- efficacy in the business plan aspect of the BAM course. The cultural differences in the business practices provided a metacognitive practice for each participant to examine their cultural practices in an international setting. Specifically, Participant 2 described a cultural difference between American and Asian business practices, "As far as the business in Asia...it seemed a little bit lax, I thought...because I know in the US, if you want to hire someone...you want to meet with them face-to-face to ensure they are the right fit for the job." Self-efficacy relates to an individual's belief in their ability to act in necessary ways to achieve goals. It refers to one's capacity to execute behaviors essential to personal motivation and social environments. This was demonstrated in the business plan developed in the BAM course. Participants could autonomize their learning experiences in the adaptation process to new cultures.

4.3.6 Mission and Vision Statements. Students developed skills in coaching missional organizations to identify and understand their organization's goals to succeed. Participant 1 said this was foundational to missional-minded organizations staying afloat in volatile locations, "[The mission-minded organization leader] wanted to keep the organization in the black, [financially stable],...however, it also didn't matter to him so much if they ended in the black or the red so much as he was sharing [the organization's message] with other people." The missional aspect of the BAM model allowed students to apply university-specific goals toward faith-based perspectives. In addition, participants could apply classroom learning in an experiential way that actual organizations will adopt in their business practices. This experiential learning opportunity allowed participants to use skills in real-world situations.

4.3.7 Financial Stability. Students created a SWOT analysis for mission-minded organizations that can use business to create financial stability within the organization so that the mission does not have to be funded by donations or strained when funding is unavailable. Participant 1 observed, "So far as like business in Cambodia, that makes me think of the process of what like brings people to Cambodia [from other countries] is usually that sort of volunteer humanitarian work. And then what keeps them in Cambodia is just the essence of the culture." Specifically, SWOT analyses are standard in business courses. This experiential learning perspective lets the students interact with the business to produce tangible results for an organization where they can internalize their learning from new perspectives.

These themes were overwhelmingly evident in both years that the study was conducted. Therefore, the first research question was answered due to the thematic evidence. Yes, there was provided affirmation that experiential learning in business occurred when shown in a Business as Mission course framework.

4.3.8 Evidence of metacognitive value. Metacognitive thinking is thinking about thinking, often thought of as reflective processing. Metacognitive practices increase students' ability to transfer or adapt their learning to new contexts and situations (Brown, 1980). However, it has been shown to help optimize the student learning process for comprehensive and even performance of the grasp of Learning Outcomes (Lawson, McGuire, & Hodges et al., 2021). When students are taught to reflect metacognitively, they will eventually be able to do it independently as a best practice within learning environments (Hayat, Sharteri, Amini, & Shokrpour, 2020). Metacognitive practices assess student learning in four ways: pre- assessments, muddiest point, retrospective post-assessments, and

reflective journals (Brown, 1980). In this study, participants utilize reflective journals to think about their learning experiences. Reflective journals provide students with opportunities to monitor their learning by thinking about their learning experiences in a journal format. The personal nature of reflective journals allows students to think critically about their learning and will enable them to apply knowledge to new contexts and situations (Brown, 1980).

4.4. Summation of Results

Participants in the study were asked to think about their experiences and then express them by answering reflection questions after each significant expertise. This process was conducted in real-time while the students were participating in their learning process. After each learning session, students would find time to reflect by themselves with the interview questions and dialogue about their experiences and what it means to them within the framework of the knowledge and their business lens and vocabulary.

As there was no pressure of a right or wrong answer, students could articulate their thoughts without social or academic stress. Still, they were able to provide rich data on how they were able to apply learned international business concepts. Therefore, due to the direct academic references made by the students within their references showing prior learning and direct application to the situations they were experiencing, the second research question was answered. Students increased their understanding of international business concepts by using reflective learning processes as assignments to show learning outcome comprehension and application. Participant 4 summarized growth in cultural mindset and international business with these thoughts: "So it's essential to know that in Cambodia and [Asian countries] you don't just bring up [cultural trauma], you want to understand the culture, as you do with any kind of international business." Additionally, Participant 1 shared that being involved in a mission-minded business was now necessary to him after seeing it in action, "[This type of business mindset] is something that I can see in myself."

5. Discussion

This research investigated if experiential learning could be detected within a Business as Mission course. It was determined that experiential learning in BAM courses was effective through the thematic analysis of the results in the preceding section after qualitatively interviewing thirteen participating students. All participants provided proof of the learning outcomes being met after evaluating the narrative of these thirteen subjects. The course's leaders or professors guided educational intervention and facilitation.

5.1 Further Research and Implications

As there is no prior research formally building a theory regarding the correlation between Business as Mission and experiential learning, this study serves as preliminary research for future examination of the association. It would be recommended that future studies implementing Business as Mission consider experiential learning documentation.

There are some implications within this research. First, as there is not enough research done in this area, making this study groundbreaking in its analysis, more subjects could be interviewed to add to this analysis, or a new sample could be collected for comparison to make this research even more robust. As this was intended to be a longitudinal study, this research could be revisited within the institution's framework if the course continues to be offered within the university. Second, further critics of experiential learning and Business as Mission should be brought together to build a model which addresses the criticisms of experiential learning and BAM. It would be suggested that larger institutions consider measuring, through institutional assessment processes, strategic learning outcomes for both experiential learning and Missional-minded course or program objectives.

Hedley (2012) calls for more case studies of BAM as there seems to be a deficit in the documentation of this academic concept within peer-reviewed research. If the claim is that BAM projects or assignments could, or should be required to, produce profits for the organizations engaged, there are even fewer examples of this documented. This could be a limitation of stigma within mission-minded organizations working under the guise of seeking to make money.

Maxwell (2007) encourages "BAM practitioners to use business ventures not only to make a financial profit but to act as an avenue for the gospel. They administer their companies like any Christian running a business: ethically, honestly, and with concern for the business neighbors" (p. 24). This concept should be welcomed, especially in places where missional organizations are needed, such as the Guarana Foundation, striving to provide education to rural areas not being assisted by the government. Still, financial constraints on those being served do not help sustain the organization.

Finally, missional organizations must ensure that their leadership and human capital focus on their organization's central identity and objectives. McMullen (2015) warns all organizations against Mission Creep (2015). Mission Creep, commonly found in military and educational studies, is a theory that explains that organizations get

distracted and unfocused on their core objectives, and often results in unplanned commitments and undesirable outcomes that may be too ambitious for the organization to maintain. As missional organizations, especially in destitute or remote locations, are limited resources, it is essential to be responsible and focused when building and implementing a BAM plan.

Additionally, those interested in BAM should be encouraged to engage with the metacognitive process of applying prior learning and methods from other academic or worldview lenses to their BAM experience. This metacognitive reflection will expose that practical application, even for non-missional learning experiences, and perhaps the BAM project will receive less critical commentary. This style of learning application has been observed to provide student, or participant, autonomy (Werdiningsih, Al-Rashid, & Azami, 2022) and can continue to be valuable.

6. Conclusion

In conclusion, experiential learning and Business as Mission can co-exist in educational practices. These concepts effectively bridge two ideas that provide rich learning

experiences for students. This research provided a foundation for program-mapping processes for instructors interested in conducting and engaging with BAM. It demonstrated the success of how students, who are actively involved in applying their university-level knowledge, can make a difference for mission-minded organizations.

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Table 1- Participants

Participation Year	Gender	Grade Completed	Participation Year	Gender	Grade Completed
2017	Female	Senior	2019	Female	Senior
2017	Female	Sophomore	2019	Female	Senior
2017	Male	Senior	2019	Female	Senior
2017	Male	Senior	2019	Female	Senior
			2019	Female	Junior
			2019	Female	Sophomore
			2019	Female	Sophomore
			2019	Male	Sophomore
			2019	Male	Sophomore