

Inspirational Paradigm for Jesuit Business Education: Student Exercise

Ingrid S. Greene, MBA, MA ingrid.greene@lmu.edu

Jacqueline Leung, MA, MBA Jacqueline.Leung@lmu.edu

Cathleen McGrath, PhD Cathleen.McGrath@lmu.edu

Abstract

Business education faces a growing challenge: preparing students to navigate complex social, ethical, and organizational realities while traditional curricula often prioritize technical specialization and analytical models. In response, Jesuit business schools are exploring more holistic approaches that integrate values, reflection, and experiential learning. This presentation introduces a student-centered exercise designed to operationalize the *Inspirational Paradigm (IP) for Jesuit Business Education* within undergraduate business education.

Developed within the College of Business Administration's co-curricular engagement platform, the exercise exposes students to the core components of the Inspirational Paradigm and its seven student "hungers": experiential learning, integrated knowledge, moral compass, community, adult spirituality, a global paradigm, and dignified work with meaningful impact. Through short faculty-led modules and guided reflection activities, students explore how these themes connect to their academic experiences and future professional goals.

Preliminary student reflections indicate that experiential learning and integrated knowledge are particularly impactful in helping students interpret classroom activities, connect theory with practice, and develop a more reflective approach to their academic journeys. The exercise also creates opportunities for faculty engagement, encouraging instructors to integrate Ignatian pedagogy and the Inspirational Paradigm more explicitly into their teaching.

This initiative demonstrates how structured co-curricular programming can contextualize Jesuit values within business education, foster reflective practice, and deepen student understanding of the broader purpose of business leadership. The presentation concludes with lessons learned and potential next steps for expanding the initiative, including enhanced faculty guidance, additional student feedback mechanisms, and the development of collaborative resources across Jesuit institutions.