

IAJBS World Forum 2026 – Loyola Marymount University

**Title**

Managing a Jesuit Business School to promote students' vocation.

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**IAJBS World Forum's Thematic Area**

Curriculum for a Changing World: An Inspirational Paradigm for Jesuit Business Education.

## Abstract

The paper provides orientations for Business Schools to revise their activity from the perspective of the accompaniment of students in the discovery and renewal of their personal and professional vocation.

Vocation is defined as “the unique way in which an individual approaches and responds to each situation and makes decisions that faithfully express their own way of living” (Mària and Nuñez 2025). It constitutes a dynamic reality or a skill that enables humans to get to “know what they want” (Ganesh 2022). It is therefore “the ultimate life skill” (Ganesh 2022). This life skill is practiced by students in a sequence of five actions: liberate, remember, integrate, commit and listen (Mària and Nuñez 2025).

1. *Liberate*: from the tutelage of individuals and social groups that -consciously or unconsciously- push students toward choices that do not align with their unique way of living.
2. *Remember*: reflect on one's personal history to reveal patterns of living that have led to both individual fulfilment and happiness for others.
3. *Integrate*: incorporate various dimensions of life (such as career ambitions, personal development, hobbies, spirituality, and civic engagement) into a singular and cohesive life project.
4. *Commit*: take decisive action toward implementing this life project within specific organizations that enable the projection of personal happiness into collective well-being.

5. *...and listen*: the above four actions should take place in an environment of deep listening, where students open their hearts and minds to discover, from their innermost selves, the actions linked to the previous four verbs.

These actions can only be developed in the relationship of the student with a community (International Theological Commission 2026). In this paper, the relevant community is constituted by the other students, professors and staff of the Business School. These groups should constitute a “mentoring community” (Boston College 2007), where professors and staff accompany students in the discovery and updating of their vocation at different levels of the organization.

- a) The Ignatian accompaniment of every student, in a one-to-one relationship where the staff/professor invites the student to reflect on their vocation on occasion of any significant student’s experience.
- b) The training of educators (professors and staff) in Ignatian accompaniment, including the paradox that educators can only accompany the development of a student’s vocation if educators themselves are open to reflect on their own vocation.
- c) The shaping of academic programs with courses/workshops at the end of academic semesters/years where students are invited to revise what they have learned and how this new knowledge can help them progress in their human/professional vocation.
- d) The connection of the Business School with relevant external stakeholders: particularly companies/employers where students will develop internships to connect their professional vocation with the construction of a better society.

If students are initiated to vocation as the “ultimate life skill” during their time in the Business School, then they will be equipped to make decisions during their post-university life. This way,

they will lead a meaningful personal and professional life that contributes to a world shaped by social justice.

It is worth noting that the approach presented in this paper is deeply rooted in the Ignatian spirituality and pedagogy; but it used a language that makes it acceptable to students, professor and staff with different styles of belief: either religious (in particular, Catholic) or secular.

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### Basic Bibliography

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