

Global Value Creation for the Common Good: A COIL Experience

Purpose

This abstract summarizes how a multi-university, hybrid Collaborative Online International Learning (COIL) course can serve as an intentional, course-level instantiation of the “Inspirational Paradigm for Jesuit Business Education (Porth et al., 2021),” with particular emphasis on the four “hungers” of contemporary students in the Jesuit educational tradition: the hunger for experience, for integration, for a moral compass, and for community. Its central purpose is to demonstrate how these hungers, together with the paradigm’s vision of business as a noble vocation and its call for renewed curricula and leadership formation, can be concretely operationalized in the design, pedagogy, and assessment of a business course rather than remaining at the level of institutional mission statements. Framed in this way, our abstract advances a model in which a COIL-based, project-centered course becomes an Ignatian “laboratory” for forming globally aware, ethically grounded business leaders who understand business as a vocation ordered toward the common good, social justice, and care for our common home.

Design/methodology/approach

The course design currently connects students from three Jesuit business schools (with the possibility of additional partners) in a combined synchronous/asynchronous online format over the course of a semester coupled with a 10-day, in-person, in-country immersion. Mixed, cross-institutional teams (e.g., 4–6 students) collaboratively investigate one or more organizations—such as social enterprises or inclusive businesses—addressing a clearly defined business, social, or environmental challenge within one partner university’s local context. The methodology is explicitly grounded in the Ignatian pedagogical paradigm and uses COIL not merely as a technological delivery mode but as a structure for intercultural encounter and shared discernment. First, context is established through intercultural introductions and “local challenge snapshots,” in which each institutional subgroup prepares a concise PESTLE analysis of key social, economic, and ecological dynamics in their region. Second, experience is provided through direct engagement with practitioners (e.g., remote or face-to-face interviews with organizational leaders or staff), analysis of organizational documents, and interaction with stakeholders where possible. Third, reflection is scaffolded through guided journaling, structured

small-group dialogue, and facilitated whole-class debriefs that invite students to name tensions, question assumptions, and relate their emerging insights to their own sense of vocation and identity as future business leaders. Fourth, action is enacted as teams formulate concrete, context-sensitive recommendations that intentionally balance financial viability, social inclusion, and environmental responsibility. Finally, evaluation takes place through formal assessment (rubrics addressing analytical rigor, collaboration, and communication) and meta-reflection on students' growth in global citizenship, ethical discernment, and leadership.

Findings (anticipated/analytical)

Analytically, the model suggests several ways in which the four student hungers and the broader themes of the Inspirational Paradigm can be rendered operational at the course level. The hunger for experience is addressed by centering authentic, unscripted engagement with real organizations and real constraints, thus moving beyond case-based simulations toward lived complexity. Students encounter incomplete information, power asymmetries, and context-specific trade-offs that challenge simplistic models of value creation. The hunger for integration is met by designing tasks that require simultaneous use of multiple disciplinary lenses—strategy, finance, marketing, sustainability, organizational behavior, and Catholic social teaching—so that students cannot complete the project by relying on a single functional perspective. This integrative demand is deepened by the cross-cultural, cross-university nature of the teams, which surfaces different assumptions about markets, regulation, risk, and responsibility. The hunger for a moral compass is engaged through repeated opportunities for Ignatian-style discernment, in which students explicitly examine tensions such as profit maximization versus inclusion of marginalized stakeholders, growth versus ecological limits, and local community needs versus global investor expectations. Structured reflection prompts ask students to name their own values, analyze how organizational choices align or conflict with those values, and consider how they might exercise leadership differently in similar situations. The hunger for community is nurtured through carefully designed, high-interdependence teamwork; shared rituals of reflection (e.g., opening and closing check-ins, communal debriefs); and joint public presentations to faculty, peers, and organizational partners that signal membership in a wider Jesuit educational and professional community.

Beyond the four hungers, the model anticipates additional findings related to the Inspirational Paradigm's emphasis on business as a noble vocation, the renewal of curricula and pedagogy, and the formation of new kinds of leaders. Treating the course as an Ignatian "laboratory" for vocation allows students to experiment with understanding business decisions as moral and spiritual choices rather than merely technical optimizations. The integration of COIL structures with Ignatian pedagogy demonstrates that hybrid, multi-university formats can deepen, rather than dilute, Jesuit identity by foregrounding intercultural encounter, mutual learning, and shared concern for global crises such as inequality and ecological degradation. From a leadership perspective, the project requires and develops competencies in intercultural communication, systems thinking, collaborative problem-solving, and ethical reasoning—competencies that resonate strongly with the paradigm's call for graduates capable of mobilizing business for justice, sustainability, and the common good.

Practice implications

For Jesuit business schools and faculty, the course offers a replicable template for aligning mission language with concrete learning outcomes, pedagogical sequences, and assessment practices. It illustrates how institutional commitments to forming "men and women for others," promoting integral human development, and caring for our common home can be translated into explicit course objectives, multi-phase project designs, and reflection prompts that are assessable and improvable over time. The course generates a rich set of artifacts—student analyses, recommendation reports, reflection essays or videos, peer assessments, and feedback from organizational partners—that can feed into program-level assurance-of-learning processes, accreditation narratives, and faculty development initiatives around mission integration. Moreover, by leveraging COIL, the design offers a scalable pathway for global engagement and solidarity-building without requiring extensive physical mobility, thus making mission-consistent internationalization more accessible to students and institutions with constrained resources.

Originality/value

This structured abstract summarizes an innovative integration of the Inspirational Paradigm for Jesuit Business Education (2021), the four student hungers, Ignatian pedagogy, and COIL methodologies within a single, intentionally designed course. Its value lies in moving beyond

general exhortations about mission and values toward a detailed, transferable architecture for course-level innovation that can be adapted across institutions and disciplinary contexts. By treating a COIL-based, hybrid and in-person course as an Ignatian formation space—rather than simply a digitally mediated extension of traditional teaching—the model advances a distinctive vision of how Jesuit business schools can prepare globally aware, ethically grounded leaders who view business as a vocation in service of the common good.

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