

**Title: Framework for Success as a Leader: A Jesuit Pedagogical Model**

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## **Framework for Success as a Leader: A Jesuit Pedagogical Model**

The accelerating complexity of the global business environment—driven by artificial intelligence, climate pressures, geopolitical instability, demographic change, and social innovation—demands a redefinition of how leaders are formed. Traditional business education still does many things well: it develops analytical rigor, functional knowledge, and familiarity with the tools of management. Yet it often underdevelops the deeper capacities that determine whether leaders can inspire trust, exercise judgment, and act with moral courage when conditions are uncertain. This paper proposes a Framework for Success as a Leader as a Jesuit pedagogical model for leadership formation. It is designed for the “Curriculum for a Changing World” track because it offers a practical way to integrate leadership development, ethical discernment, and professional effectiveness within the broader vision of An Inspirational Paradigm for Jesuit Business Education (IAJU, 2020).

(Note: Figure 1- Framework For Success As A Leader should be inserted here)

The framework centers on six visible symbols of effective leadership presented in Figure 1: ethical behavior, integrity, trustworthiness, personal drive, results prioritization, and the leader’s consistent symbols of behavior—the observable conduct through which inner values become visible to others. These six central symbols are then reinforced by four developmental domains: professional capital; learning and vision; empathy and listening; and discipline and soft skills. In combination, these dimensions describe how leaders earn credibility, not merely authority. They also explain how leaders scale influence across organizations, especially when teams face ambiguity, disruption, and resistance to change. The model therefore rejects the

narrow assumption that leadership can be reduced to technical competence or positional power alone. Instead, it presents leadership as a lived synthesis of character, discipline, human understanding, and execution.

The framework is especially compatible with the Ignatian Pedagogical Paradigm—context, experience, reflection, action, and evaluation—which remains one of the most distinctive contributions of Jesuit education to leadership formation (Kolvenbach, 2005). In this approach, students are not merely taught what leaders should know; they are formed through reflective engagement with real managerial situations. Context requires understanding the human, organizational, and social circumstances surrounding a decision. Experience exposes students to the complexity of leadership practice through cases, simulations, role plays, and community-engaged projects. Reflection enables students to examine motives, assumptions, blind spots, and ethical implications. Action asks them to choose responsibly. Evaluation then reinforces learning by measuring not only outcomes, but also judgment, alignment, and integrity. In that sense, the framework is pedagogical as much as conceptual.

Curricularly, the model can be embedded across business disciplines. In finance, students can examine whether value creation decisions respect stakeholder dignity and long-term responsibility. In marketing, they can explore how trust is built or destroyed through brand claims, data use, and cultural representation. In strategy, they can study whether leaders have the courage to confront inconvenient realities and pursue transformational change. In organizational behavior, they can reflect on empathy, listening, and the role of self-discipline in team leadership. Such integration is important because Jesuit business education should not isolate values in a single ethics course; it should infuse them across the curriculum in ways that shape professional identity.

The framework also responds directly to current disruptions reshaping leadership practice. Artificial intelligence is changing how decisions are informed, but not how judgment is ultimately owned. Climate pressures are requiring leaders to make trade-offs that involve sustainability, time horizons, and intergenerational responsibility. Social innovation is forcing organizations to think beyond efficiency toward inclusion, access, and human flourishing. These realities make leadership formation more demanding, not less. As Brynjolfsson and McAfee (2014) argue, digital technologies increase the importance of distinctly human capabilities. Drucker (2007) likewise reminds us that effectiveness is not accidental; it must be cultivated. Jesuit institutions are particularly well suited to this task because they can unite professional excellence with moral purpose.

A distinctive contribution of this paper is its treatment of professional capital as a teachable leadership asset. Students are encouraged to manage their careers like a checking account: make deposits before withdrawals, build mutually beneficial networks, contribute to communities, and protect trust as a long-term asset. This practical framing resonates with executive practice and helps translate leadership development into concrete habits. Likewise, the domains of vision, empathy, and discipline are presented not as abstract virtues but as observable behaviors that can be practiced, coached, and assessed.

In conclusion, this paper argues that leadership formation in Jesuit business education should move beyond competency lists toward an integrated model that develops both inner character and outer effectiveness. By combining six central symbols of leadership with four reinforcing developmental domains, and by grounding them in Ignatian pedagogy, the framework offers a scalable way to prepare leaders for a disrupted world. It helps form graduates

who can navigate technology, climate pressures, and social change while remaining anchored in ethics, trust, and service to the common good.

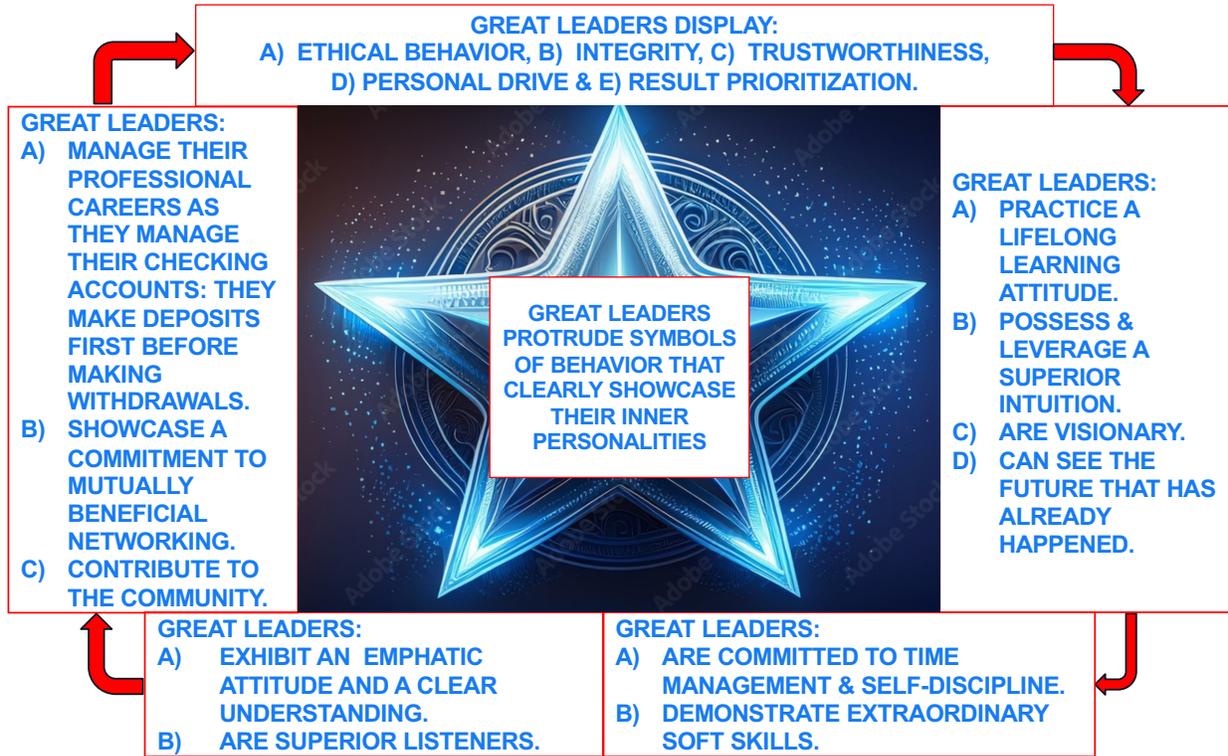
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**Figure 1 - Framework For Success As A Leader**