

Title: Why to Move Toward a New Growth Model

- Thematic Area: Curriculum for a Changing World: An Inspirational Paradigm for Jesuit Business Education

- Extended Abstract – 799 Words

- Preferred Presentation Format: Standard Presentation (Note: Final Assignment can be in any of the two presentation formats.)

Francisco J. Valle, Ph.D.

Senior Lecturer

Department of Management

Loyola Marymount University

Francisco.Valle@LMU.edu

949-500-8852

Why to Move Toward a New Growth Model

The logic of business growth is undergoing a structural transformation. For much of the industrial and postindustrial eras, firms relied on linear value chains, product-centered competition, and models that assumed scale would come mainly through internal assets and incremental expansion. That logic is no longer sufficient. Artificial intelligence, climate technologies, digital networks, social innovation, and shifting patterns of trust are reshaping how value is created, delivered, and sustained. This paper explains why organizations must move toward a new growth model and proposes a Jesuit-aligned curriculum for teaching these dynamics within the “Curriculum for a Changing World” thematic area of the IAJBS/CJBE conference (IAJU, 2020).

At the center of the paper is the Market-Oriented Platform and Ecosystem framework (MOPE). MOPE integrates four interdependent dimensions: leadership, ecosystem partnerships, organizational transformation, and readiness for the Creator and Transformation Economies. MOPE begins from a simple but consequential observation: growth increasingly depends on the ability to orchestrate relationships rather than merely manage internal resources. Organizations must ask whether they have leaders who help others achieve their best; whether they have the right platforms, affiliated institutions, and strategic relationships; whether they can transform their structures, people, and investments to support new trajectories; and whether they understand how to create transformation moments in marketing, service delivery, and value creation. In that sense, MOPE is both a strategic model and a curricular organizing logic.

(Note: Figure 1 – The MOPE Framework should be inserted here)

Growth is no longer explained adequately by product strategy alone. The Creator Economy shows that trust, community, and cultural relevance now function as real strategic assets. Audiences are no longer passive recipients of corporate messaging; creators and communities increasingly shape demand, credibility, and adoption pathways. The Transformation Economy extends the argument further. Building on Pine and Gilmore's work, value no longer culminates only in experiences; it increasingly culminates in transformations, where the customer's desired change becomes the real outcome (Pine & Gilmore, 2019; Pine, 2026). Put differently, organizations are being pushed from selling outputs to enabling meaningful progress in the lives of individuals and communities. That shift changes strategy, branding, customer relationships, and leadership.

This new growth logic is especially relevant to Jesuit business education because it intersects with human flourishing, dignity, and the common good. If platforms and ecosystems create scalability, the educational challenge is not merely to help students understand their mechanics. It is to help them ask: scalable for what end, for whose benefit, and under what ethical guardrails? Likewise, if the Creator Economy builds relevance and the Transformation Economy delivers enduring value, students must be formed to evaluate whether that relevance is manipulative or trust-building, and whether that transformation serves authentic human development or merely monetizes aspiration. These questions place the new growth model within the Jesuit tradition of reflective discernment.

The paper therefore proposes a pedagogical structure grounded in the Ignatian Pedagogical Paradigm. Context requires students to understand how AI, climate technologies, and social innovation are altering industry boundaries, stakeholder expectations, and competitive

advantage. Experience invites them into ecosystem mapping, platform case analysis, creator-community strategy exercises, and transformation-oriented service design. Reflection then asks them to evaluate the ethical, strategic, and social implications of these models. Action requires students to recommend new growth strategies. Evaluation measures both the quality of their strategic logic and the depth of their moral reasoning. This approach re-creates curriculum not by adding a trend lecture at the margin, but by changing the lens through which growth itself is taught.

The paper also addresses risks associated with the new model. Platform power can concentrate influence. Data-driven systems can compromise privacy and autonomy. Climate-transition strategies can generate uneven burdens across communities and industries. Social innovation can be rhetorically celebrated without being structurally embedded. For these reasons, the paper argues that strategy education must integrate ethics and systems thinking more deeply than before. Brynjolfsson and McAfee (2014) note that digital technologies can accelerate opportunity and inequality simultaneously. Jesuit institutions are therefore uniquely positioned to form leaders who understand both the promise and the hazards of scalable models.

A further contribution of the paper is its insistence that leaders must “plan for the future that has already happened.” That phrase captures a central curricular challenge: many organizations still teach as if the old growth logic were intact. Yet the future has already arrived in the form of ecosystems, creators, platforms, data networks, transformation-centered offerings, and AI-enabled operating models. Students need frameworks that help them interpret this new reality before they can lead within it.

In conclusion, this paper argues that moving toward a new growth model is not optional. It is a strategic and pedagogical necessity. By using MOPE as an organizing framework and

integrating the Creator Economy, the Transformation Economy, AI, climate technologies, and social innovation into business education, Jesuit institutions can prepare leaders to build growth that is scalable, ethical, and oriented toward the common good.

References

Brynjolfsson, E., & McAfee, A. (2014). *The second machine age: Work, progress, and prosperity in a time of brilliant technologies*. W. W. Norton.

IAJU. (2020). *An inspirational paradigm for Jesuit business education*.

Pine, B. J. (2026). *The transformation economy*.

Pine, B. J., & Gilmore, J. H. (2019). *The experience economy (Updated ed.)*. Harvard Business Review Press.

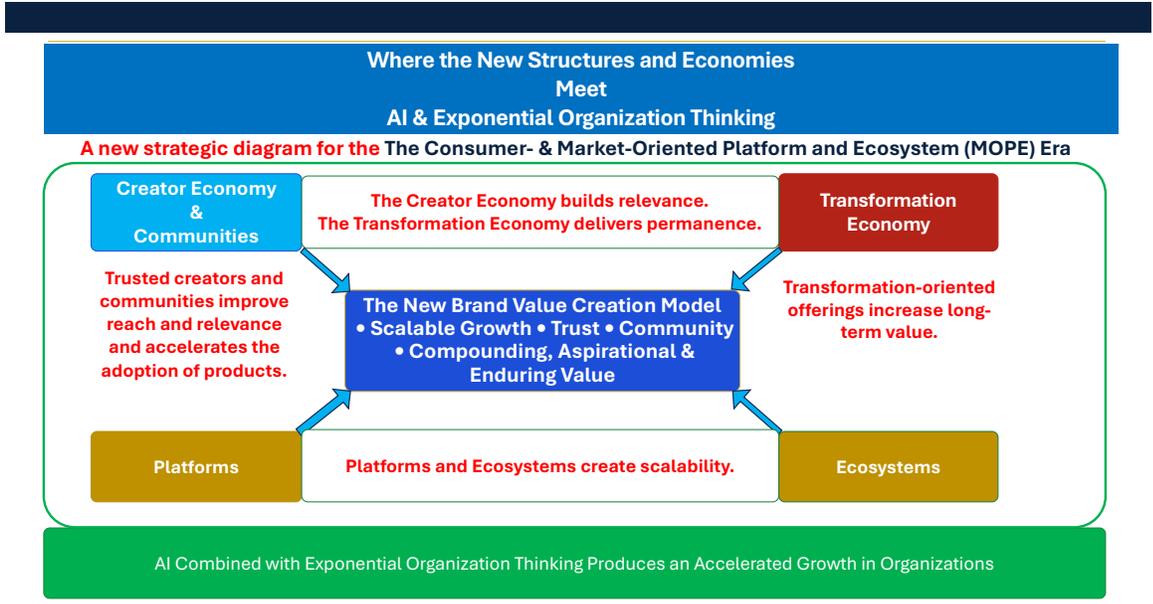


Figure 1 - The MOPE Model