



**OBTC 2015 at University of La Verne
June 17th – 20th, 2015**

Submission Template

SUBMISSION GUIDANCE

- * Remove all identifying properties from this document **
- * All files must be saved in PDF format **
- *Please include ALL supplementary text at the end of this document**
- *Only one document should be submitted**

**Submission Template for the
2015 OBTC Teaching Conference for Management Educators**

1) Title of Proposal:

Stealing Pedagogy: What we can take from the Jesuits for fun and profit

2) Abstract:

How do you create leaders and entrepreneurs? In their 450-year history, Jesuits have founded over 200 universities and arguably the first global organization. They were among the first westerners to arrive in China, India, South and North America. With a simple pedagogy, that connects heart to head, context to content, action to reflection, imagination to application, and evaluation through the development of the entire person, Jesuit communities have foreshadowed many of our leading edge ideas from systems thinking to appreciative inquiry to action learning. What can we learn from their leadership and entrepreneurial excellence? Bring your favorite syllabus and find out!

3) Keywords:

Use three or four keywords to describe your session.

Pedagogy, Jesuit, Development, Values

4) Format

- Activity or exercise
- Discussion roundtable (60 minute only)
- General discussion session

5) Time Requested:

- 30 Minutes
- 60 Minutes (*Roundtables must select 60 minutes*)
- 90 Minutes

6) Planning Details:

Does your session have any special requirements for space or materials?

Projector and laptop connection. Sound. Flat floor so we can move around (no stadium seating).

7) Learning Objectives or Goals for the Session:

What are 2-4 specific learning outcomes that participants will get from your session?

At the end of the session, participants will have:

1. A basic understanding of the pedagogical tradition of Jesuit schools
2. Specific experience with applying parts of the pedagogy to their own course work
3. A methodology for including relevant parts of the pedagogy into their own syllabi.

8) Management or Teaching Topics:

Describe what management and/or teaching topics are relevant to your session, and why. Please include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

The focus of the Jesuit tradition (both in the formation of novices and the formation of their students – which is identical) is creating leaders that lead with heart, are connected to communities, align with a greater purpose, focus on justice, and bring about lasting change. For leaders and change makers (and in this case instructors should be included in these categories) in and outside of organizations, this pedagogy succinctly allows OD instructors across a variety of the sub-disciplines we teach (leadership, communication, organizational behavior, organizational development, change management, ethics, teams, coaching, etc.) a pedagogical compass to refine their own syllabi and exercises. The Jesuit pedagogy operationalizes the most basic values of the OD tradition: Respect and Inclusion, Collaboration, Authenticity, Self-awareness and Empowerment (OD Network's five core values). To be sure, there is a deeper conception of what it means to be a human behind the pedagogy. Note: The session will be entirely secular (for those who are worried about the religious matrix from which the order originated).

9) Session Description and Plan:

What will you actually do in this session? What activities will you facilitate, how long will they take, and how will participants be involved? Reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session. Include a timeline for your session.

I will begin (using the Jesuit pedagogy!) by asking participants what they hope to get from the session as well as ask them to open up a syllabus that they would like to work on. (15 minutes). I will offer a (very) brief overview of the pedagogy and the humanistic values that align with it. (20 minutes). Then there will be one exercise I offer that is typically "Jesuit" and then I will ask the participants to link the exercise back to the pedagogical principles. (exercise 10 minutes, debrief 10 minutes). Finally, participants will work individually to review their own syllabi and see where they might be able to articulate where they already include some of the principles as well as what changes/additions they might make. (10 minutes) Participants will share with a small group the connections they've made and then report out to the larger group. (15 minutes). If timing permits and hasn't run over, I will open a discussion on the challenge of "whole person" evaluation. (10 minutes) Participants will leave with a "greatest hits" list of exercises that align with the Jesuit pedagogical principles.

10) For Activities and Exercises:

Attach any materials needed to run the activity and debriefing questions. Evidence for effectiveness may also be included.

For a quick overview of the Ignatian Pedagogical Paradigm (the pedagogy of the Jesuits), please see this short video that I produced. <http://vimeo.com/100770574>

I will use this video to establish context. The balance of the session will be exercises and the application of the basic ideas to participant selected syllabi.

Basic questions:

1. How do you connect to the context of your students? How is this different for small vs. large classes?
2. What experiences (beyond a lecture) do you use to provoke student learning and inquiry? How much ambiguity do you challenge them with?
3. How do you evaluate student reflections? What makes for excellence at reflecting?
4. What actions do you see your students taking as a result of your classroom experiences? How might you provide more to the students so that they would/could act on what they are learning?
5. Beyond a written examination, what kinds of evaluation do you do to assess the development of the student? What criteria might we develop?

11) Implications for Teaching or for Teachers:

What is the contribution of your session?

Over the past year, I've been involved in a Faculty Learning Community on using the Jesuit pedagogy for teaching business and management students. It is no small challenge to teach humanistic values in classes on accounting or marketing and it requires some imagination and changes in approach – even a shift in focus from the content (our safe and known expertise) to the student (a variable human). Our local Faculty Learning Community at the University of San Francisco wrestled with applying the pedagogy not only to OD topics (where connections are more obvious) but also with marketing, accounting, and hospitality management. It has proven a robust tool for professors to retool their approach.

Much of what has been written about the “flipped” classroom (e.g., José Bowen’s *Teaching Naked*) aligns with the notions of the Jesuit pedagogy. Where content can be delivered outside of the classroom, it should be. And now technology makes that possibility even more present. But what does that leave us to do inside the classroom? Many teachers are unsure of how to use class time if it is not for the delivery of content. The Jesuit pedagogy provides some compass and a springboard for imagination about new possibilities for experience and reflection in the classroom and action outside of it.

12) Application to Conference theme:

How does your session fit with the overall OBTC theme of Learning in Community?

First and foremost, the workshop will be an example of learning in community. We are a community of educators and focusing specifically on how we can do our primary work more effectively – particularly employing the values of OD – is the key to our own community building. In addition, the Jesuit pedagogical tradition is what Jesuit communities have been built around for 450 years. It’s community within community within community. Rather than talking about learning communities, we’ll do it.

Further, the Jesuit pedagogy emphasizes the social aspect to learning (though action and reflection as well as non-written forms of evaluation). Individual content delivery (which used to be delivered via textbooks and reading but more and more is delivered through web-viewing before classes) comes outside the classroom, while inside the classroom focuses on application and sharing of learnings. In addition, we will share with each other some ways to make the online experience more “social”.

13) Unique Contribution to OBTC:

Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?

I have not presented this work outside of my own institution before and it is not under review somewhere else. I am currently looking for funding to develop a full workshop on applying the Jesuit pedagogy to any business or management-oriented syllabus. The video (link above) is a pilot for this larger workshop.

This presentation will be a unique contribution to OBTS since it will explore the deeper connection between pedagogy and values. The values of OD are deeply humanistic and find alignment with many spiritual and religious traditions—even while they may not have any common ground on ideology. To operationalize those values not just in the workplace but also in the classroom through the pedagogies we employ brings the focus toward inter and intra-personal development so central to OD work and learning. The systematic development of interior life, self-awareness, imagination, connection, empathy, appreciation, etc. is not often addressed because it is challenging and ephemeral work. This presentation/workshop attempts to provide a proven (450 years!) methodology for wrestling with how to develop these elusive skills in both professors and students of OD.

14) References and/or Additional Materials: