

Incorporating vocational discernment into the classroom in a variety of disciplines

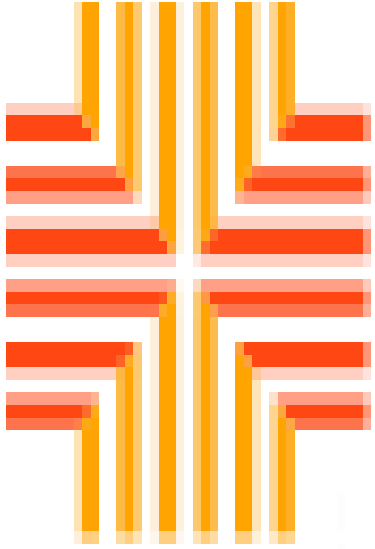
Susan Haarman, Yoo Na Youm, and Stacy Neier Beran

What's ahead

- We want everyone to be able to:
 - Relate the importance of vocational discernment to their discipline
 - Connect with others in their school or discipline regarding vocational discernment
 - Draft a vocational discernment assignment or reflection to be used in a future class

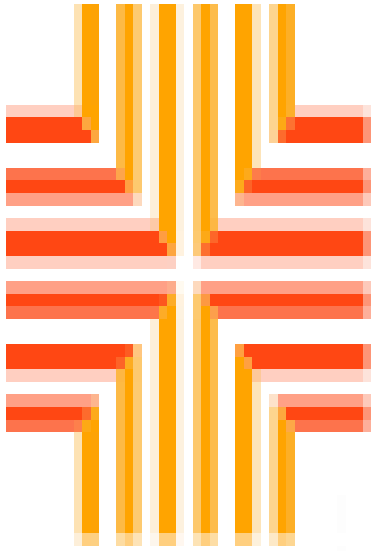
Why EL & Vocational Discernment?

- EL courses are an ideal setting for faculty to introduce students to vocational discernment. By talking about vocational discernment in their classes, faculty can help students to:
 - Reflect on their values, interests, and skills through embedded curricular critical reflection
 - Attend to the ways in which specific disciplines uniquely engage critical societal challenges and provide hope and ways forward
 - Identify the intersections between their own gifts, the needs of the world, and disciplinary approaches
- Practices of vocational discernment also echo some of the essential elements of excellent Ignatian Pedagogy - reflection, meaning making, imagination, and building community.



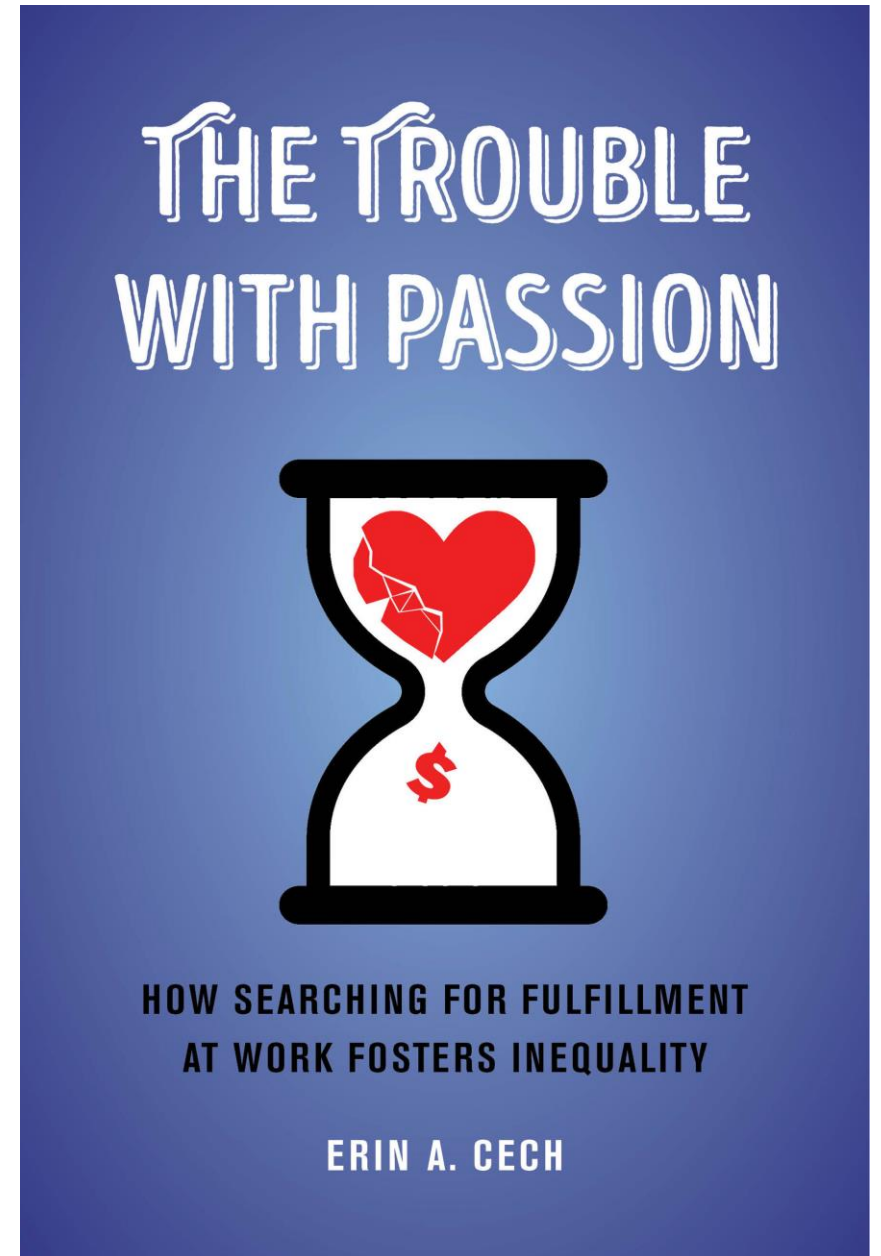
Brackley Faculty Fellowship

- Partnership with Forum for Theological Exploration
- \$1000 for research and teaching expenses & dedicated time with colleagues who care about teaching
- Support of CELTS in curricular revisions/creation



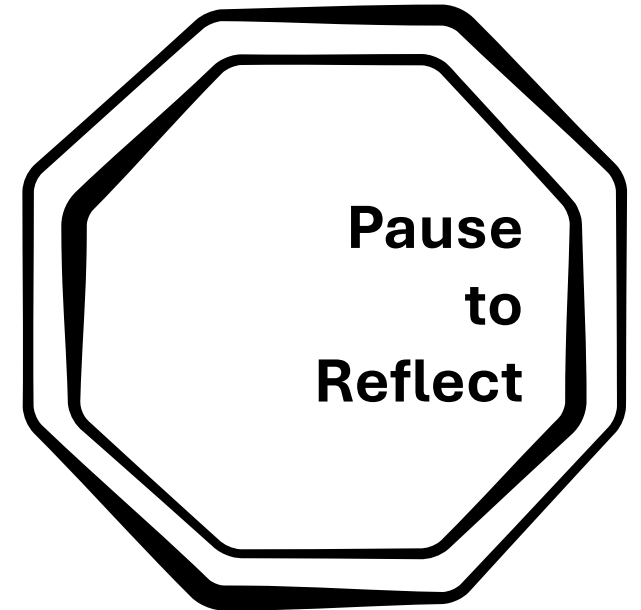
Why now?

- Perceptions of vocation
 - Faculty
 - Students



Reflection/Action Two

Yoo Na



Context

Description of courses, students, etc:

- MGMT 304/304H: Strategic Management (capstone)
- Quinlan BBA Course
Coordinator for MGMT 304

Challenge/Problem Statement to frame the Action/Reflection:

- Senior students who will graduate in the given semester or the next semester
- Figuring out future plans & career paths

Brackley Fellowship Meetings

Discussion points from the meetings:

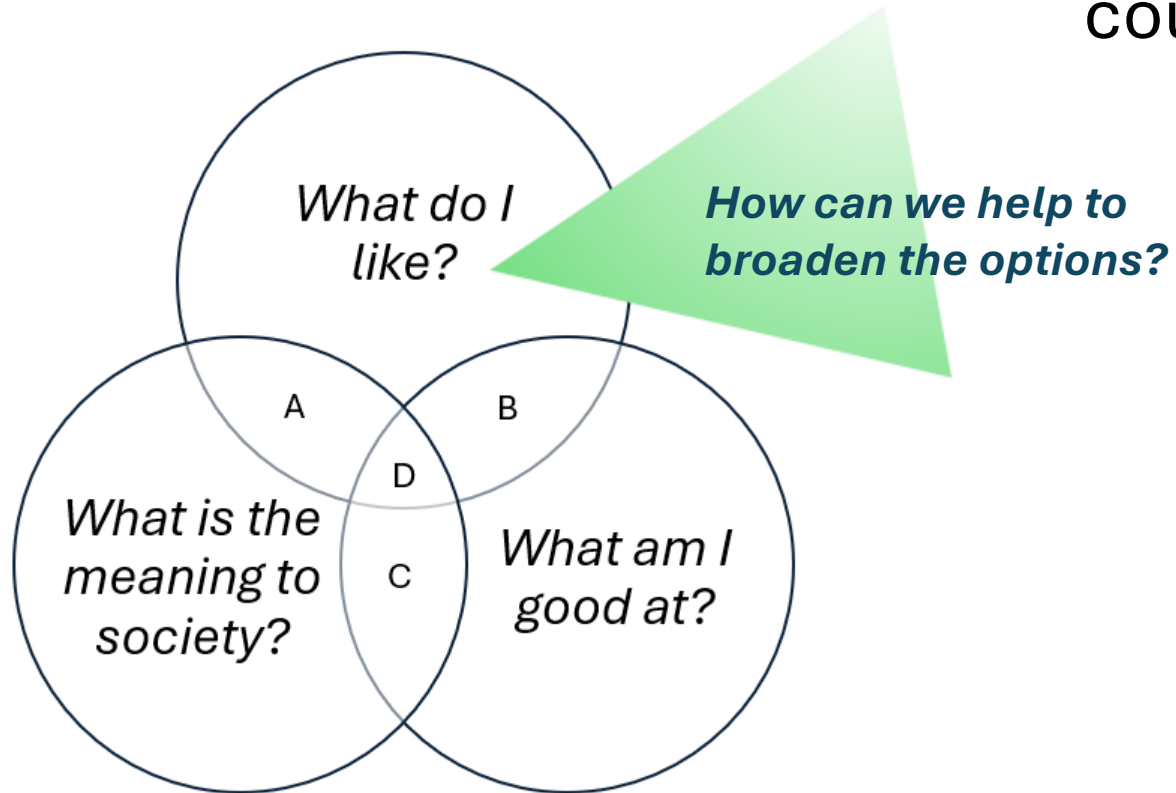
- Vocation as a growth mindset
- **What does "meaning-making" look like?**
 - Conflict in values => How can we resolve the tension?
- How does ambiguity become a strength?

How can I include vocational discernment in my course?

- Bringing in experience into the classroom (e.g., guest lectures)
- *What more can I do??*

Let's break that down

- Reflection/Action Template:

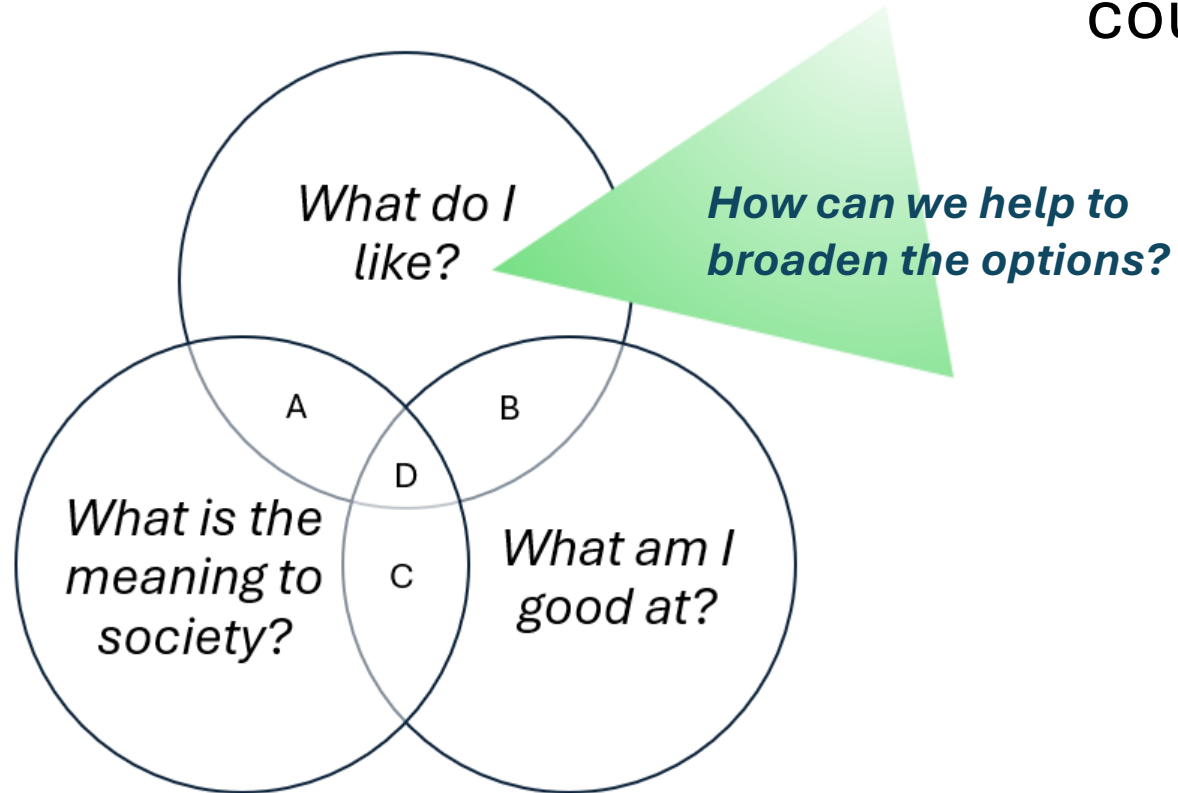


What does this mean for the course?

- ***Hands-on assignments / exercises***
- ***Create "authentic" assessment – i.e., those that emulate the workplace***

Let's break that down

- Reflection/Action Template:



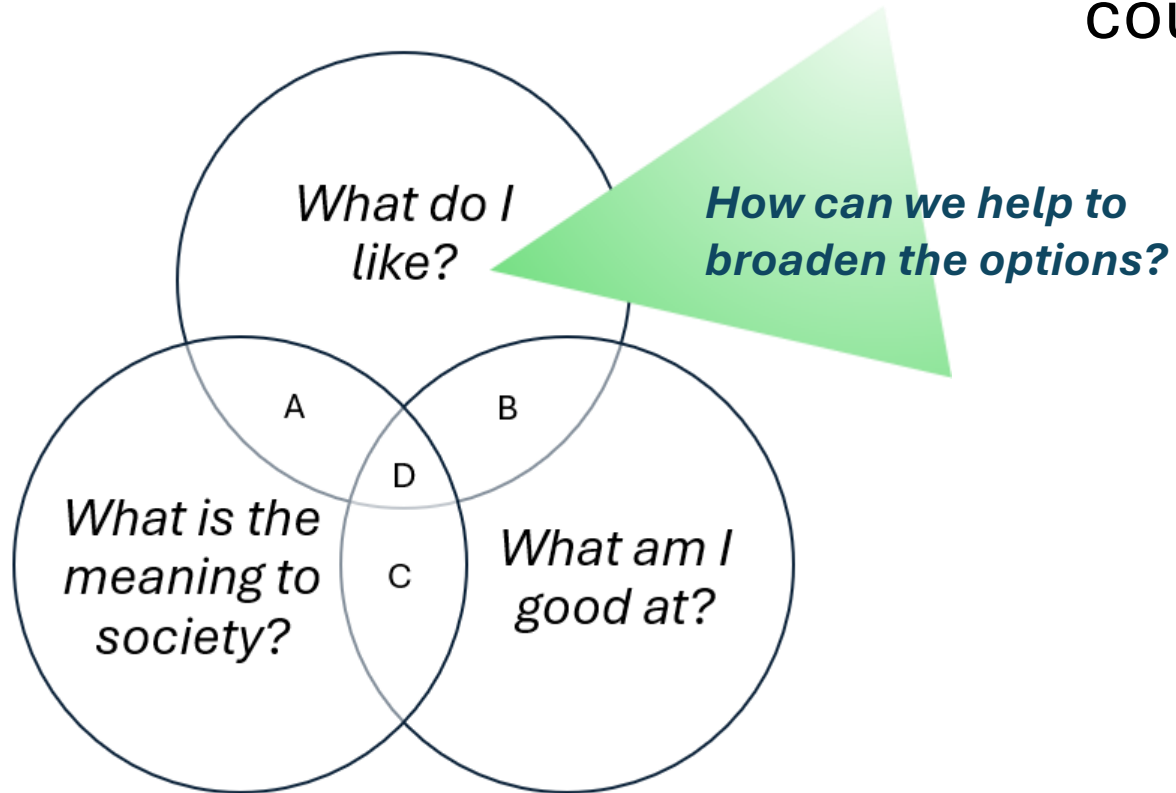
What does this mean for the course?

- **Hands-on assignments / exercises**

- **Cre** *Additionally, I have found an immense*
- asse** *interest in research this semester, and seeing*
- emu** *all of the different examples of research studies made within the business world and especially concerning management has been beyond interesting; it is something that I will take with me into the future especially as I consider future employment options.*
(Student reflection, Spring 2024)

Let's break that down

- Reflection/Action Template:

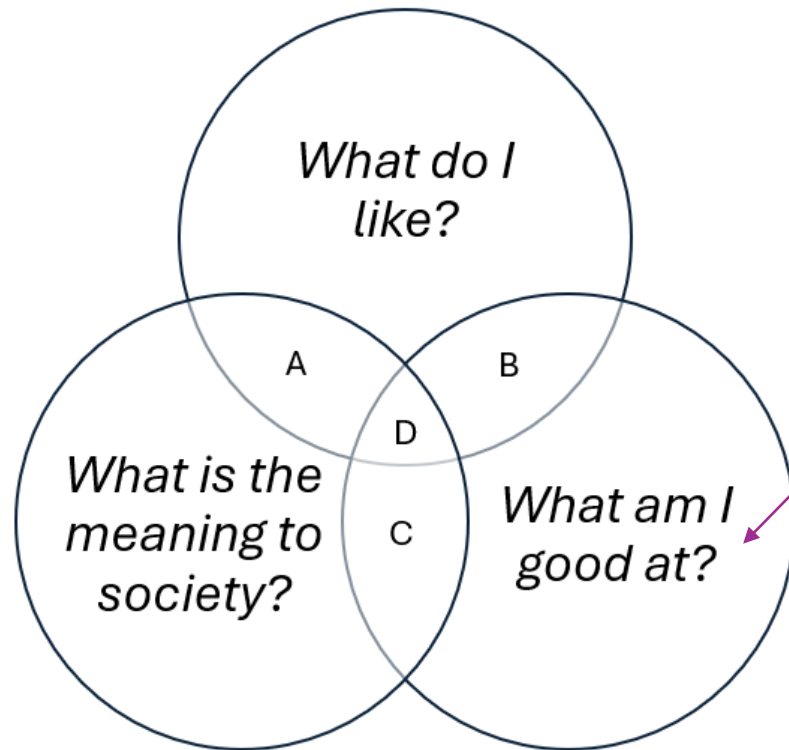


What does this mean for the course?

- **Hands-on assignments / exercises**
- **Create "authentic" assessment – i.e., those that emulate the workplace**

Let's break that down

- Reflection/Action Template: What does this mean for the course?



Good grades
(a proxy)

I could like something because I am good at it (but do I REALLY enjoy it?)

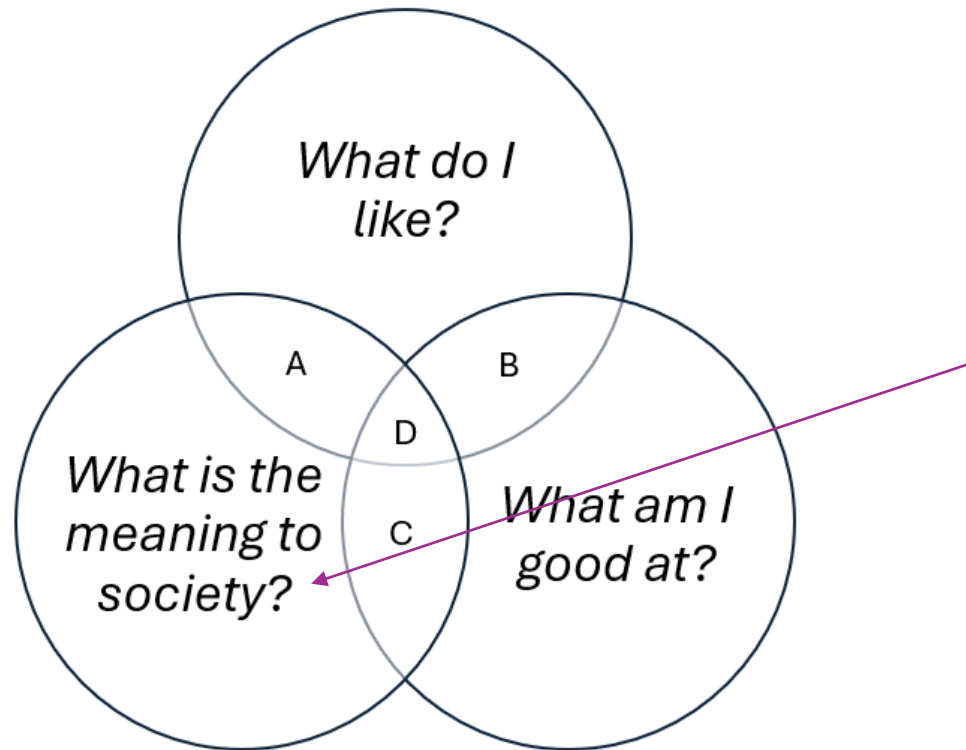


What I like (need discernment)

If I am not good at it, is it something that can be improved on the job? (i.e., not a constraining factor)

Let's break that down

- Reflection/Action Template:



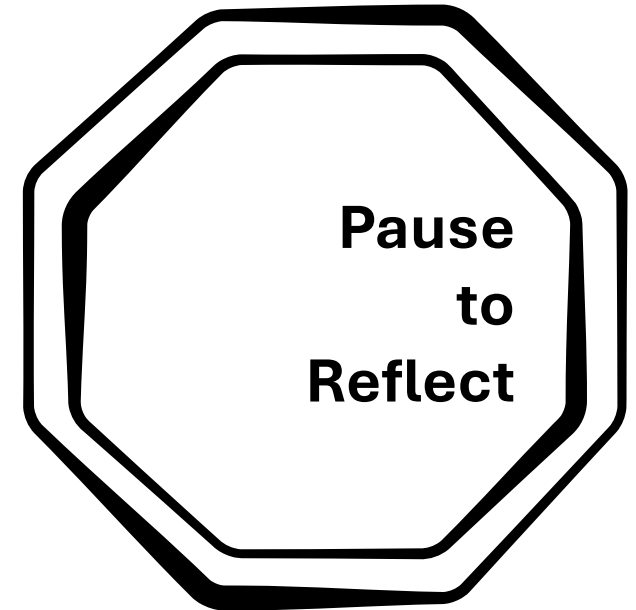
What does this mean for the course?

Deep reflection!

- Self-discovery of values
- Uses cases to discern *where the sense of purpose comes from* ("What would I do in this situation?")

Reflection/Action Three

Stacy



Context

- **Marketing Research (311E)**
 - Required for Marketing Majors, Juniors & Seniors
 - Typically Engaged Learning, Undergraduate Research
 - Love/Hate: An Acquired Taste vs a Deep Appreciation
- **Fundamentals of Marketing (201)**
 - Core requirement for Quinlan and SOC Ad/PR,
 - Hard/Soft: Skills to pay the bills vs Skills to get lifelong thrills
- **Ignatian Design Thinking (321E)**
 - Interdisciplinary, Iterative, Ignatian
 - My calling, nearly 20 years in the making
- **Misconceptions** about what marketing is and is not fuel students' reluctance to opt into a marketing career path.
 - This reluctance can also influence students' relationship with studying business in general.
 - We are all consumers. So, how hard could this be?
- **Over-reliance** on what and when instead of why and who
 - Favoring demographics over psychographics
 - Bias for product over process

Let's break that down

- **Trust the Upside of Uncertainty**

- Beginner's Mind -> Mirror
 - Flash Field Trips
 - Flash Frames

- **Assumptions as Assets**

- Diverge, then discern
- Right-size for relevancy
- Rose, Bud, Thorn

- **Celebrate Counterintuitive Cannonballs**

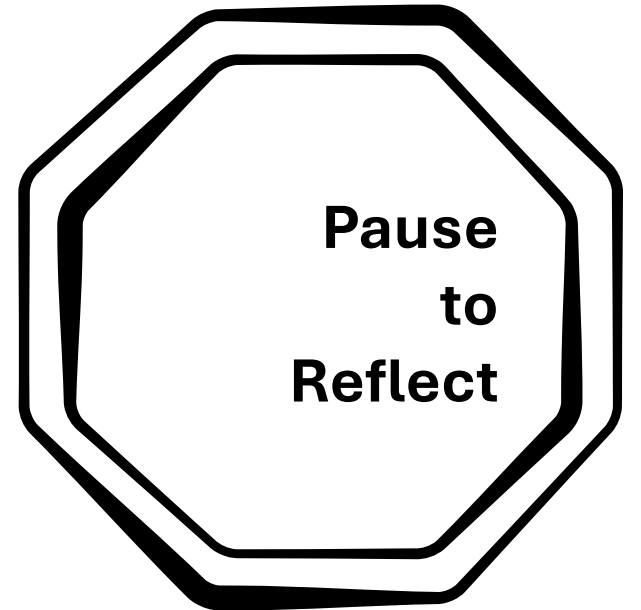
- 4Cs: Commitment, Compassion, Competence, Consciences
- I will, I wish, I worry

- **Low-lift, high-impact questions to transform egosystems into ecosystems:**

- **How might we** celebrate our personal uncertainties with students?
- **How might we** notice more, not just look but also see?
- **How might we** make 3% adjustments to reframe oh nos into a has?

Building Vocation-centered Community

Back to Susan H



Let's bring that all together

- **Now what** do we know?
- **So what** do we do about it?

Share out & Look beyond

- New a has revealed?
- New oh nos lingering?
- Enough Perspective
 - Divide a piece of paper in 3 columns

Thank you!