

STUDY GUIDE

The following is a Study Guide for:

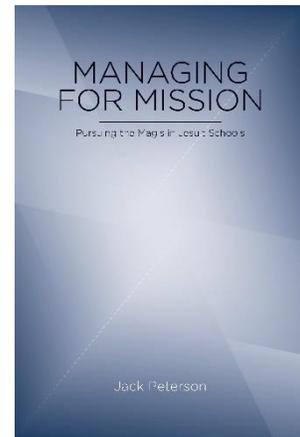
Managing for Mission: Pursuing the Magis in Jesuit Schools

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<http://www.managingformission.com/publications/4574830335>



Study Guide Questions

Managing for Mission

Chapter II: Apostolic Model

1. *What do you feel are the most important Apostolic Outcomes for your school?
2. *What evidence do you find yourself looking to to tell you how well your school is accomplishing its Apostolic Outcomes? Is this reliable enough for you? For others in the school community?
3. Would people in your school tend to see “formation” and “management” as mutually exclusive concepts? If so, why is that?
4. *What does your school do to help employees grow in faith and knowledge of Church teachings? What else should it be doing?
5. *Is evangelization/pastoral care/delivering the message seen as the responsibility of everyone in your school? Who doesn't feel it's part of their job? How is it your job?
6. *What is an example of experience, reflection and action in the faith development of a student in your school? How does this affect you? How does this shape faculty/staff?
7. Would you take a chance on hiring someone with little religious background under certain circumstances? What would those be?
8. How would you describe your school's mission in your own words?
9. What scripture passage or story speaks to you about the mission of your school?
10. What messages are students at your school getting about Church teaching and what aren't they getting? Why is that?
11. Ignatius' spirituality is built around choices, desires and the reality of human free will. What are examples in your work of students' free will causing difficulties? Examples of free will producing wonderful fruits?
12. What challenges and graces do you see in your school's relationship with the local Church?

Chapter III: Pedagogical Model

1. *What are some ways the five characteristics of the Profile of the Graduate at Graduation support each other?
2. *What characteristics do teachers need to fill the following roles”
 - a. Guide:

- b. Model:
 - c. Learner:
 - d. Collaborator:
 - e. Alter Christus:
3. *In what academic discipline is the “Experience” Step of the Ignatian Pedagogical Paradigm most difficult to incorporate? What are some ways it might be done?
 4. *How does the “warehouse” model of learning differ from the “just in time” model? Is it a positive trend that we are shifting from the former to the latter? Why or why not?
 5. *What role does technology play in learning at your school? What role should it play?
 6. Ignatian Pedagogy sees students’ free will as a key element of learning. Do you find that you learn better if what you learn comes from your own choice.?
 7. When did your education first become important to you for yourself? Why?
 8. If faith-based education brings students” in their door and out ours,” what, for the students in your school, and what is “their door?”
 9. What are some ways that knowing our students better can help us improve their learning?
 10. What does “understanding,” as an outcome of the learning process, mean for you? How would you measure it in a student?
 11. Same question for “Reflection” and “Action”
 12. Is your school using the Student Profile Survey? How do you, or might you, use it to shape your Pedagogical Model?
 13. What are the challenges to fostering faculty collaboration in your school?

Chapter IV: Community Model

1. *A “[chain of care](#)” extends from the Board to the President to administration and faculty down to the student. At what levels is it most difficult to maintain that chain of care at your school?
2. *Can you think of a teacher who exemplifies herself or himself the characteristics of the Profile of the Graduate at Graduation? How has it impacted his/her effectiveness as a teacher?
3. *What are some obstacles to regular and honest evaluations of employees in your school? How can you deal with these?
4. *What are the greatest challenges to mutual Trust in your school community? What are the best ways to restore trust?
5. *How do employees in your school feel that administrative decisions are made? Are their perceptions accurate?
6. Think of a hire that you made or were involved with that did not work out well. What would you have done differently?
7. What are the challenges you have encountered trying to practice [discernment](#) in a group setting?
8. Do you generally feel significant time constraints when hiring? How do you deal with these?
9. Do you find yourself reluctant to learn information that will put a top candidate in a negative light? How do you deal with this?
10. What is one thing you might include in the hiring process that would better prepare the winning candidate once s/he is hired?
11. What resistance have you seen in your school to professional development or spiritual formation? What are ways to counter this?
12. Where have you found a conflict between transparency and strong leadership? What caused it and how did you try to resolve it?

Chapter V: Business Model

1. *How do you feel about the idea of your school having a business model?
2. *What do you think people are buying when they pay tuition to your school?
3. *Features are attributes of a product, while benefits are how those features meet some need or desire of the customer. Can you think of a feature and a related benefit of your school's product?
4. *How do you feel personally about asking people for donations to support your school? If you are reluctant, how can you overcome this reluctance?
5. *How might marketing your school be a form of evangelization? Do people in your school see it this way?
6. Can the need to focus development efforts on wealthier donors be reconciled with the school's mission "to care for the least and all?" How?
7. What are your [expectations of the fund development](#) program? How do you determine if they are being met?
8. Who are your customers?
9. In your school, who are the best at promoting it to the public? How do you feel about what they do to promote the school?
10. How much do you understand the financial aspects of your school? What would help you understand them better? How do they relate to the mission of the school?
11. How much should what your customers want shape the education your school provides? How do you determine what your customers want?
12. How are customer service and the virtue of charity related in a Jesuit school?
13. What is the difference between "branding" and "mission" for your school?
14. Why might hearing and handling objections be important for marketing the school?
15. Compare and contrast the ways that parents and donors are customers of your school.
16. What is the most effective form of advertising for your school? Why? How can you maximize this form of advertising?
17. People have to see benefits to themselves to motivate them to donate to a school. What are examples of benefits that are self-centered and benefits that are transcendent? Which do you think are more motivating?
18. What are the criteria for admissions to your school? Which are most important? How do they relate to your mission?
19. What are ways that the fund development program can strengthen the apostolic mission of the school? How can it weaken it?

