

Professional Identity and Christian Leadership

To further support collaboration in international projects, teaching, training, publications, and research, EDE Christelijke Hogeschool (CHE), János Selye University in Slovakia, and the Faculty of Pedagogy of Károli Gáspár University of the Reformed Church in Hungary have developed a joint Erasmus BIP programme. This programme aims to explore and enhance professional identity and Christian leadership through a combination of theoretical frameworks and practical training activities.

The content of the programme is structured around several key models. One of the central frameworks is the Identity of the Learning Professional, as conceptualized by Manon Ruiters. This model emphasizes the development of professional identity and the ongoing learning process of professionals. Chris Lowney's Heroic Leadership provides a framework merging Christian principles with modern leadership practices, while Korthagen's reflection models foster deep introspection. Additionally, the programme delves into language teacher motivation and possible selves in psycholinguistics, offering insights from scholars like Dörnyei Zoltán to enrich educators' understanding of their professional identities.

The programme is scheduled to take place from 14-18 October 2024 in Nagykovács, Hungary, and will include 10-12 students and 2 lecturers from Selye. This immersive experience will provide participants with the opportunity to engage deeply with the material, collaborate with international peers, and develop their professional identities and leadership skills within a Christian context.

Kolb and St. Ignatius: Learning Models

The strongest similarity between David Kolb's experiential learning model and St. Ignatius' learning approach lies in their cyclical nature. Both emphasize the process of learning through experience, reflection, and application. However, their differences are perhaps even more significant than their similarities.

One of the most notable differences is the additional learning phases present in the Ignatian model. While Kolb's model focuses on four stages—concrete experience, reflective observation, abstract conceptualization, and active experimentation—Ignatius adds two phases: gathering preliminary knowledge about the environment and decision-making. The decision-making phase, in particular, is essential in the Ignatian model, as it involves making a conscious commitment to act, ensuring that learning is goal-oriented and practical. In contrast, decision-making is not a separate, distinct phase in Kolb's model, which can sometimes blur the lines between reflection and action.

Ignatius' model also incorporates the individual's prior experiences and makes them conscious within the learning cycle. This is important for developing awareness of one's own context—who they are, their role, and their environment—before diving into further learning. While Kolb acknowledges that prior experiences influence learning, Ignatius places a greater emphasis on making these experiences explicit and reflective, which can prevent blind spots or unconscious barriers in the learning process.

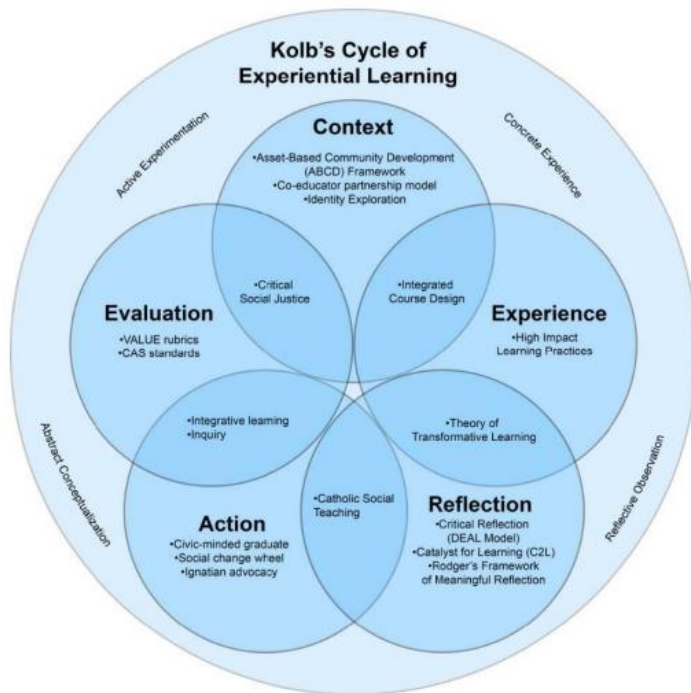
Another significant difference is the dimension in which learning takes place. Kolb's model, like other contemporary learning theories, remains primarily on the cognitive level. It emphasizes the acquisition of knowledge and skills through reflection and experimentation. Ignatius, on the other hand, incorporates the spiritual dimension into the learning process, aiming not only for intellectual growth but for the holistic development of the person—body, mind, and soul. For Ignatius, learning is not just about

knowledge acquisition but about personal transformation and alignment with a higher purpose. This spiritual aspect is absent from Kolb's more cognitively focused framework.

Finally, while Kolb's model does not explicitly mention the role of a guide or mentor, the Ignatian model highlights the importance of a spiritual guide who supports and facilitates the learning process. In Ignatian spirituality, this guide helps the learner discern their experiences and make meaningful decisions that lead to personal growth and deeper understanding.

In summary, while both Kolb and St. Ignatius value experiential learning, Ignatius extends the process into the spiritual realm and emphasizes decision-making, prior experiences, and guidance, aiming for the transformation of the whole person, not just cognitive development.¹

Loyola University Chicago's Theoretical Framework Kolb's Model of Experiential Learning



complements the Ignatian Pedagogical Paradigm with the **overlapping emphases on experience, reflection, action, and evaluation.** The cyclic nature of each model demonstrates how they are in dialogue, positioning experience and reflection as essential sources of new learning. (These sources, along with other theories make up the theoretical framework CELTS uses to approach its work.)

¹ Pulinka Ágnes: LOYOLAI SZENT IGNÁC TANULÁSI ELMÉLETE, Vezetéstudomány, 2015, 40-42.

Information sheet Erasmus+ Blended Intensive Programme	
Blended Intensive Programme ID:	
BIP Title/Name of the Course:	Leadership in cross cultural dilemma solving
Level of study <i>Recommended level of study</i>	ISCED 6
Study programme <i>Recommended study programme</i>	Leadership in cross cultural dilemma solving
Number of ECTS credits:	3
Course language:	English
Coordinating institution:	Károli Gáspár University of the Reformed Church in Hungary
BIP Partners <i>University</i> <i>Faculty/Department</i> <i>Contact person</i> <i>E-mail</i> <i>Web</i>	Ede Christian University of Applied Sciences Business Department Jaap Hansum jhansum@che.nl https://www.che.nl/en
Number of teaching hours	
Planned duration of virtual mobility	3 days
Planned duration of physical mobility	5 days
<i>Assessment method</i>	presentation, assessment on the job, journaling
<i>Form of implementation</i>	e-learning and in-person
BIP field	<ul style="list-style-type: none"> • Pedagogy • Cross Cultural Communication and Management • Dilemma management in ethical issues • Leadership development
Planned number of participants:	20 - 25
Short description of the course:	
<p>All the participants will experience a challenging person and profession oriented course in which they have to deal with different value systems, partly based on bridging students from different national and professional cultures.</p> <p>The focal point will be: how to perform as leader in moral dilemmas in which several stakeholders are involved, preferably from different professional contexts.</p> <p>The fact that all the students have opted for a Christian University, opens up the opportunity to explicitly include deeper level of spiritual awareness and value systems in weighing these dilemmas.</p> <p>During the course, the student 'walks' through all the segments of the 'Kolb learning cycle,' and in the different formative assessments, the four steps will be evaluated. In addition, the course includes a comparison of Kolb and St. Ignatius' Learning Models, offering students a broader perspective on experiential learning.</p> <p>We offer at least the following learning environments: training sessions, mentoring, (guest) lectures, simulations and role plays, and learning team reflections.</p> <p>---</p>	

This version naturally incorporates the comparison of the two models into the course description.	
Short description of the virtual component:	
The online opening lectures are delivered by the Faculty of Pedagogy KRE and CHE about the theory and practice of cross cultural management (mainly based on the theories of Geert Hofstede, Fons Trompenaars and Erin Meyer) and its application in moral dilemmas, related to their aimed profession.	
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