




# RISE ABOVE BUSINESS AS USUAL



Ph.D./D.B.A. Program in  
Values-Driven Leadership  
*for senior executives*



**Benedictine**  
University



JIM LUDEMA, Ph.D.  
Director & Co-Founder  
Center for  
Values-Driven Leadership

# A Letter from the Director

**"I'm going to use this on Monday."**

Applications for Cohort 5 will be accepted from April 2, 2018 to Nov. 1, 2018. Late applications will be considered until the cohort is full.

The program begins April 4, 2019.

Learn more about Jim and our other faculty members on page 17.

It was late on a Sunday afternoon, and our cohort of doctoral students was wrapping up their class weekend. We asked each student to share something they had learned. That's when Francisco, the founder of a Mexico-based technology company, raised his hand. He'd arrived at class on Friday night pondering a challenge in his company. The course weekend had sparked fresh insights for facing the challenge. "I'm going to use this on Monday," he told the class.

As faculty at the Center for Values-Driven Leadership, we hear that frequently. **Our program combines rigorous academics with practical insights you can put to work on Monday morning.**

We've created an unparalleled program designed to equip senior executives to become global thought leaders: scholar-practitioners who have a transformative impact on business and society.

In this booklet you'll find profiles of our remarkable students, information on the curriculum and calendar, and more about our Center.

Are you ready for **rigorous learning so you can rise above business as usual**? If the answer is yes, then we look forward to meeting you.

Sincerely,



# Business is the most powerful institution on the planet.

## How can we make it more ethical and effective?

We created Benedictine University's Ph.D./D.B.A. Program in Values-Driven Leadership for leaders who rise above "business as usual." Our program is the first of its kind, specifically designed for senior executives committed to using the creativity and discipline of business to:

- Create short-term and long-term stakeholder value
- Enrich people's lives and help them thrive
- Produce products and services that benefit society
- Contribute to the health, sustainability, and flourishing of the planet

The program offers a unique combination of research, theory, practice, and action-based learning to equip students with the knowledge and skills needed to lead strategically at the intersection of business and society.

## Program at a Glance

Ideal Student	Ideal students are senior business leaders with a track record of success who are ready for the next phase of their career. See page 7 for more details.
Degree Options	Your choice of degree, Ph.D. or D.B.A. (See page 13 for details.)
Curriculum Focus	Our curriculum integrates the fields of global leadership, strategic change, and corporate sustainability. We explore each of these fields through the four levels of leadership: self, others, organization, and society.
Format	Cohort and classroom-based, with a flexible schedule designed for working executives who commute from across the country and around the globe.
Length	Three years: two years of course work followed by a year of dissertation research and writing.
Class schedule	Classes are held once a month on weekends plus an annual 8-day intensive.
Total credit hours and courses	96 hours, 16 courses
Total cost	\$40,000/year Includes books and other materials
Timeline	Applications are accepted from April 2, 2018 to November 1, 2018. The program begins April 4, 2019.

This booklet contains the most current information at the time of publication. For updated information visit our website or contact [info@cvdll.org](mailto:info@cvdll.org).





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# Program Overview

Our program in Values-Driven Leadership is a **rigorous, fully-accredited doctoral program** for senior executives that allows them to earn their Ph.D. or D.B.A. degree in three years while continuing to work full time.

Our fully **face-to-face learning** environment allows students to be in deep, personal interaction, rich dialogue, and generative learning with Benedictine University's world-class faculty, distinguished visiting scholars from top global universities, and a cohort of accomplished peers. On-campus classes are held during the first two years of the program **one weekend a month plus an annual 8-day intensive**, so leaders can conveniently commute from across the country and around the world. During the third year of the program, students research and write their dissertation on a topic of their choice.

Core content of the curriculum includes an integration of three fields of study (global leadership, strategic change, and corporate sustainability) along with research methods. Our **values-driven approach** is woven throughout the program, inviting students to explore their own leadership at four levels of influence: personal, interpersonal, organizational, and global.

## Three Areas of Study



Global Leadership



Strategic Change



Corporate Sustainability

### Distinctive features include:

**World-Class Faculty:** Benedictine University's award-winning faculty teach side-by-side with distinguished visiting scholars from leading universities and companies, exposing students to the latest theories and bold ideas with marketplace impact.

**Cutting-Edge Research:** Benedictine faculty and a global network of scholars work with students on research initiatives that explore the exemplary practices of sustainable, responsible companies and leaders.

**Action-Based Learning:** Students integrate theory and practice by designing local and global application projects that have a direct and immediate impact on their organizations and communities.

**Global Exchange:** Students travel internationally and engage in dynamic learning exchanges with top scholars from other countries and cultures, such as China, Dubai, France, Ghana, India, Ireland, Saudi Arabia, Scandinavia, South Africa, Spain, and the U.K.



# Five Things You Won't Find in Any Other Program

## The Values-Driven Leadership Model

Our values-driven leadership model has been taught in corporations and organizations around the world, and helps executives integrate their values into every aspect of their work.

## A Global, Social Community

Our cohort-based model means you're in class with peers from across the country and around the world, giving you an opportunity to learn from the different cultures, industries, and roles in the classroom. But the fun doesn't stop when class ends. Our students form personal friendships that translate into support when you need it, extra fun on class weekends, and a strong network of senior executive colleagues that lasts a lifetime.

## Our Distinguished Visiting Scholars

Much of the teaching in our program is done by distinguished visiting scholars (DVS) who come to Benedictine from Harvard, Columbia, University of Michigan, Georgetown, and more. Learn firsthand

from the scholars who write the books and articles you are reading. Many DVS go on to serve as dissertation committee members or present at conferences with our students. Benedictine University's core faculty teach alongside our DVS to give students an integrated learning experience. See page 19.

## Pursue what You're Passionate About

In many doctoral programs, your research must conform to the research agenda of the faculty. At Benedictine University, we help you research what you're passionate about, so you can become a leading expert on the topic. See page 24 for examples of dissertation topics.

## #1 Program in Leadership by HR.com

Our program was named the #1 doctoral program in leadership, by [HR.com](https://www.hr.com), two years in a row, in 2017 and 2018.

Below: Students, graduates, and faculty gathered in April 2017 to celebrate the program's success and welcome a new cohort.



# What do people do with a Ph.D. or D.B.A. in leadership?

Executives who pursue a doctorate in values-driven leadership have a variety of career goals. Three common post-degree career paths are highlighted below:

## Moving into or Growing Within Executive Roles

In fields where many colleagues have an M.B.A., earning a doctorate helps our students distinguish themselves while learning useful tools and methodologies for success at work. Many students also focus their dissertation on a topic of relevance to their work, becoming a leading expert on the topic.



One year after completing the program, **Dr. Shelly Major** was recruited to a new role as Chief Nursing Officer within a large teaching hospital system.

**Dr. Joe Ricciardi** moved into a vice president role after completing the program, and was also promoted to Colonel in the US Army Reserves.



**Dr. John Heiser** was named president of a global manufacturing firm during his time in the program, and continues to grow the company's operations.

## Business & Societal Change Agent

Want to make your mark on the world? The courses and research in our program can help you pursue your passions and advance your business or social agenda. Lead change strategies in your own company or start a new organization to make a global impact.



**Dr. Lee Murphy** entered the doctoral program knowing his company needed a new business model. He used his dissertation research to re-frame the firm, launching it with a new name and a new mission.



Current student **Mary Rosswurm** leads a non-profit that provides behavioral services for individuals with autism; under her leadership, the organization just won a national-award for their programming.



**Dr. Lee DeRemer's** dissertation research prompted him to start a non-profit that uses the sport of cycling to mentor teenage boys from difficult backgrounds.

## Transition to A New Career in Higher Education, Consulting, or the Private Sector

This program helps you earn the credentials and experience needed for a second career in higher education or consulting; for leaders transitioning out of military service, the program becomes a springboard into private sector roles.



**Dr. Mike Chikeleze** needed a Ph.D. to continue in his teaching career. After earning his degree he is now a tenure-track professor at Louisiana State University.



**Dr. Kasey Short** was an innovation expert at McDonald's Corporation, but wanted to make the transition to higher ed. She is now teaching full time at Ferris State University.



**Dr. Dave Smith** retired from the US Air Force as a Lieutenant Colonel;

the doctoral program helped him prepare for his second career as a consultant.

# Ford Chief Engineer: Advancing his Company, his Career, and the Field of Study



Brett Hinds is a chief engineer at Ford Motor Company in Dearborn, MI, where he is responsible for developing the powertrain systems for the company's growing electric car fleet. Below, we ask Brett to share his experiences with the program.

## **What prompted you to pursue your doctorate?**

I had reached a point in my career where I felt my learning was slowing down. I wasn't learning as much about how to be a better leader. My role had gotten higher in the company, but I felt my formal learning wasn't supporting me in that role anymore. I wanted to be a better, more effective leader. So I started looking into doctoral programs.

I loved getting my master's degree and wanted to continue formal education, but life (family and career) had taken priority. Now the balance of life finally opened a window for me – I can put the doctoral program into that window.

## **How is this program a good fit for engineers?**

Even as a technical leader, I'm still managing people. Engineering programs don't expose you to classes in ethics, organizational behavior, or leadership ideas. As you advance in your career, you reach a point where your job is less technical and more managerial. But the path hasn't prepared you for that experience. This program fills in that material you've not been exposed to before.

## **Is what you're learning applicable at work?**

Yes. At a high level, there's always been these ideas in the back of my head. The doctoral program has taken those feelings and made them thoughts; I'm reading books and talking with leaders and scholars about these ideas that are materializing. It's the "Aha!" experience for me.

But more specifically, the concept of framing has

been interesting, and when I learned it I immediately applied it. We frame a project or meeting when we begin by clarifying the real purpose of the initiative, and the roles each team member is playing. The idea comes from Dr. Amy Edmondson, of Harvard University, who was our first visiting scholar. I went right from class that Sunday to a kickoff meeting about a new project on Monday. Before the meeting started, I announced that I wanted to frame the conversation – why the project was important, why each person was in the room, and how we could make a difference. It let people see why they belonged and how they could contribute. These are questions everybody has when they first arrive.

Literally – I learned something on the weekend, and applied it on Monday morning.

All of sudden you hear something in class and it fills a gap or answers a question you've had. It resonates. You can immediately start using it as a way to help your organization and yourself.

## **What are you hoping to study in your dissertation, and why?**

Global leadership is my dissertation topic. It's a relatively new field of leadership study, so I can contribute to the expansion of knowledge in that area. For me personally, I am a global leader; I lead people who are in different time zones and countries, so by exploring that topic, I can benefit myself and my company too, while contributing to the academic growth of the field.





## Curriculum Overview

Courses in the doctoral program will challenge you to expand your capacity in the fields of global leadership, organizational change, and corporate sustainability, while also learning the research methods that will allow you to complete doctoral-level research and writing. Our courses invite you to consider what it means to lead at four levels.

### Personal

Grow as a values-driven leader

### Interpersonal

Develop great people and teams

### Organizational

Build flourishing companies

### Global

Transform business and society.

### Research

Learn the methods for researching and writing at the doctoral level.

The curriculum chart on the pages that follow provides a color-coded guide to how these levels of leadership are taught throughout the program.

The Ph.D./D.B.A. curriculum integrates psychological, sociological, organizational and economic perspectives on responsible leadership in today's global context. Classroom interaction draws from student experience, action-learning initiatives, the latest research, and spirited dialogue with faculty and Distinguished Visiting Scholars and executives.

The following offers an overview of the curriculum by year.

### Year 1

Emphasis in the first year is placed on leadership theory, leading self, leading teams, moral and ethical foundations of leadership, organizational theory and behavior, and leading change and developing organizations. Students are also introduced to their first research methods course for an understanding of the unique requirements of applied and scholar-practitioner approaches to research and writing.

#### Orientation

Students admitted to the Ph.D./D.B.A. in Values-Driven Leadership program are required to attend this 0 credit course at the beginning of their program. This course provides an overview of the curriculum, an explanation of the doctoral process, and an introduction to Benedictine University services, policies, and procedures. New cohort students will also attend a Senior Executive Roundtable along with current cohort students, faculty, alumni, and business leaders.

#### Leadership Theory, Research, and Practice (4 credits)

##### Personal

This course focuses on understanding the major streams of thought in leadership theory, research, and practice. Emphasis is placed on comparing and contrasting historical trends such as trait, behavioral, contingency, and charismatic theories of leadership and also exploring contemporary approaches such as transformational leadership, servant leadership, authentic leadership, positive leadership, and shared leadership. Personal assessment instruments and practical application projects allow students to develop and apply their personal leadership theory.

#### Research Methods I: Scholar-Practitioner Strategies (4 credits)

##### Research

This is the first of three research methods courses including (1) scholar-practitioner strategies, (2) qualitative research methods, and (3) quantitative research methods. This course

is designed to help students develop an initial familiarity with statistics and quantitative, qualitative, and mixed-methods approaches to research. Attention is also given to understanding the unique requirements of applied and scholar-practitioner approaches to research and writing. The remaining research courses are held in year two.

#### **Leading Self: Your Career Leadership Legacy (4 credits)**

##### **Personal**

This course has three primary objectives: (1) build strong working relationships among cohort members, (2) reinforce the initial introduction to leadership theory and research, and (3) allow each cohort member to strengthen their leadership vision and capacity by identifying and leveraging their unique strengths as a leader. Students complete a series of assessments and personal development activities to help clarify their leadership point-of-view, strengthen their leadership capacity, and engage in activities to create cohesion in the cohort group.

#### **Leading Teams (4 credits)**

##### **Interpersonal**

Although most of us have been on various kinds of teams throughout our lives, we seldom take time to systematically observe and analyze how teams function and consider how they could be shaped and structured to function better. Yet observation and analysis are the first steps in understanding teams, shaping their dynamics, and ultimately improving their performance. In this course, students have the opportunity to analyze their own team processes and explore the dynamics of leading diverse teams while learning from and applying the best of the team process and development literature.

#### **Moral and Ethical Foundations of Leadership (4 credits)**

##### **Personal**

This course explores social, moral, and ethical philosophy as it relates to leadership in the corporate arena. Specific attention is paid to comparing and contrasting theories on the purpose of business, human nature and relationships, ethical decision making, and the meaning of sustainability and relational accountability on an organizational, societal, and global level. Students relate these theoretical perspectives to their own purpose, values, and commitments as leaders, their approach to leading and enriching the lives of others, and the role they play in shaping the vision, mission, priorities, and strategies of their organizations.

#### **Leadership Lecture Series Seminar I (4 credits)**

Through the lecture series, we invite the world's top scholars to Benedictine to present to the broader business community and interact personally with our Ph.D./D.B.A. students. Additionally, as part of this course, our students attend premier conferences within the field of study to present and engage with scholars and practitioners from around the world.

#### **Organizational Theory and Behavior (4 credits)**

##### **Organizational**

This course focuses on identifying theory and research that frames the current study of organizations from the macro and micro perspectives. The first weekend examines competing schools of organizational theory that facilitate our attempts to understand organizations and key issues/topics. The second weekend focuses on micro issues of organizational behavior, including topics such as human needs and motivation, emotions, conflict, work stress, trust, and





cross-cultural issues; as well as more recent topics in positive organizational scholarship that capitalize on human strengths and capacities (peak performance; thriving and human flourishing; resilience; positive identity, meaning, emotions, and relationships; creativity; compassion).

#### **Leading Change and Developing Organizations (4 credits)**

##### **Organizational**

This course examines the theories and research regarding organizational culture, design, and change. Attention is devoted to understanding the structural and cultural leverage points that allow leaders to create sustainable value and build highly-ethical, highly-reliable, high-performing organizations. Attention is also paid to the processes and dynamics of leading successful large-scale organizational change from a senior executive position. Case studies, simulations, and application projects are used to translate theory into practice.

#### **Year 2 Curriculum**

The second year focuses on the origins, evolution, and leading thinking around leadership development, socially responsible business, corporate sustainability, social entrepreneurship, and the strategic and market challenges of leading in today's global context. It also includes seminars on quantitative and qualitative research methods to prepare students for the completion of their dissertations.

#### **Leading Corporate Sustainability (4 credits)**

##### **Global**

This course focuses specifically on turning sustainable business practices into a competitive advantage. It is designed to cover a range of issues on the topic of sustainability that are central to leaders in today's economy, including how to maximize business and environmental objectives while managing complex stakeholder relationships and how to gain competitive advantage through environmentally sustainable practices such as strategic alignment, product and process innovation, and sustainable supply chain management. It also explores best practices of executive sustainability and personal flourishing, including the areas of meaning, high-quality relationships, and physical and emotional health.

#### **When are classes held?**

Standard class weekends are on the following schedule:

- Friday, 6:30 pm to 9:30 pm
- Saturday, 9 am to 4 pm
- Sunday, 9 am to 4 pm

There are three annual exceptions to this schedule. First, one time a year, we hold a Leadership Lecture on campus; on that weekend, students attend from 1 pm Friday afternoon through noon on Sunday. Second, once a year, students attend a premier conference in the field. (See page 16 for details.) Finally, an 8-day intensive is offered each June, and during these dates classes are held 8 am to 4 pm. Find a draft calendar for Cohort 5 on page 29.



## Leadership and Corporate Social Responsibility (4 credits)

### Global

This course provides an overview of the origins, evolution, and leading thinking around the theory and practice of socially responsible business and social entrepreneurship. Students explore current trends, leading literature, theory, and case studies while participating in experiential exercises and interactive projects in order to gain practical insights into how society's increasing expectations are driving innovation and impacting the firm's social license to operate. The goal of this course is for students to better understand how business relates to society and the ways in which corporate social responsibility can be integrated into all facets of organizational life to drive the creation of shared value.

## Leading and Developing Others (4 credits)

### Interpersonal

This course provides an in-depth exploration of the theory and practice of leadership development. It focuses on three primary areas: (1) human development theory, particularly from the perspective of the new and emerging field of positive psychology and strength-based leadership, (2) leadership capacity building, and (3) the dynamics of executive coaching. Students put theory into practice via application projects both in class and in their organizations and strengthen their capacity to build cultures of inclusive leadership.

## Strategic Leadership (4 credits)

### Organizational

This course focuses on the role of senior leadership in developing and executing corporate strategy. It examines historical and contemporary approaches and the underlying theories that support them. It addresses governance, market, organizational, and process issues that affect successful strategy formation and implementation. Particular emphasis is placed on the unique challenges and opportunities of developing corporate strategy for sustainable value creation.

## Leading in the Global Economy (4 credits)

### Global

This course explores the application of economic, legal, and political theory to the task of leadership in today's global context. Included are discussions of historical and current economic and political trends and their relationship to corporate sustainability, corporate strategy, and leadership decision-making. Specific emphasis is placed on the future of global business, approaches to successful economic development of organizations, risk assessment and management, issues relating to governmental regulations, and leading in diverse cross-cultural settings. Case studies of successful and unsuccessful global leadership are analyzed.

## Leadership Lecture Series Seminar II (4 credits)

Building on year one, through the lecture series, we invite the world's top scholars to Benedictine to present to the broader business community and interact personally with our Ph.D./D.B.A. students. Additionally, as part of this course, our students attend premier conferences within the field of study to present and engage with scholars and practitioners from around the world.



### Research Methods II: Quantitative Methods (4 credits)

#### Research

A companion to Scholar-Practitioner Strategies and Qualitative Research Methods, this course is designed to help students develop proficiency in quantitative analysis for interpreting social and organizational data. It includes experimental, quasi-experimental, and several multivariate designs as well as analysis of quantitative studies and an examination of the ethics involved in research. Appropriate statistical techniques are discussed, critiqued, and applied.

### Research Methods III: Qualitative Methods (4 credits)

#### Research

A companion to Scholar-Practitioner Strategies and Quantitative Research Methods, this course is designed to develop proficiency in collecting, analyzing, and reporting qualitative data, using a variety of qualitative tools. It includes phenomenology, ethnography, narrative, case studies, grounded theory, and generative theory. Attention is given to their history, traditions, conceptual bases, and applications. In addition, students conduct a mini-qualitative research project from start to finish equipping them with the tools they need to use qualitative methods in their dissertation research.

## Year 3

The third year is dedicated to the research and writing of the dissertation, and to the completion of final requirements for the degree, including the international trip.

### Global Exchange/International Trip (8 credits)

#### Global

Students are required to participate in a global exchange in which they travel internationally with faculty and fellow students to engage in dynamic learning activities with top scholars and executives from other countries and cultures. This global exchange can be done anytime during the program (year 1, 2, or 3), but credit is given in the third year.

### Dissertation (24 credits)

#### Research

Students in the Ph.D. track earn their degree by completing a scholarly dissertation based on original research, while students in the D.B.A. track earn their degree by completing an applied dissertation based on the implementation and analysis of an application project. While the program is a three-year initiative, the dissertation is designed to be integrated throughout all years of study. Students are encouraged to begin reviewing dissertation possibilities upon acceptance into the program and to continue to explore and develop dissertation topics throughout their coursework. Students are encouraged to select topics consistent with the major research themes within the program. In addition, throughout the program students are expected to contribute to the field and gain feedback on their work by presenting at conferences and publishing in journals.

## What is the difference between a Ph.D. and a D.B.A?

Students in the doctorate of philosophy (Ph.D.) track and the doctorate of business administration (D.B.A.) track follow the same curriculum during the first two years of the program.

In the third year, students working toward the research-focused Ph.D. degree complete a scholarly dissertation based on original research. Those working toward the practice-oriented D.B.A. degree complete an applied dissertation based on the design and implementation of a major project or change initiative.

“The doctoral program in values-driven leadership offers a substantial degree of scholarship with an emphasis on the use of critical thinking to unpack relevant theoretical constructs. There is an emphasis on empirically based research and literature, but with a view of being able to apply and operationalize theoretical ideas within the context of your current organization and position.”

—Dr. Steve Carter, President,  
The Carter Group, Inc.  
Chicago, IL., Cohort 2

# Following My Passion: How Earning a Ph.D. is Helping Me Do More of What I Love



Salwa Rahim-Dillard is US Cellular's Senior Manager for Diversity & Inclusion Strategies and Planning. Here, she shares her thoughts on how earning her doctorate is helping her pursue what she is passionate about.

## Why do a doctoral program?

I value education, and I value making a difference. For me, one of the biggest ways to impact the world is to be a subject matter expert about things that matter. To make the changes I want to make in the world, I knew I needed to earn a Ph.D. so I could learn more and have the credentials I needed. This program touches on so many things I care about: corporate social responsibility, leadership, authenticity, inclusion and diversity, organizational development. It was the perfect marriage of my passions and my professional aspiration.

## Tell us about your cohort experience.

I love the cohort. There's such a rich diversity of ideas, as the students come from different backgrounds and countries. But there's also a lot of commonality as we share the desire to help others, to do business well, to be caring. It resonates differently for different people, but the similarity is there.

It's also incredible to see growth in each other: I see it in myself, but I also see it in my fellow cohort members. We can see how we are learning, how we're trying to stretch ourselves. You can grow and learn and become better people – I like that openness.

## Does what you're studying apply to your work?

I'm amazed at how many ways I can apply what I'm learning. As an example, early in the program I read a paper about what inclusion really is, and it included a 2x2 quadrant that outlined different degrees of the experience of diversity and inclusion. Since

then, I've used the quadrant in different trainings, to draw a connection between the academic model and how those degrees of inclusion might appear in our company. As a result, I created a new inclusion model that may go into our performance management system.

## How are you managing the balance of work, school, and family?

That is the biggest challenge for me. There are so many things going on and the program is very time consuming. But it also replenishes me. I know I cannot complain about the extra work, because for so many years I wanted this and now I'm here doing it. I'm invested in me in a way that in the past, I might not have done. It's worth it.



"I've never been as fulfilled in my career as I am right now, and the program is a big part of that."

**John Heiser, Ph.D.** (Cohort 2)

President & Chief Operating Officer,  
Magnetrol International



# Global Reach



## Our students bring the world into the classroom.

The Center for Values-Driven Leadership's global reach, combined with the once-a-month format of our classes, means that our students are able to come from around the world to participate in the doctoral program. We also travel to premier international conferences, giving our students the opportunity to connect with leaders from other cultures and countries.

Remi Vespa, Ph.D., is the CEO of BlueTrail Software, a global technology firm with offices in the U.S., Mexico, Argentina, and Uruguay. A French-national by birth, Remi has made San Francisco his home base.

As a student in the doctoral program, Remi used his classroom experience to rethink his own approach to developing leaders within his company. "What I really want as a leader is for people to emerge stronger because of their relationship with us," he says.

Now as a graduate of the program, Remi is putting his ideas to work in his company and with clients, and is writing a book based on his dissertation research.

The map below illustrates where our students come from, the global conferences our students and faculty attend, and the home countries of our distinguished visiting scholars.





**DAWN HARRIS JEFFRIES, Cohort 4**  
**International Leadership Association,**  
**Brussels, Belgium**

photo credit: International Leadership Association

## Resources that Help You Succeed as a Scholar-Practitioner

Returning to the classroom, and to academic reading and writing, takes courage for accomplished executives. To make the transition easier, our faculty have instituted the following practices.

### Grow as a Scholar-Practitioner at Conferences

To advance your growth as a scholar-practitioner, our cohorts attend the leading academic conferences in our field, the Academy of Management (year 1), and the International Leadership Association (year 2). Conference attendance replaces one class weekend in each year of the program.

Both conferences are phenomenal opportunities to meet with leading thinkers in the field, explore the cutting-edge research on topics about which you're passionate, and present your own research and case studies. Attending the conferences helps our students advance

in understanding of the field faster, so you can return to class energized to pursue your studies in new ways.

### Coaching Edit Reviews

As a doctoral student, you'll be a creator of new knowledge. Sharing these insights takes strong writing skills. Students in our program receive personalized coaching throughout the program to help them strengthen their academic and popular-audience writing abilities.

### Regular Check-Ins with Faculty

As an additional strategy for ensuring your success in the program, core faculty will host regular, personal check-ins at the 2 month, 6 month, and 1 year mark. These check-ins will help you feel confident in your process of becoming a scholar-practitioner, and can also serve as a regular forum for discussing your personal research interests and questions.



Read more about our scholar-practitioner approach on page 30.



# Faculty



## James D. Ludema, Ph.D.

CVDL Co-founder and Director; Professor, Global Leadership

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Dr. James D. Ludema is the Co-founder and Director of the Center for Values-Driven Leadership and a Professor of Global Leadership at Benedictine University. He is Past Chair of the Academy of Management's Organization Development and Change Division and is the author of two books and dozens of articles on leadership, strategy and organizational change. His book *The Appreciative Inquiry Summit: A Practitioner's Guide for Leading Large-Scale Change* is widely considered a classic in the field.

Dr. Ludema has lived and worked in Asia, Africa, Europe, Latin America, and North

America and has served as a consultant to a variety of organizations including GlaxoSmithKline, Merck, BP, McDonald's, John Deere, USG, U.S. Cellular, the U.S. Navy, World Vision, and many local and international NGOs. Dr. Ludema received his Ph.D. in Organizational Behavior from Case Western Reserve University.

*Research interests:* Values-driven leadership at the individual, organizational, and societal levels; Appreciative Inquiry and positive organizational scholarship; the link between culture and profit in small and mid-size businesses; strategic organizational change.

"Business exists to serve society and can do it better and faster than anyone else when guided by values-driven leaders. Now more than ever, understanding the business case for values-driven leadership, how it works at its best, and how to develop it at every level of our organizations, is an urgent and exciting global imperative." - Jim Ludema



## Michael R. Manning, Ph.D.

Director of Research; Professor of Leadership, Strategy & Change, & Core Faculty  
mmanning@ben.edu, (630) 829-6051

Dr. Michael Manning joined the faculty in 2013 as Professor of Leadership, Strategy & Change. He has held faculty appointments at New Mexico State University, Case Western Reserve University, Fielding Graduate University, and SUNY-Binghamton. Dr. Manning currently serves as an associate editor of the *Journal of Applied Behavioral Science* and is active in the Academy of Management, where he is a former Chair of the Organization Development and Change Division.

Dr. Manning has dedicated his professional career to educating and developing executives, designing effective organizations, and creating applied action research processes and intervention techniques. He teaches and consults throughout the U.S. and internationally in Mexico, Europe and the Baltic States, the Middle East, and the Far East.

*Research interests:* Multiple topics related to the management of change (whole systems change using large group interventions, the role of affect and emotion in change, identifying change moments); leading and collective action; occupational stress and well-being.





**Marie E. Di Virgilio,  
Ph.D.**

Core Faculty, Organizational  
Change & Corporate  
Responsibility  
mdivirgilio@ben.edu,  
(630) 829-2178

Dr. Marie Di Virgilio joined the Center in 2008 as Administrative Director. She brings over 30 years of business experience, much of it with Allstate Insurance Company, holding key leadership positions in sales, human resources, accounting, corporate education, and information technology. She earned a Ph.D. in Organization Development from Benedictine University in 2005.

Dr. Di Virgilio is a core faculty member specializing in Organizational Change and Corporate Social Responsibility at the Center and has held faculty appointments at other universities, the International School of Management and the U.S. State Department Middle East Partnership Initiative. She teaches internationally in Poland, the Czech Republic, and France. Dr. Di Virgilio uses her scholar-practitioner skills to help organizations improve their effectiveness.

Research interests: Developing values-driven leaders; employee engagement; change leadership; work group transformation; social enterprise and responsibility.



**Jim (Gus) Gus-  
tafson, Ph.D.**

Leadership Scholar-In-Residence; Core Faculty,  
Leadership Development  
jgustafson@ben.edu, (515) 577-  
0198

Dr. Gustafson was a founding Advisory Council member of the Center, helped to create the doctoral program, and formally joined the Center as the Leadership Scholar-in-Residence in 2009. Previously, he was Director of Strategic Leadership Research and Development and Organizational Transformation at U.S. Cellular. Gus also served as Executive Minister & Chief Transformation Officer at Lutheran Church of Hope in West Des Moines, Iowa (the largest and fastest growing Lutheran church in the world).

Gus has over 30 years experience in public, private and non-profit organizations. Gus currently serves on the Editorial Boards of the *Journal of Leadership Studies* and the *International Journal of Servant-Leadership*, and holds leadership positions with the International Leadership Association.

Research interests: Servant leadership; leadership authenticity; legacy-driven leadership; culture transformation; high-performing teams; human flourishing.

## Staff



**Amber Johnson**

Executive Recruiter & Chief Communications Officer;  
Senior Research Associate  
aajohnson@ben.edu, (312) 316-0680

Amber Johnson oversees doctoral program recruitment and other public-facing initiatives of the Center, including our website, social media, and events. Previously, Amber held leadership positions with World Vision, a humanitarian organization, and was a Peace Corps volunteer. She has an M.A. from Ball State University and a B.A. from Malone University in Ohio.

Amber is also a current student in the fourth cohort of the doctoral program. Her current research interests include global leadership, virtual teams, and shared leadership.



# Distinguished Visiting Scholars

Distinguished visiting scholars from leading institutions around the globe present side-by-side with the program's core faculty. This exposes students to the latest research and theories in global leadership, strategic change, and corporate sustainability from the people who write them. Past & present visiting scholars include:

**Dr. Bruce Avolio**

University of Washington

**Dr. Robert Audi**

University of Notre Dame

**Dr. Richard Boyatzis**

Case Western Reserve University

**Dr. Kim Cameron**

University of Michigan

**Dr. Anjan Chakravartty**

University of Notre Dame

**Dr. Yochi Cohen-Charash**

Graduate Center of CUNY

**Dr. Amy Edmondson**

Harvard University

**Dr. John Ehrenfeld**

Int'l Society for Industrial Ecology

**Dr. Ron Fry**

Case Western Reserve University

**Dr. Mary Gentile**

University of Virginia

**Dr. Leigh Hafrey**

MIT Sloan School of Management

**Dr. Stuart L. Hart**

Cornell University

**Dr. Mary Jo Hatch**

University of Virginia

**Dr. Bob Johansen**

Institute for the Future

**Dr. Mikko Ketokivi**

Instituto de Empresa Business School

**Dr. Chris Laszlo**

Case Western Reserve University

**Dr. Rodney Ludema**

Georgetown University; Former Chief Economist, US State Department; former Senior Economist, President's Council of Economic Advisors

**Dr. Cynthia McCauley**

Center for Creative Leadership

**Dr. Carlos Mora**

University of Michigan

**Dr. Peter Northouse**

Western Michigan University

**Dr. Marc Orlitzky**

The University of South Australia

**Dr. Joyce Osland**

San Jose State University

**Dr. Bill Pasmore**

Columbia University

**Dr. Ron Riggio**

Claremont McKenna College

**Dr. Abraham "Rami" Shani**

California Polytechnic State University

**Dr. Raj Sisodia**

Babson College

**Dr. Inger Stensaker**

NHH Norwegian School of Economics

**Dr. Diane Swanson**

Kansas State University

"The concept of using visiting scholars to teach many of our courses is a valued component of the CVDL program. As respected leaders in the field and authors of many of the renowned leadership texts, **we are clearly learning from the very best.**"

*Al Zucco  
Sr. Director, Energy  
& Sustainability |  
USG Corporation  
(Cohort 3)*

Find the full list of distinguished visiting scholars, along with a list of visiting executives, on our website at <http://cvdl.ben.edu/doctorate>.



# Cohort 4 Students



**David Barnett**

Owner,  
Grand Arbor Advisors  
Richland Hills, TX



**Dawn Gay**

Executive Director,  
Patient Innovation Center  
Chicago, IL



**Brett Hinds**

Chief Engineer,  
Ford Motor Company  
Clarkston, MI



**Colleen Lyons**

Sr. Ethics Advisor,  
Boeing  
Frisco, TX



**Tim Courtney**

COO,  
Little Star Center  
Carmel, IN



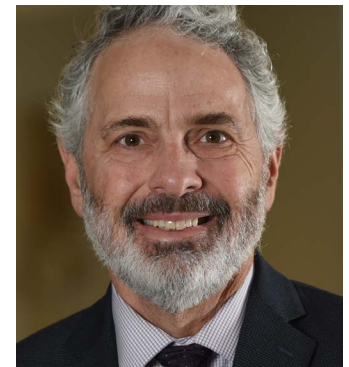
**Dawn Harris Jeffries**

Financial Advisor,  
Merrill Lynch  
Peoria, IL



**Angela Karesh**

Principal Mgmt Develop-  
ment Specialist, ComEd  
Downers Grove, IL



**Daniel McClellan**

Captain,  
US Coast Guard (Ret.)  
New York, NY



**James Garrett**

Deputy Director,  
Kansas City Fire Dept.  
Kansas City, MO



**Amber Johnson**

Chief of Comm.,  
Center for Values-Driven  
Leadership  
Chicago, IL



**Chris Lauritzen, DDS**

Dir. of Dental Services,  
Salt Lake City VA Center  
Salt Lake City, UT



**Michael McKillip**

CEO,  
Learn & Play  
Downers Grove, IL



# Graduates

Founded in 2011, our doctoral program has graduated two cohorts of students; a third cohort will complete the program in June 2018. Below is a list of current graduates:



**Ted McKinney**  
COO,  
Hawthorne Animal Clinic  
Edwardsville, IL



**Salwa Rahim-Dillard**  
Sr. Mgr, Diversity Strategies, US Cellular  
Frankfort, IL



**Tasha Patterson**  
Sr. Marketing Mgr.,  
T-Mobile  
Aurora, IL



**Lucie Tran**  
Process Engineer,  
SurveyGizmo  
Westminster, CO



**Francisco Vázquez, Jr.**  
Co-Founder, Testing  
House de Mexico  
Guadalajara, Mexico

Find bios on these students, and members and graduates of our other cohorts, at <http://cvdl.ben.edu/doctorate>.

**Anna Amato, Ph.D.**  
CEO, edtec central  
Ferndale, MI

**Walter Baehrend, Ph.D.**  
Senior Manager, Alcatel-Lucent  
Naperville, IL

**Sherri Black, Ph.D.**  
Senior Manager, Visteon Corporation  
Dearborn, MI

**Shannon Brown, Ph.D.**  
Assistant Professor,  
University of St. Francis  
Joliet, IL

**Kerrie Aman Carfagno, Ph.D.**  
Lecturer of Communications,  
University of Virginia  
Charlottesville, VA

**Steve Carter, Ph.D.**  
President, The Carter Group  
Chicago, IL

**Basil Chen, Ph.D.**  
Professor, Centennial College  
Toronto, Ontario, Canada

**Mike Chikeleze, Ph.D.**  
Associate Professor, Louisiana State  
University  
Shreveport, LA

Continued on the following page.

# Graduates, continued

**Donna Darr, Ph.D.**

Visiting Professor, DeVry University  
Chicago, IL

**Lee DeRemer, Ph.D.**

Director, Lifecycles Inc.  
York, PA

**Barbara Fahey, Ph.D.**

President, Fahey Associates  
Glen Ellyn, IL

**Jean Gould, Ph.D.**

Business Development Executive,  
Paycepays.com  
Cincinnati, OH

**Kathy Hannan, Ph.D.**

Global Lead Partner, KPMG  
Chicago, IL

**E. John Heiser, Ph.D.**

President & COO, Magnetrol Int'l  
Aurora, IL

**Tina Huesing, Ph.D.**

Chief Consultant,  
Wyrnwood Consulting  
Auckland, New Zealand

**Chantel Ishola, Ph.D.**

Manager,  
American Osteopathic Assoc.  
Aurora, IL

**Michael Kuppinger, Ph.D.**

Executive Transformational Leader,  
Steiner Electric  
Chicago, IL

**Denise Lackey, Ph.D.**

Director of Urgent Care,  
The Christ Hospital Network  
Cincinnati, OH

**Michele (Shelly) Major, Ph.D.**

Chief Nursing Officer, University of  
Illinois Hospitals & Clinics  
Chicago, IL

**Carolyn Maraist, Ph.D., Ed.D.**

Director, AAP  
Glencoe, IL

**Premalatha Mony, Ph.D.**

Director, Wellness Center,  
Advocate Health Care  
Downers Grove, IL

**Lee Murphy, Ph.D.**

CEO, Inspira Health  
Naperville, IL

**Shaun Passley, Ph.D.**

CEO, Epazz  
Chicago, IL

**Joe Ricciardi, Ph.D.**

VP of Operations, SEFA  
Valparaiso, IN

**Clarke Sabandal**

Regional VP, MEDNAX  
Dallas, TX

**Matt Schatteman, Ph.D.**

Director of Strategy, Kaman Group  
Bolingbrook, IL

**Kasey Short, Ph.D.**

Associate Professor,  
Ferris State University  
Big Rapids, Michigan

**Dave Smith, Ph.D.**

Senior Analyst, Booz Allen Hamilton  
Panama City, FL

**Indigo Johnson Triplett, Ph.D.**

CEO, Careers in Transition  
Atlanta, GA

**Joanna Beth Tweedy, Ph.D.**

Course Mentor,  
Western Governors State University  
Springfield, IL

**Remi Vespa, Ph.D.**

Founder, BlueTrail Software Holding  
San Francisco, CA

**Benny White, D.B.A.**

Consultant, Global Resource Solutions  
Naperville, IL

**Carla Worthey, Ph.D.**

AVP Strategic Analytics, HCA, Inc.  
Nashville, TN



# "A constant series of epiphanies"

## Boeing Senior Ethics Advisor on her Journey to Earn her Doctorate



Collen Lyons is a Dallas-based Senior Ethics Advisor with Boeing, the world's largest aerospace company. Here she answers questions about her own journey in values-driven leadership.

### **What prompted you to consider a Ph.D.?**

A former colleague and mentor of mine called me a few years ago and said he'd just completed a doctoral program. It sowed the seed, and over time the idea of earning a Ph.D. came to seem right.

I'm passionate about contributing to ethical capitalism. This helps me understand more, and will help open doors for me to do my job better. Also, I love going to school.

### **What led you to Benedictine University?**

It was a convergence of things that led me here; really, it was a 15-year journey. It started years ago, when I was at a highly respected market research firm; the further I went up in the organization, I started to see how profitability and ethics intertwined. I became very interested in how ethical culture impacts business outcomes. Eventually I was a non-degree graduate student at Princeton Theological Seminary to study global ethics, to work in response to the global HIV/AIDS crisis. Later I earned my master's in bio ethics and ended up at Boeing. A colleague at Boeing introduced me to values-driven leadership, and I began to consider Benedictine's program.

### **As an ethics expert, how do you see the connection between ethics and values-driven leadership?**

Values-driven leadership is what makes for a truly ethical culture. Ethical behavior is a personal decision first, and everything else falls from it.

In business, the way I explain it is by saying you cannot outsource your ethics to a code of conduct. Enron had a strong code of conduct, but we know what happened there.

Values-driven leadership is a well-defined set of values that are non-negotiable on a personal level. From there, you can influence others. Values-driven leadership is about influence, not compliance. You need compliance, but that cannot be all. Values driven leadership enables shared accountability.

You need the values to cultivate a system, because it's possible to have a really great code of conduct and still have people within the organization do really terrible things.

Values are also aspirational. Most of us are trying to be good. People don't want to be knuckle-heads, but we all are at times. Well-crafted systems, processes, policies and procedures can serve as protection against the pressures that prompt good actors to succumb to misconduct.

So for me, to really have an ethical organization, we need values-driven leadership.

### **Of all that you've studied so far, what is stretching your thinking the most?**

Getting an outside perspective of myself using the literature and class discussions is a constant series of epiphanies. It's like walking through Versailles – there are mirrors everywhere providing never-seen before views, but there are so many you cannot fixate.

From an intellectual perspective, the exposure to the literature is incredible. You cannot go through this without being humbled by the history of the field and what's happened before you. It's a high bar to contribute something.

In addition to our faculty, our visiting scholars are deep thinkers that are so engaged in life, very well-rounded people. For example, Dr. Anjan Chakravarty from University of Notre Dame, who taught our philosophy of science course: he is a serious mind with deep character and a delightful humanity.

Finally, my classmates help me think differently. They challenge each other with humor and grace.

### **What dissertation topic are you considering?**

I'm interested in courage – specifically, the role of courage in an open and accountable culture. How do you make it possible to speak up, to give voice to your values, especially in a VUCA [volatile, uncertain, complex, ambiguous] world?





## Dissertations & Research

At the Center for Values-Driven Leadership, students are encouraged to choose a dissertation topic that inspires their passion. You'll have the freedom to explore what matters to you, from very early in the program.

Faculty members work with students in the first year to identify research interests and direct students toward resources, conferences, and scholars. In the second year of the program, students complete a literature review on the topic of their choice. Additionally, many assignments offer opportunities to be customized, to advance the student's research and dissertation proposal. The third year of the program focuses solely on the dissertation, giving students a chance to research and write with focus.

Below you'll find the dissertation titles of some of our graduates, which represent a wide range of research areas, but all clearly relate to the study of values-driven leadership. Orange titles are linked to online resources.

**Dr. Anna Marie Amato** "Searching for the Links between Culture and Performance: The Role of Values Work as Emergent Values Practices in One Company's Journey from Imagined to Transformational"

**Dr. Shannon Brown** "How Values Driven Organizations Manage Critical Incidents: The Process Model of Organization Identity/Action Alignment"

**Dr. Kerrie Aman Carfagno** "Digital Coaction: The Role of Social Media in Crisis Management"

**Dr. Basil Chen** "Constructing Positive Organization Identity with Virtuous Positive Practices"

**Dr. Michael Chikeleze** "Validation of the Ethical Leadership Style Questionnaire (ELSQ)"

**Dr. Lee DeRemer** "The Nature of Mid-Life Introspection"

**Dr. Barbara Fahey** "Resolution of Paradoxical Tensions: Linking Founder/CEO Values to the Viability of their Company"

**Dr. E. John Heiser** "The Role of CEO Leadership in Driving Strategic CSR: An Enhanced Stakeholder Collaboration Model"

**Dr. Kathy Hopinkah Hannan** "Diversity and Inclusion Leadership: A Correlative Study of Authentic and Transformational Leadership Styles of CEOs and their Relationship to Gender Diversity and Organizational Inclusiveness in Fortune 100 Companies"

**Dr. Bettina Huesing** "The Nature of Global Leaders' Work"

**Dr. Michael Kuppinger** "Teams: The Fundamental Unit of Twenty-First Century Organizational Performance"

**Dr. Denise Lackey** "Self-Regulation and Heart Rate Variability: Promoting Psychological Resilience in Healthcare Leaders"

**Dr. Michele Major** "The Effect of Emotionally Intelligent Relationships on Patient Satisfaction with Nursing Care"

**Dr. Carolyn Maraist** "A Cross-Cultural Narrative Exploration of the Life Stories of Chinese and American Peacebuilders"

**Dr. Lee Murphy** "Influencing Organizational Change by Improving Individual and Organizational Dimensions of Health"

**Dr. Shaun Passley** "General Growth Process: Concept to Living Enterprise"

**Dr. Joseph Ricciardi** "To Lead is To Love: An Exploration into the Role of Love in Leadership"

**Dr. David Smith** "How do Leaders Influence Organizational Culture, Especially as it Relates to Virtuous Aspects of those Cultures?"

**Dr. Joanna Beth Tweedy** "Sustainability and Flourishing: What's Love Got to Do with It?"

# Frequently Asked Questions

For a complete list of  
Frequently Asked  
Questions,  
visit our website at  
<http://cvdl.ben.edu/dكتوراة>.

## **When you say values-driven leadership, what do you mean?**

Values-driven leaders are people who lead with integrity and benefit business and society by building profitable, sustainable, and responsible organizations in today's global economy. They exist for a purpose beyond financial gain and personal ambition. They invest in others to build flourishing relationships and teams, and take a long-term view on success. Values-driven leaders are known for their strong character, competence, and contribution to society through business.

## **How are the university's Benedictine values and mission reflected in the program?**

Benedictine values include a focus on care for others, stability, discipline, humility, stewardship, and community. These values are lived out in both the doctoral program's curriculum and in the working relationships of our students, faculty, and staff. In keeping with Catholic higher education and responsible business practices, we seek to create the conditions that enable human flourishing for all those associated with the program. Our diverse student body may approach learning from a variety of perspectives, including different faith traditions, but we share the ideals of values-driven leadership and can find common ground in the Benedictine mission and values.

## **Can I get involved in research?**

Yes. Students are encouraged to work on research projects with Benedictine faculty and other scholars associated with the Ph.D./D.B.A. program. Through the Center for Values-Driven Leadership we are developing a variety of research initiatives focused on the exemplary practices of sustainable and socially-responsible companies and leaders.

## **Is there an international component?**

Yes, our faculty members plan up to two trips per year to participate in international conferences and learning exchanges with scholars and business leaders around the globe. To date, trips have been taken to China, United Arab Emirates, France, Ghana, India, Ireland, Saudi Arabia, Scandinavia, Spain, Belgium, and the U.K. Students are required to participate in at least one global exchange during their time in the program and are welcome to participate in as many as they like. Students may participate in a global exchange anytime during the program and receive credit for it in the third year of the program. Students are responsible for their own expenses associated with the exchanges.

## **I'm an international student. May I apply?**

Yes. Each cohort of our program has had at least one international student, coming from Canada, Mexico, Europe and Africa. Because of our program's unique week-end-based structure, most students live in their home countries and commute only for class weekends. Some others do relocate to the Chicago area for the two years of coursework, and then return to their home countries.

Completing an international application does have a few extra requirements. Contact us early, at [info@cvdl.org](mailto:info@cvdl.org), to begin the process.

## **Are students expected to present papers and symposia at conferences?**

Yes. As thought leaders in the field, students are invited and expected to submit proposals for presentation at academic and professional conferences. Costs associated with attending conferences are at the student's expense.



# Frequently Asked Questions

## **Is a master's degree required for admission into the program?**

Yes, a master's degree is required. On rare occasions, exceptions have been made for applicants with extensive senior leadership experience and non-master's-degree education who demonstrate the capacity to undertake the academic rigors of a doctoral program.

## **When is the application deadline?**

We will begin accepting applications April 2, 2018 for Cohort 5. The deadline for applications is November 1, 2018; applications received by this date will be given full consideration. Applications received after November 1, 2018 will be considered on a space-available basis. Classes begin April 4, 2019. Please email [info@cddl.org](mailto:info@cddl.org) for more information or to request an application packet.

## **When will interviews take place and when will selection decisions be made?**

Interviews with Ph.D./D.B.A. faculty may be scheduled after the applicant has submitted all required documents. Most interviews take place between September 2018 and January 2019. Applicants will be notified of decisions within a month of their interview date, with all notifications complete by the end of January 2019.

Because of our competitive process, some applicants may be placed on a wait list. If that occurs, applicants will be notified of their status within a month of their interview date, and will be updated regarding changes to their status.

## **How often do you start a new cohort?**

Cohorts begin every two years (i.e., 2019, 2021, 2023).

## **Can this program be done online?**

No, this is not an online program. Much of the teaching is done by our distinguished visiting scholars. Our students benefit from the rich dialogue and robust interaction that occurs in the classroom with these researchers, who are writing the books and articles read for class. This face-to-face learning environment is one of the program's greatest strengths, as cohort members meet with one another, the Center's core faculty, and top scholars, to exchange experiences and ideas at the forefront of leadership theory and practice.

## **What is the time commitment for the program?**

We survey our students each year to assess how much time they spend on the program each week. Though estimates vary based on each individual, most students estimate between 15 and 20 hours a week is spent on work related to the program. This work includes course reading, assignments, research, and occasional group projects. Because there are no scheduled meeting times outside of class weekend, students may fit these hours into their schedules when it is most convenient for them.

Who accredits the Ph.D./D.B.A. program in Values-Driven Leadership?

The Ph.D./D.B.A. program in Values-Driven Leadership is offered through Benedictine University's College of Business and is accredited by the Higher Learning Commission (HLC) of the North Central Association (NCA) of Colleges and Schools.



# Frequently Asked Questions

## What is the cost of the program?

For Cohort 5, tuition is \$40,000 per year for three years. Books are included in the tuition. Additional costs include transportation, accommodations, and meals for each weekend class and the annual 8-day intensives. There are also expenses for trips to conferences, at which students give presentations and present papers; travel for the global exchanges/international aspect of the program; and in some cases, transcribing of interview transcripts, analysis of quantitative data, and/or copy editing during the dissertation.

The program is designed to be completed in three years. Students who do not complete the dissertation in the three-year time frame continue to pay half the normal tuition rate until the dissertation is complete or for a maximum of three additional years.

## Is financial aid available?

At this time, the program does not offer scholarships, but Benedictine University's [financial aid office](#) can assist you to determine your eligibility for student loans or [Veteran Affairs benefits](#). Benedictine participates in many programs offered to eligible veterans and has been named to Military Friendly's 2018 list of designated universities. Be sure to check with your employer for tuition assistance as well.



## How Has the Program Made a Tangible Difference in Your Life?

We recently asked our graduates to share examples of tangible ways their life has changed after completing the doctoral program. Select answers are below.

The CVDL experience was a valuable challenge to me in the second half of a highly successful career. At a time when I -- and most of my cohort members -- knew we had lots of momentum and credibility in our current workplaces, it was a valuable experience to be challenged to "see if we really still had an A game." Graduating puts a renewed vigor and sense of purpose, knowing you can "go the distance." -Lee DeRemer, Ph.D. (Cohort 1), Director, Lifecycles; and Colonel, U.S. Air Force (retired)

I was somewhat burned out in what I was doing and needed a change to flourish. The program created the opportunity for this change – AND I am in the same role in the same company – what shifted was my perspective on what was possible and how to engage differently; I am now fully engaged in my firm and beyond excited about the future. -Lee Murphy, Ph.D. (Cohort 1), CEO, Inspera Health

Everything I see and read is now in the context of values, behavior, and culture, something that was not a part of my thinking prior to the program. And you can't argue that understanding culture and what creates and influences it is more relevant now that it has ever been! -Barb Fahey, Ph.D. (Cohort 1), CEO, Fahey & Associates

It's given me my true north around what I do. -Clarke Sabandal, Ph.D. (Cohort 2), Chief Operating Officer, TMS Health Solutions

I thought that I really knew my organization from its DNA through its dynamics. And I had a handle on its history, current state, and future. Now I see so many dimensions that I never conceived of. Not just in the organizations and the teams – but probably most of all in myself. Before I felt like a battle-seasoned leader; now I feel a child-like wonder and playful flourishing. -Walter Baehrend, Ph.D. (Cohort 2), Global Services Network Product Manager, Nokia

# A State-of-the-Art Home: Benedictine's New Goodwin Hall of Business



Our new Daniel L. Goodwin Hall of Business opened in October 2015, with the top floor dedicated to the College of Business's doctoral programs. The spacious new facility includes a 600-seat auditorium, 200-seat ballroom, an outdoor terrace area, a doctoral student lounge, and many comfortable meeting areas and conference rooms.

Classes and Leadership Lecture Series events for the doctoral program in values-driven leadership are held in this building.



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Above: The new Goodwin Hall of Business. Right: Students in the executive classroom; the on-campus Starbucks, located on the second floor of the business building.





# Cohort 5 Draft Calendar

## Year 1

### Orientation

April 4-6, 2019

### Leadership Theory

April 26-28, 2019  
May 17-19, 2019

### Leading Self

June 21-24, 2019

### Research Methods

June 25-28, 2019

### Leading Teams

July 26-28, 2019  
September 20-22, 2019

### Lecture Series at Academy of Management

August 9-14, 2019\* (Boston, MA)

### Moral & Ethical Foundations

October 18-20, 2019  
November 15-17, 2019

### Org Theory & Behavior

December 13-15, 2019  
January 10-12, 2020

### Leading Change & Developing Orgs

February 7-9, 2020  
March 6-8, 2020

### Lecture Series on Campus

March 27-29, 2020

## Year 2

### Leadership & CSR

April 24-26, 2020  
May 15-17, 2020

### Developing Others

June 12-15, 2020

### Leading Sustainability

June 16-19, 2020

### Global Leadership

July 17-19, 2020  
August 14-16, 2020

### Strategic Leadership

September 11-13, 2020  
October 9-11, 2020

### Lecture Series at International Leadership Association

November 5-8, 2020\*  
(San Francisco, CA)

### Qualitative Methods

December 4-6, 2020  
January 8-10, 2021

### Quantitative Methods

Feb. 5-7, 2021  
March 5-7, 2021

### Lecture Series on Campus

April 9-11, 2021

\* Student attendance expected for 2.5 days of conference.

## Year 3

Class attendance is not required during the third year of the program.

Current as of July 2018. All dates subject to change.

Email [info@cvtl.org](mailto:info@cvtl.org) for the updated calendar.





# What is a Scholar-Practitioner?



Social psychologist Kurt Lewin once wrote, “there is nothing so practical as a good theory.” We agree.

At the Center for Values-Driven Leadership, we believe that good theory and evidence-based research are absolutely vital for great leadership and building great companies that do great things.

At the same time, academic theory can be out of touch if not rigorously tested and refined by the realities of daily practice.

We stand boldly in the gap between the academic and business communities. We hold to the conviction that these communities need one another and are enriched by their interaction and integration.

In our doctoral program, we achieve this integration by equipping senior executives to become scholar-practitioners. We do this by:

- Providing a curriculum deeply grounded in the latest theory and research.
- Inviting top executives and distinguished visiting scholars into the classroom to share their knowledge and road test their ideas.
- Incorporating action-learning into course assignments and inviting students to experiment with existing models and create new ones for immediate application.
- Encouraging spirited dialogue among students to debate course readings and view theories

through the lens of their diverse experiences as executives.

- Training students to do rigorous applied research, publish for scholarly and practitioner audiences, and present at academic and professional conferences.
- Arranging global exchanges to enrich our research, theorizing, and practice by engaging with top scholars, executives, and students from other countries and cultures.
- Helping students design and complete their dissertation research on significant topics of enduring practical impact.

Outside of the doctoral program, we integrate scholar-practitioner approaches through our research initiatives, through our Senior Executive Roundtables and Leadership Lecture Series, through our publications, presentations, and online content, and through our consulting services.

As professionals and leaders in the field, students in the Ph.D./D.B.A. Program in Values-Driven Leadership are invited and expected to engage with both the academic and practitioner communities during their time in the program. We believe this grounding in a positive, values-driven approach to business, combined with good, practical theory and research, equips our students to become global thought leaders who have a transformative impact on business and society.



# About the Center for Values-Driven Leadership

The Center helps values-driven leaders develop themselves and others, so they can build flourishing companies and transform business and society.

We accomplish this mission through our integrated education, research, and consulting initiatives.

## How We Work:

**Education:** In addition to our award-winning doctoral program, the Center offers a M.S. in Values-Driven Leadership program, designed to help technical experts and managers become exceptional leaders. We also offer occasional non-degree programming such as our Senior Executive Roundtables, executive education workshops, and customized leadership training for companies.

**Research:** Our faculty and students engage in a variety of research that explores the practice and influence of values-driven leadership. Our Return on Values research initiative looks at the influence of culture and values on profit. Find more examples of research initiatives on page 24.

**Practice:** The Center works with companies to create high-impact learning, development, and change initiatives tailored to the needs of each client. Our custom solutions provide an immediate return on investment by integrating a values-driven approach to business with the development of leaders and the achievement of your company's strategic goals. Additionally, our website and [Forbes.com](https://www.forbes.com) column provides fresh insights for leaders taking a values-driven approach to business.

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# Benedictine University

Learn more about Benedictine University's awards and rankings at [this link](#).

Founded in 1887, Benedictine University is a Catholic university in the Benedictine tradition that provides a values-centered education designed to prepare people from diverse backgrounds for a lifetime as active, informed, and responsible leaders in the world community.

The university is located in Lisle, Illinois, just 25 miles west of Chicago, and has branch campuses in Springfield, Illinois,

and Mesa, Arizona. Founded as a Catholic university in 1887, Benedictine enrolls more than 5,000 students in 59 undergraduate and 23 graduate programs.

Forbes magazine named Benedictine among "America's Top Colleges" for the seventh consecutive year in 2017.

The university is accredited by the Higher Learning Commission ([hlcommission.org](http://hlcommission.org)).

I'm  
interested  
in the  
program.  
What do I  
do now?

Thanks for your interest in the Ph.D./D.B.A. program in Values-Driven Leadership. Here's what you should do next:

- **Learn More:** Visit our website for links to videos about the doctoral program, and information about [our next Online Open House](#).
- **Apply:** We anticipate strong interest in Cohort 5 of the Ph.D./D.B.A. program in Values-Driven Leadership. If you hope to be one of the 25 executives admitted into the program, we encourage you to begin your application process today. If you have not already received an application, email [info@cvdل.org](mailto:info@cvdل.org) or visit [cvdl.ben.edu/application](http://cvdl.ben.edu/application)
- **Connect:** Reach out with questions. We look forward to hearing from you.