



# tampa bay leadership review

## WHY LEADERSHIP MATTERS: A BUSINESS SCHOOL PERSPECTIVE

by **F. Frank Ghannadian, Ph.D.**

**B**ookstores everywhere abound with hundreds of authors giving advice on leadership to academics and to non-academics alike. These purveyors seem to want to bottle leadership talent and sell it. In an article published more than 50 years ago, Warren Bennis wrote that "...More has been written and less is known about leadership than any other topic in the behavioral sciences." This statement seems to be equally true today, and the question is, "Why?" Effective leadership requires execution and the implementation of goals established through a well-communicated vision. Success ensues when followers have the confidence to rally around the leader who sticks to the path of the mission and encourages all to stay the course.



**F. Frank Ghannadian, Ph.D.**  
Dean, John H. Sykes  
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In their recent book, *The Truth About Leadership* (2010), James Kouzes and Barry Posner define leadership as a learned trait and reject the myth that only a few possess a genetic predisposition for the trait. Given the above, does leadership education belong to a particular academic arena such as business schools? Most business faculty would probably answer "yes;" however, when one inquires among faculty in other disciplines, from sports to education to psychology to medicine, they all claim that leadership is an important criteria for success in their fields.

History has taught us that leaders come from all walks of life. Julius Caesar had never been to a business school or received an education in economics; Abraham Lincoln had a meager education in law, but has been cited numerous times as one of our country's greatest leaders. My questions, then, is "Why do we in business schools feel such passion for teaching leadership? Does the concept truly belong to us? Can we teach individuals how to become leaders just as we teach them to become accountants, marketers, and managers?"

In his famous book *Capitalism, Socialism and Democracy*, written well over 100 years ago, Austrian economist Joseph Schumpeter popularized a term that has many uses today: "creative destruction." Creative destruction embodies Schumpeter's vision of capitalism as one in which innovative entrepreneurs enter the market, destroy established companies, and start newer and better ones. He believed this cycle fueled economic growth.

Inventions conceived in the last century trump all those that came before. Thousands of innovative companies have buried the old competition and now dominate their markets. Obvious examples include Xerox and Wal-Mart. The Darwinist theory of "survival of the fittest" unquestionably applies in the business world. Those who adapt faster survive longer, and those who craft that survival earn the designation of successful leaders in business. Surely the same is true in areas such as military leadership and sports leadership.

Looking from a Schumpeterian angle, leaders are viewed as managers of people, administrators of resources and initiators of change. However, the role of leaders — even CEOs in today's complex organizations — is significantly different from the simple black-box representation of firms discussed in economic theory. The complexity neither negates nor makes us abandon the theoretical notions of mechanics, functionality and accomplishment metrics used in leadership theory to describe leaders and to prescribe a basis for explaining this enigma. In most cases, leadership models discuss vision, delegation and execution. Many expanded models include integrity and communication and go beyond the simple notion of a firm in an industry. The notion that managers do not necessarily possess ownership and control of the firm creates additional conflict that requires greater exploration both theoretically and literally.

What is true is that those who are "good leaders" incur additional costs. For example, communicating effectively, being a team player, or being a good listener have been cited as valuable leadership traits. These attributes come from non-business disciplines, and we need to fully utilize them. On the surface this cooperation with other disciplines may seem costly and may not yield apparent immediate benefits, but such collaboration brings a range of other perspectives to the table. Successes in business schools have sparked a growth in business education and, by virtue of the number of graduates and attraction to the field of business, we must address leadership effectively.

Business schools do not have the monopoly on leadership education but have the wherewithal, energy and the clout to educate leaders. To think that we can do it all alone is a mistake, or to abandon the effort in favor of other disciplines is a missed opportunity. Leadership is a learned trait, and leadership training is a must for leaders young and old in a variety of positions.

## 32,000 SHADES OF GRAY

by **Bella L. Galperin, Ph.D.**

**"H**e's just like I expected he would be," I thought to myself as I first laid eyes on Lt. Gen. David Fridovich. His office is spacious and dark, and, because he is a serious man, he looks every inch the tough and ready Special Forces soldier.

It did not take me long to learn that I was mistaken, however. No, I did not get him to reveal himself layer by layer like peeling away an onion. I knew right away that he was different when he forgave me for calling him "Lieutenant Fridovich."

You see, Fridovich is just like all the other great leaders I have met in the past. Nobody's stereotype, he exudes authenticity and an adherence to values, even in a military environment that seems to thrive on conformity.

We could not have found a better person to launch the TECO Energy Center for Leadership Speaker Series. At the start of his presentation, he said that most civilians are surprised to learn that the military is not black and white. It is "32,000 shades of gray," he said, especially in the Special Forces, where flexibility and innovation is essential. In a complex environment, leaders are tested daily to resolve important problems, and that is why he believes that effective leadership requires an unwavering commitment to integrity, a consistency of character and a strong passion.

"Dishonesty is a slippery slope," he said. "It becomes easier to lie the second time." Once one has lied the first time, he is more likely to commit an unethical act in the future. In addition, the behavior of leaders greatly influences others around them. Dishonesty, unethical behavior, and deceit are similar to malicious viruses that can rip apart an organization, even one as large and strong as the Army.

"Be consistent," the general said. "Figure out early, before going out in the work world, who you are and what is important to you." Today's business environment demands a strong sense of self and a steadfast commitment to core values. Looking back on his career, the general asks himself questions such as, "Have I been



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consistent?" "Am I the same guy I was when I started?" "Am I still teaching, thinking ahead/strategically?" He emphasized that one's station in life should not change his character: Commitment to remaining true to oneself brings success.

Passion has kept Fridovich in the military for all of these years. A pivotal moment in his early career came when he had a job interview at a bank in Chicago. The interviewer asked what the general did and whether he was good at it. He told him, "Yes, the feedback I receive is good." The interviewer inquired as to whether he made enough money, and the general responded, "Yes, we are even saving and investing." Just as the general thought the interview was starting, the interviewer declared that it is over. When the general expressed confusion the interviewer responded, "Well let's review: You love your job; you are really good at your job; you handle money wisely. You answered 'yes' to all three questions." The interviewer concluded that not many people could answer "yes" to even one of the three questions. He also noted that the general did not have a job but a passion, and asked the general to call back when his passion changed. The previous interview occurred 36 years ago.

Thank you Lt. Gen. Fridovich for reminding us to question our stereotypes and to consider what makes us each unique. We are grateful for you showing us that it is not only possible to stay true to our values, to maintain our integrity, and to pursue our passions in life — it is required if we are to lead.

### **TECO Energy Center for Leadership**

#### **Speaker Series**

This bi-annual series is an opportunity for students, faculty, alumni, and the community to meet with leaders who candidly share their leadership experiences, discuss challenges that have impacted their leadership development, and provide advice to aspiring leaders. We hope you will join us in the future for a discussion on the art and science of leadership. For future events, visit our website at [www.ut.edu/cfl](http://www.ut.edu/cfl) and click on Centers and Institutes Events.

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*Lt. Gen. David Fridovich*

# LEADERSHIP STUDIES AT THE UNIVERSITY OF TAMPA

by Joseph D. Sclafani, Ph.D.  
and Kimberly R. Northrup

**W**hat do you think of when you hear the word “leadership”? Consider these quotes:

“A manager takes people where they want to go. A great leader takes people where they don’t necessarily want to go but ought to.” —

**Rosalynn Carter**

“As for the best leaders, the people do not notice their existence. The next best, the people honor and praise. The next, the people fear; the next, the people hate.” — **Lao Tzu**, 604-531 B.C., Chinese philosopher and founder of Taoism, *Tao Te Ching*

Definitions of leadership vary widely, and the term often resists definition because of contextual boundaries. For example, there are widely different versions and standards used when one discusses educational leadership vs. political leadership or business leadership vs. military leadership. Although markedly different, each has common features.

## An Evolution of Leadership Studies

The study of leadership has been a recent addition to college campuses, but the field has been systematically examined for at least a century, and through the years, the thinking about the tenets and essentials of leadership has evolved. Briefly, these are the themes throughout time:

- 1900s: the “Great Man” theories — Leadership is an innate ability; the focus was on those who were born to lead.
- 1930s: Group Theory — Focused on how leadership abilities emerge and develop in small groups.
- 1940s–1950s: Trait Theory — The study of universal traits common to all leaders.
- 1950s–1960s: Behavior Theory — What are the key behavioral patterns that result in leadership?
- 1970s–present: Influence relationships — Focused on the ways reciprocal personal interactions lead to change.



**Joseph D. Sclafani, Ph.D.**  
Professor of Psychology



**Kimberly R. Northrup**  
Associate Director,  
Office of Student Leadership  
and Engagement

In contemporary studies, we see leadership **as influence** (difficult to study empirically) and **as an exchange based on power relations**, requiring bargaining, trading, and compromising among leaders and followers.

Relational leadership involves a focus on five primary components. Such leadership is purposeful, builds commitment toward positive purposes that are inclusive of people and diverse points of view, empowers those involved, is ethical, and recognizes that these goals are accomplished by process-orientation.

At the college and university level, where developing future leaders is now a focal point, the Social Change Model of Leadership Development (SCM) is often employed. The SCM is the basis for, and the most widely used theoretical model in, college student leadership in the United States. The SCM approaches leadership as a purposeful, collaborative, values-based process that results in positive social change. It was built upon groupings at three values levels: the individual, the group and the society/community.

Currently, there are 145 graduate-level leadership studies programs in the U.S. Another 73 universities offer baccalaureate versions, mostly minors and certificates at institutions without a graduate-level program. These leadership-related degree programs often exist within various colleges, schools, and departments across different university campuses due to their interdisciplinary nature, and most programs blend an academic foundation with experiential learning.

At UT, the following is assumed about leadership:

- It is an active process.
- It creates transformational change.
- It is a developmental process engaged in by responsible citizens.
- By its nature it works toward a common purpose.
- It is relational, and leaders use their influence to create change.
- It is best learned through experience.

The minor in leadership studies is achieved by student application and acceptance after review by the Leadership Resource Team, a group of faculty and staff. The minor requires a minimum of 20 academic credit hours and 90 dedicated clock hours of co-curricular/experiential activity participation.

Two core theory courses — one introductory course and one capstone course taken in the senior year — form the degree’s bookends. Students take three additional L-designated courses to make up the 20 hour minimum. In order to emphasize the multi-disciplinary nature of leadership studies, students will take no more than two courses with prefixes in the same college. Students

*continued on page 4*



*Students from the leadership minor cohort.*

# SIXTH ANNUAL FLORIDA DIRECTORS' INSTITUTE

The Florida Directors' Institute in the John H. Sykes College of Business is dedicated to developing board effectiveness so that it becomes a true competitive advantage for an organization. The institute is intended to improve the quality of participation and informed decision making at the senior management and board of directors levels through the highly-regarded annual Florida Directors' Institute Program.



*John Olson, Senior Partner with Gibson Dunn & Crutcher, addresses the forum.*

On Dec. 13, 2010, the Sykes College of Business held its sixth annual Florida Directors' Institute Program in partnership with Hill Ward Henderson, led by shareholder David S. Felman, and Ernst & Young LLP, led by partner Michelle E. Maingot. This successful flagship program is a must-attend event for public and large private company board members, senior executives and governance professionals wanting to stay current with the latest trends, challenges and practices affecting

boards. This highly regarded program was attended by independent board members and senior executives from many of Tampa Bay's most significant public companies such as TECO, Tech Data, Raymond James and HSN. The faculty each year consists of corporate directors and governance experts with a national following, such as Harvey Golub, chairman of Campbell Soup Companies and former CEO of American Express; Norm Veasey, former chief justice of the Delaware Supreme Court; John Olson, senior partner with Gibson Dunn & Crutcher; and Tom James, chairman and CEO of Raymond James.

This program is made possible due to strong partnerships with the business community. The 2010 sponsors included TECO Energy, Korn/Ferry International, Raymond James, Aon, Gibson, Dunn & Crutcher LLP, niri Central Florida Chapter, RR Donnelley, Florida Trend, NASDAQ OMX, Florida Venture Forum and NACD Florida Chapter. These partners are integral to the institute's success; helping to bring world-class speakers and promoting the event to clients and colleagues.



## Leadership Studies at The University of Tampa

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will discuss alternative course options with their leadership advisor and will tailor their studies to their needs and future leadership direction.

All minor candidates register for and use a co-curricular transcript service as a way to track and document experiential and co-curricular participation, and they enroll in LiveText, an online portfolio and grading system that forms the basis for discussions between students and their advisors.

In terms of the experiential component of the minor, qualifying co-curricular experiences include, but are not limited to, intensive service activities (such as the Alternative Spring Break program), mentoring experiences (as both a mentee and mentor), accumulated community service hours, leadership roles in student organizations, leadership retreats or workshops, and a number of events and activities designed for leadership enhancement.

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For more information and registration, please visit [www.ut.edu/cfl](http://www.ut.edu/cfl) or contact Angie Johnson at [cfl@ut.edu](mailto:cfl@ut.edu) or (813) 257-3782.

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Each program includes three nights at the Sheraton Tampa Riverwalk, meals and materials.



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**CANCELLATION POLICY:** Seminar fee refunds will be granted for cancellations received up to 10 business days prior to the seminar start date minus a 10 percent administrative fee. Cancellations within 10 business days of the seminar are not eligible for a refund. All cancellations must be made in writing and can be e-mailed ([cfl@ut.edu](mailto:cfl@ut.edu)) or faxed (813) 258-7236. Refunds will not be given for no-shows. The University of Tampa reserves the right to cancel a seminar and is liable only to refund the seminar fee.



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