# Changing Lives Through Innovation:
# An Interview with Dean Moez Limayem

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This narrative profile of Moez Limayem, Dean of the Muma College of Business, was developed using the thematic narrative research method, which included three exploratory interviews. The initial interview on which this narrative is based focused on the formative experiences that shaped Dean Limayem's life and career up to the present day. The objective was to derive the meaning of Dean Limayem's lived experiences through his storytelling. Based on initial research, the interviews were framed under the central theme of innovation. However, early into the interviews, the theme of innovation proved too narrow and was expanded to include the themes of relationships and changing lives. These themes revealed that innovation is not Dean Limayem's end goal but rather a means to the end of his true mission of changing lives. Utilizing existing frameworks found in the literature, we identified the construct of servant leadership as a model to evaluate the interview. Two dimensions of servant leadership, relationships and helping subordinates grow and succeed, contribute to this research by exploring the lived experience of Dean Limayem based on the antecedents and outcomes of his success.

> This narrative profile of Dean Moez Limayem, was developed using the thematic narrative research method, which included three exploratory interviews. The initial interview focused on the formative experiences that shaped Dean Limayem's life and career up to the present day.

The first interview conducted on Dean Limayem's early life revealed two key themes: family and education. Dean Limayem was born into a middle-class family in Tunisia with three brothers and four sisters. He describes his father as his hero and his mother as "the glue that kept everything together." His father was an educator and the principal of an elementary school. Dean Limayem recounted the personal significance of his father's role through a story about the special tutoring his father provided to the sixth graders to prepare them for the national exam. When tutoring, his father would take the family's oil lamp and leave the family to burn candles.

> *"I remember we had only one oil lamp. My father would give special tutoring for the sixth graders to prepare them for the national exam, and he would take that oil lamp because the school did not have one. He would take it for the tutoring early in the evening, and we would be left with candles. The one thing that keeps coming back to me as I ask my father, why, dad, why would you take the lamp and leave us to candles? And he said, we need to change the lives of these very poor students; they need it more than us. We can have it when they're done, and that instilled in me the value of education's the noble nature of caring about students and, and I always say this is my job now is to change the lives of the students and their families."*

Not surprisingly, in the Limayem house, obtaining an education was non-negotiable, and education was not taken for granted. Although the family had modest financial means, Dean Limayem's father would spend everything on education. Moving in pursuit of education was a theme that would run throughout Dean Limayem's life. Dean Limayem was sent to boarding school at eleven, which he indicated was brutal. He noted that being away from family was challenging; however, he learned a lot and learned to be independent. Life and education at the boarding school prepared him for the next chapter, which began with his undergraduate education in Indonesia. Dean Limayem was fortunate to win a scholarship while attending this school to attend the University of Minnesota in the United States, where he later obtained his master's and doctorate degrees.

The next move took them to the University of Arkansas (UA), where he was a Professor of Information Systems and the Department Chair at the Sam Walton College of Business. He would eventually be promoted to Associate Dean in charge of twelve research and outreach centers. In 2012, a headhunter contacted Dean Limayem about a University of South Florida (SF) position. Dean Limayem indicated that he kept telling the headhunter that he was not interested. Eventually, his assistant would convince him to visit the campus and consider the possibili-ties. Once he visited the university, things happened very quickly, and he accepted the position as the Dean of the Muma College of Business.

Through the subsequent interviews and exploration of Dean Limayem's life from past to present day, we uncovered specific experiences that have shaped him as a leader and contributed to his success. In particular, we used the oil lamp to symbolize his first experience of the power of innovation to change lives. Dean Limayem's father, as mentioned as his hero, used the oil lamp to change lives in his Tunisian hometown. Now, decades later and at a much greater scale, Dean Limayem is doing the same at USF.

This narrative profile of a higher education servant leader informs our understanding of innovation as a factor that changes lives. In support of this assertion, the objective of this article is to contextualize Dean Limayem's narrative profile using the servant leadership framework for analyzing changing lives through innovation. In particular, we will explore the following research questions in the following sections:1.) How did early life experiences shape Dean Limayem's career? 2.) How does Dean Limayem understand the role of a leader? and 3.) What does innovation mean to Dean Limayem?

# Dean Moez Limayem

Dr. Limayem, President of the University of North Florida, served as the Lynn Pippenger Dean in the Muma College of Business at the University of South Florida (USF) from 2012 to 2022.

As Dean, Limayem enhanced the college's profile and, with his team, raised more than $126 million, which includes numerous multimillion dollar gifts to support the success of students, career readiness and entrepreneurship. Student success was one of the hallmarks of Limayem's deanship at USF. With the addition of a student success center and various initiatives, the freshman retention rate rose to 95% and the college boasted strong job placement rates. Since 2021, Limayem also led university-wide efforts relating to career preparation and placement, internships, and talent development of students.

Prior to his time at USF, Limayem served as the Associate Dean for research and graduate programs at the University of Arkansas Sam M. Walton College of Business, where he oversaw all business graduate programs including master's, doctoral and executive education programs. He also served as the academic director for MBA programs.

Limayem has published numerous articles, many of which focus on the intersection of technology with the consumer, academic and business worlds. He is the recipient of many academic and professional awards including two honors recognizing efforts to foster diversity and inclusion — the Excellence in Diversity Award at the Sam Walton College of Busi-

ness at UA and the Diversity Award, presented at the USF System Diversity Summit. In March, he was named among the Power 100: Tampa Bay's Most Influential Business Leaders of 2022 by the Tampa Bay Business Journal.

Limayem serves on the Board of Directors of the Greater Tampa Bay Chamber of Commerce and the Association to Advance Collegiate Schools of Business International (AACSB). He earned his MBA and Ph.D. in business administration from the Carlson School of Management at the University of Minnesota. Prior to his career in academics, he worked in the private sector as a systems analyst and computing consultant.

# The Interview

Interview questions are presented below. Answers are presented as quotes within the body of the document. Questions and complete answers are presented in Appendix A.

*Q1: Would you agree, though, that without the humanity side, innovation can just be about technology?*

*Q2: I also saw that you did an interview with Steve Wozniak from Apple. He mentioned something similar when asked whether technology or human or technology was more important. And I think his quote was along the lines of it's not engineering philanthropy or entrepreneurship, but humanity. So, I'm glad to hear that humanity's connection is so important to innovation. I did want to ask for a bit of innovation. I was curious when one of my preparation questions was whether it was more of a nature or nurture sort of mindset? And I think you might have mentioned already that it has a lot to do with being able to fail.*

*Q3: I was curious if you were able to, as a child, you mention your father; you mentioned that hero influence. Were you encouraged to fail? Is that something that was instilled in a sort of a nurturing way? Or did you learn that along the way?*

*Q4: Who do you think is innovating well, either in higher education or the business sector? There's so much going on with higher education. And what's ASU comes up quite bit other universities claim to be, you know, big innovators, anyone come to mind is doing it well?*

*Q5: I know that the DBA program was also a dream. Yes, you had an idea about it, but you brought it for granted and brought other subject matter experts into your group to make a collaborative, you know, innovation. Is innovation always collaborative for you? Or solitary.*

*Q6: With some of what you've mentioned about student success, that seems to be something that's come up quite a bit. And it's incredibly important. And the importance of hard and soft skills, I think the hard skills are clearer, the soft skills are really what I want to*

*ask about. I am also a professor, so I know I resonated with your story of waking up the student in the back. And how to, you know, and your memory of the oil lamp and sitting around and connecting and having it not be plugged in? And how do we build those soft skills? What are some ways that technology is that an enabler? Can we use technology? Is it? Is it something that is more complicated, but sort of how do we build how do we wake up our students to have those soft skills to make them Career Ready, not just in terms of, you know, quantitative means?*

*Q7: So, if USF is a big machine, how do you stay agile and keep up with the technology and innovation?*

*Q8: Going back to sort of the hard and soft skills, I have heard a statistic thrown around; it's a little bit frightening that a large percentage of the future jobs have not even been invented yet. So, with technology, do you agree with that, and how to where the college might be heading? You mentioned fintech a little bit earlier, and you mentioned risk. Are there any other areas that you feel will be important to give the hard skills that are needed to complement the soft skills for the for those 21st-century skill sets that we hear about us as being?*

*Q9: I think you mentioned earlier that sometimes innovation comes from need, not just vision.*

*Q10: I think you also mentioned it in terms of education on the content of what you're teaching, the format of what you're teaching, who you're teaching, and how that's evolving based on need. And that kind of applied innovation, not just technology, but affecting lives.*

*Q11: Do you think technology is a driver of that change that is now becoming more customer-focused and less product-focused?*

*Q12: I was curious. I wanted to take things back to the DBA program because that's where we are and, yeah, come up quite a bit as an innovative product. But we are that we know we're the customers. I believe it's fair to say that you have the practitioner-scholar background; you have both the practitioner, the academic MBA, and the Ph.D. Do you see DBA becoming a much more prevalent degree for business education? And there's a Ph.D. DBA. I think a lot of us looked at both of those options. Do you see a growth in DBA related to Ph.D., or do you see a place for both? So obviously changing times changing higher ed space?*

*Q13: In the same vein of innovation, how do you define and build a donor pool that will give to those initiatives?*

*Q14: Technology, and innovation, might be a hard sell; how do you know?*

*Q15: I see that you're tasked with engaging your alumni. How do you change an alum to an alumni donor? How do you bring them along that pipeline?*

*Q16: We only have a minute or so left, but in closing, I want to say you know that every time we show up here*

*on campus, there's new construction or new buildings all over the place. And though your name is not on them, you are instrumental and making those happen. Can you walk us through the emotion of closing a legacy gift as you have?*

*Q17: Well, one last question, I think it only takes a word. I'm curious. We brought you on a journey today, from your childhood, to where you are today, and look through your leadership and the time in your career. When you go home and explain this experience to your wife or your family, what's a word or two that you will use to describe how today went.*

# Discussion

## Innovation in Higher Education

Innovation is a construct used ubiquitously and broadly defined based on context. In this instance, we will look at how innovation applies to higher education's complex and challenging environment. Innovation is especially challenging for students and practitioners in business (Gill et al., 2016). One of the main challenges higher education and business schools face is technological innovation.

In a paper authored by Dean Limayem and colleagues, the University of South Florida's Muma College of Business is used as an exploratory case study of how to adapt to the changing landscape of business education. The study proposes that an important aspect of adapting to challenges is undertaking activities that enable informing between stakeholders. Building on informing science theory and current trends in U.S higher education, the study proposes that enabled informing may need to become an increasingly large part of a business school's mission to succeed in an environment of growing complexity.

## Defining Servant Leadership

Building on existing ideas in academic literature and considering careers in today's economy, Greenleaf's (1977) original writings on servant leadership also provide the most commonly used definition:

> *The natural feeling that one wants to serve is to serve first. The conscious choice brings one to aspire to lead… The difference manifests itself in the care taken by the servant--first to make sure that other people's highest priority needs are being served. The best test… is: do those served grow as persons; do they, while being served, become healthier, wiser, more accessible, more autonomous, more likely themselves to become servants? And what is the effect on the least privileged in society; will they benefit, or, at least, not be further deprived?*

Based on their interpretation of major servant leadership taxonomies (Barbuto & Wheeler, 2006; Page & Wong, 2000; Spears & Lawrence, 2002), Liden et al., 2008, identified the following nine dimensions of the construct. The Liden et al. (2008) servant leadership construct and select dimensions will be used to inform the sensemaking process in the following sections.

*1. Emotional healing*—the act of showing sensitivity to others' concerns
*2. Creating value for the community*—a conscious, genuine concern for helping the community
*3. Conceptual skills*—possessing the knowledge of the organization and tasks at hand to be in a position to support and assist others, especially immediate followers effectively
*4. Empowering*—encouraging and facilitating others, especially immediate followers, in identifying and solving problems, as well as determining when and how to complete work tasks
*5. Helping subordinates grow and succeed*—demonstrating genuine concern for others' career growth and development by providing support and mentoring
*6. Putting subordinates first*—using actions and words to make it clear to others (especially immediate followers) that satisfying their work needs is a priority (Supervisors who practice this principle will often break from their work to assist subordinates with problems they are facing with their assigned duties.)
*7. Behaving ethically*—interacting openly, fairly, and honestly with others
*8. Relationships*—the act of making a genuine effort to know, understand, and support others in the organization, with an emphasis on building long-term relationships with immediate followers
*9. Servanthood*—a way of being marked by one's self-categorization and desire to be characterized by others as someone who serves others first, even when self-sacrifice is required

# Methods

## Qualitative Method:

A thematic narrative research method was used to examine Dean Limayem's life history. By design, the interview was open-ended as we did not seek answers to hypotheses or research questions. Creswell (2009) defines narrative research as a research method that begins with the lived experiences of individuals as told through their stories. Therefore, this phenomenological approach was chosen because we sought to uncover the essence of Dean Limayem's life in the context of his lived experience as told through his language and stories (Seidman, 2013).

Before the interview, we performed background research by studying news articles, videos, and other

information sources to guide the interview process. The background research informed the interview questions by providing insight into Dean Limayem's history, accomplishments, and upbringing.

The early life to present-day lived experiences interview was held on Saturday, January 11, 2022 on the University of South Florida campus. The interview commenced with an overview of the interview process, introductions between Dean Limayem and the research team, and Dean Limayem's agreement to be video and audio recorded. Each of the two researchers participated in the interview process, exchanging roles as interviewer or scribe during the interview. The prepared interview questions were used only as a guide. As key themes emerged, the researchers pursued new lines of questioning (Exhibit A), which allowed interesting revelations from Dean Limayem's stories to be fully explored.

Dean Limayem was asked to begin the interview by describing his experiences growing up in Tunisia. According to Seidman (2013), this form of research - where the protagonist describes their life experiences up to the present - allows interviewers to explore the meanings of their "lived experience" and how the factors in their lives interacted to bring them to their present experience.

## Reliability

To ensure accurate capture of Dean Limayem's answers and the ability to capture the interview's tone, including body language and other expressions, the interview was video recorded and transcribed. To increase reliability, two team members coded the transcripts independently using an iterative coding process. In this style of coding, as you develop an understanding of the data and the codes, you return to earlier data and recode, or refine codes and combine them, requiring a revalidation of earlier coded material (Adams & Atman, 1999).

## Data Reduction

The third interview resulted in twelve pages of transcripts. As a first step towards sensemaking, the transcript was reviewed, and any unintended errors in the transcription, such as duplicate words or misinterpretations, were corrected. The document was then uploaded into Quirkos - a computer-assisted qualitative data analysis software - to generate a word cloud and identify the most frequently recurring words (Exhibit B, Figure B1). This approach guided the first coding iteration. Words such as conjunctions and prepositions were removed to safeguard the meaning of the word cloud and word frequency report. Additionally, each word was reviewed in context and removed if not proven useful to the analysis.

As a second step towards sensemaking, Quirkos was used to group the interview into distinct categories based on the similarity of concepts and meaning. Each sentence depicting a distinct concept was highlighted and categorized into overarching themes and sub-themes. These themes were represented by colored bubbles sized according to the frequency of coded themes (Exhibit C, Figure C1).

## Analysis

The third and final phase of the coding process involved identifying the overarching meaning of the identified categories and themes. The thematic narrative research method was selected, seeking to attain knowledge based on individuals' lived experiences, as appropriate for this study. Narrative research aims to capture the "essence" of a participant's lived experiences. Using the words of the participants to create a compelling profile that gives meaning to their lives. (Seidman, 2013)

Using the focused coding analytic technique (Saldaña, 2021), the various categories were analyzed in the context of relationships with each other. From this process emerged an overarching concept related to innovation. Each of the identified categories and concepts overlapped to form complex interrelationships, each working together to reveal specific servant leadership behaviors contributing to Dean Limayem's successes. While the central theme of innovation was mentioned seven times throughout the interviews, the sub-themes of relationships and changing lives were also frequently mentioned at four and five times, respectively. From this analysis, it was concluded that innovation was not the end goal for Dean Limayem but rather the means to building relationships and changing lives (Exhibit C).

# Results

To aid in sensemaking of the key themes identified we applied the following model of servant leadership (Linden et al., 2008), which has three components: antecedent conditions, servant leader behaviors, and leadership outcomes.

Antecedent conditions are the input phase of the servant leadership model, which incorporates any existing factors that impact the process. Antecedent conditions can include, but are not limited to, "context and culture, leader attributes, and follower receptivity." Next, servant leader behaviors are the process phase of the model and identify the behaviors leaders incorporate to achieve strong results. These behaviors include conceptualizing, emotional healing, putting followers first, helping followers grow and succeed, behaving ethically, empowering, and creating value for the community. Finally, outcomes are the final output phase that recognizes the impacts on follower performance and growth and extends beyond individuals to the organizational and societal level (Linden et al. (2008).

## Input – Antecedent Conditions:

## Theme: Innovation

As noted earlier, we use the oil lamp as a symbol of his first experience of the power of technology to change lives. However, through this interview, it became quickly apparent that Dean Limayem does not view innovation as technology. Whether using a primitive oil lamp or sophisticated Big Data analytics, the desired impact of that technology is the social impact or, in other words, to change lives for the better. In using the servant leadership model, innovation, therefore, is an antecedent condition coming from Dean Limayem's childhood and modeled after the behavior of his father and hero.

> *"So, we started a series of innovations that make a difference. I think that's what the name and we encourage people when they present. You know what I do with my team? I asked them every year to look at all the innovations and try to see, you know, see, alright, these are things that we can be inspired with or things that are not applied to us. So, you'd be really surprised, I can tell you my at least reading of the situation. Many of these best innovations, they don't come from well-established universities and well-established businesses; unfortunately, they just get into, I think, the little bit complacent."*

> *"Because when there is a need that need hits, almost each one of us, but not every one of us will see the innovation, right? That's why that's the mindset that we want to instill for our students that hopefully will become, and these are becoming part of our culture."*

> *"I think innovation is in a way you were, you have a little bit of what you learn as a child, and you grew up with, but you also learn a lot. And you learn from great people. And you learn from failure, your failure, but from other people's failures, too."*

> *"I don't think that is someone that says, Okay, now period, I'm an innovator. Innovation is the journey. It's not the destination. I'm learning every day; we're learning every day about innovation. And we're trying to improve every day, and we will never be it; we will never be the innovators. That's just a journey, not a destination."*

> *"I think the same thing for innovation, right? You really have to give it your best. And you don't start an innovation to fail. But it's okay to fail. You have to really do everything you can to succeed."*

## Process – Servant-Leader Behaviors:

## Theme: Relationships

### Servant-Leader Behavior: Relationships

The theme of relationships and sub-theme of team sport was frequently mentioned in the primary coding. It is not surprising that relationships are a key theme, given the findings of the case study co-authored by Dean Limayem. In this study, as reiterated in our transcript, enabling informing between stakeholders is a vital aspect of adapting to challenges, including technical innovation.

> *"There's one word? I really want you to get it. Take your pens, write it. If you remember one thing from everything. I said, are you ready? Now everybody in the room? Are they ready? I want to say yeah. I want to hear yes. No, there's one person who didn't say yes to the right. Yes, yes. Okay, good. Good. Now we can proceed. All right, let me give you a hint. It's one word. It starts with R. What is it?"*

> *"Relationships. Relationship is really all about relationship. I give three days seminars to all Dean's around the world about fundraising. I don't know why they trust me again. I just emphasize genuine relationship. So, you have that build relationships, gentlemen, Second, that is really important is that vision, that compelling vision. Now, that vision of changing lives, going back, and changing the lives of our students, you know, their lives, the lives of their families, and how they become really great members of this community as a great vision, and also genuine passion for that. When you do that, you know, it's really interesting because that almost 150 million now that we raise emphasize, we. In many of these instances, I didn't even have to ask, build the relationship, be very attentive to donors, passions, too, but show that vision and magic will happen. And magic has been happening at Muma."*

> *"Okay, let's brainstorm on ways we can engage either alums or students. Let me tell you, every time I did, we did this, we got it wrong. Wrong, wrong, wrong. Why? Because we were making assumptions. So, what is the new way? Ask them. Ask. And that's exactly what we did. So, one of our innovations we created we have an incredible Dean's Executive Advisory Board or counsel, who's who probably the most powerful one in Tampa Bay. And that's good. But these people, frankly, the youngest is probably 55 /60. And they couldn't help us with them. And so, what we did, we created*

*another Dean's Advisory Council, but this time for younger labs. And it has been incredible, because they are guiding me and our team on how to engage them. What are the things that we bring them back? What are the things that frankly, we thought were amazing, but they start laughing at us? So that's really one way that we found very, don't make assumptions about stakeholders, ask, ask, and doesn't take much get some groups, I really believe in focus groups."*

*"The initial gift to name the college was the largest distance the history of USF $25 million dollars from Les and Pam Muma. Two years after making the announcement and closing the gift, Sunday morning 10am. My cell phone rang. It was Less. He said can I put you on speakers with Pam? Okay, of course. Is everything okay? So are everything. Okay? We really like what you and your team have done with our investment. We see already the results. And how would you think if we add five more million dollars. I said, you know, Les and Pam, if you really insist, I have no other option but to accept. But that's really the importance of stewardship?"*

**Sub-Theme: Team Sport**

**Servant-Leader Behavior: Relationships**

Throughout the interviews, Dean Limayem reiterated that his work is not in isolation but collaboration with and service to others.

> *"And we, you know, we broke all the records here at Muma. And I emphasize we because I know it's a team sport.*
>
> *It's a team sport. It's really a team sport. And let me tell you, if you any leader comes to sec last my innovation, please know that his or her story is not just accurate. It is a team sport. It takes a lot to a successful to really have a successful innovation. That person might have the initial spark. But frankly, as I told you, earlier, I wanted this I really it was person I wanted it in Hong Kong, ran out of time moved, wanted it, I started it in Arkansas, and then moved here. So, it was important. So, my vision for the program was not like where it is now. It is much better than what I envisioned to be and why? Because of the team collaboration."*

## Theme: Changing Lives

## Servant-Leader Behaviors: Helping subordinates grow and succeed

> *"I remember we had only one oil lamp. My father would give special tutoring for the sixth graders to prepare them for the national*

*exam, and he would take that oil lamp because the school did not have one. He would take it for the tutoring early in the evening, and we would be left with candles. The one thing that keeps coming back to me as I ask my father, why, dad, why would you take the lamp and leave us to candles? And he said, we need to change the lives of these very poor students; they need it more than us. We can have it when they're done, and that instilled in me the value of education's the noble nature of caring about students and, and I always say this is my job now is to change the lives of the students and their families."*

*"I'm so happy that you saw the theme of our college, the DNA of our country, my motivation, my passion, the way you see. That genuine hopefully you felt it is about changing lives."*

*"But my best fundraising experience was $1,000. Really $1,000. Was not the $30 $40 million in Muma's gifts. And it was from one student who insisted after graduation to come back and see me. And he brought $1,000 of his first check to start a scholarship because he said this college changed my lives I want to start giving back. This for me was wow. I think it just a clear message that we're doing something right here. That really, we are changing lives."*

*"DBA is the answer to this because we're still keeping the rigor of research a research method but using it to solve real organizational challenge real business problems that actually will lead to real recommendations to improve lives to improve decision making to improve the way businesses practice."*

## Output – Outcomes:

## Theme: Student Success

> *"We teamed up with Sandlers Training. Are you familiar with Sandler Training? Is the leader in soft skills. And we actually created a new mandatory class. It's, they have no other options during that class. If they don't succeed that class every passing grade, they will not graduate. Take it again. And in that class, they will be the purpose is to be certified by Sandler Training, as career ready. So, communications, work ethics, negotiations, networking, elevator pitch, dining etiquette, everything you can think of about soft skills. The idea is to differentiate them, because, you know, everybody's graduating with a good GPA now. That's not enough."*

*"We teamed up with Tableau. Tableau is another leader for data visualization, and data analytics, and recertify every student regardless of their major, as a citizen data scientist, every student, they have to use in a way, both the left hand and right-hand side of their brains have called the soft skills, but also fact-based decision making."*

*"It is your attitude, not your aptitude, that will determine your altitude. Isn't that beautiful? It really is beautiful. It's not what you know, it is your attitude. And for me the attitude is that that composition of all soft skills, so please remember that because a lot of people say Oh, I know I know. This is not what you know is how you treat people, your attitude, your passion. You're inspiring others helping others work we make a difference in your success, determine your altitude."*

*"But yes, you know, one of the things my dream always is like, okay, our dream is. And one day we're going to achieve is for every student who is admitted to Muma, to have a great job at graduation or shortly after, with a competitive salary."*

Linden's model of servant leadership (Figure 1) provides a framework that links antecedent conditions to servant leader behaviors, resulting in leadership outcomes. Using that model to analyze our interviews with Dean Limayem, we can see a strong positive and direct relationship. For Dean Limayem, the input or antecedent condition is innovation. Through coding and analysis, Dean Limayem demonstrates several servant-leadership behaviors, including relationships and helping subordinates grow and succeed. Finally, the outcome or output is the student success that he realizes at USF.

## Conclusions

The overarching mission of changing lives became evident through our exploration of Dean Limayem's experiences and the context within which these experiences unfolded. To inform our understanding of how Dean Limayem, we borrowed from the literature and frameworks useful for analyzing servant leadership behaviors. We then systematically identified Dean Limayem's specific behaviors and mapped them back to the lived experiences that shaped his attitudes and perspectives. Through this exploratory approach, we extend our understanding of the specific servant leadership behaviors by looking at key antecedents and outcomes. Furthermore, we deliver theoretical, empirical, and practical insights into the meaning and mission of innovation.

## Future Research

This paper proposes a simple servant leadership construct with nine dimensions that connects the early experiences of Dean Limayem's life to specific behaviors that have resulted in both his personal and USF student successes. Based on the brief interview, only two of the servant leadership behavior dimensions were revealed: Helping subordinates grow and succeed, and relationships. In the future, there is an opportunity to examine the other dimensions of this construct, namely: emotional healing, creating value for the community, conceptual skills, empowering, putting subordinates first, behaving ethically, and servanthood. Further research into servant leadership behavior in higher education could be considered in understanding how to promote the success and impact of University Leadership and performance.



| Antecedent Conditions | Servant-Leader Behaviors | Outcomes |
|---|---|---|
| Input | Process | Output |
| Innovation | 1. Relationships<br>2. Helping Subordinates Grow & Succeed | Student Success |

**Figure 1. Servant leader behaviors: In the process phase of the servant leadership model, Linden et al. (2008)**

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## Review

This article was accepted under the ***constructive peer review*** option. For futher details, see the descriptions at:

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# Authors
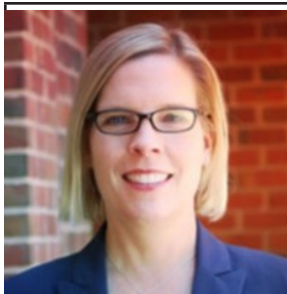
***Paige Bridges*** is an Assistant Professor of Business at Sweet Briar College in Virginia. She holds a Master of Arts in Communications from The Johns Hopkins University, a Master of Business Administration from Georgetown University and a Bachelor of Science in Biology from Columbia University. Prior to entering academia, she worked for over 20 years in marketing communications across the corporate, non-profit and higher education sectors for organizations including American Express, World Wildlife Fund and the University of Virginia. Currently, she is a doctoral candidate in the University of South Florida's Doctor of Business Administration program. Her research focuses on the impact of emerging technologies on marketing innovation

***Vince Hafeli*** is the President of Ajax Paving Industries of Florida, LLC. He holds a Masters in Business Administration from Webster University and a Bachelor of Science in Management from the University of Pheonix. His career has spanned thirty-seven years, with seventeen years in the Geotechnical and Materials Engineering field and twenty years in the highway construction industry. He serves on the Executive Board of the Florida Asphalt Contractors Association; on the Board of Directors for the National Asphalt Pavement Association (NAPA) as the Southeast Regional Vice Chairman; as a trustee for the National Asphalt Pavement Association Research and Education Foundation program, and is a member of the NAPA Health and Safety and Work Force Development committees.

# Exhibit A: Interview Questions with Answers

*Q1: Would you agree, though, that without the humanity side, innovation can just be about technology?*

Absolutely. Yes. And really, if you think about it Paige, the technology that I'm sorry, the innovation that really persisted and made it big, are the ones that made people's lives better. Now, that might the long run have some side effects that we did not or unintended consequences, but they're at least the ones that are meant to change lives for the better. I mean, even you think of social media, the intent even though we now have fake news, and have addictions and others, but the intent was to connect people and that's why it really made a difference. Because it so I totally agree with you. I totally agree with you. And, and this is why I'm so happy that you saw the theme of our college, the DNA of our country, my motivation, my passion, the way you see. That genuine hopefully you felt it is about changing lives is you know, I give you one, one story. We talked a lot about hand raising more than $100 million. And we, you know, what we raised broke all the records here at Muma. And I emphasize we because I know it's a team sport. But my best fundraising experience was $1,000. Really $1,000. Was not the $30 $40 million in Muma's gifts. And it was from one student who insisted after graduation to come back and see me. And he brought $1,000 of his first check his first check to start a scholarship because he said this college changed my lives I want to start giving back. This for me was wow. I think it just a clear message that we're doing something right here. That really, we are changing lives. And again, it's almost like the snowball effect, right? You create this unstoppable force that will keep on functioning and getting stronger and stronger.

*Q2: I also saw that you did an interview with Steve Wozniak from Apple. He mentioned something similar when asked whether technology or human or technology was more important. And I think his quote was along the lines of it's not engineering philanthropy or entrepreneurship, but humanity. So, I'm glad to hear that humanity's connection is so important to innovation. I did want to ask for a bit of innovation. I was curious when one of my preparation questions was whether it was more of a nature or nurture sort of mindset? And I think you might have mentioned already that it has a lot to do with being able to fail.*

Yeah.

*Q3: I was curious if you were able to, as a child, you mention your father; you mentioned that hero influence. Were you encouraged to fail? Is that something that was instilled in a sort of a nurturing way? Or did you learn that along the way?*

Yeah, I think it's really a combination of both Paige and it's like, you know, the $1 million questions, are you born a leader, or you learn how to be a leader, and I honestly think and been observing leaders throughout my life. I'm sorry. Is Be careful, this is not COVID-19 is not like a cold, like they tell you it's worse. So, I think innovation is in a way very similar. So, we were able to fail. As long as there are two things. Growing up, integrity is really important. You don't jeopardize your integrity to succeed. That's not success, if you're jeopardizing your integrity. And the second thing I remember very well, again, my father was once I think, when I was very young, and I did not do well in, in in one of the exams, very much, at least at that time, unlike me, usually used to have very good grades. And my father asked me questions, like oh. Did you do your best? I said, I think I did. What do you think he said? No, I cannot tell you who would know if you gave it your best? Who is he, who is he, it's you. So, I think the same thing for innovation, right? You really have to give it your best. And you don't start an innovation to fail. But it's okay to fail. You have to really do everything you can to succeed. But it's okay. I'm sorry. I hope I'm not bothering you with my coughs. Yeah, yeah. No, it's okay. I don't know. It just keeps coming back. So, I think innovation is in a way you were, you have a little bit of what you learn as a child and you grew up with, but you also learn a lot. And you learn from great people. And you learn from failure, your own failure, but from other people failures, too. So, I hope I'm answering your question. They are so it's a nice combination of both. And I don't think that is someone that says, Okay, now period, I'm an innovator. Innovation is the journey. It's not the destination. I'm learning every day; we're learning every day about innovation. And we're trying to improve every day and we will never be it we will never be the innovators. That's just a journey, not a destination.

*Q4: Who do you think is innovating well, either in higher education or the business sector? There's so much going on with higher education. And what's ASU comes up quite bit other universities claim to be, you know, big innovators, anyone come to mind is doing it well?*

Yeah, I really think that it's so many things are happening, and I am on I am on the board of AACSB. AACSB is the body that accredits business schools worldwide. And I really push us as an accreditation agency that really basically determined what is important for business school is education is to produce and acknowledge and, and reward business schools who are innovative. So, we started a series of innovation that make a difference. I think that's what the name and we encourage people when they present. You know what I do

with my team? I asked them every year to look at all the innovations and try to see, you know, see, alright, these are things that we can be inspired with or things that are not applied to us. So, you'd be really surprised, I can tell you my at least reading of the situation. Many of these best innovations, they don't come from well-established universities and well-established businesses, unfortunately, they just get into I think the little bit complacent. Really see that now we should not generalize, of course. But that's really what something when I see where no becomes the default answer. I always like the default answer to be, yes, let's try it. Of course. That's why you have that strategic focus our campuses, you know, does this really help our students succeed, that help our students get better jobs graduate faster? If you have that strategic focus, and also you always remind yourself, I don't want to be No, Dean, I don't want to be remembered as all say, no, I think I want to be remembered as somebody who empower people to be the best, they could be the most innovative and creative they could be. And to be acknowledged for it.

*Q5: I know that the DBA program was also a dream. Yes, you had an idea about it, but you brought it for granted and brought other subject matter experts into your group to make a collaborative, you know, innovation. Is innovation always collaborative for you? Or solitary.*

Oh, my goodness. Oh, thank you for bringing this up again, it's a team sport. It's really a team sport. And let me tell you, if you any leader comes to sec last my innovation, please know that his or her story is not just accurate. It is a team sport. It takes a lot to a successful to really have a successful innovation. That person might have the initial spark. But frankly, as I told you, earlier, I wanted this I really it was person I wanted it in Hong Kong, ran out of time moved, wanted it, I started it in Arkansas, and then moved here. So, it was important. So, my vision for the program was not like where it is now. It is much better than what I envisioned to be and why? Because of the team collaboration. And, you know, sometimes I success for me, is always, when we start an innovation, I asked the question, what success looks like? Always was a question that my team sick and tired of hearing what success looks like? How do we know that we are making progress? And how do we measure that DBA is one of these innovations, were actually the implementation of the innovation was much better than the plan itself. We just knocked the ball out of the court. And if you have any doubt, look around that room. Take a deep breath, look around your room right now. And try to count the incredible years of experience of each one with and put them together you will find we're talking about centuries of experience across different disciplines. The space that is looking at it now from the windows will be taken by building from someone from this court or another court, I promise you. You know, the suite, the DBA suite? What's the name of the DBA suite? You don't know this? Okay. They met no lunch today for the for this class.

*Q6: With some of what you've mentioned about student success, that seems to be something that's come up quite a bit. And it's incredibly important. And the importance of hard and soft skills, I think the hard skills are clearer, the soft skills are really what I want to ask about. I am also a professor, so I know I resonated with your story of waking up the student in the back. And how to, you know, and your memory of the oil lamp and sitting around and connecting and having it not be plugged in? And how do we build those soft skills? What are some ways that technology is that an enabler? Can we use technology? Is it? Is it something that is more complicated, but sort of how do we build how do we wake up our students to have those soft skills to make them Career Ready, not just in terms of, you know, quantitative means?*

And they would be even better now because of this initiative that we are starting in our USF is a big machine, it would have been very difficult to do business with from the employer point of view. So, we created this platform, the Center for Talent Development to make it very easy. And it's almost one stop shop where they could come, and they really have all their needs from talents.

*Q7: So, if USF is a big machine, how do you stay agile and keep up with the technology and innovation?*

By making it as part of the culture as soon as possible. That's really what you do. Now, I have to admit that scaling what we do here at Muma, I mean, we're still 9500 students now, right? So, it's a big, it's not a small, many universities are of our size or less, and they have, you know, presidents and vice presidents and chancellors and everything, I am Dean and I have two Associate Dean's, and that's it, running and of course, the directors, and other Dean's but we're very lean machine. So, scaling it up to 52,000 students is a little bit difficult and challenging. And that's, that's one of the things now, that will be my priority for a few years to come.

*Q8: Going back to sort of the hard and soft skills, I have heard a statistic thrown around; it's a little bit frightening that a large percentage of the future jobs have not even been invented yet. So, with technology, do you agree with that, and how to where the college might be heading? You mentioned fintech a little bit earlier, and you mentioned risk. Are there any other areas that you feel will be important to give the hard skills that are needed*

*to complement the soft skills for the for those 21st-century skill sets that we hear about us as being?*

That's a great question. Again, I think I totally agree. It's probably a little is a bit exaggerated when they say 80 or 90% of the jobs you know, we're still have the base jobs, but the nature of the jobs will change a lot. Now look at even medical doctor analysis so different because the patient and much more educated I'm probably the worst patient ever because I go there after reading so many of these studies, and everything ends. And the same thing for lawyers, the same thing for everything else on engineers, where technology is being much bigger wrong. So I think this is where it is so important for us, as an educator, to think about the foundational skills is almost, you know, let's teach them how to fish rather than giving them the fish and the information like, this is your job, you know, ABC and yet now, we're going to teach you how to learn more than everything is how the critical thinking, Now we're going to be emphasizing a lot of the critical thinking, you know, like, think of the importance of data. Data, it doesn't really matter what you do. If you're not data, literate, it just becomes whatever you do will be incomplete, regardless of your job. So that's why we're emphasizing these data, savviness skills, data analysis skills you mentioned. So, the data is really important. The soft skills are really important. I think, risk, we created school now. And we're really exploring ways how we can be the only college of business in the world where we embed, risk management assessment in every discipline of business, it doesn't really matter what you do, you have to, you know, I might surprise you with the third foundational skills that I think everybody should start learning about. And let me bring you back a little bit in time when the pandemic started. What was the things that we couldn't buy anymore? We run out very quickly.

*Q9: I think you mentioned earlier that sometimes innovation comes from need, not just vision.*

Yes. Yeah, very much so very much so. But, you know, it's really interesting, right? Because when there is a need that need hits, almost each one of us, but not every one of us will see the innovation, right? That's why that's the mindset that we want to instill for our students that hopefully will become part of our culture.

*Q10: I think you also mentioned it in terms of education on the content of what you're teaching, the format of what you're teaching, who you're teaching, and how that's evolving based on need. And that kind of applied innovation, not just technology, but affecting lives.*

Yeah, you I think you said it on one of your colleagues, technology is the enabler should not be the end itself is just, and if you don't believe me, look at how technology has changed over time. It's incredible. Right? It really changed technology. There were a big hit many years ago or non-existing now. I remember showing a floppy disk to my kids. I just I've never seen them laugh so hard. But don't mess around with my floppy disk. Several years ago, now, it's, it's really not even there. So, you know, if you look at IBM, for example, what is the product that put IBM on the map that made IBM started to be great company? Do you know? Is the typewriter really? Yes. Yeah. Many of you are. Yeah, many of you are young. You know what this typewriter, right?

*Q11: Do you think technology is a driver of that change that is now becoming more customer-focused and less product-focused?*

Absolutely, absolutely. Yes. I'm just saying again, the technology just the enabler, just the enabler.

*Q12: I was curious. I wanted to take things back to the DBA program because that's where we are and, yeah, come up quite a bit as an innovative product. But we are that we know we're the customers. I believe it's fair to say that you have the practitioner-scholar background; you have both the practitioner, the academic MBA, and the Ph.D. Do you see DBA becoming a much more prevalent degree for business education? And there's a Ph.D. DBA. I think a lot of us looked at both of those options. Do you see a growth in DBA related to Ph.D., or do you see a place for both? So obviously changing times changing higher ed space?*

Yeah, I really hope we'll see more DBA like degrees needless to say that we are still needing the PhD that typical academic, hardcore research type of degrees we said we still needed but I really think DBA is absolutely the answer to a lot of problems. There is a gap now between academia and practice. Discipline actually that didn't that did much better. job, then then business is medicine. If you look at their research, they do research to eventually cure disease and save lives. Any of the business, the typical business research. Nobody reads, it's really sad when I say nobody, we read it as academic. And I challenge you. So let's take, you know, you probably started getting familiar with some of the top journals, and MS quarterly management Reviewed Journal of Management, Marketing science, these are the top, you know, Journal of Finance, you publish one article, and you become a hero and your salary will almost increase and other university wants to hire you, I challenge you go to randomly, quite very successful, they just take five more, if you want very successful executives or broker owners C suite and ask them when was last time? Anything? Sorry. Okay. Ask them. When was the last time you read one of these journals or any articles? And you will see the answer. DBA is the answer. DBA is really bringing relevance and timeliness to the things we do. This is what is beautiful your research will be on topics that are so timely, so relevant to the practice of business. But yet you learn how to

do it in a very rigorous way. This course is a great example of how in my view, research and business should be conducted. This is not about Chromebox alpha, this and, and theories that nobody understands, reads, and boxes and arrows. And at the end, you know, to publish one article in these journals, how long does he think this take two to three years. If you're lucky, first of all, by the time you publish is almost irrelevant. Because it's and after that, nobody will read it from the people who really are practicing business. My it's almost, you know, think of at this extreme, a study that investigated the impact of tickling on laughing. And the result was so interesting, because they found a strong relationship when you tickle people they laugh. That's really a lot of research in our area. I'm overly critical here. DBA is the answer to this is the answer because we're still keeping the rigor of research a research method but using it to solve real organizational challenge real business problems that actually will lead to real recommendations to improve lives to improve decision making to improve the way businesses practice.

*Q13: In the same vein of innovation, how do you define and build a donor pool that will give to those initiatives?*

Yes

*Q14: Technology, and innovation, might be a hard sell; how do you know?*

There's one word? I really want you to get it. Take your pens, write it. If you remember one thing from everything. I said, are you ready? Now everybody in the room? Are they ready? I want to say yeah, I want to hear yes. No, there's one person who didn't say yes to the right. Yes, yes. Okay, good. Good. Now we can proceed. All right, let me let me give you a hint. It's one word. It starts with R. What is it?

*Q15: I see that you're tasked with engaging your alumni. How do you change an alum to an alumni donor? How do you bring them along that pipeline?*

Yeah, that's a great question. I learned something that I really want you to also remember. Because it has helped me a lot. And this is one of the things that I learned from my failure. Earlier on my career, I always used to, you know what, let's try to engage any type of, you know, either students or alums. So, what do we do? I get my team in my office, sometimes, you know, even do it at the end of the day and add a little bit of wine. That's very good for the thinking in the innovation. Okay, let's brainstorm on ways we can engage either alums or students. Let me tell you, every time I did, we did this, we got it wrong. Wrong, wrong, wrong. Why? Because we were making assumptions. So, what is the new way? Ask them. Ask. And that's exactly what we did. So, one of our innovations we created; we have an incredible Dean's Executive Advisory Board or counsel, who's who probably the most powerful one in Tampa Bay. And that's good. But these people, frankly, the youngest is 55 /60. And they couldn't help us with them. And so, what we did, we created another Dean's Advisory Council, but this time for younger labs. And it has been incredible, because they are guiding me and our team on how to engage them. What are the things that we bring them back? What are the things that frankly, we thought were amazing, but they start laughing at us? So that's really one way that we found very, don't make assumptions about stakeholders, ask, ask, and doesn't take much get some groups, I really believe in focus groups. Focus groups is advisory board. I believe in reverse mentoring. I am mentoring many of our students, but I do reverse mentoring. Few of them will mentor me said OKAY, how can a young 19 years old, you know, mentor they do that reverse mentoring. They really teach me about their generations and how to communicate with them, what excites them what not to do and what to do. So that's really important. I hope that answers your question.

*Q16: We only have a minute or so left, but in closing, I want to say you know that every time we show up here on campus, there's new construction or new buildings all over the place. And though your name is not on them, you are instrumental and making those happen. Can you walk us through the emotion of closing a legacy gift as you have?*

That is that it's a moment of joy that I cannot even describe. Now. The very first major, major gift that we raised was naming the college. One. It was probably now, just something up there like my wedding day, the birth of my kids. And that's really it is up there. So, the emotion is just incredible, and the joy that you feel, but also the stress, the anxiety, the positive stress, the positive anxiety, because we don't take these things lightly. With every major gift comes the responsibility to deliver and to be a good steward of that gift. And I'm so happy to tell you all that everyone who gave us transformational gift, came back, and gave us more. remember very well, the initial gift to name the college was the largest distance the history of USF $25 million dollars from Les and Pam Muma. Two years after making the announcement and closing the gift, Sunday morning 10am. My cell phone rang. It was Less. He said can I put you on speakers with Pam? Okay, of course. Is everything okay? So are everything. Okay? We really like what you and your team have done with our investment. We see already the results. And how would you think if we add five more million dollars. I said, you know, Les and Pam, if you really insist, I have no other option but to accept. But that's really the importance of stewardship?

*Q7: Well, one last question, I think it only takes a word. I'm curious. We brought you on a journey today, from your childhood, to where you are today, and look through your leadership and the time in your career. When you go home and explain this experience to your wife or your family, what's a word or two that you will use to describe how today went.*

Oh, is that it was really pleasant? Magical, you got a lot out of me. And that speaks volume of the way first you prepared it. But also, you are genuinely interested to listen and learn more. So, I'm very grateful. I really was worried because as you probably felt that I'm probably at now, I would say 51% of my capacities

# Exhibit B: Word Cloud & Word Frequency Report



**Figure B1: Word Cloud**

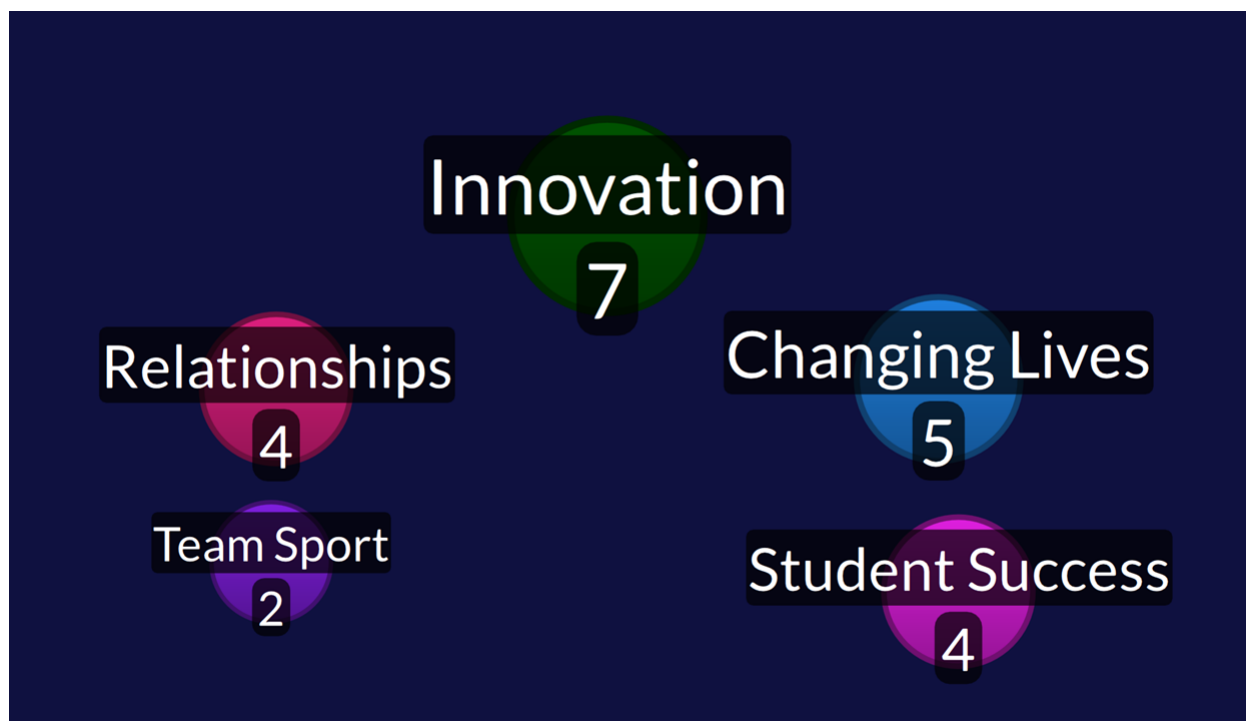# Exhibit C: Coding

## A. Quirkos Canvas – Primary



**Figure C1: Quirkos Canvas – Primary**

## B. Text Sorted by Theme

### A. Innovation

*So, we started a series of innovation that make a difference. I think that's what the name and we encourage people when they present. You know what I do with my team? I asked them every year to look at all the innovations and try to see, you know, see, alright, these are things that we can be inspired with or things that are not applied to us. So, you'd be really surprised, I can tell you my at least reading of the situation. Many of these best innovations, they don't come from well-established universities and well-established businesses, unfortunately, they just get into I think the little bit complacent.*
*Source: Article_Template Interview 3 Paige Kim*

*Because when there is a need that need hits, almost each one of us, but not every one of us will see the innovation, right? That's why that's the mindset that we want to instill for our students that hopefully will become and these becoming part of our culture.*
*Source: Article_Template Interview 3 Paige Kim*

*One of our innovations we created we have an incredible Dean's Executive Advisory Board or counsel, who's who probably the most powerful one in Tampa Bay*
*Source: Article_Template Interview 3 Paige Kim*

*I think innovation is in a way you were, you have a little bit of what you learn as a child and you grew up with, but you also learn a lot. And you learn from great people. And you learn from failure, your own failure, but from other people failures, too.*
*Source: Article_Template Interview 3 Paige Kim*

*I don't think that is someone that says, Okay, now period, I'm an innovator. Innovation is the journey. It's not the destination. I'm learning every day; we're learning every day about innovation. And we're trying to improve every day and we will never be it we will never be the innovators. That's just a journey, not a destination.*
Source: *Article_Template Interview 3 Paige Kim*

*I think the same thing for innovation, right? You really have to give it your best. And you don't start an innovation to fail. But it's okay to fail. You have to really do everything you can to succeed.*
Source: *Article_Template Interview 3 Paige Kim*

*The innovation that really persisted and made it big, are the ones that made people's lives better. Now, that might the long run have some side effects that we did not or unintended consequences, but they're at least the ones that are meant to change lives for the better. I mean, even you think of social media, the intent even though we now have fake news, and have addictions and others, but the intent was to connect people and that's why it really made a difference.*
Source: *Article_Template Interview 3 Paige Kim*

## B. Changing Lives

*So, I think this is where it is so important for us, as an educator, to think about the foundational skills is almost, you know, let's teach them how to fish rather than giving them the fish and the information like, this is your job, you know, ABC and yet now, we're going to teach you how to learn more than everything is how the critical thinking,*
Source: *Article_Template Interview 3 Paige Kim*

*I'm so happy that you saw the theme of our college, the DNA of our country, my motivation, my passion, the way you see. That genuine hopefully you felt it is about changing lives.*
Source: *Article_Template Interview 3 Paige Kim*

*With every major gift comes the responsibility to deliver and to be a good steward of that gift.*
Source: *Article_Template Interview 3 Paige Kim*

*But my best fundraising experience was $1,000. Really $1,000. Was not the $30 $40 million in Muma's gifts. And it was from one student who insisted after graduation to come back and see me. And he brought $1,000 of his first check his first check to start a scholarship because he said this college changed my lives I want to start giving back. This for me was wow. I think it just a clear message that we're doing something right here. That really, we are changing lives*
Source: *Article_Template Interview 3 Paige Kim*

*But yes, you know, one of the things my dream always is like, okay, our dream is. And one day we're going to achieve is for every student who is admitted to Muma, to have a great job at graduation or shortly after, with a competitive salary.*
Source: *Article_Template Interview 3 Paige Kim*

*DBA is the answer to this is the answer because we're still keeping the rigor of research a research method but using it to solve real organizational challenge real business problems that actually will lead to real recommendations to improve lives to improve decision making to improve the way businesses practice.*

*Source: Article_Template Interview 3 Paige Kim*

## C. Team Sport

*And we, you know, we broke all the records here at Muma. And I emphasize we because I know it's a team sport.*

*Source: Article_Template Interview 3 Paige Kim*

*It's a team sport. It's really a team sport. And let me tell you, if you any leader comes to sec last my innovation, please know that his or her story is not just accurate. It is a team sport. It takes a lot to a successful to really have a successful innovation. That person might have the initial spark. But frankly, as I told you, earlier, I wanted this I really it was person I wanted it in Hong Kong, ran out of time moved, wanted it, I started it in Arkansas, and then moved here. So, it was important. So, my vision for the program was not like where it is now. It is much better than what I envisioned to be and why? Because of the team collaboration.*

*Source: Article_Template Interview 3 Paige Kim*

## D. Student Success

*We teamed up with Sandlers Training. Are you familiar with Sandler Training? is the leader in soft skills and we actually created a new mandatory class. It's, they have no other options during that class. If they don't succeed that class every passing grade, they will not graduate. Take it again. And in that class, they will be the purpose is to be certified by Sandler Training, as career ready. So, communications, work ethics, negotiations, networking, elevator pitch, dining etiquette, everything you can think of about soft skits.*

*Source: Article_Template Interview 3 Paige Kim*

*The idea is to differentiate them, because, you know, everybody's graduating with a good GPA now. That's not enough.*

*Source: Article_Template Interview 3 Paige Kim*

*It is your attitude, not your aptitude, that will determine your altitude. Isn't that beautiful? It really is beautiful. It's not what you know, it is your attitude. And for me the attitude is that that composition of all soft skills, so please remember that because a lot of people say Oh, I know I know. This is not what you know is how you treat people, your attitude, your passion. You're inspiring others helping others work we make a difference in your success, determine your altitude.*

*Source: Article_Template Interview 3 Paige Kim*

*We teamed up with Tableau. Tableau is another leader for data visualization, and data analytics, and recertify every student regardless of their major, as a citizen data scientist, every student, they have to use in a way, both the left hand and right-hand side of their brains have called the soft skills, but also fact-based decision making.*

*Source: Article_Template Interview 3 Paige Kim*

## E. Relationships

*There's one word? I really want you to get it. Take your pens, write it. If you remember one thing from everything. I said, are you ready? Now everybody in the room? Are they ready? I want to say yeah, I want to hear yes. No, there's one person who didn't say yes to the right. Yes, yes. Okay, good. Good. Now we can proceed. All right, let me let me give you a hint. It's one word. It starts with R. What is it?*

*Source: Article_Template Interview 3 Paige Kim*

*Okay, let's brainstorm on ways we can engage either alums or students. Let me tell you, every time I did, we did this, we got it wrong. Wrong, wrong, wrong. Why? Because we were making assumptions. So, what is the new way? Ask them. Ask. And that's exactly what we did. So, one of our innovations we created we have an incredible Dean's Executive Advisory Board or counsel, who's who probably the most powerful one in Tampa Bay. And that's good. But these people, frankly, the youngest is probably 55 /60. And they couldn't help us with them. And so, what we did, we created another Dean's Advisory Council, but this time for younger labs. And it has been incredible, because they are guiding me and our team on how to engage them. What are the things that we bring them back? What are the things that frankly, we thought were amazing, but they start laughing at us? So that's really one way that we found very, don't make assumptions about stakeholders, ask, ask, and doesn't take much get some groups, I really believe in focus groups.*

*Source: Article_Template Interview 3 Paige Kim*

*The initial gift to name the college was the largest distance the history of USF $25 million dollars from Les and Pam Muma. Two years after making the announcement and closing the gift, Sunday morning 10am. My cell phone rang. It was Less. He said can I put you on speakers with Pam? Okay, of course. Is everything okay? So are everything. Okay? We really like what you and your team have done with our investment. We see already the results. And how would you think if we add five more million dollars. I said, you know, Les and Pam, if you really insist, I have no other option but to accept. But that's really the importance of stewardship?*

*Source: Article_Template Interview 3 Paige Kim*

*Relationships. Relationship is really all about relationship. I give three days seminars to all Dean's around the world about fundraising. I don't know why they trust me again. I just emphasize genuine relationship. So, you have that build relationships, gentlemen, Second, that is really important is that vision, that compelling vision. Now, that vision of changing lives, going back, and changing the lives of our students, you know, their lives, the lives of their families, and how they become really great members of this community as a great vision, and also genuine passion for that. When you do that, you know, it's really interesting because that almost 150 million now that we raise emphasize, we. In many of these instances, I didn't even have to ask, build the relationship, be very attentive to donors, passions, too, but show that vision and magic will happen. And magic has been happening at Muma.*

*Source: Article_Template Interview 3 Paige Kim*