COMMENTARY

Principles of leadership: The Harvey Leadership Model by William R. Harvey

Hampton University Press, Hampton, Virginia 2016

Bertha L. Davis, PhD, RN, FAAN, ANEF, Sherri Saunders-Goldson, DNP, RN, WHNP-BC, FAANP, and Zina T. McGee, PhD

From Harvard to Hampton—President of Hampton University

Principles of Leadership: The Harvey Leadership Model is touted by the author as a guide for sharing precepts and principles that have shaped his empowering leadership model…[that] can be game changing for individuals, nonprofits, and businesses. This leadership model is explained in 10 principles that distinguish effective leaders. The author states he "embodies transformational leadership… [and his model] has an impressive array of dividends benefiting countless lives and communities."

In chapter 1, the author recounts an impressive four decades of leadership at the University that attests to the tremendous growth in infrastructure and number of constituents over his 40-year tenure. Hampton's story and Harvey's leadership model are well known within higher education. Throughout this chapter, the author reflects on the various actors within his administration, such as team members, faculty, students, trustees, and alumni who have had entrances and exits within "Little Scotland." Experiences interacting with these individuals have made the author's tenure at the University "an exhilarating journey!" Lessons learned from "knowledgeable professionals, mentors, educational leaders, parents, and African American leaders in the South, to name a few, are instructive to all who ponder lessons within the stories shared.

The author concluded his introduction by describing a role model "I have never met."

This statement references General Samuel Chapman Armstrong, founder of Hampton Normal

and Agricultural Institute. General Armstrong was from Massachusetts and a brigadier general in

the Union Army. The founder "circled the wagons" and fought off the naysayers "during these

dehumanizing, racist times in the South…" (p. 4) while facing "hostility… as he dared to start a

"Negro College…" providing an education to ex-slaves" (p. 13). "…General Armstrong opened

the doors…on April 1, 1868…" (p. 14). Throughout the decades, the author has read many

historical papers and shared his findings with the community of scholars in speeches and verbal

quotes. His knowledge of General Armstrong reveals the author has clearly met his role model.

The author has had an open line to the soul of his role model as he has connected with General

Armstrong's lingering spirit hovering over the campus like the mist over the water that

surrounds it.

The author states 10 principles, "vision, work ethic, team building, management, fiscal

conservatism, academic excellence, innovation, courage, fairness, and results," which comprise

the iconic Harvey model of [transformational] leadership (p. 14). In chapter 2, the first principle,

vision, is presented. The author states his reign at the helm of Hampton Institute where he was

"given the leadership mantle of a wonderful historic institution" has been based on the

philosophical tenets of the mission of its founder, Samuel Chapman Armstrong, to provide an

"education for life" by training the head, heart, and hand and was just as relevant in 1978," as it

is 2017. (p. 17). These reviewers strongly agree with this philosophical stance, and we also agree

this stance is still relevant almost four decades later. As reviewers, we have sat in venues across

campus, specifically from the boardroom to Ogden Hall, where this vision has been articulated

and the concept education for life has been extended to an "education for living." The author

developed a 10-step process for creating, transforming, and evaluating a vision (p. 18-19) and

provided a narrative to delineate each step. The author's first step was *understanding the definition and concept of a vision*. In this step, he provided a concept analysis. Webster's dictionary defines *vision* as simply a dream, insight, or in biblical connotation of supernatural revelations (p. 19). The author proceeds to outline the next steps: *listening to your environment, thinking about making something better, identifying the vision, developing the action plan, communicating the vision and the plan, securing the right people to lead the effort(s), focusing and tracking the progress, providing the necessary resources, and achieving results*.

Throughout chapter 2, there are portraits highlighting contemporary leaders like Warren Bennis, a pioneer of leadership studies; spiritual forces like Moses; and social forces like the Rev. Dr. Martin Luther King Jr., President Nelson Mandela, and Bill Gates, to name a few. In chapter 3, the author's third principle is called the *work ethic* or the fuel for the journey. The author provides six components that comprise a good work ethic (p. 39): *the approach toward work, understanding of the mission, time management, the task itself, follow through, and results* (p. 44). In chapter 4, the author discusses the principle of *teambuilding*, which he defines as "collective competence" (p. 57). The philosophical tenants presented in this chapter, trust, loyalty, thinking, open-mindedness, integrity, initiative, perseverance, and asking questions are some of the personal traits this author desires in those who serve on his administrative team. The reviewers referred to these members of his cabinet as "Heartbeats." We know a major idiom of the author used by all is "Trust but verify."

Chapter 5 begins with the *management* principle, which the author describes as the sine qua non of good leadership (p. 73). He further states, "Leadership and management are different both are …necessary if the organization is going to be effective." (p. 73). The author has provided many examples of leadership from the fields of business and government. Instructive for us is his view of the difference between leadership and management. He used the

analogy of how trains operate: "Leaders design trains but managers on the ones who make the trains run on time" (p. 74). The author describes the role of academic dean as the first "a manager" and "directly involved along with department chairs the management of enrollment; tenure; promotion; accreditation; hiring and dismissal of faculty; fundraising; and ensuring the quality of the academic and offering" (p.74). However, the author contends in the world of higher education today they are "managers, academicians, budget officers, computer specialists, strategic planners, grand administrators, and… [is aware of] all the risks associated with these responsibilities…" (p. 76). In this book, the author outlines a coordinated three-stage plan and program that include key performance indicators (KPIs), competency-based quantitative learning, conservative budgeting, quarterly budget allocations, succession planning, weekly administrative council meetings, and yearly administrative retreats (p. 76).

In chapter 6, the author discusses principle five, *fiscal conservatism*, a topic we know well. This principle has affected us both professionally and personally as deans, chairs, and directors of grants as we have embraced this philosophy in the various schools and activities in which we have participated. This principle has been embedded in our culture as exemplified in the statement, "If you have a dollar, you cannot spend a dollar and twenty-five cents" (p. 97). All exceptions to any budgetary constraints were approved by an Exceptions Committee comprised of two administrators, two faculty members, and one staff person (p. 115). The principle of fiscal conservatism extends to funding from other agencies, and we must always be in accordance with their guidelines.

In chapter 7, principal 6, academic excellence was presented. The author opined that it is not one place, but many places where learning occurs and we look holistically at the places we seek academic excellence (p. 117). He cites learning takes place in the classroom, library, study halls, dormitories, ballfields, basketball courts, and during fraternity and sorority activities (p.

117). Also included are accrediting bodies, school and program surveys, and university rankings. The author has offered the following formula that includes "high standards + student outcomes + faculty input + assessment of key performance indicators + financial stability = Academic Excellence" (p. 121). The author further provides an explanation of each criterion.

Chapter 8 discusses principal 7 which is *innovation*. The author states, "innovation is creative thinking and action that produces new and/or extraordinary results" (p. 139). The author presented an orderly process for developing a culture of innovation. This process began "with a commitment of the institution or organization… and understanding and acceptance of the vision, direction, goals, and objectives of the desired innovation, the necessary talent to achieve the desired results must be obtained and retained…the institution has to have an atmosphere that empowers employees to want to compete at the highest levels…administrative coordination to provide support and accountability" (p. 139). There are exemplars in the texts one of which, satellite development, was presented in his opening convocation address as early as 1978 when he "proposed a direct tie between Hampton and the National and Space Administration (NASA) and the Langley Research Center (LaRC) in Hampton"(p.140). The importance of this core value has continued throughout the author's tenure as seen on the University's website showing the recent launch of a satellite.

In chapter 9, *courage* is the eighth principle presented. This chapter provides a dictionary definition defining principle as "quality of mind and temperament that enables one to staying in fast in the face of opposition and hardship or danger" (p. 163). He has excellent examples from officers who were heroes in World War I. Additionally, he referenced Richard Stengel's book, *Mandela's Way,* an account of President Mandela's thoughts on courage. The author surmised from this account that Stengel's point was "Courage is not the absence of fear. It's learning to overcome it" (p. 165). Throughout this book, the author provides examples of

what he calls categories of courage that are instructive for the reader by entrepreneurs

mentioned who overcame obstacles and created products or services that revolutionized their

industries. Examples of such persons are Bill Gates, Jack Welch, Mme. C.J. Walker, and Walt

Disney. There were also artistic and creative persons, such as Henry O' Tanner, best-known for

his paintings The Banjo Lesson and The Thankful Poor. Political courage has been characterized

by the lives of two great presidents, Abraham Lincoln, a Republican, and Lyndon Johnson, a

Democrat, who issued a proclamation abolishing slavery and signed the Voting Rights Act of

1965, respectively (p. 168). He further lists as an example of institutional courage the creation

of "the largest proton beam cancer treatment center in the world"(p. 174). This center is the

Hampton Proton Therapy Institute. The author credits cancer researchers; scientists; physicians;

national organizations; business consultants—auditors, bankers, medical institutions, and

medical suppliers of specialized equipment; and the Hampton University Administrative Council

and Board of Trustees with playing a role in its origin (p. 174-182). The reviewers have faced

similar obstacles and utilized the courage principle. The reviewers noted that in this example

about the Proton Therapy Institute the author had actualized his own 10 leadership principles.

Chapter 10 focused on the ninth principle, *fairness.* This chapter begins with the subtitle

of "The Golden Rule Around The World." The author lists verbal abstractions on the Golden

Rule, but these reviewers referenced the gospel of Matthew: "So whatever you wish that man

would do to you, do so to them, for this is the law and the prophets" (p. 183). The author's own

beliefs are reflected in his statement that "if I cannot be fair to even an enemy, then I have

failed." Further, he states that fairness is a core function in his leadership model (p. 184) that he

incorporates into processes on strategic planning, forms of misconduct, tenure review, and

faculty dismissal.

In chapter 11, the tenth principle, *results,* is discussed. The author, in the final analysis

of his leadership model, focuses on being "results oriented and provides evidence of almost four

decades of success in the areas of academics and research, student enrollment,

accomplishments, finances, enhancement of the Physical Plant (the author provided color

pictures of additions to the infrastructure added to the physical plant), and athletics (p. 193).

These edifices, shown in pictorials, are nestled on the campus among many famous national

registered landmarks, including the famous Emancipation Oak. The author discusses notable

former administrators he has mentored who have become presidents of colleges and

universities, public and private, large and small, predominately black and white throughout the

United States (p. 213). This list includes a bank president and a commissioner of the athletic

conference.

- These reviewers agree with the author that Hampton's mantra "the standard of

  excellence" is demonstrated through use of the 10 principles. The author

  consistently requests outcomes, and those outcomes translate at our "home by

  the sea" as results. Moreover, the author's belief that "Leaders should strive to

  be the North Star" the reviewers noted the author's analogy would be the

  bright star known historically to 'show you the way.'

The author also reflects on his life and provides an "Inside View of the Harvey Model

through Annals of History." He shares life having been reared in the South and the values held

by his parents individually, as daddy and mother, and as a family unit that included his sister. He

not only was exposed to the values of his parents, but he was also exposed to the values of

leaders of civil rights who were frequent guests in their home. Many those values formed the

author's character and provide an interesting backdrop to the tenets he has acquired and has

become his modus operandi. Historical perspectives from heroes and heroines who succeeded

despite the odds provide a window into how the soul of the author was impacted by his environment. These heroes and heroines include trustees of Hampton, current and former administrators in his cabinet, mentors from Harvard and Tuskegee, and others who comprise what we call the Hampton Nation.

This text does not discriminate regarding who will benefit from the discussion of the principles provided in the Harvey Leadership Model. We can share components of the model with our students in nursing and other majors as well as administrators in the leadership. While reading this text, we debated about the title of this review. We were challenged to develop a title because the author, who operates as a president, administrator, CEO, entrepreneur, leader, sage, mentor, and academician, plays so many roles. Reviewers wanted to title this review, "Inside Looking In," "Inside View from the Top," "Scripts and Tapes in our Heads," and "Ahas, From the Halls of the Academy." These titles do not best reflect his journey even though we lived many instances through the author. We will allow him to have the final say, **"Serving as President of Hampton University is not a job for me, but a way of life."** These reviewers are reminded of this message in the ethos of any official Hampton University ceremony when the author ends his message with this charge in his final footnote: **"Let's get on with it."**

Bertha L. Davis, PhD, RN, ANEF, FAAN, *professor, Department of Graduate Nursing Education at Hampton University*

Sherri Saunders-Goldson, DNP, RN, WHNP-BC, FAANP, *associate professor, Department of Graduate Nursing Education at Hampton University*

Zina T. McGee, PhD, *professor, Department of Sociology, School of Liberal Arts and Education at Hampton University*