

PRINCIPLES OF
LEADERSHIP

THE HARVEY
LEADERSHIP MODEL

WILLIAM R. HARVEY



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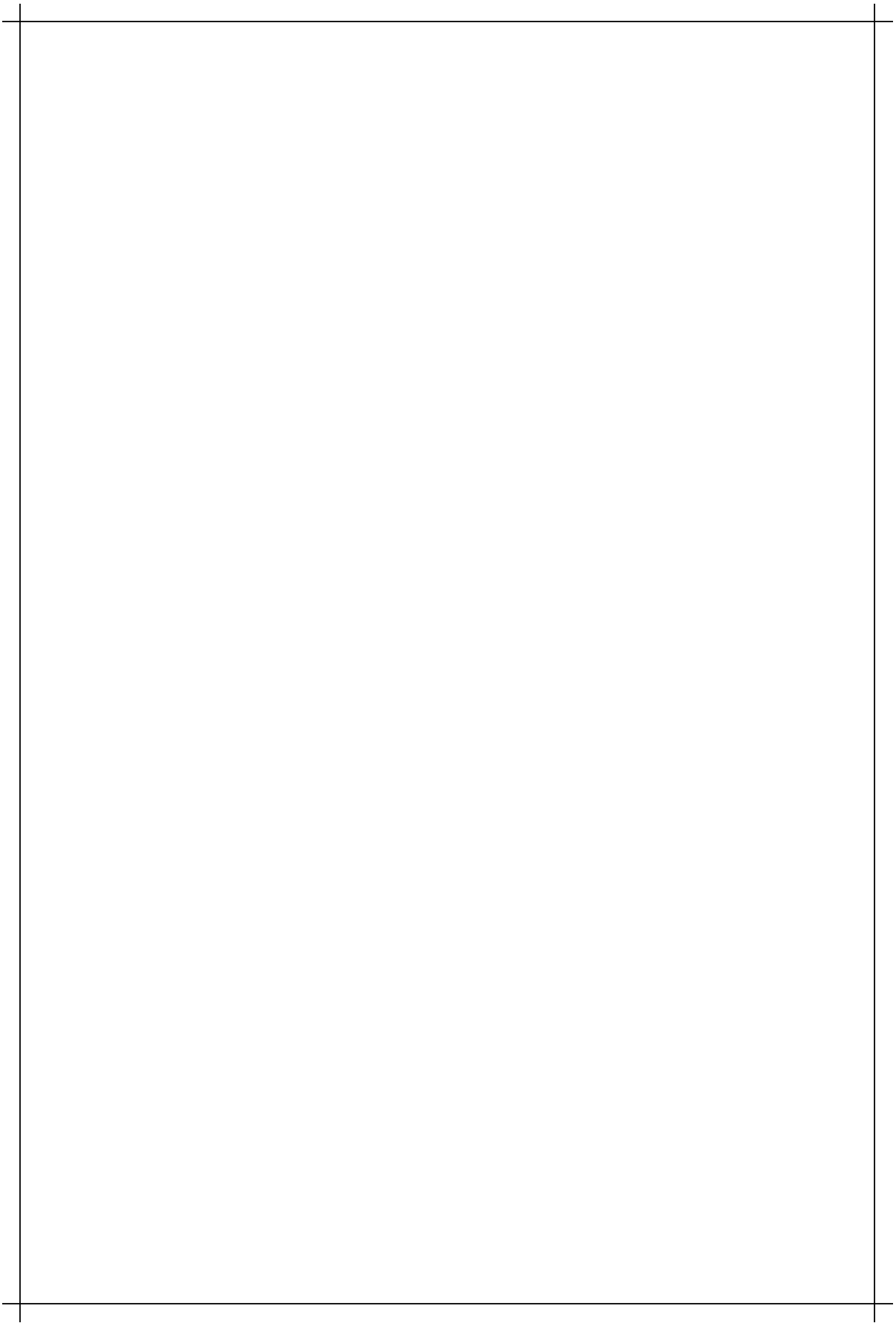


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*This book is dedicated to Norma, my wife and rock,
for 50 wonderful years of marriage.*

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CHAPTER 1

Introduction

Leadership is the essential element in the success of any entity. No matter the field, including business, education, government, politics, organized crime, sports, the arts, healthcare, etc., leadership makes a difference. It could make a positive difference, such as building or reviving a great corporation or university. It also could make a negative difference, such as building or controlling the drug trade in a particular city or neighborhood. Either way, success is defined by effective leadership.

During the nearly 40 years that I have had the privilege to serve as President of Hampton University (HU), in Hampton, Virginia, there has been a tremendous amount of qualitative growth and development in the University's student population, academic programs, research efforts, physical facilities, athletics program, and financial base. When I was elected President, my personal plans called for me to fulfill Hampton's mission by: creating an exciting vision; securing support from a diverse number of individuals; emphasizing the team approach; setting high standards; encouraging the employment of a strong work ethic; inspiring innovative aggressiveness by the faculty; employing good management practices; having the courage to step out on faith and take risks; promoting a culture of fairness; exercising fiscal conservatism; and concentrating on results. As a modest sized, cutting-edge research university, awarding degrees in approximately 50 baccalaureate, 21 masters, and 9 doctoral programs, Hampton University by any objective analysis is one of the best in the entire country.

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Because of the university's outstanding achievements in so many different arenas, my mentors at Harvard University, higher educational administrative practitioners, students in higher educational programs, alumni, and interested others have asked me to explain the reasons for these accomplishments, particularly when other institutions, large and small, black and white, were not doing as well. Further, they asked me to explicate, specifically, those principles that guided Hampton's achievements. As a result of these inquiries and with the encouragement that our story at Hampton could serve as a guide and model for those interested in the administration of higher education, I decided to expound on the characteristics and principles of leadership that had been practiced throughout my tenure.

My objective in writing this book is to share *The Harvey Leadership Model* and its core values, characteristics and principles as one successful model that others may choose to emulate if they so desire. I also share the personal insights, thoughts, motivations, and lessons that framed my thinking. It is my hope that the words herein will serve as a guide for those seeking to become effective leaders.

The leadership model is mine; however, I credit many people for their guidance, support, direction, and inspiration in shaping my thinking and actions. Implementing this model took administrative team members, faculty, students, trustees, and others. Together, they made the last four decades an exhilarating journey!

Over the years, I have been exposed to many talented, accomplished and knowledgeable professionals who have researched, studied, written, lectured, and opined about leaders and leadership principles, qualities, strategies, secrets, insights, theories, practices, and pitfalls. As a result, many of my own initial thoughts about leadership were amalgamated from the wisdom and philosophy of those gurus. Additionally, I gained a great deal from mentors such as Ted Sizer at Harvard, Jim Lawson at Fisk, Luther Foster and K.B. Young at Tuskegee University, Edgar Toppin at Virginia State University, Wendell Holmes, and other members of my board of trustees at Hampton.

I have taken something from all of the above and made it into my style and philosophy. Perhaps, Warren Bennis and Burt Nanus said it best in their book, *LEADERS: The Strategies for Taking Charge*, by saying “Plagiarism and emulation have a lot in common, though the former is both a cardinal sin, and a legal insult and the latter is, the highest form of flattery for which we hope to be forgiven.”¹ Therefore, for any aspect of my model of leadership characteristics that others may have espoused, I thank them for their example and the opportunity to emulate outstanding thought and deed.

The views of others notwithstanding, I have been fortunate in my life in many regards, and that includes having a mother and father who were my first leadership role models. The lessons that I learned from them started me on the road toward my own leadership development. By his example, my father, W.D.C. Harvey, taught me, among other things, leadership lessons of listening, asking questions, seeking input, and analyzing information. By her example, among other things, my mother, Mamie Claudis Parker Harvey, taught me the importance of good character, fiscal responsibility, and the understanding that in order for a leader to lead others, he or she has to have personal qualities that inspire followship. She constantly emphasized honesty, integrity, respect and trust. Both of them stressed the joy that could be derived from reading and the importance of education.

Coming home from school, the first question was always “How was your day?” The second question was “What did you learn in school today?” My sister Anne and I would have to explain new facts, new discoveries and/or any new educational interests. I remember one time my sister said to me, “The teachers only give a test every now and then, but mother and daddy give one every day.” That was the Harvey household, however, and I am thankful for it.

My father was a devoted family man and Christian. During the 1940s, 50s, and 60s, he was a building contractor and civil rights leader in Alabama. At one time or another, my father was president of the local chapter of the NAACP, the SCLC, The Brewton Civic League, and other civil rights organizations. Despite my father’s

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fierce fight against the racism and inequities that existed, he often said that we were lucky to be Americans, and we should be proud of our country.

My speculation as to why Daddy played such a leadership role during those turbulent times is three-fold. First, he was fearless. He would emphasize to me and to others in word and deed that we should fear no one and respect everyone. Second, he was a passionate person who cared deeply about freedom, equality, and the struggle for racial justice. Third, as a self-employed building contractor, he was not subjected to the pressures and intimidations of an employer threatening his job. This last point is the reason why so many African American ministers, physicians, dentists, morticians, and other self-employed people assumed leadership roles during the Civil Rights Movement.

During these dehumanizing, racist times in the South, African Americans and other minorities were not permitted to use public accommodations such as hotels and restaurants. Therefore, leaders such as Dr. Martin Luther King, Jr., Rev. Ralph David Abernathy, Mr. A. Philip Randolph, Mr. Roy Wilkins, and a host of other regional, state, and local activists knew of families all over the South who would provide a respite in their homes for them while they were traveling.

The Harvey household was one of those homes that was a meeting place for the local organizations, and a rest stop for out of town travelers. For the travelers, most of these visits occurred on the weekends and might include a meal, a glass of tea or lemonade, a nap on the living room sofa, or an overnight stay. Their visits always included interesting conversation. I shall forever be indebted to my father for allowing me to sit in on some of those meetings. He gave me permission to be present with the proviso that I could not ask a question, venture an opinion, or otherwise speak. As he would say, "You are to listen and learn."

As I picture those moments now, I can still see the adults sitting in the living room, hats off, ties undone, smoking cigarettes or cigars, and engaging in tense debate about events of the moment. The scene and mood changes as the group moves to the dining room table for a meal or snack that had been prepared by

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my mother. After prayer, and while eating, the setting is one of relaxation, laughter and lighthearted banter. While these conversations are being held, I am seated against the wall in a dining room chair that had been placed there by my father. There were times that I could hardly sit still as I soaked up the stated interests, desires, heartaches, challenges, and glory of the Civil Rights Movement.

I do not remember Mr. Randolph and Mr. Wilkins being in our home, but can recall visits by Rev. Abernathy and Dr. King. Dr. King's brother, A. D. King, was a frequent visitor and at times would stay overnight. Rev. A. D. King's visits stand out for an unusual reason. He used a product called Magic Shave, and it stunk to the high heavens. On the mornings when Rev. King would shave, my sister Anne and I would hold our noses, giggle, and point to the closed bathroom door. Rev. A. D. King was a wonderful, charismatic minister and leader, but my sister and I remember him best for his stinking shave powder.

It was during those conversations with civil rights activists that my admiration, appreciation, and fascination with my father's leadership and leadership style grew. One of the first things that I noticed about those meetings was that Daddy was a good listener. He usually did not do much talking, but genuinely seemed to appreciate the thoughts of others.

He also asked great questions, particularly at the local meetings. He would ask individuals by name what they thought of a certain situation, issue, or strategy. Sometimes, when the responses were not on point, he would say, "That's not the question I asked." Invariably, the clarity that he sought would come from the respondent.

Daddy was also a very good consensus builder. After receiving input, including disagreements and arguments, he would articulate a plan to include much of what the members had discussed. This consensus building clearly got individuals to take ownership in the larger strategy, no matter how small their input had been.

Daddy had a keen intellect and an analytical mind, although he only had an 8th grade education. Later in my life, I

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attributed that analytical intellect to his mastery of numbers. He could perform addition, subtraction, multiplication, and division almost as fast as current-day calculators. On one occasion, he bought a slide ruler for me and taught himself to use it.

He never took a class in architecture, but taught himself to draw plans for the houses, commercial buildings, stores, and other structures he built by reading architecture and drafting manuals that he had purchased. Blessed with an eidetic memory, there was very little that he read or observed that he forgot. In our master bedroom, Daddy constructed an elevated drafting table that sat on top of a card table. From these tables he would draw the plans for the buildings he built.

The mental capacity that allowed him to draw housing plans, operate a slide ruler, and develop master complex equations translated to a very keen analytical style in his interactions with people and organizations. I have sat in meetings and watched him receive, distill, and analyze the information in presentations and propose a plan of action. He had a superb gift and his use of it made me appreciate him and his methodical examination even more.

Daddy's strengths have always been a model for me. My memory is not as good as his. However, some aspects of being eidetic may be an inherited trait because my recall of people, situations and events has been a major asset.

His examples of listening, consensus building and analysis also became a model for me throughout my life as I have interacted with people and organizations. I realize now that not being allowed to speak was a small price to pay for the lessons learned and the opportunity to be an eye witness to history. At these occasions, I heard of current events, future plans and confidential strategies for success of the civil rights movement. My father's insistence that I not speak actually honed a significant skill that has stood me in good stead all of my life. That skill is listening.

By her example and teaching, my mother also provided some outstanding leadership lessons to my sister and me. She was a stickler for fiscal responsibility. I have never forgotten her advice that if we only had a dollar, we could not go to the

grocery store and buy a dollar and twenty-five cents worth of groceries.

Another terrific lesson she taught dealt with the importance of character. Building character in the lives of her children, other folk's children, friends, acquaintances, and family was a mainstay for her. She felt that honesty was the cornerstone of good character and that we should "treat people like we want to be treated." I have heard it many times since, but I heard it first from my mother when she said, "Always try to do the right thing, even when no one is looking." While I lay no claim to having always done the right thing, I learned early on that character is an integral component of leadership.

The four character traits that my mother emphasized the most during my formative years were honesty, integrity, respect, and trust. These traits are the foundation upon which *The Harvey Leadership Model* is built, and I have practiced them throughout my professional career. Let's examine some of mother's core values and character traits.

HONESTY is one of the pillars in the foundation of leadership. If one cannot be truthful in dealing with others, then success will be fleeting. I do not appreciate a blatantly untrue statement from anyone with whom I am associated. Faculty, staff and administrators at Hampton know that one of the worst things that they can do is to be untruthful to me. All of us make mistakes and I will acknowledge that I have made my share of them. If someone does something wrong or makes a mistake, then that individual should admit it, endeavor not to do it again and move forward. I respect, appreciate and admire honesty. The truth can be easily forgiven and forgotten. An untruth can be forgiven, but difficult to forget.

Mother not only emphasized that we should always be truthful, but that cheating or stealing demonstrated a lack of character. I can remember times when my father would precede an admonishment to my sister and/or me by saying, "Your mother has taught you well. I know that you are good children because a nickel will lay on the table for days and neither one of you will take it to buy candy or cookies." He would then proceed to scold us for not cleaning our rooms, washing the dishes, taking out

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the garbage, or mowing the lawn, etc. Although we were typical children who did not always do as our parents wanted us to do, it just never crossed our minds to take or use something that did not belong to us.

In the context of leadership, INTEGRITY is the adherence to honor, trust, truthfulness, and approved standards of personal and professional conduct. Standards are important in any discussion of integrity because adhering to a clearly defined and approved set of rules is necessary if one is to have an orderly, democratic and thriving organization and/or society.

Most profit, non-profit, governmental, athletic, and other organizations are governed by a set of written and/or understood standards of conduct. For example, regional and national accrediting bodies promulgate rules to which every educational institution in the country must comply. In athletics, the NCAA has a set of rules and regulations that all of its members must adhere to in order to remain in good standing with its athletics teams. If institutions or athletic programs do not remain in good standing, they are punished or even dropped from membership. As these two examples illustrate, integrity forces institutions and individuals to conduct themselves in a manner that is consistent with rules, regulations and acceptable standards of behavior.

Whether in business, government, education or the like, one should play by the rules that govern that particular enterprise. Cutting corners does not work. Short changing someone does not work. I say often that a deal or contract that causes one party to win and the other to lose is not a good deal. An agreement that allows both parties to win is not only a good deal, but can form the basis for future business and a solid relationship. Without a doubt, integrity should be incorporated into any leader's personal and professional persona and is a *sine qua non* of decency, good character and virtue.

Mother and Daddy's emphasis on RESPECT clearly resonated and has remained with me during my entire lifetime. I view respect as showing esteem and deference toward deserving individuals, ideas, organizations, appointed or elected positions, institutions, relationships, and the like. "Respect means that