

JON L. PIERCE / JOHN W. NEWSTROM

# LEADERS

& THE LEADERSHIP PROCESS

Readings, Self-Assessments & Applications

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# Leaders & the Leadership Process

**Readings, Self-Assessments,  
& Applications**

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Jon L. Pierce

John W. Newstrom



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# Preface

## THE BOOK: LEADERS AND THE LEADERSHIP PROCESS

Several years ago the management and organization faculty at the University of Minnesota Duluth decided that the undergraduate curriculum needed a course in leadership. Claims that many of our organizations were “over managed and under led” and that the crisis facing American organizations was in large part a function of “bad management and inept leadership” led us to believe that it was important for our students to explore the subject of leadership in greater depth and to begin thinking about and looking at themselves within the leadership context. A course in leadership might serve as an important catalyst in fulfilling this objective. Today, a decade later, this course remains one of the most popular within our management major, as personal, professional, and intellectual interest in leaders and leadership remains alive and well. A romantic notion for leaders (and heros) is still intact.

As part of the design process for the first edition of this book—a design that has guided the subsequent editions, we consulted several leadership scholars around the country, asking for assistance with the construction of a reading list for our new course. We informed these individuals of our decision to conduct an undergraduate seminar in leadership and asked them to help identify important material from the leadership literature. After compiling this list we offered our first course. During the past decade this course has been offered on numerous occasions and continually refined. It has proven to be extremely popular.

Mary Fischer, John Weimeister, and Bill Schoof of The Austen Press encouraged us to take our undergraduate course materials in leadership and put them into book form. Their interest in our leadership class led to the creation of this book.

## PURPOSE OF THE BOOK

Few management and organization topics have generated as much interest and research activity as leadership. “Fads” in the corporate world find their roots in practitioners’ fancy for and belief in “quick fixes” for organizational woes and consultants’ desire to make a quick buck. Thus, the corporate desire to search continually for “new bottles for old wine,” coupled with academicians’ inclination to study and think about what inspires them, creates all the ingredients for a short-lived interest in leadership and the leadership process. However, this has not been the case. Instead, widespread interest in leadership has spanned more than seven decades with significant historical roots stemming from the works of many ancient Greek, Roman, Chinese, and Egyptian philosophers.

Thousands of pages in academic books and journals have been devoted to the topic of leadership. During the past several years, the popular press has published and sold millions of copies of several dozen books written on the topic of leaders and leadership. Organizations frantically search for the magical leader who can pull the firm together and place it back on the competitive path. We frequently hear stories about important historical leaders; we attribute organizational successes and failures to the things that our leaders did or failed to do; and at the national level we commonly resurrect dreams of the way it was when certain charismatic leaders were at the nation’s helm. *Time* magazine and CBS, on

occasion, offer a segment on leaders and revolutionary individuals, portraying such individuals as Mao Zedong, Ho Chi Minh, Margaret Thatcher, Winston Churchill, Joseph Stalin, Margaret Sanger, Ronald Reagan, and Franklin and Eleanor Roosevelt in their feature.

It is evident that there is a strong interest in leadership. Our university, along with a large number of other institutions of higher education, has in recent years instituted courses in leadership.

This book's development reflects that interest and the obvious need for a greater number of individuals to take the issue of organizational leadership more seriously. *The primary purpose of this book is to serve as a catalyst for the student of leadership's thinking and dialogue about leaders and the leadership process.* This book is intended to give the student a feel for the breadth and richness of this study. This set of readings aims to provide the student with a sense of the complexity associated with organizational leadership, as well as an important understanding of some of the pieces that serve to define this complex mosaic called leadership.

## WHAT THE BOOK IS AND IS NOT

This book of readings cannot provide the reader with thorough and complete coverage of the leadership literature. During the past seven decades, those leadership scholars who have chosen to observe, study, think, and write about leadership have produced literally thousands of pages of theory and empirical observation. For obvious reasons, this text provides but a sampling of this literature.

While this book does touch on many of the major themes that have characterized the work done in the realm of leadership, there are many important authors and contributions that could not be included. This omission is not intended to downplay the importance of the scholarship that they have given to our understanding of this very important topic.

While this book does include some of the classic and seminal articles on leadership, there are many classical pieces that could not be included. Once again, this is not intended to suggest that they are less important than the pieces that we ultimately chose to include.

## THE LEADERSHIP MOSAIC

Before we embark upon our study of leadership, we would like to share a metaphor with you. The metaphor is that of a mosaic. Your authors live and work at the University of Minnesota located in Duluth, Minnesota, a community located along the north shore of Lake Superior. On the city's boardwalk there are many beautiful views of the "big lake" (Lake Gitchi Gummi, as named by the Native Americans who lived in this part of the world) and the hilled city rising several hundred feet above the lake and named after the explorer Daniel Greysolon Sieur du-Luth.

As one walks along Duluth's boardwalk you come upon an extremely large, blue and white mosaic that depicts many scenes from the city's long maritime history. This mosaic is made up of literally thousands and thousands of  $1 \times 1$  inch tile squares.

As we worked to prepare our school's leadership class and the readings contained in this book we were confronted by an extremely rich, complex, and extensive literature. This is a literature whose contemporary history dates back to the early 1900s, a literature given to us by those who have led and those who have followed, a literature given to us by a number of philosophers, and a literature that has stemmed from the careful and systematic application of the scientific method. Not only have there been hundreds of books written about leadership, there have been thousands and thousands of journal pages devoted to an exploration of the concept and its myriad of themes.

The study of leadership that you are about to embark upon reminds us of a mosaic. There are dozens and dozens of concepts, perspectives, themes, hypotheses, and theories. Each represents a small piece of the overall mosaic. It is impossible to see and therefore appreciate the mosaic that captures images of the tall ships and whale-back boats that once sailed Lake Superior by looking at a single tile. In a similar way, you will not come to understand leadership by reading the work of a single author or by becoming familiar with a single concept, definition of leadership, or one of the many midrange leadership theories.

We invite you to read carefully the many authors who share with us their views and observations on leadership. No one singularly paints a full and complete picture for us. We encourage you to examine the concepts, propositions, perspectives, and theories one at a time, and then use each as a tile for the construction of your own leadership mosaic. We hope this will be a challenging and hopefully, for you, a fun and personally enriching task.

## THE BOOK'S ORGANIZATION

This book is organized into two parts. Part One, divided into 16 chapters, presents a set of readings that will help students understand leaders and the leadership process. The majority of the readings are taken from academic journals. Our editing has streamlined several readings by removing complex sections, thus making the material more “reader friendly” and appropriate for diverse audiences.

- Chapter 1 looks at the definition of leadership, suggests that leadership is a process, and provides some insight into the role played by leaders.
- Chapter 2 inquires about the leader–follower relationship. Fairness, trust, and ethical behavior are three important dimensions that define this relationship.
- Chapter 3 suggests that effective leaders are individuals who possess the “right stuff.” The traits associated with effective leadership are reviewed.
- Chapter 4 continues the theme of leader traits and looks specifically at the role of sex and gender in the leadership equation.
- Chapter 5 asks the question, How do people come to be leaders? The dynamics associated with leader emergence are explored.
- Chapter 6 builds upon the suggestion that leadership is an influence process. The bases of power and forms of influence that leaders use in order to move followers are examined.
- Chapter 7 explores the suggestion that effective leadership is in part a function of what leaders do. The behaviors that can be used to describe effective leadership are examined.
- Chapter 8 suggests that different situations call for different leader behaviors. One leadership style simply does not serve all individuals (followers), nor does it serve all situations within which leaders and their followers find themselves embedded.
- Chapter 9 continues the theme that “it all depends upon the situation,” or “every situation is different.” This chapter asks if leadership style and effectiveness are bound by cultural dissimilarities.
- Chapter 10 reinforces the notion that the follower plays a powerful role in the leadership process. The follower is not a passive part of the leadership formula and, in fact, the attributes and behaviors of the follower frequently serve to shape the leadership process.

- Chapter 11 explores the long-standing interest in participative leadership. Issues surrounding the theoretical reasons for the use of participative leadership and insight into the relationship between participation and leader effectiveness are explored.
- Chapter 12 suggests that there are “substitutes” for leadership. While it is easy to conclude that leadership is always necessary, the readings in this chapter suggest that there are situational factors that can serve as substitutes for, neutralizers of, and enhancers of leaders and their behaviors.
- Chapter 13 explores the concept of team leadership. With the increasing organizational use of a variety of work teams, an examination of the role of team leadership is timely.
- Chapter 14 provides insight into the nature and character of the charismatic and transformational leader—the leadership style that today’s business world appears to be frantically searching for.
- Chapter 15 asks us to recognize that leadership is not always a positive force. The readings in this chapter suggest that there are a number of potentially dysfunctional aspects associated with leadership.
- Chapter 16 asks the seemingly strange question, Does leadership really make a difference? The readings in this chapter address both sides of the debate. *Point:* Leadership does *not* make a difference; it is simply the product of a societal love affair and romantic notions that surround leaders. *Counterpoint:* Leadership *does* make a difference in the level of organizational performance; it is not simply a socially constructed organizational reality.

## SELF-ASSESSMENTS

Many of the chapters include self-assessment exercises, which give readers the opportunity to profile themselves along several different dimensions associated with leaders and the leadership process. These self-assessments provide readers with an opportunity to take a look at themselves and further understand how they fit within the realm of this complex mosaic of leadership.

We encourage you to be brutally honest with yourself as you complete your self-assessments. Unless you are, the results will lack validity as a basis for self-improvement. You might even consider asking one person or more (who know you well) to fill out the same forms (focused on you) to provide you with additional useful perspectives for triangulation in comparison to your own self-portrait.

You are encouraged to use the grid that follows to record your score on each of the self-assessments and interpret your score as it relates to you as a leader.

## PART TWO: BEYOND THE THEORY AND INTO THE PRACTICE OF LEADERSHIP

Part Two provides readers with additional opportunities to explore leaders and the leadership process. This section of the book is intended to move students beyond the theory of leadership and closer to the world of practice and application.

To facilitate students’ ability to apply their understanding of the leadership literature and work on the development of analytical and problem-solving skills, we have included several incidents, case studies, and exercises. We firmly believe that active learning contributes more to the overall learning process than passive learning. We therefore encourage students to read, think about, discuss, debate, observe, experiment with, analyze, and solve issues that define leadership and the leadership process. The cases, incidents, and exercises are intended to supplement the conceptual material and help readers come to understand leaders and the leadership process more fully.

**Instructions:** You are encouraged to record each of your “self-assessment” scores below. Accompanying each score you should also provide a brief interpretation of what that score means to you and/or an action plan for change. You might find it interesting to return to this self-assessment in one, three, and five years to monitor changes (or consistency) in your profile.

You might also consider preparing additional commentary for each self-assessment score that portrays (a) how you will behaviorally *demonstrate* that particular dimension (e.g., self-confidence, or various influence tactics), and (b) what your personal *plan for self-improvement* on that dimension will be.

## Self-Assessment Summary Record

|  | Score | Interpretation |
|--|-------|----------------|
| <i>Self-confidence (generalized self-efficacy)</i> |       |                |
| Leader–Member Exchange                             |       |                |
| Justice  |       |                |
| <i>Procedural justice</i>                          |       |                |
| <i>Distributive justice</i>                        |       |                |
| <i>Interpersonal justice</i>                       |       |                |
| <i>Informational justice</i>                       |       |                |
| Trust in Leadership                                |       |                |
| Job Affect   |       |                |
| <i>Positive</i>                                    |       |                |
| <i>High positive</i>                               |       |                |
| <i>Negative</i>                                    |       |                |
| <i>High negative</i>                               |       |                |
| Leadership Motivation                              |       |                |
| Masculinity–Femininity                             |       |                |
| <i>Masculinity</i>                                 |       |                |
| <i>Femininity</i>                                  |       |                |
| <i>Androgyny</i>                                   |       |                |
| Self-monitoring                                    |       |                |
| Influence Tactics                                  |       |                |
| <i>Rational persuasion</i>                         |       |                |
| Others:  |       |                |
| <i>Pressure</i>                                    |       |                |
| <i>Upward appeal</i>                               |       |                |
| <i>Exchange</i>                                    |       |                |
| <i>Ingratiation</i>                                |       |                |
| <i>Coalition</i>                                   |       |                |
| <i>Inspirational appeal</i>                        |       |                |
| <i>Consultation</i>                                |       |                |
| Personal Power Profile                             |       |                |
| <i>Reward power</i>                                |       |                |
| <i>Coercive power</i>                              |       |                |
| <i>Legitimate power</i>                            |       |                |
| <i>Referent power</i>                              |       |                |
| <i>Expert power</i>                                |       |                |
| Michigan Organizational Assessment                 |       |                |
| <i>Personal support</i>                            |       |                |
| <i>Goal emphasis</i>                               |       |                |
| <i>Work facilitation</i>                           |       |                |



|   | Score | Interpretation |
|---|-------|----------------|
| <i>Initiating Structure</i>                                       |       |                |
| <i>Consideration</i>  |       |                |
| <i>Least Preferred Co-worker</i>                                  |       |                |
| <i>Need for Leadership</i>  |       |                |
| <i>Individualism–Collectivism</i>                                 |       |                |
| <i>Participatory Leadership Attitudes</i>                         |       |                |
| <i>Person's capacity</i>  |       |                |
| <i>Information sharing</i>  |       |                |
| <i>Participation</i>  |       |                |
| <i>Supervisory control</i>  |       |                |
| <i>Substitutes for Leadership</i>                                 |       |                |
| <i>Ability, experience, training, and knowledge</i>               |       |                |
| <i>Professional orientation</i>                                   |       |                |
| <i>Indifference toward organizational rewards</i>                 |       |                |
| <i>Unambiguous, routine, and methodologically invariant tasks</i> |       |                |
| <i>Task-provided feedback concerning accomplishments</i>          |       |                |
| <i>Intrinsically satisfying tasks</i>                             |       |                |
| <i>Organizational formalization</i>                               |       |                |
| <i>Organizational inflexibility</i>                               |       |                |
| <i>Advisory and staff functions</i>                               |       |                |
| <i>Closely knit, cohesive, interdependent work group</i>          |       |                |
| <i>Rewards not within the leader's control</i>                    |       |                |
| <i>Spatial distance between superior and subordinate</i>          |       |                |
| <i>Subordinate need for independence</i>                          |       |                |
| <i>Group Cohesiveness</i>   |       |                |
| <i>Organization-based Self-esteem</i>                             |       |                |
| <i>Emotional Intelligence</i>                                     |       |                |
| <i>Transformational and Charismatic Leadership</i>                |       |                |
| <i>Articulate vision</i>  |       |                |
| <i>Role model</i>   |       |                |
| <i>Foster goal acceptance</i>                                     |       |                |
| <i>Performance expectations</i>                                   |       |                |
| <i>Individual support</i>   |       |                |
| <i>Intellectual stimulation</i>                                   |       |                |
| <i>Transactional leader behaviors</i>                             |       |                |
| <i>Machiavellianism</i>   |       |                |

# Prologue

Where should a systematic study of leadership begin? The contemporary study of leaders and the leadership process finds its most recent roots stemming from social psychology, sociology, psychology, and organizational behavior. Several noted group and organizational scholars, among them Kurt Lewin, Ronald Lippitt, Ralph White, J. Dowd, Ralph Stogdill, Edwin Fleishman, and G. Spiller, launched their inquiries into leadership during the 1930s and 1940s, yet many leadership studies were published during the earlier part of the 1900s.

It is, however, possible to start the study of leadership by turning to the classics. Homer's *Iliad* and the *Odyssey* provide detailed biographies of great leaders. Plutarch's *Lives* provides insight into what makes great leaders act the way that they do, while Sophocles's plays, *Ajax* and *Antigone*, depict the psychology of leadership. Shakespeare, in *Othello*, provides a look into the role of intuition and *King Lear* provides clues into the difference that leadership makes by examining the role of succession. *The Republic*, by Plato, examines and expresses reservations about democratic management and leadership, while John Stuart Mill, in his essay *On Liberty*, constructs his arguments for participative management.<sup>1</sup>

Fred A. Kramer (1992), author of the first reading, launches our study of leadership with his "Perspectives on Leadership from Homer's *Odyssey*." We concur with his conclusion that "each of us should evaluate our own journey into self-awareness and self-understanding." We hope that the wide variety of readings and other materials in this collection will stimulate you to begin that search into your understanding of leaders and the leadership process. We invite you to study the classic, recent, and emerging perspectives on leadership and reflect on their implications for you, organizations, and our rapidly emerging global community.

Before reading Kramer's article, we encourage you to start your own leadership diary. Record, daily, your emerging reflections and observations of leaders and acts of leadership that surround you. In addition and as a part of your diary, record your score and reflections from each of the self-assessments that appear throughout your book, the first of which appears on the next page.

<sup>1</sup> For the reader interested in the "classic touch" to the subject of leadership, we recommend John K. Clemens and Douglas F. Mayer's *The Classic Touch: Lessons in Leadership from Homer to Hemingway* (Homewood, IL: Dow Jones-Irwin, 1987).

**Self-Assessment****Self-confidence:  
Generalized  
Self-efficacy**

This is the first of several self-assessment exercises that you will complete as you read *Leaders and the Leadership Process*. This self-assessment highlights one of Homer's leadership lessons—the importance of self-confidence. As you will see, Chapter 3 (Leaders and the Role of Personal Traits) also emphasizes the importance of self-confidence as a part of leader emergence and leader effectiveness. We encourage you to return to this particular self-assessment in conjunction with your reading and reflect upon the material in Chapter 3 and the question, Who is a leader and what are his/her distinguishing personal traits?

**Instructions:** For each of the following statements, indicate the degree to which you *agree* or *disagree* with the statement.

|  | <b>Strongly<br/>Disagree</b> | <b>Disagree</b> | <b>Slightly<br/>Disagree</b> | <b>Neither<br/>Agree nor<br/>Disagree</b> | <b>Slightly<br/>Agree</b> | <b>Agree</b> | <b>Strongly<br/>Agree</b> |
|--|------------------------------|-----------------|------------------------------|---|---------------------------|--------------|---------------------------|
| 1. When I make plans, I am certain I can make them work.                                 | 1                            | 2               | 3                            | 4   | 5                         | 6            | 7                         |
| 2. One of my problems is that I cannot get down to work when I should.                   | 1                            | 2               | 3                            | 4   | 5                         | 6            | 7                         |
| 3. If I can't do a job the first time, I keep trying until I can.                        | 1                            | 2               | 3                            | 4   | 5                         | 6            | 7                         |
| 4. When I set important goals for myself, I rarely achieve them.                         | 1                            | 2               | 3                            | 4   | 5                         | 6            | 7                         |
| 5. I give up on things before completing them.   | 1                            | 2               | 3                            | 4   | 5                         | 6            | 7                         |
| 6. I avoid facing difficulties.  | 1                            | 2               | 3                            | 4   | 5                         | 6            | 7                         |
| 7. If something looks too complicated, I will not even bother to try it.                 | 1                            | 2               | 3                            | 4   | 5                         | 6            | 7                         |
| 8. When I have something unpleasant to do, I stick to it until I finish it.              | 1                            | 2               | 3                            | 4   | 5                         | 6            | 7                         |
| 9. When I decide to do something, I go right to work on it.                              | 1                            | 2               | 3                            | 4   | 5                         | 6            | 7                         |
| 10. When trying to learn something new, I soon give up if I am not initially successful. | 1                            | 2               | 3                            | 4   | 5                         | 6            | 7                         |
| 11. When unexpected problems occur, I don't handle them well.                            | 1                            | 2               | 3                            | 4   | 5                         | 6            | 7                         |
| 12. I avoid trying to learn new things when they look too difficult for me.              | 1                            | 2               | 3                            | 4   | 5                         | 6            | 7                         |
| 13. Failure just makes me try harder.  | 1                            | 2               | 3                            | 4   | 5                         | 6            | 7                         |
| 14. I feel insecure about my ability to do things.                                       | 1                            | 2               | 3                            | 4   | 5                         | 6            | 7                         |
| 15. I am a self-reliant person.  | 1                            | 2               | 3                            | 4   | 5                         | 6            | 7                         |
| 16. I give up easily.  | 1                            | 2               | 3                            | 4   | 5                         | 6            | 7                         |
| 17. I do not seem capable of dealing with most problems that come up in life.            | 1                            | 2               | 3                            | 4   | 5                         | 6            | 7                         |

(continued)

**Scoring:** Subtract each of your scores to questions 2, 4, 5, 6, 7, 10, 11, 12, 14, 16, and 17 from 8. Next, employing your adjusted scores, sum your score for each of the 17 questions, then divide by 17, and enter your score here: \_\_\_\_\_.

**Interpretation:** Mowday (1979) notes that self-confidence can be viewed as a belief in one's ability to successfully influence an outcome—that is, a belief that one's efforts can produce results.<sup>1</sup> Thus, it might be suggested that an individual with high self-confidence possesses a strong generalized self-efficacy. Homer (in the *Odyssey*) suggests to us that self-confidence (i.e., a belief in one's self) is a precursor to strong and effective leadership. In addition, it is suggested that Mentor's sense of confidence and vision was contagious, empowering Telemachus to become, himself, an effective leader. The higher your score the stronger your expressed sense of generalized self-efficacy, and the lower your score the weaker the assessment of your generalized self-efficacy. A score of 6 greater would reflect a strong sense of self-efficacy—confidence that one believes that one has the capacity to succeed when confronted with achievement situations in general. A score of 2 or less would suggest a weak sense of self-efficacy—possessing doubt as to one's capacity to succeed when confronted with achievement situations.

Source: M. Sherer, J. E. Maddux, B. Mercadante, S. Prentice-Dunn, B. Jacobs, and R. W. Rogers, "The Self-efficacy Scale: Construction and Validation," *Psychological Reports* 53 (1982), pp. 899–902. Reprinted with permission.

<sup>1</sup> R. T. Mowday, "Leader Characteristics, Self-confidence, and Methods of Upward Influence in Organizational Decision Making," *Academy of Management Journal* 22 (1979), pp. 709–725.

## Reading 1

Perspectives on Leadership from Homer's *Odyssey*

Fred A. Kramer

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Business and public-administration education and practice can be a harrowing experience. As Warren Bennis has suggested, “The more our work makes us specialists, the more we must strive to remain or become generalists in other matters, to perceive the interconnections among science, esthetics, and ethics, to avoid becoming lopsided. All of humanity’s pursuits are connected, after all, and we remain ignorant of those connections at our peril.”<sup>1</sup> Classic works of literature can help us overcome parochial tendencies, so we can better deal with our immediate problems and look beyond them.

Homer’s epic poem, the *Odyssey*, illuminates truths that have value today. Many of us may look back to our high-school introduction to the *Odyssey* and recall a series of stories that may surface from the mists of our memories. Maybe our memories of the *Odyssey* support Edgar Allen Poe’s view of epic poems. To Poe, epic was “the art of being dull in verse.”<sup>2</sup> But the *Odyssey* need not be dull if read by more mature minds than the average teenager’s. It may even be relevant. Surely modern leaders are not going to confront a Cyclops in a cave or see some of our trusted lieutenants turned into swine by the magical powers of Circe. But on some level, similar things happen in the course of coping with administrative demands today.

There are two levels on which the modern manager who aspires to improve his or her leadership abilities may engage the story of Odysseus. The deeper level is the intensely personal psychological journey toward self-awareness and self-development. As Cedric H. Whitman suggests, “The nature of myth, or folk tale, is to reflect in external form the psyche’s subconscious exploration of itself and its experience.”<sup>3</sup> In the changing environment of modern business and government, leaders are

expected to embark on journeys into the unknown. Perhaps the successful completion of these journeys depends on notions of self-discovery similar to the ones that Odysseus went through.

To deal with this personal level of the *Odyssey*, one must read the tales and reflect deeply on how Homer’s metaphors enhance one’s personal growth.

On another level, however, one can reinterpret the stories that we first encountered in high school with a special relevance to management or leadership problems. The purpose of this paper is to show the relevance of some of Homer’s insights into management with the hope that some readers will be inspired to read more of Homer to develop the arguments on a deeper, more personal level. We will see that many of Homer’s key insights on leadership and management are relevant today, but, more important, we will see that thinking metaphorically can enhance our own development.

The *Odyssey* is, in part, the story of one man’s adventures after the Trojan War. After the successful sack of Troy, Odysseus embarked with several ships and many followers to return to his native Ithaca, off the western coast of the Peloponesian peninsula. In what should have been a fairly standard trip—there was the usual side trip to sack and pillage Lauchachia en route just to keep certain that standard operating procedures honed by years of planning and maneuvers remained in good order—Odysseus incurred the wrath of Poseidon, the god of earth and sea. Despite Odysseus’s efforts to meet his goal on time and within budget, events beyond his control intervened. Instead of a few weeks, Odysseus was gone for 10 more years.

During this time, his wife, Penelope, steadfastly remained loyal to him. Although pursued by several dozen suitors from all over the Greek world, she remained virtuous. She also was faced with some budgetary difficulties. In the manner of the times, the suitors who wanted to replace Odysseus in Penelope’s bed as well as lay claim to Odysseus’s kingdom hung around the palace drinking and feasting—at Penelope’s expense. This drain on Ithaca’s coffers did not escape the gods. Athena, in particular, took pity on Penelope and successfully argued that the gods should allow Odysseus to

**Source:** Edited and reprinted with permission from *Business and the Contemporary World* (Summer 1992), pp. 168–173.

At the time this article was written, Fred A. Kramer was a professor of political science and director of the MPA Program at the University of Massachusetts–Amherst. He is the author of *Dynamics of Public Bureaucracy* and a variety of articles that have appeared in professional journals. Author affiliation may have changed since the article was first published.



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