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Abstract: Addresses the question of what relationships there might be between various management behaviors and great historical events.

Great Historical Events and Management Behaviors

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Great Historical Events and Management Behaviors

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Executive Summary

This paper addresses the question of what relationships there might be between various management behavior and great historical events. One philosopher said:

If we don't learn from history,
We are must repeat it over and over again.

This paper analyzes six historical events:

1. Alexander the Great's India Conquest
2. Crusades influence on European culture
3. Fibonnacci's influence on European mathematics
4. Peter the Great creating modern Russia
5. France's Role in the American Revolution
6. Constructing the Great Wall of China

We distilled from these historical events five examples of management behavior.

To our surprise and delight, our study of these seemingly independent historical events yielded a strong set of relationships with the management behaviors.

Introduction

This report addresses relationships between Great Historical Events and Management Behavior. Our methodology was to identify what we considered to be six interesting Great Historical Events from a list Professor Milosevic provided. After reviewing material on the historic events, we brainstormed different management behaviors that might apply. Table I shows the results of our framework.

Great Historical Events	Management Behavior
Alexander the Great's India Conquest	Vision/Perspective
Crusades influence on European culture	Leadership Styles
Fibonacci's influence on European mathematics	Ability to Change/Innovation
Peter the Great creating modern Russia	Learning
France's role in the American Revolution	Communication
Constructing the Great Wall of China	

Vision/Perspective

By vision and perspective, we mean the ability to see both current happenings clearly and the ability to see future opportunities that others are blind to. Webster's New World Dictionary defines vision as: "The ability to foresee something through mental acuteness." Webster defines perspective as, "the ability to see things in true relationship."

Vision is vitally important, for without vision there can be no progress. Vision forms the underpinnings of the entire management behavior we cover in this report.

A good example of vision and perspective in America is George Washington. He had a clear vision of America as a free, independent country. This powerful vision gave him the strength to work through hardships of deserting soldiers, starvation, military defeats and terrible weather.

Another example of vision and perspective is Fibonacci's introduction of the Arabic numbering system in Europe that eventually replaced the Roman Numerals in use in Europe for centuries.

Fibonacci's contribution was his vision of improving the already existent. He was able to see the weaknesses in the conventional Roman Numeral system and, while visiting Arab countries he had the foresight to see how much better the Arabic numerals were than Roman ones.

The true beauty of a vision is when it can be used to make improvements and better society. Fibonacci had the ability to develop an intense understanding of a particular skill and use it in a manner unheard of at that time. It was not of such great importance that Fibonacci understood the complexities of the mathematics. It is arguable whether the European community would have adopted new mathematical methods had Fibonacci not been able to visualize new uses for such numbers. Previously unheard of during that time period, Fibonacci not only explained digits from zero to nine, the concepts of tens of units, and hundreds of units, but he also introduced different ways of "doing math". Fibonacci introduced interest calculations, the double-entry accounting system, as well as traditional mathematical operations. His vision initiated change.

Peter the Great brought innovative change to his people. His vision was primarily focused on changing the culture and behavior of the Russian people. He saw the significant advantages for his citizens if they could read and write.

Scientists and skilled craftsmen served as strong influences on Peter the Great. He became obsessed with higher education. He envisioned a country much different than the current state, and aimed at increasing the education level of Russia's people. He imagined an exploratory world, with people using boats for navigation. He saw the need to eliminate the conservative dress and culture of the past with changes to dress and behavior, mainly with a European focus. However, innovative change does not occur by vision alone. It is leadership that helps to bring these ideas to reality.

Alexander the Great's vision was to combine many independent countries into one country led by him. He saw this creating a stable, shared culture with one language. Alexander the Great was one of the world's greatest leaders. He is most well known for conquering lands and creating an enormous empire. For example, in 326 BC, he was the first person who crossed the Indus River that separates Europe and India.

Alexander the Great today, is considered a famous person in India.

At the time of the American Revolutionary War, France's king had a powerful vision. He saw how aiding an enemy, America he could aid France.

The conventional thinking was that France could never be an ally of the United States because of the recent French American war. France's defeat meant they were kicked out of the United States. However, a bigger enemy to France was Great Britain. If France aided the United States; they would harm Great Britain and thus strengthen France's power vis-à-vis Britain.

The primary vision driving the construction of the Great Wall of China was security or defense from aggressive northern tribes. Accomplishing a vision can take a long time, but few visions took longer than the construction of the Great Wall of China. It took more than 2,000 years to build the wall! It covered a span of twenty Chinese dynasties.

A more recent example of vision and perspective is found in Hewlett-Packard. Bill Hewlett and Dave Packard had a clear vision of their company and its style before they made their first product. Their vision was to create the kind of company that they would like to work for. They started their vision making process while students at Stanford University. By developing their vision before they had started making products they increased the likelihood that their company would survive beyond their lifetime.

Leadership Style

By leadership style we mean the tone of communications, personality and social skills of the leader. There is no one right leadership style, but there are many ineffective ones. Peter Drucker, the management guru, says an effective leader:

Does what needs to be done, and
not do what he wants to do.

Drucker says that an effective leader understands the environment and lets the environment dictate the actions he will take.

Peter the Great is an example of a dictatorial leadership style. As noted above, he had a clear vision to improve and develop the Russian people. While effective, his style was hard handed. He used force on his citizens. If Russian citizens wanted to marry, Peter the Great required that they understand the alphabet and demonstrate basic reading skills.

The French connection to the American Revolutionary war shows many examples of leadership. Lafayette is one rich example. At 19, Lafayette quietly left France for America. He did this before the French American accord was completed. Immediately off his ship, he served as a Major General without pay and was wounded at the Battle of Brandywine. Lafayette's battlefield performance established his leadership style with his troops and his superiors.

Alexander the Great was a powerful, demanding, detailed oriented disciplined leader. In his quest to conquer new territories, he was a deep planner. Rather than just study the terrain, he looked beyond that. For example, before attacking India he carefully researched the climate and the conditions. His meticulous planning paid off with victories.

After he won a battle, he converted enemy soldiers to his sides, which increased his intelligence about the conquered country and his ability to assimilate into the conquered country.

Alexander's demanding leadership style caused problems at times. He lost three-quarters of his troops when he marched them through a desert.

At the same time, there was a benevolent side to Alexander the Great. Alexander wanted to push further into India but his troops were tired and did not want to fight anymore. Most leaders would ignore their troops and charge forward. Alexander earned the thanks of his men by halting the invasion and returning home.

Fibonacci was viewed as a leader in his European community based on his mathematical expertise. Because he was recognized as an expert, he was able to persuade people to his point of view. He was a persuasive leader who demonstrated tremendous skills and encouraged others around him to learn. He was able to promote his ideas represented in his vision because he communicated his thoughts in a common language, understood within the community. The information he shared did not to be learned, but masses wanted to learn because of the practicality of his teaching.

One word describes the leadership style during the construction of the Great Wall of China, --harsh. The workers worked in conditions of hunger, thirst and punishment. For example, in AD 607, Emperor Yang built a 500-kilometer section of the wall with one million workers. Only half survived the completion of that section of the wall. The rest died on the job. One person died for every meter the wall was built. (I think this might have bothered OSHA).

The accomplishments of the Great Wall are built on the backs of the workers. The significance of the Great Wall can be measured by the fact that the Great Wall is the only man made object that can be seen by orbiting astronauts. The fact that there was terrible human pain because of strong leaders does not lessen the grandeur of their accomplishments.

In recent times there have been courageous examples of leadership. Gandhi shows an atypical leadership style. He lived in poverty and used peaceful resistance rather than confrontation. Gandhi demonstrates that there are leaders beyond the hard driven examples such as Patton, Mao, Churchill and Stalin. One does not to appear to have power in order to be a great leader.

Ability to Change/Innovation

This is the ability to respond to changes in the environment such that one is enriched by the change in the environment rather than weakened. When a crisis occurs, no one knows

exactly what to do. However, one thing is certain, if one does not change in response to a change in the environment, the system will die. For example, there are no vacuum tube manufactures alive today, yet they all had a chance to adapt to the emerging semiconductor opportunities.

The relations between France and the United States during the revolutionary war demonstrated how radical changes could bring about powerful results. France and the United States were long time enemies. The United States felt threatened by France because of the vast territories France explored and claimed in North America. France felt threatened by the United States because of the belief that the U.S. wanted to conquer France's territories. It took a lot of delicate negotiations to create a treaty where their animosity became trust and mutual aid.

Peter the Great brought innovative change to his people by educating them. His vision was primarily focused on changing the culture and behavior of the Russian people. Scientists and skilled craftsmen served as strong influences and Peter the Great became obsessed with a higher education. He envisioned a country much different than its current state, and aimed at increasing the education level of Russia's people. He imagined an exploratory world, with people using boats for navigation. He saw the need to eliminate the conservative dress and culture of the past with changes to dress and behavior, mainly with a European focus. However, innovative change does not occur by vision alone. It is leadership that helps to bring these ideas to reality.

Peter the Great demonstrated the ability to change when he saw the poor, bleak, undereducated Russian citizens. He believed he could change them and pushed forward with programs to educate and improve their conditions.

The Crusades created many opportunities for change. Europeans traveled to the Muslim east and were exposed to many new, exciting things. For example, western art was influenced by exposure to the Islamic culture. Professor Milosevic described how the Europeans learned about bathing after seeing Muslim customs.

Europeans supplemented their scarce supply of honey by growing sugar cane that was introduced to them by the Muslims. Europeans learned many other things from—melons, cotton, spices, windmills, the compass, and gunpowder to name a few.

Alexander the Great was a great innovator. To get deeper into a culture, he married a Persian princess. Through this, he encouraged his followers to intermarry with women from the conquered countries.

To maintain a "common culture" army while dealing replacing losses in his original army, Alexander took soldiers from his conquered lands and had them live with his original army. This resulted in a larger, common culture army.

Today, Intel offers an example of innovation and change. Intel started business as a semiconductor memory company. They developed good skills but they saw the threat of Japanese electronics companies to offer lower cost, higher quality memory chips. Intel made a "company saving" decision to move completely from semiconductor memories into an unknown field of semiconductor microprocessors. The point is that one must bite the bullet when confronted with a changing environment. If one decides not to attempt change and stick to the comfortable ways of doing things, one will fail.

Learning

Learning is a combination of two elements. One is potential knowledge and the second is the effort to learn by applying the knowledge. Much of our learning does not come from books but by exposure to the environment. An example of the penalty of not learning is the Dark Ages where people acted as if there was nothing new to learn. Complacency about learning helped create and maintain the dark ages.

Alexander the Great (or Alex as we like to call him), learned throughout his life. He continually improved his battle tactics and strategy. For example, in the battle of the Hydaspes, he defeated Porus, one of India's most powerful military leaders. Alexander had seen elephants in action but had never used them. Using what he learned from Elephant battle tactics, Alexander's army defeated Porus's forces decisively.

Another example of Alexander's learning was his use of pontoon bridges or a bridge of boats when crossing the Indus River. He learned this technique from studying the ancient Roman's use of it.

There was a lot of learning among the French and Americans as they developed their partnership during the American Revolution. One example occurred at British surrender at Yorktown. The British general offered his sword to the French commander but was rebuffed. The French commander nodded his head to George Washington indicating that he should receive the sword. The French commander demonstrated his learning. He resisted the temptation to take the sword and thereby place himself as a victor of the battle. The proud French General (you can imagine just how proud a French General is) demonstrated is learning by swallowing his pride.

Portland State University is an example of learning. Their target market is working adults. Rather than hold classes in the "normal" time, many classes are held from 4:00 to 10:00. Most universities would not consider changing their "regular" schedule to accommodate potential students.

Communication

Effective communications offers tremendous opportunities to improve one's life style and work. Internet is a recent example of major improvements in communications. In the last ten years, Internet has gone from a tool for techies to one for normal people. In the recent Russian revolution, where Boris Yeltsin replaced Gorbachev, communications between Russia and the world were hampered. Yet, a small group of Russians used Internet to tell the rest of the world what was happening.

During the Crusades, effective communications was valuable, necessary and challenging. Valuable because with so many countries participating each speak their own language, without a common method to communicate the Crusades would fail. The solution was to use translators so messages from different factions could be sent and heard. The result was reduced communications problem although using translators was far from perfect. .

Alexander the Great understood the power of effective communications. Like effective leaders everywhere, he understood his audience so he could speak at their level and describe things in ways that were important to them. He knew how to persuade his troops to follow him; and he listened to them too.

In the French influence on the American Revolutionary war, clear but demanding communications played a large part. For example, America wanted the French to enter into a pact with them immediately. The French resisted. They insisted that America formally declare their independence and enter into war with the British. With this form of communication, the French were assured of the depth of America's commitment to the revolution.

The Great Wall was about more than defense; it was about rapid communications. When an enemy was seen, signals were sent—smoke in the daytime and fires at night. Later the signals were more sophisticated. For an enemy force of 100 men, one lighted beacon and one round of cannon fire, 500 men were two fires and two cannon shots. It was said that an alarm message could be transmitted 500 kilometers in half a day.

Fibonacci was able to persuade people to adopt the Arabic numbering system because he was recognized as an expert. Without his communication skills one might argue we would be using Roman numerals today.

APPENDIX

Alexander the Great's India Conquest

The next goal of Alexander the Great after he conquered Sogdia and Bactria was the invasion of India. He reinforced his troops to move to India in 326 BC. He realized that the climate and terrain of India are different from those of the places that his armies used to. Therefore, he dismissed a large number of his soldiers. After that, he led his troops to India by crossing The Indus – the big river, which separates India from other countries.

He crossed the Indus by using the bridge of boats. Along the way of marching, Alexander and his men defeated many tribes and established a new system such as currency and government. He also distributed Greek ideas, custom and law to India. After he reached the Hydaspes, he had to fight with one of the most powerful Indian leader, Porus and his armies, including the troops of the elephants. This battle is one of the most famous battles of Alexander the Great. This is the first fight in elephant war. However, he and his men could not overcome. After Alexander the Great won in the battle of Hydaspes, he wanted to go further into India, but his troops didn't go there due to the difficulty of the battle with Porus and some tales. Alexander the Great understood his soldiers. Nevertheless, he persuaded his armies to travel south down to the Hydaspes and Indus rivers in order to reach the Ocean and sail to their home. His armies believed him and followed his ideas.

Along the way to the Ocean, Alexander the Great and his armies defeated a lot of tribes and got into difficult times – they marched through a terrible desert before they returned to Babylon.

The Crusades

Conventionally, the 'Crusades' is the name given to a series of expeditions directed from western Christendom to the Holy Land whose aim was to recover the Holy Places from their Islamic rulers. Those who took part were assured by papal authority of certain spiritual rewards, indulgences (remission of time spent in purgatory after death) and the status of martyr in the event of death on the expedition. The first four Crusades were the most important and made up what is usually thought of as the Crusading era.

1095 AD	Urban II proclaims the First Crusade at the Council of Clermont. It culminated in
1099	The capture of Jerusalem and foundation of the King kingdoms.
1144	The Seljuk Turks capture the (Christian) city of Edessa, whose fall inspires St Bernard's preaching of a new Crusade(1146)
1147-49	The Second Crusade, a failure (its only significant outcome was the capture of Lisbon by an English fleet and its transfer to the king of Portugal.)
1187	Saladin reconquers Jerusalem for Islam.
1188	Launching of the Third Crusade which fails to recover Jerusalem, though
1192	Saladin allows pilgrims access to the Holy Sepulchre.
1202	The Fourth Crusade, the last of the major crusades, which culminates in the capture and sack of Constantinople by the crusaders (1204) and establishment of a 'Latin Empire' there.
1212	The so-called 'Children's Crusade'.
1216	The Fifth Crusade captures Damietta in Egypt, soon again lost.
1228-9	The emperor Frederick II (excommunicate) undertakes a 'crusade' and recaptures Jerusalem, crowning himself king.
1239-40	'Crusades' by Theobald of Champagne and Richard of Cornwall.
1244	Jerusalem retaken for Islam.

Table Continue

1248-54	Louis IX of France leads a crusade to Egypt where he is taken prisoner ransomed and goes on pilgrimage to Jerusalem.
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1270	Louis IX's second crusade, against Tunis, where he died.
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1281	Acre, the last Frankish foothold in the Levant, falls to Islam.
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There were many other expeditions to which the title of 'crusade' was given, sometimes formally. Some were directed against non-Christians (Moorish Spain and the Slav peoples), some against heretics (e.g. the Albigenses), some against monarchs who had offended the Papacy. There were also further futile expeditions to the Near East. In 1464 Pious II failed to obtain support for what proved to be a last attempt to mount a further Crusade to that region.

Note: this table comes from "A Short History of the World, J.M. Roberts, Oxford University Press, 1997 page 265-236.

Fibonacci's influence on European mathematics

Leonardo Pisano is better known as Fibonacci. His contributions to our mathematical world are truly outstanding. Fibonacci's father served as a consul member for Pisa for a number of years, and consequently, traveled quite a bit more than the average Italian of the 1200's. With such travel, Fibonacci was introduced to different cultures. The lessons he was able to learn from members outside of his "Italian world" allowed him to pass great knowledge to his fellow citizens. It was his methods of teaching, however, which truly allowed his teachings to be accepted. Fibonacci visited the Arabic nations and it was there, where he developed his understanding of the Arabic numbering system. He was able, actually, to make breakthrough innovations with the system, discovering many of the concepts that we work with even in today's time. His contributions to the math world fascinated mathematicians and royalty, and through his relationship with King Frederick, dedicated the first of several books, Book of the Abacus to the royal figure.

His teaching method was based on examples and presented the principles of his mathematical findings in an easy to understand useful manner. He was able to explain the method that could be used to convert currencies. He calculated interest. He showed how weights and other measurements could be translated. One of his most important contributions was his work in defining the double-entry accounting system. It was with this knowledge that others gained the opportunity to determine profit and loss, the key measurement in gauging an individual or company's success. He had an incredible ability to see the common methods of fulfilling tasks and make improvements to better his environment. His communication style allowed others the opportunity to succeed with him.

Peter the Great

Peter Alekseevich, better known as Peter the Great was born on May 30, 1672. His father, former czar of Russia, was known for his kindness. Peter the Great was not. His fascinating rule began at the age of seventeen. Throughout his reigning years he did many things for the benefit of his country. He is perhaps best known for his intimidating size, pension for drinking, and ruthlessness. Peter took pleasure in torturing those that did not follow his beliefs, making no argument to the fact that his leadership style was based on his commands and intimidation. Peter, relatively uneducated in the early years, did, however, transform the slow-moving conservative and isolated nation into a power. He can be recognized as one of Russia's greatest contributors. In his efforts to build the capital city of St. Petersburg, he gathered many experts in the fields of mathematics, physical sciences, art, and philosophy. With his early years so influenced by western European culture, he often dressed quite differently than the Russian people were accustomed to. Citizens followed in his footsteps, and eventually, Russia had much more of a foreign flair than in previous years. Peter was fascinated with the sea and ships, and initiated the same exploratory passion in many of the Russian people. He was influenced, as mentioned earlier, by many foreign people. Included, and probably most influential, were the European scholars who gave him the necessary education to become czar. Even at the age of 16, Peter was terribly uneducated. He could do little more than write his own name. The training that he received, including ballistics training, arithmetic, and strategy, set the course for his leadership in future years. An astrolabe, probably the best physical representation of his quest for knowledge, led him to new discoveries and new explorations. Peter continued to embrace the European culture with many trips. Each time he was able to bring something back with him to bring to his people. Peter was able to bring a significant amount of change to his country. It began with his education. His vision was influenced by his association with brilliant foreign friends, and change came due to his strong leadership capabilities and his distaste for failure.

France's role in the American Revolution

It is likely that without the full support of the French, the American Revolution might have failed and we would be speaking with British accents and watch BBC today. A grim thought. There are a number of significant events in France's role in the American Revolution.

1. France had established itself in North America with the trading expeditions of the French traders. They explored a vast territory; New Orleans is a French name assigned by the French. The same is true of Terre Haute, Indiana and Portage, Michigan. The Indians preferred the French to the Americans. The French did not establish settlements that displaced the Indians like Americans did.
2. In the French/American war, France was soundly defeated and had to give up all holdings and rights in North America. This established even further the animosity between the French and America.
3. At the outbreak of the Revolutionary War, America needed help in many areas—countries that would recognize them as a country independent of Great Britain, the needed trade, they needed currency, they needed weapons. France and the United States cautiously approached each other. When the American Revolution was in the planning stages (before declaration of war with Great Britain), America wanted a clear statement of support from France.
4. The French King, while in support of America, stated clearly that he would support American only after they declared war with Great Britain. Before the French American pact was signed, a few Frenchmen sailed to America to help. The best known of these is Lafayette.
5. France played a key roll at the Battle of Yorktown. Without the French assistance of warships, trained troops and officer, America could not defeat Great Britain at Yorktown.

Constructing the Great Wall of China

The Great Wall of China is arguably the most impressive man made structure on the earth. It is vast by many dimensions:

- Construction time. One measure of this is to imagine the Great Wall starting construction at the time of Christ. If that were the starting point, the construction of the Great Wall would be winding down today. It took 20 millennia to construct the world, 20 centuries.
- Power. The physical size and impressiveness of the Great Wall can be understood by the fact the astronauts say the Great Wall is the only man made structure on earth that they can see from outer space.
- Human cost. The Great Wall managers were not benevolent employers. They would kidnap people from the fields and assign them to construction. In one case, cited in the report, a team of one million workers built a 500 kilometer section of wall. In the process, half the workers died or 500,000 deaths. Compared to the distance constructed, one person died for every meter the wall was built.

The author Chen Dalin writes, "To the Chinese, the Great Wall symbolizes courage and determination, a willingness to challenge and an ability to overcome the most daunting of odds"

The Great Wall started as an unconnected series of defensive walls to protect the Chinese from invaders. It began to take shape as a connected wall between 475-221 BC

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