

## SEMESTER AT SEA COURSE SYLLABUS

**Voyage: Spring 2013**

**Discipline: Business**

**SEMS 3500-105: Global Comparative Leadership**

**Division: Upper**

**Faculty Name: John Girard**

### **COURSE DESCRIPTION**

This research-focused course provides an opportunity for small teams of students to participate in the collection, analysis, and interpretation of leadership data. Building on the theme of global comparative education, students will conduct an analysis of leadership in at least five countries visited on the voyage. The research methodology will be based on the Global Leadership and Organizational Behavior Effectiveness (GLOBE) research project, which is one of the most comprehensive projects in the domain of management. The first phase of the course will review leadership/organizational behavior theory and research methodology. During phase two students will collect data for a leadership media analysis. Finally, during phase three, teams will analyze the data and report their findings. Selected student papers will be further developed for journal submission.

### **COURSE OBJECTIVES**

1. Participate in a hands-on, field-based research project, including design, collection, and analysis
2. Describe and apply the concept of “societal culture” and explain how the culture of one group of people can be distinguished from that of another, and the implications of these differences for leaders
3. Examine the aspects of leadership and organizational practices that are comparable across cultures
4. Consider culture-specific differences in leadership and organizational practices and their effectiveness
5. Explain the differences between culture “as is” and culture “should be”
6. Explain and understand the challenges of leading across cultures
7. Understand the relationship between societal culture and organizational culture, integrate those concepts within the context of international management decision-making, and appreciate the challenges of diversity in the modern work environment

### **REQUIRED TEXTBOOKS**

There is no required textbook; however, each student should anticipate spending approximately US\$50.00 to procure newspapers and/or magazines from countries visited throughout the voyage. In addition students should have access to a camera to “collect” cultural artifacts. Alternatively, students without cameras may opt to collect postcards or sketch artifacts.

## TOPICAL OUTLINE OF COURSE

The voyage provides a unique opportunity to combine experiential education with academic research. Building on the theme of global comparative education, students will conduct an analysis of leadership in at least five English-speaking countries (tentatively USA, Hong Kong, Singapore, India, Mauritius, and South Africa) through a media analysis of material collected during the voyage. The research methodology will be based on the Global Leadership and Organizational Behavior Effectiveness (GLOBE) research project, which is one of the most comprehensive projects in the domain of management. Students will collect, analyze, and document cultural artifacts from non-English speaking countries with a view to linking culture to leadership.

The planned course schedule, which is subject to change, is below:

<b>Class</b>	<b>Major Theme</b>	<b>Notes</b>
A1	Introduction to Global Leadership and Organizational Behavior Effectiveness (GLOBE) research project	
A2	GLOBE media analysis methodology	<b>Discuss media collection plan</b>
<b>Hawaii</b> <b>[Collect media for analysis]</b>		
A3	Refine research methodology, roles, and responsibilities	<b>Assign teams for collection and coding activities</b>
A4	Code USA media	
A5	Code USA media	
A6	Review of USA findings	<b>Approve teams' artifact collection and code plan</b>
<b>Japan</b> <b>[Collect cultural artifacts]</b>		
A7	Analysis and documentation of Japanese cultural artifacts	
<b>China</b> <b>[Collect cultural artifacts (China)]</b> <b>[Collect media for analysis (Hong Kong)]</b>		
A8	Analysis and documentation of Chinese cultural artifacts	
A9	Code Hong Kong media	
<b>Vietnam</b> <b>[Collect cultural artifacts]</b>		
A10	Analysis and documentation of Vietnamese cultural artifacts	

<b>Class</b>	<b>Major Theme</b>	<b>Notes</b>
<b>Singapore [Field Lab]</b>		
A11	Lesson learned from Field Lab	
<b>Burma [Collect cultural artifacts]</b>		
A12	Analysis and documentation of Burma cultural artifacts	
A13	Team presentations of interim findings	Adapt methodology as required
<b>India [Collect media and cultural artifacts for analysis]</b>		
A14	Analysis and documentation of Indian cultural artifacts	
A15	Code Indian media	
<b>Mauritius [Collect media for analysis]</b>		
A16	Code Mauritius media	
A17	Summarize Mauritius findings	
A18	Team presentation on cultural artifacts	
<b>South Africa [Collect media for analysis]</b>		
A19	Code South African media	
A20	Finalize annotated archive	
<b>Ghana</b>		
A21	Prepare Final Reports	
A22	Team Presentations	
A23	Team Presentations	

## **FIELD WORK**

**FIELD LAB** (At least 20 percent of the contact hours for each course, to be led by the instructor.)

The purpose of the field lab is to examine leadership in Singapore through a variety of lenses. The rich multicultural environment of Singapore offers unparalleled opportunities

to witness business leaders in action. Our laboratory will consider four aspects of business in Singapore: the old school trader; the new age entrepreneur; the Asian family business trying to innovate; and the Asian business already with a global presence. Students will prepare a report on the lessons learned from the field laboratory that represents 20% of their final grade. The field lab will be held in Singapore on Day 1 - Wednesday, 20 February. Attendance is mandatory.

### ***FIELD ASSIGNMENTS***

Working as part of a team, students will collect and analysis a series of cultural artifacts. The collection will be archived (through photography, sketching, or scanning) and presented as a multi-media presentation. The collection must include artifacts from at least five non-English speaking countries. The final presentation must link culture to leadership. The peer-reviewed presentation represents 20% of the student's final grade.

## **METHODS OF EVALUATION / GRADING RUBRIC**

*Field Lab Report (20%)* – Students will prepare a report on the lessons learned from the field laboratory. [Grade will be based on grading rubric]

*Cultural Artifact Archive (20%)* - Working as part of a team, students will collect and analysis a series of cultural artifacts. The collection will be archived (through photography, sketching, or scanning) and presented as a multi-media presentation. The collection must include artifacts from at least five non-English speaking countries. The final presentation must link culture to leadership. [Grade will be based on peer grading rubric]

*Media Coding (20%)* – Based on the analysis plan developed by their team and approved by the professor, students will submit their coding summary. [Grade will be based on grading rubric]

*Media Analysis Team Project (40%)* – Each team will prepare an academic report, including a literature review, methodology, data analysis, and recommendation for the future. Teams will present their findings to their peers. [Grade will be based on peer grading rubric for presentation plus professor grading rubric for report]

## **RESERVE LIBRARY LIST**

Chhokar, J.S., Brodbeck, F.C., and House, R.J. (Eds.). (2007). Culture and Leadership Across the World: The GLOBE Book of In-Depth Studies of 25 Societies, Psychology Press.

Franzosi, R. (2010). Quantitative narrative analysis. Thousand Oaks, Calif: SAGE.

Gannon, M. J., & Pillai, R. (2010). Understanding global cultures: Metaphorical journeys through 29 nations, clusters of nations, continents, and diversity. Thousand Oaks, Calif: SAGE.

Holstein, J. A., & Gubrium, J. F. (2012). Varieties of narrative analysis. Los Angeles: Sage.

House, R.J., Hanges, P.J., Javidan, M., Dorfman, P.W., and Gupta V. (Eds.) (2004). Culture,

Leadership, and Organizations: The GLOBE Study of 62 Societies. Sage: Thousand Oaks, CA.

Kessler, E. H., & Wong-Mingji, D. J. (2009). Cultural mythology and global leadership. Cheltenham: Edward Elgar.

Krippendorff, K. (2004). Content analysis: An introduction to its methodology. Thousand Oaks, Calif: Sage.

Krippendorff, K., & Bock, M. A. (2009). The content analysis reader. Thousand Oaks, Calif: Sage Publications.

Moran, R. T., Harris, P. R., & Moran, S. V. (2011). Managing cultural differences: Global leadership strategies for cross-cultural business success. Oxford: Butterworth-Heinemann.

Neuendorf, K. A. (2002). The content analysis guidebook. Thousand Oaks, Calif: Sage Publications.

Northouse, P. G. (2007). Leadership: Theory and practice. Thousand Oaks: SAGE Publications.

Weber, R. P. (1990). Basic content analysis. Newbury Park, Calif: Sage Publications.

## **ELECTRONIC COURSE MATERIALS**

(I will work with voyage librarians to determine the availability of this material)

Chhokar, J.S., Brodbeck, F.C., & House, R.J. (2008). *Introduction to leadership across the world: The GLOBE book of in-depth studies of 25 societies*. Mahwah, NJ:Lawrence Erlbaum Associates.

Chhokar, J.S. (2008). *Methodology* . in J.S. Chhokar, F.C. Brodbeck and R.J. House (eds). *The GLOBE book of in-depth studies of 25 societies*. Mahwah, NJ:Lawrence Erlbaum Associates.

Holmberg, I., & Akerblom, S. (2008). “Primus Inter Pares”: Leadership and Culture in Sweden in J.S. Chhokar, F.C. Brodbeck and R.J. House (eds). *The GLOBE book of in-depth studies of 25 societies*. Mahwah, NJ:Lawrence Erlbaum Associates.

House, J.H. (2008). Preface to leadership across the world: The GLOBE book of in-depth studies of 25 societies in J.S. Chhokar, F.C. Brodbeck and R.J. House (eds). *The GLOBE book of in-depth studies of 25 societies*. Mahwah, NJ:Lawrence Erlbaum Associates.

Leung, K (2008). Foreword to leadership across the world: The GLOBE book of in-depth studies of 25 societies in J.S. Chhokar, F.C. Brodbeck and R.J. House (eds). *The GLOBE book of in-depth studies of 25 societies*. Mahwah, NJ:Lawrence Erlbaum Associates.

## **HONOR CODE**

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."