

Management Across Borders

JU Course Code:	MGT 480
SIS Course Code:	MGT 480
Subject areas:	Business, International Business, International Studies, Entrepreneurship
Language of instruction:	English
Contact hours:	45.00
U.S. semester credits:	3
Appears in JU transcript as:	<i>MGT 480 - Special Topics: Management Across Borders</i>

COURSE DESCRIPTION

This course analyzes how businesses must adapt within different cultural contexts. To this end, the course examines the interaction between culture and organizational structure, processes, and human resources. This analysis enables an understanding of the strategies used to optimize such interaction.

The general objective is to examine key business practices across different cultures through the analysis of cross-country differences. This provides a foundation for identifying and understanding potential threats and opportunities in a global business context.

With a clear emphasis on learning and development, the course promotes the acquisition of multicultural competence—skills highly valued in the global job market. Such competence is increasingly essential in a world where all managers operate in a global environment, and where management practices and processes vary significantly across national and regional boundaries.

LEARNING OUTCOMES

Based on the definition of culture, this course provides students a broad understanding of how to deal with international cultural issues. The course focuses on the main approaches in intercultural management and cross-cultural management research. Upon successful completion of this course, students will be able to:

- To learn the general characteristics of different cultures.
- To understand the effect of cultural differences when doing business.
- To review the strategies used to optimize cultural diversity in a company.

TEACHING METHODOLOGY

This course employs a blended teaching methodology to ensure student learning, utilizing guided lectures; classroom interaction; videos; exercises; case studies; field visits; research; case studies; student presentations; and individual assignments.

The students will become aware of their own cultural background, intercultural differences and learn via case studies how to manage real business situations.

COURSE EVALUATION



The evaluation of this course is based on continuous assessment, and students are provided with different assignments throughout the course to ensure constant learning. The final grade consists of four different parts: class participation, a midterm written exam, a final written exam, and a final project. The breakdown of the final grade is as follows:

Short article presentation	10%
Field Studies	10%
Participation	10%
Written case analysis	20%
Final exam	25%
Individual Research Project	25%

Class participation (20%): Class participation in this course involves a positive and respectful attitude, active engagement in discussions, asking questions, contributing ideas, collaborating with peers, and demonstrating preparedness through reading and assignments. It reflects a student's commitment to learning and enhances understanding by integrating diverse perspectives within the classroom environment. Class participation will be evaluated based on these five (5) skills: attitude, engagement, preparedness, and frequency and quality of contributions. Please see the participation rubric below.

Short article presentation (X%): Students will be required to participate in at least two individual presentations of the case studies/articles. A PowerPoint or Prezzi (at least 15 slides)

Field Visits and Guest Speakers (X%): One individual paper turned in into the next 4 days commenting on the main issues brought about.

2 pages each, 1.5 spaced will explain the results of each field study.

Written case analysis (X%): The class will be divided into teams. Students will choose their team members based on synergy, congeniality and work ethic to maximize their learning experience.

Once the groups are established at the beginning of the course, it will be very difficult to change teams in the middle of the semester due to the continuity of the project. Students need to review the readings and team-discuss the relevant case prior to each meeting and be prepared for class discussion. Credit will only be given to cases emailed before they are discussed in class.

Individual Research Project (X%): A quality paper must be well-researched, organized, and written. The paper should be double spaced. Your name, the course number, and the date should be on the first page. Your paper must be prepared on a computer.

The following guidelines should be met:

- ISBD (International Standard Bibliographic Description) or AACR (Anglo-American cataloging rules).
- The chosen subject should reflect the student's intended focus for the project, allowing for both theoretical and practical exploration to further their personal and professional growth.
- Students should remember that their subject choice will accompany them throughout the entire project. Careful consideration is essential before selecting and presenting the subject.
- The project coordinator will provide feedback on topics that are too generic, repetitive, or lack innovation during the revision session, guiding students toward further subject development.



Your papers should reflect excellence. You will be graded on such things as:

- Depth and originality of thought
- Quality and rigor of research
- Organization of ideas and clarity of expression
- Effective communication through proper grammar, punctuation, and spelling
- Ability to integrate problems and solutions presented in textbook and external sources
- Adherence to assignment guidelines
- Application of cross-border management concepts, analysis of alternative solutions, and justification of your position
- Clear focus on a specific country, company, economic sector, or industry
- Examples:
 - The Gap and Zara
 - Siemens – An International Powerhouse
 - Business in India
- Your paper (8-10 pages 1.5 spacing) + a PowerPoint or Prezzi (at least 15 slides)
- Title
- Reason for Choosing
- Main Sources (at least 8)

Final Exam (X%): The final exams may contain a mix of multiple choice, short answer and essay questions aimed to test the student's' full comprehension of facts and the ability to argue his/her opinions based on class material.

EXPERIENTIAL LEARNING AT SIS: FIELD STUDIES AND GUEST LECTURES

Field studies at SIS are crucial as they provide immersive, hands-on learning experiences. They enhance cultural understanding, bridge theory with real-world practice, and foster global perspectives. This experiential learning deepens subject knowledge, develops critical thinking, and enriches personal and academic growth, making education more impactful and memorable. The following field study trips will be organized during this course:

	Field Study Site	Description of activity on site
Field Study Visit 1		
Field Study Visit 2		
Field Study Visit 3		

N.B.: Field study trips may be subject to modification based on the semester, the number of participants, and/or the availability of the activity.

ATTENDANCE POLICY

As a member of the BSAE community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, **attendance is required** for all your SIS classes, including sessions with field studies. Students should immediately notify their instructor and the Academics Team of



any past or future absences, and any accommodations for missed classes, if any, will be determined by the course instructor and the Academics Team. **If a student misses more than 3 classes in any course without justification, 3 percentage points (a third of a letter grade) will be deducted from the final grade for every subsequent absence. If a student reaches 6 absences, this will result in a failing grade.** Students may apply to excuse absences due to hospitalizations, religious observance or family emergencies using this form. [Please see the Academic Student Manual for more information.](#)

LATE-WORK SUBMISSIONS

Students are expected to submit all due assignments in a timely manner to ensure fairness to all students and faculty. Assignments submitted after the deadline may incur a penalty of 10% per day late, up to a maximum of three days. After three days, late work may not be accepted and could result in a grade of zero. Exceptions can be made for documented emergencies or significant personal circumstances, but students must communicate with the instructor as soon as possible. This policy aims to promote good time management skills, accountability, and consistent academic performance while accommodating unforeseen challenges.

ACADEMIC INTEGRITY

SIS programs foster critical thinking and intellectual development of its students. In doing so, SIS requires that students introduce their original thoughts, opinions, and ideas in all of their assignments with the support of cited sources. Any violations of academic integrity – such as cheating, plagiarism, self-plagiarism, academic misconduct, fabrication, misuse or misrepresentation of research, and noncompliance – may result in an automatic “F” or immediate dismissal from the program if the student falls below the minimum number of credits required for the term; 12 credits during the semester, or 3 hours during the summer.

DEFINITIONS OF ACADEMIC DISHONESTY

Use of AI without permission or acknowledgment: A growing concern is the use of artificial intelligence (AI) chatbots to write entire essays and articles. While students may use AI tools to enhance learning, such as for research, study aids, or improving writing skills, please be aware that when this AI-generated information is copied directly to academic assignments, it is considered a form of plagiarism. At SIS, the use of AI to complete assignments, exams, or any form of assessment is strictly prohibited unless explicitly allowed by the instructor. This policy aims to balance the benefits of AI with maintaining academic standards.

Students using AI should be transparent about their use and make sure it aligns with academic integrity. They must disclose any AI assistance used in their work and ensure it complies with course guidelines. Passing off any AI generated content as their own (e.g., cutting and pasting content into written assignments, or paraphrasing AI content) constitutes a violation of SIS Academic Integrity and will result in disciplinary actions.

It is important to note that tools that check writing are okay to use. Examples can include the autocorrect feature in Google Docs and the app Grammarly. These tools, which scan pieces of writing for errors and/or make suggestions for edits, are very different from AI programs that write entire papers. The key difference is that it is the student's own writing that is being scanned for possible mistakes versus AI doing all the writing.

If plagiarism is suspected, a faculty member may need to speak with the student and may ask them to defend their work and/or ask them to complete an alternative assignment to verify the content of your assignment is their own.



Cheating: the act of obtaining credit, attempting to obtain credit, or assisting others to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means:

- Copying, in part or as a whole, from another's test or other evaluation instrument
- Submitting work previously graded in another course or simultaneously presented in two or more courses
- Using or consulting sources, tools, or materials prohibited by the instructor prior to or during an examination

Plagiarism: Using someone else's words, art, data, or ideas and passing them off as one's own. Cutting and pasting is so easy that many people plagiarize without meaning to. A student may be plagiarizing if they:

- Submit someone else's work as their own.
- Buy a paper from a papermill, website, or other source.
- Cut and paste together phrases, ideas, and sentences from a variety of sources to write an essay
- Copy words, art, or data from someone else's work--published or unpublished--without giving the original author credit.
- Use an artificial intelligence (AI) chatbot to write their paper for them.

Self-Plagiarism: Submitting a piece of one's own work to receive credit for multiple assignments in one or more classes.

Academic Misconduct: Any act that impedes or threatens the open exchange, expression, or flow of information or fair evaluation of students. This includes intimidation and complicity in any acts or attempts to interfere with the ethical and fair submission and evaluation of student work.

Fabrication: Providing inaccurate or false information, including research findings, quotes, and cited sources, etc.

Non-Compliance: Failure to comply with the values, objectives, and procedures contained in this policy.

As SIS is accredited by Jacksonville University, students are held accountable to JU's [Academic Integrity and Code of Conduct](#). You are expected to read and understand the JU terms and regulations of Academic Misconduct.

FINAL GRADES REVIEW AND GRADE APPEAL

It is understood that students may have questions about their grades. Most can easily be answered through consultation with the instructor. In the event that a student feels they have been treated unfairly, in that an instructor has deviated from their prescribed formula for grading in an arbitrary or punitive manner, the student may appeal the final course grade. For more information, please consult the [Student Academic Manual](#).

Please note, **grade appeals are not intended as a means for students to improve or negotiate their grades.** They are reserved solely for cases involving administrative errors, calculation mistakes, or grading that is inconsistent with the stated course policies or criteria. Appeals must be based on evidence of such errors and not on dissatisfaction with the outcome or a desire for a higher grade.

DIVERSITY & INCLUSION

Within the School for International Studies (SIS), students, faculty, and staff are committed to working together to create and maintain an inclusive and equitable learning environment. This environment – which may be understood



as both in the classroom and associated class excursions/field studies, as well as online course activities – is one in which the diversity of identities, lived experiences, and backgrounds of all learners are treated with dignity and respect at all times (including but not limited to: sex, gender, gender identity, race, ethnicity, genetics, language, religion, political affiliation, mental or/and physical disability, age, and sexual orientation).

Furthermore, an inclusive and equitable learning environment recognizes the need for resources and reasonable accommodations for all learners to fully participate and be positioned for academic success. As such, the following are available to students at SIS:

- Academic accommodations
- Mental health: mentors + professional services
- Bias reporting form

Participants are encouraged to complete this [bias form](#) to report any incidents they witness, and will be guided through support options.

TENTATIVE COURSE CONTENT OUTLINE

N.B. Course schedule and field studies are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.

COURSE SESSIONS AND CONTENT		
SESSION	CONTENT	READINGS / ACTIVITIES
1	Introduction to the course + revision of the syllabus	
2	Unit I: Cultural Advantages	
3	Unit II: Cultural Patterns	
4	Unit II: Cultural Patterns Exploring underlying cultural assumptions	
5	Unit III: Spheres of Culture Interaction and influence of culture on industries, companies, professions, and regions	
6	Unit IV: Organizational Structure and Processes	
7	Unit V: Strategy How culture can influence the decision process of a company	



8	Unit VI: Human Resources How culture can influence job selection, training, compensation, and promotion in a company	
9	Unit VI: Video – “The Company”	
10	Group Work	
11	Unit VII: The International Manager	
12	GUEST SPEAKER: Managing Across Cultures	
13	MIDTERM EXAM	
14	Unit VII: The International Manager	
15	Unit VIII: The Multicultural Team How to optimize cultural diversity	
16	Unit IX: The Global Organization	
17	Unit X: Ethics and Social Responsibility The debate between ethics and profit in a cultural context	
18	Unit X: Ethics and Social Responsibility Analysis of Cases	
19	Unit XI: Communication in a Second Language	
20	Unit XI: Communication in a Second Language Differences between translation and interpretation	
21	Unit XI: Communication in a Second Language How to improve oral presentation in a second language	
22	Unit XII: Corporate Culture and International Human Resource Management I The company’s perspective	
23	Unit XII: Corporate Culture and International Human Resource Management II The employee’s perspective	



24	Unit XIII: Cultural Awareness Cultural Matters – How to deal with different cultures Cultural Awareness – Culture as “Software of the Mind”	
25	FINAL EXAM	

BIBLIOGRAPHY

Required Readings:

- Richard M. Steers, Carlos J. Sanchez-Runde, and Luciara Nardon (2010). “Management Across Cultures, Challenges and Strategies “.Published in the United States of America by Cambridge University Press, New York. (Information on this title: www.cambridge.org/9780521513432)

Required Individual Cases:

- Case 1. The IKEA catalogue: are there any cultural differences?
- Case 2: Cirque du Soleil Inc: The show that revolutionized the circus arts is expanding its global scope
- Case 3: Morgan Motor Company: Can the British retro sports car brand still be successful after 100 years?,
- Case 4: Harley Davidson: does the image justify the price level?,
- Case 5: Tata Nano: The world’s cheapest car,
- Case 6: Ka-Boo-Ki. Licensing the LEGO Brand
- Case 7: Lego Friends: The world’s third largest toy manufacturer is moving into the girls’ domain
- Case 8: DreamWorks: Internationalization of Postman Pat

Required Group Case Study:

- Group Case Study 1: Sanex

Recommended Readings:

- Course: Managing People across a Global Context
- Book: Managing Across Cultures by Schneider and Barsoux (second edition)
- Chapter 1: The Undertow of Culture
- Managing across Cultures, Second Edition, by Susan C. Schneider and Jean-Louis Barsoux Copyright © 2003 by Pearson.Education Limited., Published by the Financial Times, and imprint of Prentice Hall.