

Master of Science
Course catalogue
Spring Semester
DIJON CAMPUS

2026-2027

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IMPORTANT INFORMATION

In this catalogue, you will find all the courses of the Master of Science in the **Spring semester**. It comprises **Specialization Courses**, and **French & Culture Courses** modules.

You have to **follow all courses** on the MSc you choose. **Due to timetable clashes, cannot mix courses from different MScs.**

In the **Exchange students** section, all courses are optional but you can choose **only one French Language course**, depending on your level (beginner/intermediate/advanced).

All course descriptions are provisional and can be subject to change.

Master of Science (MSc) courses are taught in English. **Your English language level must be equivalent to 6.5 IELTS / 785 TOEIC.**

This document gives a non-contractual presentation of the courses. Academic and pedagogical adjustments may result in changes to the courses.
Your choices commit you to follow the selected courses for the duration of the semester.



Clara Letierce

Associate Dean of Grande Ecole Program and its Development
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Associate Dean for the Master in Management Programme, Student services & Registrar

INFORMATIONS IMPORTANTES

Dans ce catalogue, vous trouverez tous les cours du Master of Science pour le semestre de printemps. Il comprend des **cours de spécialisation** et des modules de **cours de français et de culture.**

Vous devez choisir **un seul MSc et suivre tous les cours du MSc**. **En raison de l'emploi du temps, vous ne pouvez pas mélanger des cours de plusieurs MSc.**

Dans la section **Exchange students**, les cours sont optionnels mais vous ne pouvez choisir qu'**un seul cours de français**, (débutant, intermédiaire, avancé) selon votre niveau.

Toutes les descriptions de cours sont provisoires et peuvent être sujettes à modification.

Les Masters of Science (MSc) sont enseignés en anglais. **Il faut avoir un score de 6.5 IELTS / TOEIC de 785.**

Ce document donne une présentation non contractuelle des cours. Des ajustements académiques et pédagogiques peuvent entraîner des modifications des cours. Vos choix vous obligent à suivre les cours sélectionnés pendant toute la durée du semestre.



Clara Letierce

Directrice en charge du Programme et du Développement, MGE
Enseignante-Chercheure en Management Stratégique

Fabienne Durand

Directrice en charge des études et de la Scolarité MGE

COURSES AND ECTS CREDITS
MODULES ET CRÉDITS AFFECTÉS

Department	Course coordinator	English Courses	ECTS credits
CORPORATE FINANCE & INVESTMNET BANKING COURSES			
CF	**TRAN H.**	Green Investment Strategy & Portfolio management	**3**
CF	**TRAN H.**	Socially Responsible Investment and Financial Analysis	**3**
CF	**TRAN H.**	CFA® Exam Preparation	**3**
CF	**TRAN H.**	Economics for Investment Decision Makers	**3**
CF	**TRAN H.**	Enterprise Risk Management	**2**
CF	**TRAN H.**	LBO, Private Equity & Valuation	**2**
CF	**TRAN H.**	Tax aspects of transactions and restructuration	**2**
CF	**TRAN H.**	Treasury and Cash Management	**2**
LUXURY MANAGEMENT & INNOVATION COURSES			
M	**PICCARDI P.**	Business Cases	**3**
M	**PICCARDI P.**	Detecting and Implementing Business Opportunities	**3**
M	**SIRE S.**	International Business project	**4**
M	**ATWAL G.**	Luxury Entrepreneurship	**4**
M	**PICCARDI P.**	Luxury in Switzerland	**3**
M	**PICCARDI P.**	Reinventing Luxury	**3**

COURSES AND ECTS CREDITS
MODULES ET CRÉDITS AFFECTÉS

Department	Course coordinator	English Courses	ECTS credits
INTERNATIONAL BUSINESS DEVELOPMENT COURSES			
ESS	**DITTER J.**	Consulting Project	**3**
ESS	**DITTER J.**	Corporate Governance	**2**
ESS	**DITTER J.**	Doing Business in ... (Country Analysis)	**3**
ESS	**DITTER J.**	Entrepreneurship and Venture Creation	**4**
ESS	**DITTER J.**	International Finance	**4**
ESS	**DITTER J.**	Sustainable Business Development	**4**
COURSES FOR EXCHANGE STUDENTS (OPTIONAL)			
LC	**TALPAIN I.**	Français Langue Etrangère (French language)	**2**
LC	**TALPAIN I.**	Intercultural Communication	**4**
		International Project Management	**6**

MSc CORPORATE FINANCE & INVESTMENT BANKING (CFIB)



BSB
BURGUNDY SCHOOL OF BUSINESS

Green Investment Strategy & Portfolio management

Course Coordinator	**TRAN Henri**	**Email: henri.tran@bsb-education.com**
Academic Department:	Corporate Finance	
Campus:	Dijon	
Pre-requisites:		

LEARNING OBJECTIVES

- Understanding portfolio analysis techniques & measurement.
- Integrate climate risk into portfolio management
- Portfolio hedge strategy

DESCRIPTION

Diversification for individual investors. Diversification for firms. using Bloomberg Creation of portfolio, using one unique currency Bootcamp analysis, valuation, expectations
Overview of the asset management industry: structure, employment, green investment trends, trading platforms... Diversification for individual investors and firms. Stock selection and creation of portfolio. Calculation of Portfolio performance measurement tools: Sharpe, Treynor and Jensen ratios, using data from Bloomberg. Integrate ESG ratings into portfolio performance metrics.

Assessments	Contrôle individuel continu - Cours - Grand amphithéâtre 55% Contrôle individuel continu - Cours - Grand amphithéâtre 45%
Teaching Method	Outils pédagogiques : Cas. Base de données Méthodes pédagogiques : Analyses critiques. Études de cas. Groupes de discussion
References	the CFA Program Level 1, Portfolio Management (2022). Grant, R.?M. (2018). Contemporary Strategy Analysis (10th ed.). Wiley.

Socially Responsible Investment and Financial Analysis

Course Coordinator	**TRAN Henri**	**Email: henri.tran@bsb-education.com**
Academic Department:	Corporate Finance	
Campus:	Dijon	
Pre-requisites:		

LEARNING OBJECTIVES

Students can use financial analysis to evaluate the efficiency of a company's operations, its ability to manage expenses, the effectiveness of its credits policies and its creditworthiness, among other things. Introduction to the theory and application of consolidated financial statements taking an IFRS approach; key concepts of financial analysis and management of international groups. We also include: ESG risk mapping, sustainability strategy, SRI involvement and Corporate non-financial reporting.

DESCRIPTION

The financial analysis of a company is a process of selecting, evaluating, and interpreting financial data, along with other pertinent information, in order to formulate an assessment of the company's present and future financial condition and performance. We can use financial analysis to evaluate the efficiency of a company's operations, its ability to manage expenses, the effectiveness of its credits policies and its creditworthiness, among other things. Introduction to the theory and application of consolidated financial statements taking an IFRS approach; key concepts of financial analysis and management of international groups. We also include: ESG risk mapping, sustainability strategy, SRI involvement and Corporate non-financial reporting.

Assessments	Contrôle collectif continu - Cours - Grand amphithéâtre 40% Contrôle individuel final - Cours - Grand amphithéâtre 60% Contrôle collectif continu - Présentation orale collective 40% Contrôle individuel final - Examen sur table 60%
Teaching Method	Outils pédagogiques : Manuel. Base de données. Support de cours Méthodes pédagogiques : Études de cas. Groupes de discussion
References	

CFA® Exam Preparation

Course Coordinator	**TRAN Henri**	**Email: henri.tran@bsb-education.com**
Academic Department:	Corporate Finance	
Campus:	Dijon	

Economics for Investment Decision Makers

Course Coordinator	**TRAN Henri**	**Email: henri.tran@bsb-education.com**
Academic Department:	Corporate Finance	
Campus:	Dijon	
Pre-requisites:	Teaching language: English	

DESCRIPTION

The financial analysis of a company is a process of selecting, evaluating, and interpreting financial data, along with other pertinent information, in order to formulate an assessment of the company's present and future financial condition and performance. We can use financial analysis to evaluate the efficiency of a company's operations, its ability to manage expenses, the effectiveness of its credits policies and its creditworthiness, among other things.
Introduction to the theory and application of consolidated financial statements taking an IFRS approach; key concepts of financial analysis and management of international groups. We also include: ESG risk mapping, sustainability strategy, SRI involvement and Corporate non-financial reporting.

Assessments	Contrôle individuel continu - Cours - Grand amphithéâtre 60% Contrôle individuel continu - Cours - Grand amphithéâtre 40%
Teaching Method	Outils pédagogiques : Manuel. Cas. Base de données. Support de cours. Ouvrage. Manuel. Cas. Base de données. Support de cours. Ouvrage Méthodes pédagogiques : Études de cas. Recherches. Présentations orales
References	MANKIW Gregory N. (2014), Economics, Cengage Learning EMEA, XXXXX BEGG David (2003), Economics for business, McGraw-Hill, XXXXX GRAUWE Paul de (2012), Economics of monetary union / 9th ed. 2012, Oxford University Press,, XXXXX KRUGMAN Paul R. (2009), International economics : theory & policy, Pearson, XXXXX

Enterprise Risk Management

Course Coordinator	**TRAN Henri**	**Email: henri.tran@bsb-education.com**
Academic Department:	Corporate Finance	
Campus:	Dijon	
Pre-requisites:	Teaching language: English	

LEARNING OBJECTIVES

This course provides training and education to effectively deal with the success or failure of every preparedness plan: the human execution of best practices in a highly stressed environment. Learn how to increase plan effectiveness by working in advance to prepare others for the human, legal, and ethical issues that arise in any disaster.

DESCRIPTION

The rise in the volume and complexity of risks facing organizations - whether from insider threats, cyber-attacks, shooters, or brand damage - requires more effective risk avoidance, risk mitigation, risk transfer and asset (human and physical) protection. Enterprise Risk Management (ERM) is a structured, proven process for proactively identifying and evaluating how events and forces of change impact an organization and its strategy, and for developing measures for dealing with the risks that constantly threaten the achievement of an organization's objectives. Enterprise risk managers provide the leadership, innovation, and management necessary to identify, evaluate, manage, and monitor an organization's portfolio of risks. you gain an understanding of how ERM integrates into an organization's governance structure and processes and explore the drivers for and value of an ERM program. Topics include risk oversight and leadership, ERM and strategic management, and the evolving landscape of ERM. Learn how ERM aligns with internal control, audit and compliance functions. This course introduces also the concepts and skills to effectively design and implement an enterprise risk management program that is tailored to an organization's culture, governance structure, and current management processes. Through class discussion and case studies, students explore common barriers to effective ERM implementation and learn techniques to overcome them

Assessments	Contrôle collectif continu - Cours - Grand amphithéâtre 40% Contrôle individuel final - Cours - Grand amphithéâtre 60%
Teaching Method	Outils pédagogiques : Manuel. Cas. Support de cours Méthodes pédagogiques : Études de cas. Recherches. Débats
References	ANDERSEN Torben Juul (2006), Global derivatives : a strategic risk management perspective, Prentice Hall, XXXXX CHONG Yen Yee (2000), Managing project risk : business risk management for project leaders, Prentice Hall, XXXXX

LBO, Private Equity & Valuation

Course Coordinator	**TRAN Henri**	**Email: henri.tran@bsb-education.com**
Academic Department:	Corporate Finance	
Campus:	Dijon	
Pre-requisites:	Teaching language: English	

DESCRIPTION

This course has for objective to give to the students the principles of a financial transaction with leverage (IPO, LBO, MBO) In this course we focus our attention on what is generally referred to as enterprise valuation., which is the valuation of a business of going concern. The approach that we recommend, which we refer to as the hybrid approach, recognizes that forecasting cash flown into the foreseeable future poses a unique challenge, because most enterprises are expected to stay in business for many years. This course tales also the perspectives of a private equity investor and applies the hybrid valuation methods, which are particularly well suited to the types of investments made by private equity forms

1. Mechanism of the leverage
2. Analysis Methodology of these operations
3. Financial structuring of a LBO, MBO, IPO,
4. Enterprise valuation
5. Valuation in a private equity setting

Assessments	Contrôle individuel continu - Cours - Grand amphithéâtre 40% Contrôle individuel continu - Cours - Grand amphithéâtre 60%
Teaching Method	Outils pédagogiques : Manuel. Cas. Support de cours. Ouvrage Méthodes pédagogiques : Études de cas. Débats. Diagnostics
References	

Tax aspects of transactions and restructuration

Course Coordinator	**TRAN Henri**	**Email: henri.tran@bsb-education.com**
Academic Department:	Corporate Finance	
Campus:	Dijon	
Pre-requisites:	Teaching language: English	

LEARNING OBJECTIVES

Understand the fiscal problems met on operations of fusions (mergers) - acquisitions.

DESCRIPTION

The objective of the course is to familiarize the students with the major principles which govern the tax system of companies and groups of companies to make sensitive them, then in the main fiscal problems met during the realization of transactional operations, more particularly by being interested in the operations of transfer and acquisition of companies and in the operations of restructuring (Fusions, contributions of assets, splits, etc.).
1. Tax system of the operations of transfer / acquisition 2. Tax system of the groups (through an example of LBO) 3. Tax system of the restructurings (Fusion/ Merger / APA / split / transfer of head office)

Assessments	Contrôle individuel continu - Cours - Grand amphithéâtre 40% Contrôle individuel continu - Cours - Grand amphithéâtre 60%
Teaching Method	Outils pédagogiques : Manuel. Cas. Support de cours Méthodes pédagogiques : Études de cas
References	AUGUST Ray (2009), International business law : text, cases, and readings, Pearson, XXXXX SCHAFFER Richard (2009), International business law and its environment / 7th ed., South-Western, XXXXX

Treasury and Cash Management

Course Coordinator	**TRAN Henri**	**Email: henri.tran@bsb-education.com**
Academic Department:	Corporate Finance	
Campus:	Dijon	

LEARNING OBJECTIVES

By the end of this course, students will be able to:

1. Understand the role and responsibilities of the corporate treasurer in various business environments.
2. Develop and apply cash flow forecasting techniques to anticipate liquidity needs.
3. Analyze and manage short-term financing and investment options to optimize liquidity.
4. Identify and mitigate treasury-related risks, including currency, interest rate, and operational risks.
5. Evaluate and implement treasury strategies aligned with corporate financial objectives.
6. Use treasury tools and systems to support decision-making and operational efficiency.

DESCRIPTION

This course provides an in-depth exploration of treasury functions within corporate finance. It focuses on the key responsibilities of a corporate treasurer, emphasizing the importance of managing liquidity, forecasting cash flows, securing short-term financing, and mitigating financial risks. Students will examine both the operational and strategic aspects of treasury management across a variety of corporate contexts, from large multinational firms to small and medium-sized enterprises (SMEs). The course blends theoretical frameworks with real-world practices, enabling students to analyze treasury decisions critically and implement best practices in professional settings.

Through a series of specialized modules, students will gain a comprehensive understanding of corporate treasury operations, including cash flow forecasting, liquidity management, risk mitigation, and financing strategies.

Assessments	Contrôle individuel continu - Cours - Grand amphithéâtre 40% Contrôle individuel continu - Cours - Grand amphithéâtre 60%
Teaching Method	Outils pédagogiques : Cas. Support de cours Méthodes pédagogiques : Analyses critiques. Groupes de discussion. Enseigner

MSc LUXURY MANAGEMENT & INNOVATION



BSB
BURGUNDY SCHOOL OF BUSINESS

Business Cases

Course Coordinator	**PICCARDI Patrice**	**Email: patrice.piccardi@bsb-education.com**
Academic Department:	Marketing	
Campus:	Dijon	

LEARNING OBJECTIVES

at the end of the module student should be able to : Articulate ideas, analysis and fact Understand the difficulties of business management and leadership in a realistic context Reinforce their active listening skills. Understand current challenges, issues, conflicts and dilemmas in the management practice.

DESCRIPTION

A case study is a product or company success story. It tells how a company solved a problem using a specific product, process, method or idea, As with other marketing techniques. The case-study method encourages students to think through real world examples. Companies are complex and dynamic entities that continually change to meet the demands of consumer markets. Business managers work to meet market demands and reach business goals by formulating strategies concerning marketing and business development activities. Business managers engage and communicate with all parties, including team members and stakeholders, when working to meet business objectives. Simulating the role of business managers, students formulate and justify management strategies and recommendations that impact on business objectives.

Assessments	Contrôle individuel continu - Étude de cas individuelle 100%
Teaching Method	case studies

Detecting and Implementing Business Opportunities

Course Coordinator	**PICCARDI Patrice**	**Email: patrice.piccardi@bsb-education.com**
Academic Department:	Marketing	
Campus:	Dijon	
Pre-requisites:	Basic knowledge in marketing	

LEARNING OBJECTIVES

3 main objectives Enable students to have a pragmatic international business overview Introduce students to the complicated task of building and implementing an international marketing policy and succeeding in its implementation. Provide students with the opportunity to apply this knowledge from scratch in the creation of a specific marketing policy for a firm in limited time.

DESCRIPTION

The primary objective of this course is to expose you to issues involved in international marketing. The international business is becoming is looking for employees with international expertise. It is impossible in any one course to teach you how to market every product in every country. In this course, we will look at examples and frameworks of international marketing through the team projects and discussion. By providing the framework and a few in-depth example, students should be able to apply this knowledge to the product and country specific examples that will come up in their careers. give students the opportunity to work on a marketing plan that can be used and shown to prospective employers.

Assessments	Contrôle individuel continu - Étude de cas individuelle 70% Contrôle collectif final - Dossier collectif 30%
Teaching Method	Pedagogy will be based on Problem Based Learning (PBL) What Is PBL? Student-centered; faculty-facilitated Problem-based learning is a pedagogical strategy for posing significant, contextualized, real world situations, and providing resources, guidance, and instruction to learners as they develop content knowledge and problem-solving skills (Mayo, Donnelly, Nash, & Schwartz, 1993). In problem-based learning, students collaborate to study the issues of a problem as they strive to create viable solutions. Unlike traditional instruction, which is often conducted in lecture format, teaching in problem-based learning normally occurs within small discussion groups of students facilitated by a faculty tutor (Aspy, Aspy, & Quimby, 1993, Bridges & Hallinger, 1991). Because the amount of direct instruction is reduced in problem-based learning, students assume greater responsibility for their own learning (Bridges & Hallinger, 1991). The instructor's role becomes one of subject matter expert, resource guide, and task group consultant. This arrangement promotes group processing of information rather than an imparting of information by faculty (Vernon & Blake, 1993). The instructor's role is to encourage student participation, provide appropriate information to keep students on track, avoid negative feedback, and assume the role of fellow learner (Aspy et al., 1993). Evolution of Problem Based Learning Although the roots of problem-based learning can be traced back through inquiry training, John Dewey, and apprenticeships, recent evolution of the pedagogy was pioneered at Case Western Reserve University in the early 1950s. The structure developed by this university now serves as the basis of the curriculum at many secondary, post-secondary, and graduate schools including Harvard Medical School (Savery, 1994). other sources of information https://www.maastrichtuniversity.nl/education/why-um/problem-based-learning https://www.cte.cornell.edu/teaching-ideas/engaging-students/problem-based-learning.html Outils pédagogiques : Base de données Méthodes pédagogiques : Analyses critiques
References	KOTLER Philip (2015), Marketing management, Pearson,, XXXXX

International Business project

Course Coordinator	**SIRE Stéphanie**	**Email: stephanie.sire@bsb-education.com**
Academic Department:	Marketing	
Campus:	Dijon	
Pre-requisites:	A level of English that enables you to work and interact with ease in English.	

LEARNING OBJECTIVES

- PRACTICE: Understanding & Structuring & Solving real life business challenges in the role of an international consultancy team
- TEAMWORK : Intercultural Team Working & Coordination & Conflict Solving Skills
- COMMUNICATION: Managing cross-cultural communication – an essential prerequisite in a globalized world
- DIVERSITY : Understanding & Managing the potential of diversity based working structures

DESCRIPTION

During the module, teams of students work together in cross-cultural teams on a consultancy project within a real company. It will therefore enable them to develop marketing and consultancy skills.
The consultancy process will consist of the following stages :

- Definition of the issue with the client
- Diagnosis of the situation
- Collecting relevant data
- Fist–stage analysis
- Validation and redefinition of the issue (if necessary)
- Collecting additional data (if necessary)
- Second–stage analysis
- Preparation of the presentation and the written report
- Final presentation of the results, discussion & submission of the written report (in front of panel/enterprise)

Assessments	Contrôle individuel continu - Dossier individuel 70% Contrôle collectif final - Présentation orale collective 30%
Teaching Method	Outils pédagogiques : Autres Méthodes pédagogiques : Ateliers d'identification de problèmes et d'opportunités. Analyses critiques. Groupes de discussion. Projets. Présentations orales. Mentoring. Activité de conseil

Luxury Entrepreneurship

Course Coordinator	**ATWAL Glyn**	**Email: glyn.atwal@bsb-education.com**
Academic Department:	Economic and Social Sciences	
Campus:	Dijon	
Pre-requisites:	Participants should already have completed courses in international luxury marketing and gained an in-depth understanding of the fundamentals of business development.	

LEARNING OBJECTIVES

- To understand theories, models and frameworks underpinning luxury entrepreneurship.
- To identify key success factors of luxury entrepreneurship.
- To apply best practices of luxury entrepreneurship with the objective to create, develop and defend a new luxury business venture.

DESCRIPTION

The course will cover the salient theories, models, and frameworks of entrepreneurship which can be applied within the luxury domain. This will involve a holistic approach incorporating techniques from strategy, marketing and business plans.
This is a highly practice-led course which will involve students to create, develop and defend a new luxury business venture project before a jury of potential investors. The course is structured that will allow luxury entrepreneurs to manage the entrepreneurial process. Students will therefore develop their skills and competencies with a focus on strategy, innovation and marketing.The first part of the course will discuss the theoretical aspects of luxury entrepreneurship. The second part of the course will be practically orientated.and students will be coached to create and develop a new luxury business venture.

Assessments	Contrôle individuel continu - Dossier individuel 50% Contrôle collectif continu - Dossier collectif 50%
Teaching Method	Outils pédagogiques : Cas. Support de cours Méthodes pédagogiques : Analyses critiques. Études de cas. Recherches. Projets. Présentations orales. Mentoring
References	MORRIS Michael (2012), A practical guide to entrepreneurship : how to turn an idea into a profitable business, Kogan Page,, XXXXX INNERHOFER Elisa (2018), Entrepreneurship in culture and creative Industries : perspectives from companies and regions, Springer,, XXXXX KAPFERER Jean-Noël (2009), The luxury strategy, Kogan Page, XXXXX BERGHAUS Benjamin (2014), The management of luxury : a practitioner's handbook, , 121.03 BER SOM Ashok (2015), The road to luxury : the evolution, markets and strategies of luxury brand management, John Wiley & Sons,, XXXXX

Luxury in Switzerland

Course Coordinator	**PICCARDI Patrice**	**Email: patrice.piccardi@bsb-education.com**
Academic Department:	Marketing	
Campus:	Dijon	
Pre-requisites:	Please note this is a field trip and requires students to travel to Switzerland.	

LEARNING OBJECTIVES

IN PROGRESS

DESCRIPTION

IN PROGRESS

Assessments	
Teaching Method	
References	

Reinventing Luxury

Course Coordinator	**PICCARDI Patrice**	**Email: patrice.piccardi@bsb-education.com**
Academic Department:	Marketing	
Campus:	Dijon	

LEARNING OBJECTIVES

Learning objectives : Specifically, it aims to : • re-examine concepts, models and trends that impact luxury in current times of disruption • re-evaluate strategies to protect luxury brand desirability in current times of disruption • examine the roles of cutting-edge research technologies, digital revolutions and social and political impacts on the luxury landscape

DESCRIPTION

This course evaluates the current issues in the Luxury landscape. The content is topical and evolving at the time of delivery.
Description of Content :
Block 1 : “Disruptions to Luxury Fundamentals” • An evaluation of how different luxury sectors are disrupted in the current climate • An examination of how consumer shifts have impacted demand for luxury goods
Block 2 : “Role of Digitalization” • How social media has shaped the luxury industry • How e-commerce and omni-channels are evolving to meet demands of new consumers
Block 3 : “Social and Political Impacts” • An examination of ethics and value creation in the luxury industry • Strategies for global political and social turmoil that impact luxury
Block 4 : ”Relevant Cutting age Technologies to luxury” • Review the roles of social media command centers and big data technologies • Review the roles of artificial intelligence, biometrics (e.g. eye tracking, brain wave, heart rates) and virtual and augmented realities

Assessments	Contrôle individuel continu - Cours - Grand amphithéâtre 100%
Teaching Method	The course is experiential learning in nature and meant to be practical (problem solving). It is designed around three fundamental concepts: • Learning by doing (Group Mini Cases) • Reflection in action (Individual Assignment and Participation) • Coaching
References	All readings and materials will be provided by the instructor. CHEVALIER Michel (2015), Management et marketing du luxe, Dunod,, XXXXX

MSc INTERNATIONAL BUSINESS DEVELOPMENT



BSB
BURGUNDY SCHOOL OF BUSINESS

Consulting Project

Course Coordinator	**DITTER Jean-Guillaume**	**Email: jean-guillaume.ditter@bsb-education.com**
Academic Department:	Economic and Social Sciences	
Campus:	Dijon	
Pre-requisites:		

LEARNING OBJECTIVES

IN PROGRESS

DESCRIPTION

IN PROGRESS

Assessments	Contrôle collectif continu - Présentation orale collective 40% Contrôle individuel continu - Quiz 50% Contrôle individuel continu - Participation orale 10%
Teaching Method	
References	

Corporate Governance

Course Coordinator	**ALLEMAND Isabelle**	**Email: Isabelle.allemand@bsb-education.com**
Academic Department:	Economic and Social Sciences	
Campus:	Dijon	
Pre-requisites:		

LEARNING OBJECTIVES

This course is designed to provide practical skills and knowledge for extracting valuable insights from unstructured text data and web sources. Throughout the course, participants will gain hands-on experience in web scraping, data preprocessing, and text mining techniques, all while using R. Essential topics such as web data retrieval, text data cleaning and preprocessing, sentiment analysis, and topic modeling will be covered. By the end of the course, participants will have a solid foundation in using R or Python and relevant packages (e.g., rvest,) to automate web data collection, process text data, and perform analytical tasks. Real-world projects will ensure participants gain practical experience in applying these concepts. This course equips participants with the tools to turn unstructured text into actionable insights.

DESCRIPTION

The aim is to understand what corporate governance means. Different issues will be studied:

- Board of Directors : composition and role
- The role of shareholders
- Governance and CSR
- Regulation: governance, CSR and environment, diversity
- Board of Directors
- Shareholders
- CEOs
- Codes and regulation (governance, CSR and environment, diversity)
- Governance of cooperatives
- Governance and CSR

Assessments	Contrôle individuel continu - Cours - Grand amphithéâtre 40% Contrôle individuel final - Cours - Grand amphithéâtre 60%
Teaching Method	teaching language: English
References	KIM Kenneth A. (2010), Corporate governance, [S.l.] : Prentice Hall, 111.23 KIM KOSTYUK Alexander N. (2017), Corporate governance : new challenges and opportunities, [S.l.] : Virtus Interpress, 111.23 KOS

Doing Business in ... (Country Analysis)

Course Coordinator	**DITTER Jean-Guillaume**	**Email: jean-guillaume.ditter@bsb-education.com**
Academic Department:	Economic and Social Sciences	
Campus:	Dijon	
Pre-requisites:		

LEARNING OBJECTIVES

By the end of this course, students will be able to: * Analyze Country-Specific Business Environments: Understand key economic, political, cultural, and regulatory factors influencing business operations in the target country. * Evaluate Market Entry Strategies: Assess opportunities and risks for foreign companies entering the market and propose viable strategies. * Apply Cross-Cultural Management Principles: Adapt business practices to local cultural norms and consumer behavior.

DESCRIPTION

This course provides international students with in-depth insights into the economic, cultural, legal, and political environments of specific geographic markets. Through expert-led sessions, students will learn how to analyze opportunities and challenges for doing business in different countries and develop strategies for market entry and growth.
Topics covered
1_Economic and Political Landscape *Macroeconomic indicators and growth trends * Political stability, governance, and trade policies
2_Legal and Regulatory Environment *Business laws, taxation, and compliance * Intellectual property and foreign investment regulations
3_Cultural and Social Dynamics * Consumer behaviour and cultural dimensions * Negotiation styles and business etiquette

Assessments	Contrôle individuel continu - Participation orale 50% Contrôle collectif continu - Étude de cas collective 50%
Teaching Method	Outils pédagogiques : Cas. Support de cours Méthodes pédagogiques : Séminaires. Études de cas. Recherches. Présentations orales. Débats
References	MUNOZ Joseph Mark S. (2013), Handbook on the geopolitics of business, Cheltenham : Edward Elgar, 111.75 MUN WAGNER Daniel (2012), Managing country risk : a practitioner's guide to effective cross-border risk analysis, [S.l.] : Productivity press, 333.33 WAG

Entrepreneurship and Venture Creation

Course Coordinator	**DITTER Jean-Guillaume**	**Email: jean-guillaume.ditter@bsb-education.com**
Academic Department:	Economic and Social Sciences	
Campus:	Dijon	
Pre-requisites:		

LEARNING OBJECTIVES

* Develop an Entrepreneurial Mindset: Equip students with the ability to think and act like entrepreneurs, fostering creativity, adaptability, and problem-solving skills applicable in both startups and established organizations. * Design and Validate a Business Concept: Enable students to transform an idea into a structured business model, including defining a value proposition, market positioning, operational organization, and financial projections. * Enhance Practical Skills in Pitching and Collaboration: Prepare students to effectively communicate their business ideas through persuasive pitches while working collaboratively in teams and engaging with real-world stakeholders.

DESCRIPTION

This course is designed to cultivate an entrepreneurial mindset that students can apply either as founders or as intrapreneurs within existing organizations. Students will engage in a hands-on project simulating the creation of an innovative company, moving from ideation through to financial planning. Over three months, participants will take part in interactive, methodologically structured workshops. These sessions will provide insight into key aspects of business development, including market targeting, positioning, business models, operational flows, distribution strategies, customer acquisition, and financial forecasting. The course emphasizes experiential and collaborative learning. Students learn by doing—facing real-world challenges, making decisions, experimenting, and interacting with industry professionals.
Themes Covered * Course Introduction: Objectives, methodology, and illustrative examples * Entrepreneurial Mindset: Ideation and team formation * Value Proposition: Defining and articulating the core offering * Pitching Skills (1): First intermediate pitch session * Business Model Design: Structuring the offer and economic model * Operational Organization: Activity flows and distribution strategies * Effective Pitching: Techniques for persuasive presentations * Pitching Skills (2): Second intermediate pitch session * Growth and Finance: Customer acquisition and financial projections *Final Presentation: Defense and debrief

Assessments	Contrôle collectif continu - Présentation orale collective 20% Contrôle collectif continu - Présentation orale collective 60% Contrôle individuel final - Synthèse individuelle 20%
Teaching Method	Projets. Présentations orales. Simulations
References	MAZZAROL Tim (2017), Entrepreneurship and innovation, [S.l.] : The Tilde University Press, 112.72 MAZ MAZZAROL Tim (2020), Entrepreneurship and innovation : theory, practice and context, [S.l.] : The Tilde University Press, 112.72 MAZ BARON Robert A. (2018), Essentials of entrepreneurship : changing the world, one idea at a time, Cheltenham : Edward Elgar, 112.72 BAR Dressler Marc (2024), Sustainable entrepreneurship : a guide to strategic business management for small entrepreneurs in the wine industry and beyond, Tübingen : UVK Verlag, 262.02 DRE

International Finance

Course Coordinator	**DITTER Jean-Guillaume**	**Email: jean-guillaume.ditter@bsb-education.com**
Academic Department:	Economic and Social Sciences	
Campus:	Dijon	
Pre-requisites:		

LEARNING OBJECTIVES

IN PROGRESS

DESCRIPTION

IN PROGRESS

Assessments	
Teaching Method	
References	

Sustainable Business Development

Course Coordinator	**DITTER Jean-Guillaume**	**Email: jean-guillaume.ditter@bsb-education.com**
Academic Department:	Economic and Social Sciences	
Campus:	Dijon	
Pre-requisites:		

LEARNING OBJECTIVES

* Describe the key components of a business model * Identify the key sustainability challenges (impacts, risks, opportunities) * Measure and showcase performance in a new way * Ensure that the new business model is preserved during the transition period

DESCRIPTION

* Business models, components, variety of types * Key sustainability challenges for the long run * Embedding sustainability in corporate management and business models

Assessments	Contrôle individuel continu - Présentation orale individuelle 15% Contrôle individuel continu - Examen sur table 30% Contrôle collectif continu - Dossier collectif 30% Contrôle collectif continu - Étude de cas collective 25%
Teaching Method	Outils pédagogiques : Cas. Support de cours Méthodes pédagogiques : Analyses critiques. Études de cas. Projets. Présentations orales. Simulations
References	WAGNER Sigrun M. (2020), Business and Environmental Sustainability, [S.l.] : Routledge, 342.51 WAG RASCHE Andreas (2023), Corporate sustainability : managing responsible business in a globalised world, [S.l.] : Cambridge University press, 111.75 RAS THOMPSON Simon (2023), Green and sustainable finance: principles and practice in banking, investment and insurance, [S.l.] : Kogan Page, 131.67 THO GEARY Jennifer (2024), How to be a Chief Sustainability Officer: Leading the Transition to a Sustainable Organisation, , 161.35 GEA STEWART Lee (2024), How to build sustainability in your business strategy. A practical, compréhensible guide for business leaders, [S.l.] : Lee Stewart, 111.75 STE EDWARDS Mark G. (2024), Regenerative business voices: values-based entrepreneurship for sustainable enterprises, [S.l.] : Routledge, 164.22 EDW HAHN Rüdiger (2022), Sustainability Management: Global Perspectives on Concepts, Instruments, and Stakeholders, [S.l.] : Rüdiger Hahn, 111.75 HAH

FRENCH AND CULTURE COURSES

FRANÇAIS ET CULTURE



BSB
BURGUNDY SCHOOL OF BUSINESS

Français Langue Etrangère (French language)

Course Coordinator	**Iryna TALPAIN**	**Email: iryna.talpain@bsb-education.com**
Academic Department:	Languages and Culture	
Campus:	Dijon	

LEARNING OBJECTIVES

Level 1 (= niveau débutant+) : Entraîner aux 4 compétences et dispenser un enseignement linguistique et culturel. Maîtriser de structures syntaxiques et de formes grammaticales courantes et développer un répertoire de vocabulaire correspondant à des besoins concrets ; d'agir et d'interagir sur des sujets personnel et public dans un environnement quotidien.
Level 2 (= intermédiaire) : Entraîner aux 4 compétences et dispenser un enseignement linguistique et culturel. Renforcer et d'enrichir les compétences linguistiques et socio culturelles. Enseigner du français langue étrangère à visée professionnelle. A apprendre à l'étudiant de parler de ses études, de son travail, de ses projets ; d'agir et d'interagir sur des sujets personnel et public dans un environnement professionnel.
Level 3 (= natifs/bilangues et C1-C2) : Un perfectionnement de la langue française.

Assessments	▪ Individual continuous assessment - Cours - Grand amphithéâtre 100%
Teaching Method	▪ Apprentissage "blended": face-à-face + auto-apprentissage avec la plateforme en ligne Global Exam + feedback permanent

Intercultural Communication

Course Coordinator	**Iryna TALPAIN**	**Email: iryna.talpain@bsb-education.com**
Academic Department:	Languages and Culture	
Campus:	Dijon	

LEARNING OBJECTIVES

To facilitate social integration of foreign students at BSB through a better understanding of the cultural differences between France and their home countries To increase awareness of differences among business people (values, customs, traditions, etc.) from other cultures to pave the way for successful intercultural management and communication To respect other cultures within an international context To make students more communicative in a foreign culture and team building To learn how to lead global organizations with a diversity of profiles To show the importance of inclusive language

DESCRIPTION

Foreign culture and communication: foreign students will be mixed in the class to share their experiences and are asked to understand other cultures. They can therefore approach intercultural management during the sessions through exercises and situations from other cultures. Main topics: Intercultural management, communication in a foreign culture and team building. Inclusive language. Cultural differences.
Each class: lectures, discussions, critical incidents, role plays, case studies, group communication via Teams, mini-tests & assignments via Forms A group project followed by a group presentation (e.g. a FlipGrid video) Topics: Culture shock, values and heroes, discrimination, cultural differences and communication in Management, Inclusive language, critical incidents in management, Diversity and how to manage it, etc

Intercultural Communication

Assessments	▪ Group continuous assessment - Cours - Grand amphithéâtre 30% ▪ Individual continuous assessment - Cours - Grand amphithéâtre 40% ▪ Individual continuous assessment - Cours - Grand amphithéâtre 30% ▪ Group continuous assessment - Cours - Grand amphithéâtre 30% ▪ Individual continuous assessment - Cours - Grand amphithéâtre 40%
Teaching Method	▪ As interactive as possible. ▪ ·A hybrid case-study and intercultural simulation model
References	BERNARD Jean-Pierre (2014), Cross-cultural management : a French perspective, [S.l.] : Emotion primitive, 111.73 BER HOFSTEDE Geert (2010), Cultures et organisations : comprendre nos programmations mentales, Paris : Pearson Education, 111.73 HOF AOUN Joseph (2004), Gérer les différences culturelles : pour communiquer plus efficacement avec les diverses cultures du monde, [S.l.] : MultiMondes, 111.73 AOU GOULVESTRE Laurent (2008), Les clés du comportement à l'international, La Plaine Saint-Denis : AFNOR (Association française de normalisation), 222.34 GOU

For any question regarding this course catalog and the associated choice campaign, please contact

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