

COURSE CATALOGUE

International Students Exchange

2015 2016 BACHELOR 3rd Year

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Signet non défini.	
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All courses descriptions are based on 2015-16 syllabi and are subject to modifications

BACH - Y3 Exchange S5 - BACH Press Review: Contemporary Economy and Society

Time volume (in hour): 16 **Total student workload:** 32 **ECTS:** 3 **Semester:** Autumn

Module's Manager: INGHAM Chantal

Pre-requisites: Thematic analysis (Bach 1)

Description:

The aim of this course is to help future managers and business actors to decypher important international and global issues, a necessary skill in today's firms' strategies (decision to relocate or settle in a country or region, knowledge of the economic, political and social environment of MNF and subsidiaries). The special focus on data research and analysis as well as the development of oral and written presentation skills also aims at preparing students to activities of country risk management and business intelligence, more and more crucial specializations in an increasingly interdependent environment

Learning objectives:

Development of general knowledge, personal reasoning and analysis of current economic and international issues, ability to conduct research and data analysis. Ability to debate, organization of thoughts and writing skills.

Methodology:

Teaching tools: E-learning. Periodical. Data base. Course support

Pedagogical methods: Critical analysis. Researches. Debates

Assessments:

Continuous individual assessment - Individual dossier 50%

Final collective assessment - Collective oral presentation 50%

Skills:

BACH GK 01 - To know and to be able to analyse the economic environment

BACH GK 01.03 - Analyse in depth economic and social issues at the world level

References:

BACH - Y3 Exchange S5 - BACH Strategy

Time volume (in hour): 32 **Total student workload:** 64 **ECTS:** 6 **Semester:** Autumn

Module's Manager: INGHAM Marc

Pre-requisites:

None

Description:

Introduction course of strategic analysis

Analysis of the general and competitive environment and key success factors. Diagnosis of a company (strategic trajectory, segmentation, competitive position, resources and competencies). Analysis of strategic options (specialisation, diversification, integration, internationalisation) Analysis of the modes of development (strategic alliances, mergers, acquisitions). Technology strategies, political and relational strategies. Principal methods - "External" analysis, PESTEL, Industry analysis (5 forces), Industry life cycle... - Internal analysis: resources and competencies, value chains... - SWOT analysis.

Learning objectives:

Knowing and understanding fundamentals in marketing and strategy: GK/GS 02.03

Methodology:

Lectures and case study analysis

Teaching tools: Manual. Cases

Pedagogical methods: Case studies

Assessments:

Continuous collective assessment - Collective executive summary 50%

Final individual assessment - Written exam 50%

Skills:

BACH GK/GS 02 - To know and to be able to apply marketing and strategic tools

BACH GK/GS 02.03 - Acquire professional skills in marketing and strategy

References:

JOHNSON Gerry (2008), Exploring corporate strategy: text and cases / Ed. 2008, Prentice Hall / Financial times, XXXXX

BACH - Y3 Exchange S5 - BACH Business Models

Time volume (in hour): 16 **Total student workload:** 32 **ECTS:** 3 **Semester:** Autumn

Module's Manager: INGHAM Marc

Pre-requisites:

Strategy, introduction to corporate finance and marketing

Description:

The course focuses on the strategic alignment of the three pillars underlying business models: - value proposition (how to create "dual value"; for customers- company/stakeholders), - profit formula (how to obtain sustainable returns) - key resources and processes (how to create, combine and enhance "unique" resources and capabilities). Emphasis is put on the design of innovative business models that challenge conventional models in a given industry and/or enable to create new market spaces. There is a widespread recognition that sustainable competitive positions are deeply rooted in the firm's ability to build "unique" business models that can be protected. We will explore and critically review recent literature to identify key success factors (and obstacles) in the design and development of innovative business models in a variety of contexts and industries. We will discuss the contributions of ICTs (information and communication technologies) to the development of innovative business models; how ICTs change the existing form of business models and create altogether new ones. The application of various conceptual frameworks and analytical methods will be illustrated with case studies and participants will elaborate an innovative business model (for a new venture or an established company).

Learning objectives:

Upon successful completion of this course, students will understand and be able to explain what business models are, their central dimensions, their dynamic strategic alignment (interactions and integration), their roles and their importance to sustain long term competitive advantages in diverse companies and industries.

- Develop and demonstrate their ability to master and apply various conceptual frameworks to assess business models leading to new ventures or for established companies facing changes in their environments.
- Demonstrate their ability to systematically apply analytical tools to design a sustainable business model (for a new venture or an established company).

Methodology: The method will combine

- Introductory and concluding lectures,
- Videos
- Mandatory (and recommended) readings,
- Case studies (group work)
- Mini project ("business model") (group work and presentation)
- Tutoring

Assessments:

Continuous individual assessment - Individual oral presentation 50%

Continuous collective assessment - Collective case study 50%

Skills:

References:

Osterwalder, A. and Y. Pigneur. 2010. Business Model Generation. John Wiley & Sons. Hoboken, NJ.

BACH - Y3 Exchange S5 - BACH e-Business (English)

Time volume (in hour): 16 **Total student workload:** 32 **ECTS:** 3 **Semester:** Autumn

Module's Manager: COGAN-MARIE Laurence

Pre-requisites: None

Description:

The Internet and the information revolution have generated a change of epic proportions and provided businesses with enormous potential of efficiency and effectiveness. Global Market and Internet have been mentioned together more than any other business. This course focuses on the different sources of income, consumer behavior, regulatory policy issues and planning strategies. Introduction to E-Business explores what an e-business is and how it is managed. E-business is an interdisciplinary topic encompassing both business and technology. Basic business aspects and applications throughout the business world include commercial business, government, education, and health services. The major characteristics, opportunities and limitations of this form of business are explored. Students will study various issues and risks that exist in the rapidly changing world of e-business.

This course provides the participants with an understanding of the unique elements of an interactive medium-based economy, those of e-business, along with aspects of competitive and entrepreneurial e-commerce strategies. This course provides an overview of e-commerce from strategic perspectives and introduces concepts, frameworks, and models for analysing business models.

1. Internet Consumers and Market Research 2. Advertising 3. Business to Business (B2B) E-Commerce 4. E-Marketplace 5. Introduction to E-Business 7. Economics of E-Business 8. E-tailing 9. E-Business Applications 10. E-Business Strategic Management 11. Privacy and Legal Issues 12. E-Business Emerging Issues 13. Mobile Commerce

Learning objectives:

At the completion of the course, students should be able to: 1. Identify and explain the variety of e-business models, i.e., business to business, business to customer, consumer to consumer; 2. Determine an appropriate e-business model and apply it to a specific business; 3. Explain the benefits and limitations to using e-business models in relation to traditional models; 4. Articulate the scope of the internet channel various the traditional channel; 5. Evaluate the user friendliness of a website; 6. Evaluate the reliability of the site; 7. Identify key graphic elements of a site that follow good visual practices; 8. Compare web based Customer Relations Management and traditional customer service practices; 9. Compare and contrast an e-business to a traditional organizational structure; 10. Review and evaluate an e-business marketing plan and how it addresses and meets the needs of the target market.

Methodology:

The teaching approach, based on a balanced approach, gives students not only theoretical enrichment but also practical enlightenment. It contains class lectures, interactive class discussion, students' presentation and coaching.

Teaching tools: E-learning. Manual. Cases. Fascicule

Pedagogical methods:

Assessments:

Continuous collective assessment - Collective dossier 50%

Final individual assessment - Individual dossier 50%

References:

Understanding digital marketing [E-BOOK]/ RYAN Damian, 2012. - E-Commerce: Strategy, Technologies and Applications, Whiteley D. (2000 McGraw-Hill)

Turban, King, Lee (2004), Electronic Commerce, A managerial perspective, Prentice Hall [140.82 TUR] §
Hagel, Singer (1999), Net Growth: Shaping Markets When the Customers Make the Rules, HBS [140.82 HAG]

ASSADI Djamchid (2004), Les 7 [sept] modèles économiques d'Internet : pour vendre sur Internet en gagnant de l'argent, Gualino, 124.82 ASS

BACH - Y3 Exchange S5 - BACH International Marketing: implementation

Time volume (in hour): 32 Total student workload: 60 ECTS: 6 Semester: Autumn

Module's Manager: PICCARDI Patrice

Pre-requisites: Principles of marketing

Description:

This course provide students with the opportunity to apply their marketing knowledge creating from scratch a specific international marketing policy for a firm in limited time.

Global marketing The global market Creating your Global marketing plan Mid-term presentation Assessment centre and final project Final presentation and peer evaluation

Learning objectives:

Put into practice the methods and tools needed to develop international business markets.

Methodology:

PBL Pedagogy will be based on Problem Based Learning (PBL) What Is PBL? <http://edweb.sdsu.edu> 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).

Teaching tools: Periodical. Course support

Pedagogical methods: Workshops for identifying problems and opportunities. Critical analysis. Researches. Discussion groups. Projects. Oral presentations. Debates. Internet

Assessments:

Continuous collective assessment - Collective dossier 70%

Continuous individual assessment - Individual oral presentation 30%

Skills:

BACH GS 08 - To know how to work in an international environment

BACH GS 08.03 - Put into practice the methods and tools needed to develop international business markets

References:

SAMUEL Greg C. (2005), International marketing research, John Wiley & Sons, 121.58 SAM

KEEGAN Warren J. (2008), Global marketing / 5th ed., Pearson Education, 121.58 KEE

KOTLER Philip (2008), Principles of marketing / Ed. 2008, Pearson Education, 121.55 KOT

BACH - Y3 Exchange S5 - BACH International Purchasing

Time volume (in hour): 16 **Total student workload:** 15 **ECTS:** 3 **Semester:** Autumn

Module's Manager: PICCARDI Patrice

Pre-requisites: None

Description:

Knowledge of the international purchasing methods.

International Purchasing and international trade Purchasing function and organisation purchasing strategy and outsourcing International logistics process International Purchasing Risks analysis

Learning objectives:

Put into practice the methods and tools needed to develop international business markets.

Methodology:

Course and case studies

Teaching tools: Cases. Periodical. Course support

Pedagogical methods: Case studies. Researches. Oral presentations

Assessments:

Continuous individual assessment - Quiz 40%

Continuous collective assessment - Collective dossier 60%

Skills:

BACH GS 08 - To know how to work in an international environment

BACH GS 08.03 - Put into practice the methods and tools needed to develop international business markets

References:

International Purchasing and Management, Alan BRANCH. Thomson 140.35 BRAN

WEELE Arjan J. van (2002), Purchasing and supply chain management: analysis, planning and practice, Thomson Learning, 141.34 WEE

BACH - Y3 Exchange S5 - BACH International Accounting

Time volume (in hour): 16 **Total student workload:** 60 **ECTS:** 3 **Semester:** Autumn

Module's Manager: BARBE Odile

Pre-requisites: General accounting

Description:

The main purpose of this course is to introduce students to the international dimensions of accounting, financial reporting and financial control: - Fundamental concepts and international accounting framework - Introduction to international Accounting Diversity & Convergence (IAS-IFRS vs. GAAP) - Examination of particular International Accounting principles, among others; • Statement of Cash Flow • PPE recognition, measures & impairment • Intangible Assets • Goodwill • Leases contracts • Foreign currencies issues, • Disclosures and presentation standards - General insights of consolidation of financial statements

Learning objectives:

Understand Financial statements of a group GS-8. Savoir travailler dans un environnement de management international

Learning goal: Understand the application of international accounting with a focus on the accounting issues related to international business activities and foreign operations. At the end of the course, students must be able to: - Understand the fundamentals of international financial reporting standards, - Analyze reporting and disclosure practices, - Interpret the financial statements.

Methodology:

Input by the teacher, exercises, E-Learning.

Teaching tools: Course support. Cases

Pedagogical methods: Case studies

Assessments:

Continuous individual assessment - Quiz 40%

Final individual assessment - Written exam 60%

Skills:

BACH GS 08 - To know how to work in an international environment

BACH GS 08.03 - Put into practice the methods and tools needed to develop international business markets

References:

Timothy Douplik and hector Perera, International Accounting, McGraw-Hill (International Edition), 4/E, 2015.

David Alexander and Christopher Nobes, Financial Accounting: An International Introduction, Pearson, 5/E, 2013

BACH - Y3 Exchange S5 - BACH Ethics and Social Responsibility

Time volume (in hour): 16 **Total student workload:** 48 **ECTS:** 3 **Semester:** Autumn

Module's Manager: SOULAS Céline

Pre-requisites: None

Description:

This class aims to help students developing their critical thinking skills and understanding their responsibilities as managers within different cultural contexts. It studies Principles of professional conduct, Reputation effects and governance connected to Finance and accounting conducts and corporate management.

Ethics: definition(s), approaches and theories Ethics and management The Corporate Social Responsibility concept Case studies and ethical dilemmas

Learning objectives:

GS-9. To know ethics and corporate social responsibility

Methodology:

Teaching tools: Cases. Course support

Pedagogical methods: Case studies. Oral presentations. Debates

Assessments:

Final individual assessment - Quiz 30%

Continuous collective assessment - Collective oral presentation 50%

Continuous individual assessment - Oral participation 20%

Skills:

BACH GS 09 - To know ethics and corporate social responsibility

BACH GS 09.01 - To know ethics and corporate social responsibility

References:

CARROLL Archie B. (2006), Business & society: ethics and stakeholder management, Thomson South-Western, 111.85 CAR

VELASQUEZ Manuel G. (2002), Business ethics: concepts and cases, Prentice Hall, 111.85 VEL

TREVINO Linda Klebe (2010), managing business ethics: straight talk about how to do it right, John Wiley & Sons, XXXXX

BACH - Y3 Exchange S5 - BACH English 5 -Business English / International research and discussion

Time volume (in hour): 20 Total student workload: 60 ECTS: 4 Semester: Autumn

Module's Manager: PACAUT Suzanna

Pre-requisites: None

Description:

This final semester of Business English and international studies has 3 objectives: 1. Research and Discussion: developing oral communication skills needed for professional meetings and discussions, managing a "brainstorming" session. 2. Training to succeed entrance exams to graduate business schools (Passerelles). 3. Training to obtain the Franco-British Chamber of Commerce "Certification in Business Communication" 3. Training to obtain the Franco-British Chamber of Commerce Certificate in Business Communication.

Each course will be divided into 2 sessions: 1. Training session for the FBCCI exam and reading with an emphasis on the English-speaking countries. 2. Discussion groups (led by teams) on a proposed topic which has been researched. *3. An additional 10 hours during the second semester will offer a focused training on the graduate school entrance exams (passerelles).

Learning objectives:

1 Oral fluency through research and discussion: teams (2-3 students) will research a current topic and present the topic to the group for discussion.

2. Developing Professional English language skills through training sessions for entrance exams.

Methodology:

Group work with a manual on Business English. Home preparation of exercises involving Business English skills (e.g. writing an email). Initiation to leading a meeting and participation in a group. Practical application with a team proposing a topic and individual participation in the discussion. 10 hours focused training for entrance exams to graduate business schools.

Teaching tools: CD - Support Audio. E-learning. Cases. Videotape

Pedagogical methods: Case studies. Researches. Discussion groups. Oral presentations

Assessments:

Continuous individual assessment - Individual dossier 50%

Final individual assessment - Written exam 50%

Français et Culture - French - Elementary

Time volume (in hour): 45 **Total student workload:** 90 **ECTS:** 5 **Semester:** Autumn

Module's Manager: CASEAU Cornelia

Pre-requisites: no

Description: Surviving with basic French

Learning objectives: PGE GK06 to be able to communicate in foreign languages the general objective at this level is to develop communication skills which will enable the student to cope with the simple situations he/she may encounter.

Methodology: The themes are illustrated by examples from French and international social, political and economic life. Media used: press, radio, video the acquisition of this know-how is carried out according to the capacity and needs of the students.

Teaching tools: CD - Support Audio. E-learning. DVD - Video support. Course support. Compact audio cassette

Pedagogical methods: Oral presentations. Debates. Internet

Assessments:

Continuous individual assessment 100%

Skills:

References:

Alter Ego A1, Annie Berthet, Catherine Hugot, V. Kizirian, Béatrix Sampsonis, Monique Waendendries, Hachette, 2006

DELATOUR Y. (1991), Grammaire du français : cours de civilisation française de la Sorbonne, Hachette F.L.E.,

Français et Culture - French - Intermediate

Time volume (in hour): 45 **Total student workload:** 90 **ECTS:** 5 **Semester:** Autumn

Module's Manager: CASEAU Cornelia

Pre-requisites: To have a good level of elementary French. (The level is determined by a test.)

Description: Survival French for real life situations. Discussions with the French

Learning objectives: PGE GK06 to be able to communicate in foreign languages

Methodology: Reading little texts, role plays, debates. Oral comprehension exercises.

Teaching tools: CD - Support Audio. E-learning. DVD - Video support. Course support

Pedagogical methods: Oral presentations. Debates. Internet

Assessments:

Continuous individual assessment 100%

Skills:

Référence:

Le français par les textes 2, niveau intermédiaire, M. Barthe, B. Chovelon. Pug, 2003 Activités pour le CECR, niveau B1, M-L Parizet, E. Grandet, M. Corsain, 2006 Grammaire expliquée du français, niveau intermédiaire, S. Poisson, R. Miran, M. Mahéo-Le Coadic, 2003 Communication progressive du français, niveau intermédiaire, C. Leroy-Miquel, A. Goliot-Lété, 2004 Vite et bien 2, Claire Miquel, 2010 Vocabulaire progressif du français, niveau intermédiaire, CLE international, Claire Leroy - Miquel & Anna Galiot - Lété, 2001 Echo 2, CLE international, J. Girardet & J. Pécheur, 2008 Phonétique progressive du français, CLE international, Lucile Charliac & Annie - Claude Motron, 2001 Les 500 exercices de grammaire, Hachette, Marie - Pierre Caquineau - Gündüz, Yvonne Delatour, Jean - Pierre Girodon, Dominique Jennepin, Françoise Lesage - Langot & Pascal Salomé, 2007 Compréhension orale, niveau 1, CLÉ international, Michèle Barféty et Patricia Beaujouin, 2004 Compréhension orale, niveau 2, idem..., 2005 Grammaire progressive du français, niveau intermédiaire, CLE international, Maïa Grégoire & Odile Thiévenaz, 1995

STEELE Ross (2004), Civilisation progressive du français avec 400 activités : niveau intermédiaire, Nathan / CLE international, 903 STE

DELATOUR Y. (1991), Grammaire du français : cours de civilisation française de la Sorbonne, Hachette FLE (Français Langue Etrangère), 907 DEL

Français et Culture - French - Advanced 1

Time volume (in hour): 45 **Total student workload:** 90 **ECTS:** 5 **Semester:** Autumn

Module's Manager: CASEAU Cornelia

Pre-requisites:

Bon niveau de français intermédiaire déterminé par un test.

Description:

Découverte du français de la vie professionnelle. Approfondissement de la connaissance du comportement, de la culture et de la civilisation du pays.

Calendrier

Learning objectives:

Pouvoir évoluer dans un environnement professionnel

Methodology:

Ce cours se caractérise par l'interactivité et la mise en situation. Utilisation d'articles de journaux, jeux de rôles, débats.

Teaching tools: CD - Support Audio. E-learning. DVD - Video support. Course support

Pedagogical methods: Oral presentations. Debates. Interviews. Games

Assessments:

Continuous individual assessment 100%

References:

Affaires à suivre, Anatole Bloomfield, Béatrice Tauzin, Hachette, 2001

Vocabulaire progressif du français des affaires, J-L Penforis, Cle International, 2013 Grammaire progressive du français, Intermédiaire, Maïa Grégoire, Odile Thiévenaz, Elisabeth Franco et Alina Koskocki, Cle International, 2003 Compréhension Orale, Niveau 2, Michel Bartefy, Patricia Beaujouin, Cle International, 2005 Compréhension Orale, Niveau 3, Michel Bartefy, Cle International, 2007

Français et Culture - Culture & Société

Time volume (in hours): 16 **Total students workload:** 60 **ECTS:** 3 **Semester:** Autumn

Module's Manager: CHAPUIS Claude

Pre-requisites: Aucun

Description:

Vie sociale et politique, sociologie de la France. Vie intellectuelle, artistique et spirituelle

Voir calendrier

Learning objectives:

Savoir évoluer dans un environnement multiculturel. À la fin du module, les étudiants devront être capables de mieux comprendre comment la société française fonctionne, quelles sont les valeurs et les croyances des Français, les caractéristiques qui les distinguent des personnes d'autres pays et quelles sont les différences culturelles entre leur pays et la France

Methodology:

Lectures personnelles

Cours du professeur et discussion en classe

Teaching tools: DVD - Video support. Others. Museum, Show. Course support

Pedagogical methods: Seminars

Assessments:

Continuous individual assessment 50%

Final individual assessment - Written exam 50%

Référence:

MERMET Gérard (2004), Francoscopie 2005 : pour comprendre les Français : faits - analyses - tendances - comparaisons - 10 000 chiffres, Larousse, 122.82 MER

FRISCHER Dominique (1990), La France vue d'en face : l'image de la France analysée et jugée par des étrangers, R. Laffont

MICHAUD Guy (1996), Le nouveau guide France, Hachette

NADEAU Jean-Benoît (2005), Pas si fous, ces français !, Le Seuil, 903 NAD

1990 Peyrefitte (Alain) Le Mal français. Albin Michel.

Français et Culture - French culture and society

Time volume (in hour): 16 **Total student workload:** 60 **ECTS:** 3 **Semester:** Autumn

Module's Manager: CHAPUIS Claude

Pre-requisites:

None

Description:

A panorama of today's French culture and society: The family, work and employment, entertainment, religion, education, the institutions...

See calendar

Learning objectives:

At the end of this module, students will be able to understand the way the French society works, the values and beliefs held by the French, some of the people's idiosyncrasies and cultural differences between their native country and France.

Methodology:

Preparatory work: reading assignment Lecture and discussion

Teaching tools: CD - Support Audio. DVD - Video support. Course support

Pedagogical methods: Critical analysis. Discussion groups. Oral presentations. Debates

Assessments:

Continuous individual assessment 50%

Final individual assessment - Written exam 50%

References:

Bernstein (Richard). Fragile Glory. Plume. 1990 Nadeau (Jean-Benoît) & Barlow (Julie) Pas si fous ces Français Bernstein. Seuil. 2005 Peyrefitte (Alain) the French Evil Platt (Polly) French or Foe? Culture crossings Ltd. London 1994 Zeldin (Theodore) The French

ARDAGH John (1990), France today, Penguin Books, 861 ARD

STEELE Ross (2006), the french way: the keys to the behaviour, attitudes and customs of the French, McGraw-Hill, 903 STE