

**COURSE CATALOGUE
– EXCHANGE
STUDENTS**

MSC PROGRAMMES

**GRANDE ECOLE
PROGRAMME**

2021-2022



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The contents of this document are liable to changes, and adjustments could be made due to academic reasons.

AVAILABLE CHOICES - CHOIX POSSIBLES

Next October, you will begin your exchange semester in BSB. You have to make the choice of **only one** MSc and you can select French Language courses if you want. Due to timetable, you cannot mix courses of several MScs.

You have choices in the following fields:

- Finance Accounting Law
- Management
- Marketing
- Digital Management
- Arts & Cultural Management

INFORMATION

- Master of Science (MSc) are taught in English. **You must have a 750 TOEIC grade (or 6.0 IELTS).**
- If you select MSc Climate Change and Corporate Finance (CCCF), you are required to take all of the modules of the MSc.

FINANCE, ACCOUNTING, LAW

MSc Climate Change and Corporate Finance (MSc CCCF)

Department:	<i>Finance, Accounting, Law</i>	
Specialisation's Manager:	François Guillemin	Email : françois.guillemin@bsb-education.com

Admission requirements:

- English language certificate (for non-native speakers): IELTS (6.0), TOEIC (750), Duolingo (95)

Admission process:

- Your résumé and covering letter.
- If you pass the pre-selection step, you are invited to attend individual selection interviews with the Head of Programme (françois.guillemin@bsb-education.com)

Structure:

1st term (Autumn): MSc CCCF core courses

2nd term (Spring): MSc Concentration Courses

3rd term (Summer): Professional thesis and internship (if applicable)

Presentation and objectives:

In this Master of Science, students will be introduced to an ever-growing concern for transitioning economics from carbon to sustainable. The purpose of this MSc is to provide a complementary training with both traditional financial analysis and sustainable finance to meet the upcoming future requirements in term of employability for freshly graduated students.

This program is designed for demanding students looking for a financial challenge allowing them to join M&A firm, investment bank or any multinational firm. The program is also designed for students looking for a new opening to their finance career.

CURRICULUM

Course module	Contact hours	Learning Goals
<i>FIRST SEMESTER - MSc Core courses</i>		
<i>Block 1- Educational Module</i>		
Green Chrono Diagnosis ECTS: 3	18h	The module concerns the realization, in groups of 4 to 6 students, of a green strategic and financial diagnosis of a company quoted in France or abroad. The name of the company is revealed at the last minute.
<i>Block 2 – Conceptual Modules (core courses)</i>		
Advanced Corporate Finance ECTS: 5	42H	If the future depends on creating value, what's in store for you? Return cash to shareholders or invest it? Merge, spin-off or sell? Is the risk worth the pain? These questions can all feature on a value-creating agenda. Gain the confidence to go after growth with our Financial Strategies for Value Creation program. This module provides theoretical and analytical knowledge required in making financial policy decisions on what projects and other business activities a firm should invest finance in. Taking the CFO perspective, this unit will give students the opportunity to analyze and develop a company's preferred financial strategy.
Applied Quantitative Methods ECTS: 5	42H	Time series analysis, Stochastics process, Option, MC simulation (30H) VBA programming for time series and cash flow management (12H)

Financial Reporting ECTS: 3	21H	Financial reporting system; analysis of principal financial statements; consolidated financial statement; analysis of inter-corporate investments
Block 3 – Professional Modules		
Green Equity and Green Bonds ECTS: 5	42H	Defining bond pricing and volatility, effect of interest shift; Credit rating and ESG rating on risk premium (24H); Equity pricing, volatility, MSCI Index, Bloomberg use for equity performance tracking (18H)
Merger and Acquisitions ECTS: 5	42H	This course will provide a detailed understanding of the financial issues within a strategic context regarding mergers & acquisitions from an international perspective. It includes an overview of corporate restructuring through analysis of mergers and acquisitions; overview of causes of financial distress, key indicators and crisis management and workout solution.
Teaching Methods:		
<p>The teaching methods are based on a mix of</p> <ul style="list-style-type: none"> • conceptual and theoretical courses given by academics, professors and researchers • practical applications through applied lectures by practitioners, case studies and projects • students' personal work (including reading textbooks and sector related news). 		

MANAGEMENT

MSc Data Science and Organisational Behaviour (MSc DSOB)		
Department:	<i>Economics and Social Sciences</i>	
Specialisation's Managers:	Angela Sutan & Frank Lentz	Email: angela.sutan@bsb-education.com
Admission requirements: <ul style="list-style-type: none">• English language certificate (for non-native speakers): TOEIC (750), IELTS (6.0)• Knowledge in information technologies		
Admission process: <ul style="list-style-type: none">• Please contact the Head of Programme (angela.sutan@bsb-education.com) for interview after submitting application. You will be required to pass a test and you will be called to an interview		
Structure: <p>The MSc in Data Science and Organizational Behaviour intends to train future leaders, data scientists and academics to the management of big data and behavioural change to a high level of expertise.</p> <p>The specificity of the program relies in the rigorous understanding of the intersection between data management and behavioural tools.</p> <p>The program:</p> <ul style="list-style-type: none">– offers students a unique program and advanced knowledge in behavioural and data sciences;– is taught by scientists, researchers and corporate partners in complete connection with their own activities in the field. <p>This program is taught and defined in partnership with PWC Luxembourg.</p>		
Presentation and objectives: <p><u>Core Courses:</u></p> <ul style="list-style-type: none">i) key concepts, models and advanced tools of behavioural and experimental economics;ii) advanced models and modern statistical algorithms in data science;iii) applications to decision making in management and development of organizational tools within organizations, business policy, strategy and policymaking; <p><u>Concentration Courses:</u></p> <ul style="list-style-type: none">i) the business of information: creating value and using information to modulate behaviour;ii) technological perspectives and the relation with Information Systems Management and Information Communication Technologies at the workplace in activities such as planning and performance monitoring;iii) data analytics and the consequences of ICT use on employees, leaders and organizations;iv) (de)centralization and its impact on the structure of decision-making;v) the role of Big Data and digital management strategy on motivation and productivity in the workplace. <p>The Master thesis is a supervised laboratory practice-oriented project in partnership with a company. A "field" trip is organized every year.</p>		
Professional skills: <p>Creating value from information. The power of (big) data. Statistics and Data analytics. Understanding how data can be used to make business. Communication with data users. Data representation. Data transformation and analysis for decision makers.</p>		

Ethical reasoning.
Reduce, sample, create analytics, summarize information, present it in a useful way to the decision maker and make a set of scattered data something useful for users of them.

Career perspectives:

We form experts with a unique knowledge in the intersection between management, data science and behaviour, able to put in practice effective tools to understand and modify decision making and deal with big data in organizations. We form professionals with a strong and useful research background likely to act in functions such as data analysts, data scientists, global strategists, analysts in counselling companies, chiefs in marketing services, management consultants, government officials, economists in banks and financial organizations, human resources managers etc... or develop their own company.

Structure:

1st term (Autumn): 2 blocks of study, Data Management and Behavioural Sciences
2nd term (Spring): 2 blocks of study, Data Management and Behavioural Sciences, advanced.
3rd term (summer): professional thesis and internship (if applicable)

CURRICULUM

Block 1: Data Management

<p>Data Science Methods (intermediate) Contact hours: 42 h ECTS: 4</p>	<p>Outline: Introduction to Data Sciences languages (R and Python) for data wrangling and analysis Learning goals:</p> <ul style="list-style-type: none"> • Master the basics of R and Python • Master the libraries for data wrangling and cleaning • Produce basic analysis
<p>SQL and data bases Contact hours: 18 h ECTS: 3</p>	<p>Outline: Databases conception and Data manipulation Learning goals:</p> <ul style="list-style-type: none"> • Understand the structure of databases • Master DDL, DML and DCL • To be able to create and populate a database in the context of a Data Science project
<p>Business-Oriented Data Governance Contact hours: 18 h ECTS: 2</p>	<p>Outline: Organization and Data Governance, data ownership, data steward, NLP, data cleaning, (VBA), customer intelligence Learning Goals:</p> <ul style="list-style-type: none"> • To be able to conduct a reflection on the governance of a company • Using data governance for effective governance
<p>Data General Knowledge Contact hours: 18 h ECTS: 2</p>	<ul style="list-style-type: none"> • To identify the different types of data • To understand the organisation of data in a business • To understand the management of data in the data science process and identify the related technologies and practices • IOT, cloud, MDM/RDM, ETL, Data, Talend, DataPrep, data minimization, ERP, CRM, business for worth, SAP, business objects, reporting, dashboard, user experience...
<p>Seminars Series & Partner Class 1 Contact hours: 30 h ECTS: 4</p>	<p>Classes by our partners (PWC Luxembourg, ...) and invited researchers and Case studies on real business cases The topics change every year Examples of topics:</p> <ul style="list-style-type: none"> – Information systems audit – Big Data Tools – Data visualisation – Data analytics in sports

	<ul style="list-style-type: none"> – Fraud Detection – Market Basket Analysis – Spatial Analysis – Data Management – Social Network Analysis ...
Block 2: Behavioural Sciences	
Applied Information Analysis (intermediate) Contact hours: 42 h ECTS: 4	Outline: Statistics with R applied to OB cases Learning goals: <ul style="list-style-type: none"> • Descriptive statistics • Parametric tests • Non Parametric tests • ANOVA • Linear Regression
Behavioural Tools Contact hours: 42 h ECTS: 4	Outline: designing and developing decision making and behavioural economics experiments. Learning goals: <ul style="list-style-type: none"> • Being able to create your own behavioural scenario using Ztree, Otree, ... • Master the basis of python to code experiments
Behavioural Decision Making and Communication Contact hours: 18 h ECTS: 3	Outline: Influence tools, nudges, experimental designs, AI ethics, human vs. machine intelligence, singularity, project chief simulations, root cause analysis (RCA), feedback Learning goals: Learn to design interventions in companies, work on real use cases from partners.

MARKETING

MSc Luxury Management and Innovation (MSc LMI)

Department:	<i>Marketing</i>	
Specialisation's Manager:	Patrice PICCARDI	Email : patrice.piccardi@bsb-education.com
Admission requirements:		
<ul style="list-style-type: none"> English language certificate (for non-native speakers): IELTS (6.0), TOEIC (750) 		
Admission process:		
<ul style="list-style-type: none"> Please contact the Head of Programme (patrice.piccardi@bsb-education.com) for interview after submitting application 		
Structure:		
Semester 1 (Sep.-Dec.): seminar and core courses		
Semester 2 (Jan.-May): concentration courses		
Presentation and objectives:		
<ul style="list-style-type: none"> The global luxury market has a market value of approximately €1.3 trillion.* The luxury market encompasses a broad range of categories such as personal luxury goods, luxury cars, luxury hospitality, and fine art. The luxury market is truly global. Chinese consumers represent a third of the global luxury market which is set to increase to 40% by 2025.** Luxury brands are facing disruptive forces which are set to transform the global luxury industry. New generation of luxury consumers, digital disruption, corporate and social commitment, and emerging markets are some of the critical factors which will create new competitive pressures. Will luxury brands be ready to embrace the future? Innovation is a key strategic priority for luxury executives. MSc in Luxury Management & Innovation sets out to develop skills and competencies with the objective to design and implement effective competitive strategies. The course prepares students to apply the principles of innovation in the “new normal” of luxury management. A holistic approach is undertaken in order to apply best practices of luxury management and innovation. 		
*Bain & Company 2019 Luxury Goods Worldwide Market Study		
** Mckinsey & Co China luxury report 2019		
CURRICULUM		
Course module	Contact hours	Learning Goals
<i>Seminar courses – 21 hours</i>		
Foundations of Luxury Management ECTS: 2	21 h	Gain an in-depth understanding of history of luxury, cultural luxury, and traditional and emerging luxury industries.
<i>FIRST SEMESTER - MSc Core courses – 160 hours</i>		
Disruptive Strategic Management ECTS: 4	21 h	Operational tools and methods to design, implement and evaluate a disruptive strategy.
Consumer behavior and Psychology of Luxury ECTS: 4	21 h	Outline The aim of the module is to understand the specificities of luxury consumerism; to understand the consumers' segmentation for luxury.

Digital Project Consulting ECTS: 6	51 h	Outline This project will enable students to gain an overview of digital disruptions including commerce, e-commerce and marketplace, IOT (Internet Of Things). Learning goals <ul style="list-style-type: none"> • To assess and evaluate critical issues of e-commerce. • To gain market specific knowledge about the marketplace business model. • To understand how it is important to be consumer centric.
Global Marketing Strategy ECTS: 3	21h	Outline The course will enable students to situate international and global marketing strategy within the wider business strategy. The key emphasis lies on the maximisation of company resources in order to exploit competitive advantage. Learning goals <ul style="list-style-type: none"> • To be able to take into account the complexity of global marketing.
International Luxury Marketing ECTS: 4	21 h	Outline Principles of luxury brand management Designing and implementing international luxury marketing strategies Managing luxury brands over geographic boundaries Learning goals <ul style="list-style-type: none"> • To critically analyse theoretical marketing concepts and frameworks within a luxury context. • To identify key success factors of luxury brand management with the objective to plan and evaluate international luxury branding strategies • To assess and apply best practices of international luxury marketing with the objective to recommend appropriate brand marketing elements for luxury goods and services
Online & remote Negotiation ECTS: 3	21 h	Learning goals <ul style="list-style-type: none"> • To be able to take into account the complexity of negotiation in a global context

Teaching methods:

Lectures, Case studies, Field trips, Problem based learning, Project Based Learning

DIGITAL MANAGEMENT

MSc Artificial Intelligence and Digital Technology Management (MSc AIDTM) – Campus Lyon

Département : *Digital Management*

Specialisation's Manager: Yann TRUONG Email : yann.truong@bsb-education.com

Admission requirements:

- English language certificate (for non-native speakers): TOEIC (750), IELTS (6.0)

Admission process:

- Please contact Head of Programme for interview after submitting application

Structure:

This MSc will take place on the **LYON** campus.

Presentation and objectives:

The advent of the information society has put greater emphasis on the importance of data as valuable sources of information for organizations to transform and grow in digitalizing environments. The increasing amount of data and the rapidly advancing digital technologies are creating unprecedented opportunities for companies to become more agile, adaptable, and proactive in meeting their customers' needs and preferences. However, future managers in such digitalizing environments are also expected to be well acquainted with emerging technologies and to acquire the fundamental skills for managing digital technologies in order to support the transformation or the competitive goals of their company.

This program is one of the very first programs worldwide to be specialized in artificial intelligence and digital technology for business managers. Artificial intelligence is already extensively used in many areas of businesses (autonomous robots in warehouses, logistics and supply chain, business analytics, credit scoring, marketing analytics, etc.) and the private life (autonomous vehicles, resource matching, recommendation systems, facial recognition, etc.), and it is growing at a solid pace to become a general-purpose technology that will affect all areas of our societies. Therefore, it is critical that future graduates master this technology and its associated implications for businesses and societies. This program builds on artificial intelligence as a backbone for all courses but also trains students in major areas of digital technology management. Future graduates will have an ideal balance of soft- and hard-skills to tackle all the major challenges related to the digitization of a company. Consequently, this program is an ideal fit for students who wish to pursue career in a highly digitalized environment, but it is also suitable to students who wish to hold a competitive edge in a traditional business sector undergoing digitization.

Career opportunities:

- Business founder
- Digital manager
- Digital marketer
- Chief digital officer
- Digital business development manager
- Digital innovation manager
- Digital product manager
- Consultant in digital transformation
- Analytics experts

Learning outcomes:

The skills students will acquire are listed below:

- To be able to apply the techniques of creative and innovative activities in new product/service development
- To be able to use simple analytics tool (Google analytics) to interpret data for business purposes
- To understand the impact of digitization processes on societies and the world

- To understand the fundamentals of artificial intelligence technologies and how they impact organizations
- To understand the major technologies (Machine learning, blockchain and IoT) in the digital era and how they shape business processes and transactions
- To understand the stages of digital transformation within an organization
- To be able to design a social media campaign on a major social media platform
- To have a basic knowledge of big data and how a manager can exploit data for business purposes
- To be able to analyze the business model of online platforms
- To be able to identify and explain the main ethical issues in technology management

Instructors:

Professors from BSB and other institutions and practitioners

Teaching methods:

The teaching method will adopt a very hands-on perspective of skill and knowledge acquisition. This implies that learning will often involve interactive discussions with instructors and experts, case studies of contemporary organisations and phenomena, outdoor activities (conferences, seminars, exploration of social events, and participation to professional events).

CURRICULUM

Course module	Contact hours	Learning goals
<i>FIRST SEMESTER - MSc core courses</i>		
Creativity and innovation management ECTS: 4	30	<p>Creativity leads to innovation. Multidisciplinary groups (with different profiles) are more creative than single-disciplinary groups (with similar profiles) because the combination of diverse backgrounds is a source of innovative thinking. Mixing different profiles increases the spectrum of views on a problem, and thus not improves the chances of solving the problem but may also create novel solutions. This also echoes the growing view that difficult challenges can only be solved with innovative solutions.</p> <p>Innovation is one of the most challenging and critical activities for firms as it helps them achieve greater differentiation and competitive advantages. Yet, innovation processes are highly uncertain and contingent on many environmental factors.</p> <p>In this course, students will learn about the management of both creativity and innovation activities within an organization.</p> <p><u>Course content:</u></p> <ul style="list-style-type: none"> - Design thinking - Sprint design - Management of creativity teams - Organizational agility - Knowledge management - Strategic management of innovation - Disruptive innovation theory <p><u>Learning outcome:</u> To be able to apply the techniques of creative and innovative activities in new product/service development</p>
Business and customer analytics ECTS: 4	30	<p>The field of marketing is quickly moving to predictive marketing whereby an organization uses analytics to cluster customers and predict their needs and preferences. Such prediction capability allows organizations to better fit customers' expectations to drive sales, form positive</p>

		<p>judgment about their products and services, and reach targeted market segments.</p> <p>In this course, students will learn how to exploit customer data using advanced analytics.</p> <p><u>Course content:</u></p> <ul style="list-style-type: none"> - Google analytics - Customer journey onsite and offsite - Analytics for inbound and outbound marketing - Principles of digital marketing and advertising - Digital consumer behavior <p><u>Learning outcome:</u> To be able to use simple analytics tool (Google analytics) to interpret data for business purposes</p>
<p>The digital world: Sociological perspectives on the digital era ECTS: 4</p>	30	<p>The digitalization of the world impacts our societies in many ways. It has created new social behaviors and is opening many doors for improving human well-being including home security, life monitoring, autonomous driving, robotics and humanoids, etc. Students in the digital world will have to understand the social implications of digitalization to become skilled leaders, including the many ethical issues surrounding the new technologies.</p> <p><u>Course content:</u></p> <ul style="list-style-type: none"> - The digitalization of society - Internet of Things - Smart cities - Big data - Futurology of technologies - Ethics in new technologies <p><u>Learning outcome:</u> To understand the impact of digitization processes on societies and the world</p>
<p>Artificial intelligence and organizations ECTS: 5</p>	30	<p>This course is an essential component of the programme given the immense potential of Artificial Intelligence (AI) in disrupting the business environment and the society as a whole. It intends to provide students with fundamental knowledge of AI in a business environment. The students will learn the basics of how AI operates technically in order to envision and seize the opportunities that this technology can bring to companies in their operations and business processes. Therefore, the course will couple the basics of AI functioning with industry analyses to capture the transformational capabilities of the technology.</p> <p><u>Course content:</u></p> <ul style="list-style-type: none"> - What is AI? - Basics of AI functioning including algorithms - Basics of machine learning and deep learning - The role of data in AI - Impact of AI on key industries - Ethical issues with AI in the business environment <p><u>Learning outcome:</u> To understand the fundamentals of artificial intelligence technologies and how they impact organizations</p>
<p>Fundamentals of digital technologies: Machine</p>	42	<p>This course introduces students to the most influential and growing technologies in the digital field, including but not</p>

<p>learning, deep learning, blockchain and IoT ECTS: 4</p>		<p>limited to the major techniques of machine learning (deep learning and neural network-based models), blockchain, Internet of Things, virtual and augmented reality. It is a definitional course with case-based study of applications across many business sectors that leverage on these technologies. Students are expected to gain fundamental knowledge of all these technologies and the business sectors where the leverage is most significant.</p> <p><u>Course content:</u></p> <ul style="list-style-type: none"> - General overview of machine learning - Major techniques in machine learning including deep learning and neural networks - Blockchain technologies - Internet of things - Virtual reality - Augmented reality <p><u>Learning outcome:</u> To understand the major technologies (Machine learning, blockchain and IoT) in the digital era and how they shape business processes and transactions</p>
<p>Advanced digital transformation ECTS: 5</p>	<p>42</p>	<p>According to Salesforce, digital transformation is “the process of using digital technologies to create new — or modify existing — business processes, culture, and customer experiences to meet changing business and market requirements”. This course is concerned with the processes of transforming a firm into an agile and contemporary digital organization. Students will learn about the stages involved in digital transformation across multiple functions of an organization but also across multiple types of organizations.</p> <p><u>Course content:</u></p> <ul style="list-style-type: none"> - Principles of digital transformation - Digital technologies and business applications - Robotics & Automation - Digital transformation for customers - Digital transformation for employees - Digital business models and value creation <p><u>Learning outcome:</u> To understand the stages of digital transformation within an organization</p>

MSc Green Tech and Sustainable Societies (MSc GTSS) – Campus Lyon

Département :	<i>Digital Management</i>	
Specialisation's Manager:	Marta DE MIGUEL DE BLAS	Email: marta.de-miguel-de-blas@bsb-education.com

Admission requirements:

- English language certificate (for non-native speakers): TOEIC (750), IELTS (6.0)

Admission process:

- Please contact Head of Programme for interview after submitting application

Structure:

This MSc will take place on the **LYON campus**.

Presentation and objectives:

The world faces growing challenges and transformations that will radically change our bond to the planet: global warming, shifts in global power, depletion of resources, declining biodiversity, growing inequality, digital and technological disruptions, and social unrest. Achieving balanced economical, social and environmental development - as expressed in the UN Agenda 2030 for Sustainable Development - is recognized as one of the major challenges of humanity. However, the current paradigm under which organizations, both private and public, operate nowadays may not facilitate the achievement of such goals, mostly because of the prevailing (short-term) financial incentives over (long-term) resource management.

While existing technologies have yet to help solve the earth's environmental challenges, emerging technologies such as Artificial Intelligence and the proliferation of big data hold enormous promises to help the humanity achieve more sustainable and inclusive societies. This program aims to prepare students to become responsible leaders of tomorrow's world.

In this program, students will join an innovative learning ecosystem that will enable them to think critically, use both their hard skills and soft skills to enact the purpose and the logic of success of sustainable and inclusive enterprises, to discover novel ideas and examples on how to manage the transition toward sustainable societies for all stakeholders. They will learn to evaluate and design practices, technologies, and systems that bring sustainable solutions to communities and organizations.

Future managers of sustainable green tech enterprises are expected to have strong background in the understanding of sustainability, the historical and political as well as socioeconomic context. Advanced skills in green tech management and green tech knowledge is also required. Finally, sustainable innovation has become a key topic in the green tech sector. According to a report from PwC, the green sector is expected to grow exponentially over the next decade and offer great employment opportunities to graduates who specialize in this field.

The teaching program of the present MSc is organized to cover these three dimensions:

1. Sustainability in context
2. Green Tech management
3. Sustainable Innovation

The programme is structured around core courses based on a combination of learning-by-doing activities, projects and challenges, whether it be inside or outside the classroom. For example, students will be able to conduct many field-work projects, attend professional conferences, collaborate with other institutions, participate in a multidisciplinary hackathon, and participate in the organisation of green tech events.

Career opportunities:

- Green Tech Business founder
- Sustainable Entrepreneur
- Environmental management advisor
- Environmental communications officer
- Sustainability Program coordinator
- Environmental Public relations Specialist

- Environmental economist
- Sustainability Specialist

Learning outcomes:

- To understand the macroeconomic and microeconomic consequences of both climate changes, poverty, inequalities, gender or race discriminations, lack of communication between the State, Civil Societies, and businesses
- To understand why it is important for tech businesses to tackle sustainability issues in order to combine business and social values
- To understand the global frameworks for positive change across social and environmental dimensions
- To be able to explain the principles of operations of the main renewable energy technologies and their technical challenges
- To be able to recommend the main stages of green product design from product definition to manufacturing and commercial launch
- To understand the role of tech business in the transition to sustainable development to create a prosperous future for all;
- To be able to evaluate the effectiveness of current green tech business strategies
- To be able to understand the impact of technology, to help steer decisions for a greener world and to reduce the negative externalities of businesses, and to be able to manage and implement green technologies

Instructors:

Professors from BSB and other institutions and practitioners

Teaching methods:

The teaching method will adopt a very hands-on perspective of skill and knowledge acquisition. This implies that learning will often involve interactive discussions with instructors and experts, case studies of contemporary organisations and phenomena, outdoor activities (conferences, seminars, exploration of social events, and participation to professional events).

CURRICULUM

FIRST SEMESTER - MSc core courses

Course module	Contact hours	Learning goals
Sustainable Development Policies ECTS: 4	42h	In 2015, the UN member countries set the 2030 Agenda for Sustainable Development and decided on 17 new and universal Sustainable Development Goals (SDGs). From goals to action, many questions remain on the amount of change delivered by global commitments. Students will encounter these kinds of questions throughout the course. <u>Course content:</u> <ul style="list-style-type: none"> - Sustainable development goals and targets - European Green Deal - Environmental standards - Environmental and development-related challenges - Global policies in response to those challenges - Contemporary politics of global environmental and development changes
Sociology of Global development and sustainability ECTS: 3	30h	The course provides a sociological perspective on economic, social and political processes, focusing especially on global social change and sustainable development. The aim is to enable students to acquire the knowledge required to understand and critically examine the discussions pursued about the global social change that marks modernity. <u>Course content:</u>

		<ul style="list-style-type: none"> - Environmental sociology - Classical and Modern Social Analysis - Contemporary Sociological Perspectives on Global Development - Global Sustainability and Environmental Sociology
Culture and Sustainable Development ECTS: 4	30h	<p>The role of culture in creating green jobs, reducing poverty, making cities more sustainable, providing safe access to water and food, preserving the resources of oceans and forests, and strengthening the resilience of communities in the face of disasters, is truly major and irreplaceable.</p> <p><u>Course content:</u></p> <ul style="list-style-type: none"> - Identity - Civilization - Territorial issues - Inclusion
Corporate Social and Environmental Responsibility ECTS: 3	30h	<p>This course examines the role of corporate responsibility as a strategy to improve products, profits, and brand equity. We will examine numerous corporate initiatives that attempt to address these challenges as well as how they are being evaluated in the public eye.</p> <p>Globalization combined with increased transparency of corporate operations has revealed significant variations in how organizations are attempting to balance the pursuit of profits and good corporate citizenship.</p> <p><u>Course content:</u></p> <ul style="list-style-type: none"> - Performance metrics - Stakeholders perceptions - Local impact - Sustainable governance - Inclusion policies
Creativity and innovation management ECTS: 4	30h	<p>Creativity leads to innovation. Multidisciplinary groups (with different profiles) are more creative than single-disciplinary groups (with similar profiles) because the combination of diverse backgrounds is a source of innovative thinking. Mixing different profiles increases the spectrum of views on a problem, and thus not improves the chances of solving the problem but may also create novel solutions. This also echoes the growing view that difficult challenges can only be solved with innovative solutions.</p> <p>Innovation is one of the most challenging and critical activities for firms as it helps them achieve greater differentiation and competitive advantages. Yet, innovation processes are highly uncertain and contingent on many environmental factors.</p> <p>In this course, students will learn about the management of both creativity and innovation activities within an organization.</p> <p><u>Course content:</u></p> <ul style="list-style-type: none"> - Design thinking - Sprint design - Management of creativity teams - Organizational agility - Knowledge management - Strategic management of innovation - Disruptive innovation theory
Sustainable Consumption ECTS: 4	30h	<p>In this course students will learn about specific topics as consumer behaviour, market research, using the sustainability lens in business.</p>

		<p>The course presents a variety of social-scientific approaches to consumption, as well as a range of case studies from both affluent societies and emerging economies. Possible avenues for changing consumption patterns in a more sustainable direction are discussed throughout the course.</p> <p><u>Course content:</u></p> <ul style="list-style-type: none"> - Sustainable consumption - Responsible consumer dynamics
<p>Managing NGOs ECTS: 4</p>	<p>30h</p>	<p>The walls between the for-profit sector and the not-for-profit sector have become more permeable. NGO's have adopted conventional management techniques to manage their performance and effectiveness, while social enterprises borrow frameworks and techniques from the NGO sector.</p> <p>Students will learn about development management in the international context and the impact of globalisation.</p> <p>The course also explores how NGOs can play a key role in promoting social and economic progress and students will have the opportunity to meet representatives of different NGOs in order to discover different approaches and management methods.</p> <p><u>Course content:</u></p> <ul style="list-style-type: none"> - NGOs Financial and Administrative Supervision - NGOs Community Development - Environment Awareness - Management of Information - Issue based campaigns - Socio-cultural perspective and inclusion - Leadership skills

ARTS AND CULTURAL

MSc in Arts and Cultural Management (MSc ACM)

Department:	<i>Finance, Accounting, Law</i>	
Specialisation's Manager:	Elena Borin	Email : elena.borin@bsb-education.com

Admission requirements:

- English language certificate (for non-native speakers): TOEIC (750), IELTS (6.0)

Admission process:

- Please contact Head of Programme for interview when submitting application

Structure:

1st term (autumn): MSc core courses

2nd term (Spring): MSc advanced courses

3rd term (summer): professional thesis and internship (if applicable)

Presentation and objectives:

The MSc in Arts and Cultural Management is an English-taught postgraduate program that aims to train future arts and cultural managers, who will be able to work in the dynamic and market of cultural and creative organizations, both at a national and international level.

The Program provides students with an overview of arts and cultural industries in their sociological, economic and historical context, combined with a strong knowledge of cultural entrepreneurship, arts marketing as well as with the most recent trends in fundraising, digitization and new communication strategies, business models, cultural project engineering and arts marketing in an international context. Theory will be matched with practice: students will get hands-on experience on cultural event management both in the first and second semester, through the organization of cultural projects and events, as well as direct knowledge of the arts and creative sector through seminars, encounters with professionals of the sector and study visits.

A one-week field trip in a European capital is also part of the MSc program, including a series of study visits and a conference.

Graduates from the MSc will be able to work in a large variety of middle and management positions in the cultural and creative sector, using their skills and competences to work in the International and national cultural and creative enterprises.

The cultural industries are one of the biggest employers in the world. In addition to museums and galleries, there are many governmental and non-governmental agencies that work to preserve, research and promote cultural heritage and artistic and creative production. Recent developments of the sector have also emphasized the increasing relevance of creative industries.

Future managers of cultural enterprises and creative industries are expected to have strong background in the understanding of arts and culture, their history and political development as well as of the socio-economic contexts. Advanced skills in arts and cultural management are also required. Arts and cultural entrepreneurship have become a key topic in the sector.

The teaching program of the present MSc is organized to include the three dimensions mentioned here below and courses are built over the two semesters accordingly and modules are grouped in three "blocs":

- arts in context: historical, socio-economic and political contexts (semester 1)
- arts and cultural management and entrepreneurship (core courses semester 1, advanced courses semester 2)
- cultural entrepreneurship and territory development (semester 3)

During the first semester international students will be required to attend a course in French language. This is a requisite for the study visits to some French cultural institutions (activities carried out in French).

CURRICULUM

Course module	Contact hours	Learning Goals
<i>FIRST SEMESTER - MSc core courses</i>		
<i>Block 1 – Arts in Context - 84 hours</i>		
History of the Art and Cultural Policy ECTS: 4	42h	<ul style="list-style-type: none"> • History of Art • Cultural Policy • Cultural diplomacy
Socio-economic context of Arts & Culture ECTS: 4	42h	<ul style="list-style-type: none"> • Philosophy of the arts and contemporary debates • Sociology of the arts • Cultural economics
<i>Block 2 – Arts and Cultural Management & entrepreneurship (core courses) - 105 hours</i>		
Arts Marketing ECTS: 4	21h	Introduction to marketing for the arts and cultural sector, addressing issues related to the peculiarities of marketing for cultural and creative industries.
Cultural Entrepreneurship (1) ECTS: 3	21h	Introduction to the main concept of cultural entrepreneurship and the characteristics of the entrepreneurial business modelling in the arts and cultural sector. Includes the participation of students to a joint seminar organized with students of the Institute for fine arts in Besançon (ISBA Besançon) (V. Ballereau)
Intellectual Property and Copyright ECTS: 4	21h	Main legal challenges for the arts, focusing in particular on issues of Intellectual Property and copyright
Arts Budgeting ECTS: 4	21h	Introduction to project budgeting and arts production, with specific sub-sectoral focuses on dedicated sectors (e.g. performing arts, edition, cinema) and seminars
Cultural Project engineering (1) ECTS: 3	21h	Introduction to Event Management and project engineering. Organization of a local cultural event
<p>Pedagogy:</p> <p>The teaching methods are based on a mix of</p> <ul style="list-style-type: none"> • conceptual and theoretical courses given by academics, professors and researchers • event organization • practical applications through applied lectures by practitioners, case studies and projects • study visits and meetings with professionals, cultural institutions and cultural policy makers. • Students' personal work (including reading of textbooks and sector related news) and students' personal cultural activities. <p>The program includes three "temps forts":</p> <ul style="list-style-type: none"> • The organisation of cultural events or the development of cultural projects (cultural project engineering, team work) • The development and presentation of a "cultural diary" (individual work) • A field trip in a European capital dedicated to intensive program of study visits and conferences with both institutional, cultural policy makers and practitioners (semester 2) 		

FRANÇAIS ET CULTURE

Français et Culture - French - Elementary

Time volume (in hour): 16,5 **Total student workload:** 70 **ECTS:** 3 **Semester:** Autumn

Module Manager: TALPAIN Iryna

Pre-requisites: None

Description: This class focuses primarily on teaching French as a foreign language in a general sense (FLE), while also providing some grounding in Business French (FOS). The aim of the module is to raise the student's language ability to the level where they can speak coherently in simple phrases, formulating responses to topics in their everyday lives and current events, both orally and in writing. Ultimately, they should feel comfortable communicating with native French speakers about their personal lives and to a certain extent their profession.

Vocabulary: family, professions, house – daily life : school, purchases, meals – shops, restaurant, receptions desks - public transports – directions, weather

Grammar: tenses (present, present perfect, past continuous, future, near future) – subject pronouns – possessive and demonstrative adjectives – interrogation – indefinite, definite articles, uncountables – few spatial prepositions and adverbs for directions

Learning objectives: At the end of this module, students should be able to:

- Communicate in a simple way about familiar and daily topics such as: nationalities, professions, timetables, meals, purchases, weather, seasons, dates, cities, travels.
- Understand the grammar described in the detailed content above
- Briefly describe past, present and future activities
- Ask personal questions and answer them, and then talk freely about that subject
- Recognize modern words and phrases, and understand short informative texts
- Orally understand the main subject of an audio extract and be able to discuss the topic

Methodology: The learning of French should be done in an environment where the classroom is considered a French-speaking social space, which places the students in practical situations where they must use their communication skills to carry out both real-life tasks and imagined scenarios.

Teaching Methods: Classroom support - Audio-visual learning – E-learning

Teaching tools: These tools are tailored to the kind of practical learning that best facilitates the uptake of the French language – Role play – Scenarios – Speaking exercises with particular linguistic constraints

Assessments:

Continuous individual assessment 100%

References:

Français.com, français professionnel. Niveau débutant. 2ème édition, Jean-Luc Penfornis, CLE international, novembre 2011.

Vocabulaire en dialogues. Niveau débutant, Evelyne Siréjols, CLE International, février 2017

Vocabulaire progressif du français, 2ème édition, Claire MIQUEL, CLE international, décembre 2010

Grammaire progressive du français, niveau intermédiaire, nouvelle édition, Maïa GREGOIRE, Odile THIEVENAZ, CLE international, 2010

Grammaire des premiers temps, A1-A2, Dominique ABRY, Marie-Laure CHALARON, Presses universitaires de Grenoble, 2014

Compréhension orale niveau 1, compétences A2, Michèle BARTEFY, CLE international, août 2015

Conjugaison progressive du français, Niveau débutant, Odile GRAND-CLEMENT, CLE international, 2013

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

Français et Culture - French - Intermediate

Volume horaire en face à face : 16,5 **Charge de travail totale :** 70 **ECTS :** 3 **Semestre :** Automne

Responsable du module : TALPAIN Iryna

Prérequis : se soumettre au Test de français organisé avant le début des enseignements. Le positionnement est obligatoire avant les cours.

Description : Ce module est un enseignement généraliste du français langue étrangère (FLE) avec introduction partielle de l'enseignement du français des affaires (FOS). Le module vise à amener l'étudiant à produire un discours simple et cohérent, agir et interagir sur des sujets du domaine personnel et public dans un contexte français à l'oral et à l'écrit.

Lexique : la vie quotidienne, les personnes, les événements, le monde professionnel, les médias.

Grammaire : les temps du passé, les temps du futur, le conditionnel présent et passé, le discours rapporté au présent et au passé, la concordance des temps, le subjonctif, le passif, les pronoms relatifs simples et la mise en relief (ce qui / que, c'est...qui / que), les pronoms relatifs composés, ...

Objectifs d'apprentissage : L'apprenant doit être capable :

- d'utiliser le vocabulaire thématique étudié concernant des sujets tels que : le portrait moral et physique, les loisirs, le travail, les voyages, l'actualité
- de maîtriser les formes grammaticales indiquées dans le contenu détaillé du module
- de résumer une source d'informations factuelles : en faire le rapport, justifier des actions et donner son opinion
- de commencer, poursuivre et terminer une conversation sur des sujets du domaine personnel et public (portrait moral et physique, loisirs, travail, voyages)
- de comprendre les points significatifs d'un article de journal
- de comprendre une information factuelle contenue dans un document audiovisuel : travail, école, loisirs, voyages

Démarche pédagogique : L'apprentissage du français est organisé selon l'approche actionnelle, d'après laquelle la classe de langue est considérée comme un espace social francophone qui place les étudiants dans des situations de communication simulées ou naturelles et les fait agir comme des acteurs sociaux.

Outils pédagogiques : CD - Support Audio. E-learning. Support de cours

Méthodes pédagogiques : Étant la mieux adaptée à l'approche actionnelle car développant l'autonomie et favorisant l'apprentissage, la méthode applicative est privilégiée : jeux de rôles, simulations, exercices d'expression avec contraintes linguistiques, présentations orales, débats, internet

Évaluations pédagogiques :

Contrôle individuel continu 100%

Références bibliographiques :

GIRARDET Jacky, PÉCHEUR Jacques. Écho 3 – Méthode de français – B1, CLE International, 2009

PENFORNIS Jean-Luc. Français.com - Niveau intermédiaire, CLE International, 2011

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

BARFÉTY Michèle, BEAUJOIN Patricia. Compréhension orale – Niveau 2 – B1, CLE International, 2005

CAQUINEAU-GÜNDÜZ Marie-Pierre, DELATOUR Yvonne, JENNEPIN Dominique, LESAGE-LANGOT Françoise. Les 500 exercices de grammaire B1 – Avec corrigés, HACHETTE F.L.E., 2005 GRÉGOIRE Maïa,

THIÉVENAZ Odile. Grammaire progressive du français – Niveau intermédiaire, CLE International, 2003 LEROY-MIQUEL Claire, GOLIOT-LÉTÉ Anne. Vocabulaire progressif du français - Niveau intermédiaire, CLE International, 2001 LEROY-MIQUEL Claire, GOLIOT-LÉTÉ Anne. Vocabulaire progressif du français - Niveau intermédiaire - Corrigés, CLE International, 2011 MAHEO-LE COADIC Michèle, MIMRAN Reine, POISSON-

QUINTON Sylvie. Grammaire expliquée du français – Niveau intermédiaire, CLE International, 2002 PENFORNIS Jean-Luc. Vocabulaire progressif du français des affaires, CLE International, 2013 PENFORNIS Jean-Luc. Vocabulaire progressif du français des affaires - Corrigés, CLE International, 2013 STEELE Ross. Civilisation progressive du français – Niveau intermédiaire, CLE International, 2004

Français et Culture - French - Advanced 1

Volume horaire en face à face : 16,5 **Charge de travail totale :** 70 **ECTS:** 3 **Semestre :** Automne

Responsable du module : TALPAIN Iryna

Prérequis : Se soumettre au Test de français organisé avant le début des enseignements. Le positionnement est obligatoire avant les cours.

Description : Il s'agit d'un module d'enseignement du français langue étrangère aux niveaux B2 - C1.

Ce module a pour but d'aider les apprenants à améliorer leur pratique de la langue française grâce à l'acquisition d'un lexique précis et la maîtrise de règles structurales. Il vise aussi à approfondir ses connaissances de la culture et de la langue française à travers des situations quotidiennes, des thèmes d'actualité et des œuvres-phares.

Grammaire : • Passé composé / Imparfait / Plus-que-parfait : révision et difficultés particulières • Les conjonctions de temps : exprimer l'antériorité, la simultanéité, la postériorité • Le discours rapporté au passé • La voix passive • Les pronoms compléments : directs, indirects, postposés, "en" et "y" • La comparaison • La concession, l'opposition • L'expression du but • L'expression de la manière • La conséquence et l'intensité • Le conditionnel passé pour exprimer des regrets et des reproches • Le subjonctif : dans l'expression du sentiment et des jugements • Le subjonctif : dans l'expression du doute et de l'incertitude • L'expression de la cause et de la conséquence

Lexique : • Caractériser une personne, un groupe • Le langage SMS • L'informatique • Connaissances et savoir • Le travail et l'économie • Les émotions, les sentiments • La santé, les maladies • L'appréciation • L'architecture • Les transformations, les changements • Comptabiliser, quantifier • L'environnement, l'écologie

Objectifs d'apprentissage :

- Améliorer et affiner sa communication en langue française au quotidien dans une grande variété de situations.
- Acquérir des savoirs linguistiques, sociolinguistiques, culturels et pragmatiques permettant de perfectionner ses communications quotidiennes et d'approfondir ses connaissances de la culture française.
- Favoriser les échanges interculturels et l'intercompréhension entre les étudiants de nationalités différentes. Développer ses capacités communicatives en langue étrangère avec un public varié. Présenter sa culture d'origine, et élargir sa vision et sa compréhension des autres cultures et de l'altérité.
- S'impliquer dans des travaux personnels ou collectifs en mettant en pratique des savoirs pragmatiques concernant le discours : réaliser un exposé à l'oral, faire une synthèse de documents oraux, rédiger du courrier professionnel

Démarche pédagogique : La démarche souhaitée est communicative et actionnelle, elle a pour but de mettre les apprenants en situation d'interagir avec des locuteurs français et de réaliser des tâches utiles à la vie étudiante et professionnelle en France.

- Les activités de compréhension orale ou écrite permettent de développer des stratégies pour améliorer ses compétences dans ces domaines grâce à des documents authentiques de sources et de natures variées.
- Les fiches de grammaire visent la maîtrise de règles structurales essentielles au langage courant, elles sont suivies d'exercices d'expression écrite qui ont pour but de favoriser la créativité et la pratique de la langue courante.
- Des fiches de vocabulaire récapitulent les mots et expressions utiles par thème, les exercices qui suivent incitent les étudiants à faire preuve de précision pour une communication plus efficace au quotidien.
- Les activités d'expression orale permettent d'interagir en petits groupes puis en groupe classe sur des thèmes d'actualité, culturels ou interculturels.
- Les productions écrites sont des tâches utiles pour la vie étudiante et professionnelles en France.

Outils pédagogiques : CD - Support Audio. E-learning. Support de cours

Méthodes pédagogiques : Exercices d'expression orale et écrite avec contraintes linguistiques, simulations des situations de communication, jeux de rôles, présentations orales, débats, interviews

Évaluations pédagogiques :

Contrôle individuel continu 100%

Références bibliographiques :

Édito, niveau B2, 3e édition. Les éditions Didier, 2015. Élodie Heu, Jean-Jacques Mabilat. Alter Ego 4, niveau B2. Hachette livre 2007. Catherine Dollez, Sylvie Pons. Livre de l'élève, cahier d'activités et documents audio. Alter Ego + 4, niveau B2. Hachette livre 2015. Marine Antier, Joelle Bonenfant, Gabrielle Chort, Catherine

Dollez, Michel Guilloux, Sylvie Pons. Livre de l'élève, cahier d'activités et documents audio. ? Alter Ego 5, niveaux C1-C2. Hachette livre 2010. Michel Guilloux, Cécile Herry, Sylvie Pons. Livre de l'élève et documents audio.

Communication progressive du français, niveau avancé. Cle International 2016. Claire Miquel. Grammaire progressive du français, niveau avancé, 2e édition. Cle international 2012. Michèle Boularès, Jean-Louis Frérot. 450 nouveaux exercices, grammaire niveau avancé, nouvelle édition. Cle international 2004. Evelyne Siréjols, Pierre Claude. Grammaire progressive du français, niveau perfectionnement. Cle International 2012. Maïa Grégoire, Alina Kostucki. L'expression française écrite et orale, niveaux B2-C1. Presse universitaires de Grenoble 2003. Christian Abbadie, Bernadette Chovelon, Marie-Hélène Morsel. Vocabulaire progressif du français, niveau perfectionnement. Cle International 2015. Claire Miquel. Littérature progressive du français, 2e édition. Niveau intermédiaire. Cle International 2013. Nicole Blondeau, Ferroudja Allouche, Marie-Françoise Né. ? Expression orale, niveau 3, B2. Cle International 2015. Michèle Barféty.

Français et Culture - Intercultural Management and Communication

Time volume (in hour): 21 **Total student workload:** 90 **ECTS:** 4 **Semester:** Autumn

Responsable du module : TALPAIN Iryna

Pré-requis: English proficiency B1

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 will approach intercultural management during the sessions through exercises and scenarios from other cultures.

Objectifs d'apprentissage : At the end of this module, students should be able to communicate in foreign languages, and they should be more communicative with someone from a foreign culture, as well as having improved their team building skills.

Démarche pédagogique : Lectures, role plays, case studies, oral presentations

Outils pédagogiques : DVD - Support Vidéo. Cas. Support de cours

Méthodes pédagogiques : Séminaires. Recherches. Incidents critiques. Groupes de discussion. Présentations orales. Simulations. Activités théâtrales

Évaluations pédagogiques :

Contrôle individuel continu 70%

Contrôle collectif continu 30%

Références bibliographiques :

Cultures and Organizations: Software of the Mind, Mc Graw-Hill Cies, 2004

HOFSTEDE, Geert Cultural Intelligence, Intercultural Press, 2004

PETERSON Brooks When Cultures Collide, Nicholas Brealey International, 2006

LEWIS Richard D. Experiential Activities for Intercultural Learning, Intercultural Press, 1996

SEELYE H. Ned

BENNETT Milton J. (1998), Basic concepts of intercultural communication : selected readings, Intercultural Press

HOFSTEDE Geert (1994), Cultures and organizations : software of the mind : intercultural cooperation and its importance for survival, McGraw-Hill

PAIGE Michael (1993), EDUCATION FOR THE INTERCULTURAL EXPERIENCE, Intercultural Press

CHANEY Lillian H. (1995), Intercultural business communication, Prentice Hall

HALL Edward T. (1990), UNDERSTANDING CULTURAL DIFFERENCES, Intercultural Press