



COURSE CATALOGUE

MSc Programs 2024-2025

Dijon Campus

Spring Semester

BSB
BURGUNDY SCHOOL OF BUSINESS

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in youth**

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

AVAILABLE CHOICES

Next January, you will begin your Spring 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.

Master of Science (MSc)	
French and Culture Courses (Optional)	Intercultural Management and Communication
	French (Elementary / Intermediate / Advanced)
Specialisation Courses	1 MSc to choose (1)

INFORMATION

- Master of Science (MSc) are taught in English. **You must have a 785 TOEIC grade (or 6.5 IELTS).**
- You are required to attend all the modules of the MSc programme you have chosen.

PROGRAMS STRUCTURE AND COURSE OVERVIEW

MSc Corporate Finance & Investment Banking (MSc CFIB)		
Specialisation's Manager:	Henri Tran	Email : Henri.tran@bsb-education.com
Department:	<i>Finance, Accounting, Law</i>	
Structure:		
1 st term (Spring): Main Courses		
2 nd term (Summer): Professional thesis and internship (if applicable)		
Presentation and objectives:		
<p>The Master of Science Corporate Finance & Investment Banking aims to cultivate and develop an advanced knowledge of international business management and finance. This program was built around the CFA requirements, providing you with the necessary skills and expertise to succeed in the challenging careers of investment banking, private equity, corporate banking and the financial advisory sector.</p> <p>If you have strong mathematical abilities and technical skills and you are looking to acquire in-depth knowledge of corporate decision-making at a global level, then this is the perfect program for you. The course will teach you techniques to assess acquisitions, manage cash flow, engage in market risk analysis and raise capital in financial markets.</p> <p>The program is designed to equip you with practical skills and advanced knowledge that will prepare you for a career in investment banking, private equity, M&A, auditing and financial consulting.</p>		
Teaching Methods:		
<ul style="list-style-type: none"> • The teaching methods are based on a mix of • 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). • Professional seminars • Field Trips 		
CURRICULUM		
Course module	Contact hours	Learning Goals
<u>Main courses</u>		
ECONOMICS FOR INVESTMENT DECISION MAKERS ECTS: 2	30	<p>In a general sense, economics, is the study of production, distribution, and consumption and can be divided into two broad areas of study: macroeconomics and microeconomics. Macroeconomics deals with aggregate economic quantities, such as national output and national income. Macroeconomics has its roots in microeconomics, which deals with markets and decision making of individual economic units, including consumers and businesses. Microeconomics is a logical starting point for the study of economics.</p> <p>This course is full of the application of economics problems, but you cannot understand the application without understanding the economic theory behind the application. Theory and practice</p>

		are not antithetical to each other in economics. A thorough understanding of practical problems requires an in depth understanding of the underlying theory.
LBO, PRIVATE EQUITY & VALUATION ECTS: 2	21	<p>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.</p> <p>Students will learn how LBOs and IPOs practically work, through the study of existing LBOs & IPOs. For LBOs, they will learn to prepare their own LBO financing spreadsheet model. For IPOs, they will learn to build capitalization tables, from company's inception to its eventual IPO.</p> <p>This course takes 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.</p>
ADVANCED CORPORATE FINANCE (S2) ECTS: 2	21	<p>The modern corporate is a very efficient and effective means of raising capital, obtaining needed resources and generating products and services. These and other advantages have caused the corporate form of business to become the dominant one in many countries. The modern corporation is subject to a variety of conflicts of interest. This fact leads to the following two major objectives of corporate governance:</p> <ol style="list-style-type: none"> 1. To eliminate or mitigate conflicts of interest, particularly those between managers and shareholders. 2. To ensure that the assets of the company are used efficiently and productively and in the best interests of its investors and other stakeholders. <p>This course also provides a methodology to perform a high level analysis of the financial statements of a company, and relate those financial statements to the company's current market capitalization.</p>
ENTERPRISE RISK MANAGEMENT ECTS: 2	21	<p>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.</p>
CFA CERTIFICATION ECTS: 3	42	Providing exam focus and knowledge application (CFA Level 1) including Ethics, ESG and corporate governance.

TAX ASPECTS OF TRANSACTIONS AND RESTRUCTURATION ECTS: 2	21	The objective of the course is to familiarize the students with the major principles that govern the tax system of companies (Merger, splits, asset transfers).
GREEN INVESTMENT STRATEGY & PORTFOLIO MANAGEMENT ECTS: 2	42	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.
SOCIALLY RESPONSIBLE INVESTMENT AND FINANCIAL ANALYSIS ECTS: 3	42	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.

MSc Luxury Management and Innovation (MSc LMI)

Specialisation's Manager:	Patrice PICCARDI	Email : patrice.piccardi@bsb-education.com
Department:	<i>Marketing</i>	

Structure:

1st term (Spring): Main Courses

2nd term (Summer): Professional thesis and internship (if applicable)

Presentation and objectives:

- 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

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

CURRICULUM

Course module	Contact hours	Learning Goals
<i>Main courses</i>		
ADVANCED LUXURY TRACK ETCS: 3	30	Fashion forecasting Sustainable development Emerging Markets Gastronomy and Hospitality
DETECTING AND IMPLEMENTING BUSINESS OPPORTUNITIES ETCS: 3	30	<p>Outline The primary objective of this course is to uncover salient issues related to international marketing. International business requires employees with valuable international expertise. Theories and frameworks of international marketing coupled with real-life cases will be the basis for team projects and discussion. Students will apply their acquired knowledge to the product and country specific case examples that they will face in their future careers. Provides students the opportunity to work on a marketing plan which can be demonstrated to prospective employers.</p> <p>Learning goals</p> <ul style="list-style-type: none"> • To gain a pragmatic international business overview. • To design, develop, implement and evaluate international marketing strategies.

		<ul style="list-style-type: none"> To apply acquired knowledge in order to develop a specific marketing strategy for a designated company.
BUSINESS CASES ETCS: 3	42	A case study is a product success story. It tells how a company solved a problem using a specific product, process, method or idea, as with other marketing techniques.
REINVENTING LUXURY ETCS: 2	21	<p>Description of Content:</p> <p>Block 1: “Disruptions to Luxury Fundamentals”</p> <ul style="list-style-type: none"> 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. <p>Block 2: “Role of Digitalization”</p> <ul style="list-style-type: none"> How social media has shaped the luxury industry. How e-commerce and omni-channels are evolving to meet demands of new consumers. <p>Block 3: “Social and Political Impacts”</p> <ul style="list-style-type: none"> An examination of ethics and value creation in the luxury industry. Strategies for global political and social turmoil that impact luxury. <p>Block 4: “Relevant Cutting age Technologies to luxury”</p> <ul style="list-style-type: none"> 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. <p>Learning objectives:</p> <ul style="list-style-type: none"> 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
INTERNATIONAL BUSINESS PROJECT ETCS: 3	60	<p>This course aims to coach students to solve real companies' problems and present tangible recommendations to their client. Students organize their work as a business team in order to be as efficient and relevant as possible.</p> <p>Throughout the sessions, students will experience working in project mode, which is key to learning the teamwork codes and leads to a better understanding of their own behavior in such a context.</p>
LUXURY ENTREPRENEURSHIP ETCS: 4	60	The Mark Challenge is an international luxury business plan competition. This presents an opportunity for students to pitch a luxury business idea in front of a professional panel, including potential investors. The Mark Challenge empowers students to foster an entrepreneurial spirit within the domain of luxury products and services.

FRANÇAIS ET CULTURE

Module's Title:	French - Elementary		
Time volume (in hour):	13,5	ECTS credits:	2
Module's Manager:	Iryna TALPAIN		
Pre-requisites:	from A0 to A2		
Language of teaching:	French		
General Description:			
<p>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.</p> <p>Vocabulary: family – professions – home - daily life - public transport – directions – weather</p> <p>Grammar: tenses (present, present perfect, past continuous, future, near future) – subject pronouns – possessive and demonstrative pronouns – adjectives – questions – (in)definite articles – special prepositions – directional adverbs</p>			
Learning objectives:			
<p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> • 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 			
Assessments:			
<ul style="list-style-type: none"> • Continuous individual assessment 100% 			
Teaching Method:			
<p>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.</p> <p>Teaching Methods: Classroom support - Audio-visual learning – E-learning</p> <p>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</p>			
Bibliography:			
<p>ABRY Dominique (2014), La grammaire des premiers temps A1-A2 avec CD MP3, Grenoble : PUG (Presses Universitaires de Grenoble), 907 ABR</p> <p>BORELLI Nicole (2011), Le FLE au quotidien 100 [cent] dialogues de la vie courante : niveau intermédiaire, Paris : Ellipses, 905 BOR</p> <p>SIREJOLS Evelyne (2007), Vocabulaire en dialogues : niveau débutant, Luçon : CLE International, 907 SIR</p>			

MIQUEL Claire (2003), Vocabulaire progressif du français : tests d'évaluation : niveau débutant, Luçon : CLE International, 907 MIQ

MIQUEL Claire (2003), Vocabulaire progressif du français : tests d'évaluation : niveau intermédiaire, Luçon : CLE International, 907 MIQ

Intitulé du module :	French - Intermediare		
Volume horaire en face à face :	13,5	Crédits ECTS :	2
Responsable du module :	Iryna TALPAIN		
Prérequis :	Se soumettre au Test de français organisé avant le début des enseignements. Le positionnement est obligatoire avant les cours.		
Langue d'enseignement :	Français		

Description Générale du cours :

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, ...

Acquis d'apprentissage visés :

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

Evaluations pédagogiques :

- Contrôle individuel continu 100%

Méthodes pédagogiques :

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

Références bibliographiques :

CAQUINEAU-GÜNDÜZ Marie-Pierre, DELATOUR Yvonne, JENNEPIN Dominique, LESAGE-LANGOT Françoise. Les 500 exercices de grammaire B1 – Avec corrigés, HACHETTE F.L.E., 2005
 STEELE Ross (2004), Civilisation progressive du français avec 400 activités : niveau intermédiaire, Luçon : CLE International, 903 STE

BARFETY Michèle (2005), Compréhension orale / Niveau 2 : manuel + CD audio, Luçon : CLE International, 909 BAR

POISSON-HARDUIN Marie-Hélène (2007), Grammaire expliquée du français : niveau intermédiaire, Luçon : CLE International, 907 POI

THIEVENAZ Odile (2003), Grammaire progressive du français : niveau intermédiaire : corrigés, Luçon : CLE International, 907 THI

THIEVENAZ Odile (2003), Grammaire progressive du français avec 600 [six cents] exercices : niveau intermédiaire, Luçon : CLE International, 907 THI

BORELLI Nicole (2011), Le FLE au quotidien 100 [cent] dialogues de la vie courante : niveau intermédiaire, Paris : Ellipses, 905 BOR

MIQUEL Claire (2003), Vocabulaire progressif du français : tests d'évaluation : niveau intermédiaire, Luçon : CLE International, 907 MIQ

PENFORNIS Jean-Luc (2004), Vocabulaire progressif du français des affaires avec 200 [deux cents] exercices : corrigés, Luçon : CLE International, 908 PEN

PENFORNIS Jean-Luc (2013), Vocabulaire progressif du français des affaires avec 250 [deux cent cinquante] exercices, Luçon : CLE International, 908 PEN

Intitulé du module :	French - Advanced		
Volume horaire en face à face :	13,5	Crédits ECTS :	2
Responsable du module :	Iryna TALPAIN		
Prérequis :	Se soumettre au Test de français organisé avant le début des enseignements. Le positionnement est obligatoire avant les cours.		
Langue d'enseignement :	Français		

Description Générale du cours :

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 structurelles. 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

Acquis d'apprentissage visés :

- 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

Evaluations pédagogiques :

- Contrôle individuel continu 100%

Méthodes pédagogiques :

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 structurelles 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

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

Module's Title:	Intercultural Management and Communication		
Time volume (in hour):	13,5	ECTS credits :	4
Module's Manager:	Iryna TALPAIN		
Pre-requisites:	English proficiency B1		
Language of teaching:	English		
General 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.			
Learning objectives:			
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.			
Assessments:			
<ul style="list-style-type: none"> • Continuous individual assessment 100% 			
Teaching Method:			
Lectures, role plays, case studies, oral presentations			
Bibliography:			
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			