

80247 - Managing Justice, Equity, Diversity and Inclusion in Business

Teaching Guide Information

Subject: Elective

Teaching language:

Plenary session: Group 1: English

Number of credits: 6.0

Term: Second quarter

1. Basic description

Academic center: Escola Superior de Comerç Internacional

Degree/Course: International Business Programme

Contact hours: 45

Total number of hours committed: 150

Lecturer: Mònika Jimenez (monika.jimenez@prof.esci.upf.edu)

Timetable: [SIGMA schedule](#)

Office hours: Thursdays 16.15-17.15

2. Presentation of the course

The goal of this course is to provide tools for Identifying problems in and around organizations in the dimensions of justice, equity, diversity, and inclusion (JEDI), and define workplaces that address these issues.

The course also delves into creating strategic plans to develop, implement, and manage justice, equity, diversity, and inclusion as core business values, as well as a competitive advantage for companies.

The program blends theory and practice to develop effective strategies to build a diverse workforce and a diverse, equitable, socially fair, and inclusive workplace.

The course is divided into four Modules:

- **Justice, Equity, Diversity, and Inclusion (JEDI): Understanding the concepts**

This module examines in depth the definition of the concepts, their evolution in the business environment, and the importance of implementing strategies that allow them to be applied.

- **Identifying the essential elements of a JEDI strategy**

The second part of the program aims to tackle the aspects to be considered in creating and developing a JEDI Strategic Plan.

- **Designing a JEDI Strategic Plan for a company**

Based on the proposal provided by the professor, this part of the course will focus on developing a Strategic Plan for Justice, Equity, Diversity, and Inclusion, taking into account the different phases for its creation, implementation, and evaluation of the process.

- **Leading communication strategies for implementing a JEDI Strategic Plan**

In the last module of the course, students will work on developing communication proposals to effectively communicate the JEDI strategy to the organizations stakeholders.

3. Educational and learning process outcomes

General competences	Professional competences
Instrumental competences G.I.6. Ability to develop, present and defend arguments.	E.P.1. Ability to understand the decisions taken by economic agents and their interaction in the markets. E.P.5. Ability to take strategic managerial decisions whilst taking into account the economic, cultural, social and political determinants specific to a particular area. E.P.12. Ability to critically evaluate local information contexts, knowledge or principles of a more global nature. E.P.13. Improvement of communication and negotiation skills, both oral and written.
Generic personal competences G.P.3. Moral commitment and ethical sense. G.P.4. Critical attitude.	

The competences indicated above have been elaborated based on the basic competences included in RD 1393/2007, namely:

1. Competence for the understanding of knowledge, starting from the basis of general secondary education.
2. Competence for the application of knowledge to the daily work in international management or marketing, in particular, the competence of elaboration and defense of arguments and the resolution of problems.
3. Competence to gather and interpret relevant data, which allows to make reflective judgments about the economic and social reality.
4. Competence to communicate and transmit information (ideas, problems, solutions) to specialized and non-specialized audiences.
5. Competences to develop learning activities in a relatively autonomous way.

In order to establish an interrelation between the basic competences and those developed for the proposed degree, they are grouped based on two criteria. In a first group, those competences that can be considered a development or a concretion of the basic competences of RD 1393/2007 are related. A second group presents the competences that are considered important to define the professional profile of the graduate and that refer to specific aptitudes or attitudes that go beyond the basic competences mentioned above. In both cases, a distinction is made between general competences and specific competences.

Core competence: **understanding knowledge**

II. Specific competences E.P.1, E.P.6

Core competence: **application of knowledge**

II. Specific competences E.P.12

Basic competence: **communicate and transmit information**

I. General competences G.I.6

Core competence: **develop learning activities**

I. General competences G.P.4

II. Specific competences E.12

Competences that define the professional profile not included in the basic ones

In general, the competences of this group have in common the following elements, interrelated, which are key to achieving the professionalization of the student in the field of international business and marketing:

1. train the student to adapt to dynamic equipment and environments;
2. train the student to create their own comprehensive vision of the operation of an international business or marketing project;
3. Train the student for complex decision-making and negotiation processes.

II. Specific competences E.P.5, I.7

Learning outcomes

Learning tools and techniques to build more fair, diverse, equitable and inclusive organizations.

The competences, the learning outcomes, the assessment elements and the quality of the learning process included in this Teaching Guide will not be affected if during the academic trimester the teaching model has to switch either to an hybrid model (combination of face-to-face and on-line sessions) or to a complete on-line model.

4. Contents

The contents detailed below will be addressed from a theoretical perspective through theoretical lectures, and from a practical point of view, through teamwork to develop a JEDI strategic plan for a company suggested by the professor

Unit 1: Foundations of Justice, Equity, Diversity and Inclusion

Definition of Justice, Equity, Diversity, and Inclusion in the context of organizations. In-depth analysis of why organizations need to incorporate these values into their corporate core.

Unit 2: Roles, stereotypes, prejudices, and discrimination in the work environment

Understanding and addressing conscious and unconscious biases in the work environment, and how these give rise to stereotypes, prejudices, and discrimination. Impact of the existence of biases in professional dynamics.

Unit 3: Forms of Diversity

Gender, age, disability, religion, race, and sexual orientation, among others. Diversity in professional environments.

Unit 4: Challenges and opportunities for creating equitable, diverse, and inclusive corporate environments

Situational analysis to understand the barriers, needs, and opportunities facing the company to develop an effective JEDI strategic plan.

Unit 5: Designing Strategic Plans for Justice, Equity, Diversity, and Inclusion

Based on the results obtained in the analysis phase, this unit is focused on the design of a JEDI strategic plan that includes the definition of a short, medium, and long-term strategy and the corresponding actions.

Unit 6: Monitoring, evaluating, and periodic reviewing of a JEDI Strategic Plan

Application of procedures and tools for monitoring and analyzing the results of actions, based on the objectives established in the JEDI strategic plan.

Unit 7: Communication strategies for creating just, equitable, diverse, and inclusive workplaces

Design and implementation of effective communication strategies to convey to stakeholders the objectives, actions, and benefits of implementing the JEDI strategic plan in the company.

5. Assessment

Final Exam	50%
Group Assignment	40%
Participation	10%

Taking the **final exam is a necessary condition to pass the subject**. In case of not attending the final exam, the student will obtain the no show qualification.

Total or partial copy and/or plagiarism will imply a failure in the subject with a final grade of zero points and no access to the make-up exam.

According to the academic regulations specified in the Disciplinary rules for students of Universitat Pompeu Fabra, other additional sanctions may apply depending on the seriousness of the offence.

In case of divergence between the evaluation criteria established in the Learning Plan and the Teaching Guide, those established in the Learning Plan will prevail.

6. Sustainable Development Goals

The course contents and competencies are related to the following sustainable development goals (SDG):

SDG5: Gender Equality

SDG8: Decent Work and Economic Growth

SDG10: Reduced Inequalities

SDG16: Peace, Justice, and Strong Institutions

SDG17: Partnerships for the Goals