TEACHING GUIDE - 2026-2027

# Diversity and Inclusion: being involved in transformative action

UGRA_015790

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| Departments | Department of People Management & Organisation |
| Teaching Languages | English |
| ECTS | 5 |
| Teacher responsible | Conxita Folguera Bellmunt - conxita.folguera@esade.edu |

## Course Goals

Learning Objectives

This course provides critical insights to help future professionals understand and address the challenges of (in)equality, diversity, and inclusion in contemporary societies and organizations. It fosters the empathy and awareness of complexity required to support individuals in protecting and exercising their rights, while also recognizing their civic responsibilities.

At the end of the course, participants will be able to:

- Identify and analyze the reasons why equality, diversity, and inclusion should be addressed in contemporary societies and organizations.
- Understand and appropriately apply the concepts of identity, diversity, and inclusion when analyzing challenges related to (in)equality.
- Critically analyze processes of social transformation and assess when and why changes can be considered transformational.
- Identify the different dimensions of difference (including race/ethnicity, disability, sexual orientation, age, language, culture, socio-economic status, ideology, religion or beliefs, rural/urban background, and gender, among others), and distinguish these from categories typically used in organizational contexts, such as professional background, attitudes, and workplace behavior. Develop a sound understanding of and ability to apply the concept of intersectionality.
- Recognize the role of social organizations as key actors and partners in driving transformative change related to equality, diversity, and inclusion.
- Reflect on and define their own role as agents of transformative change.

## Teaching methodology

The course adopts a Service Learning approach as the foundation of its pedagogical design.

Service Learning (SL) is a teaching methodology based on collaborative work within and with communities, aimed at contributing to the common good by addressing social and environmental challenges.
Through this approach, students engage in a comprehensive and reflective learning process, developing both practical skills and an awareness of their learning journey.
Some sessions take place at ESADE, while others are held at the premises of participating organizations. The scheduling of these sessions is designed to accommodate students' academic commitments.
Within these organizations, participants are assigned specific tasks to be completed over the duration of the course. These tasks are typically carried out in teams.
Students combine teamwork with individual reflection. Respectful discussion and debate are core elements of the course dynamics. Participants are expected to actively listen to one another's contributions and to maintain a constructive attitude during class discussions.
Students are also encouraged to provide respectful and meaningful feedback to their peers, fostering both the quality of the learning experience and their personal development.

## Description

### Short description

This course offers participants the opportunity to engage directly in transformative action while addressing the challenges of diversity and inclusion in contemporary societies. It highlights the essential role of social organizations working across different dimensions of difference, as well as at their intersections.
Through the development of assigned tasks or projects within these organizations, participants—following a Service Learning approach—will have the opportunity to listen to the voices of individuals who often face discrimination or exclusion in their daily lives. By contributing to these initiatives, participants will deepen their understanding of the challenges faced both by these organizations and by the communities they serve.
The course adopts a Service Learning approach as the foundation of its pedagogical design. This methodology combines individual and team-based work, integrating classroom sessions with fieldwork in partner organizations (such as foundations, NGOs, and associations). Within these settings, participants will carry out projects focused on specific areas of diversity and inclusion.

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## Program Learning Objectives

### GED25-Bachelor in

- Technological Savviness

- Use information and communication technologies to search for and retrieve legal information, as well as to support work and communication. (art. 3.1.h)

## Activities

Teamwork
The course adopts a Service Learning approach in its pedagogical design. Projects are developed in Teams.

Essays
The methodology combines individual and team work . Individual reflection is an important component of the course.

## Content

| # | Topic |
|---|---|
| 1 | • The right of citizens to full participation in society: the challenge of (in)equality |
| 2 | • Difference and identity in contemporary societies: the challenges of diversity and inclusion |
| 3 | • The role of social entities in addressing (in)equality and inclusion in contemporary societies: social actors and organizational partners. |
| 4 | • The dimensions of diversity. Categories of difference. Diversity and identities. Intersectionality. |
| 5 | • Exclusion and inclusion. Climate for inclusion in organizations. |
| 6 | • Diversity, inclusion and social innovation. |
| 7 | • Agency in organizations and societies. |
| 8 | • Transformative learning, transformative action. |

## Assessment

| Tool | Assessment tool | Category | Weight % |
|---|---|---|---|
| Group project | Teamwork: Team tasks over the course. All team members have to participate in the final session. | Retake and ordinary round | 50.00% |
| Learning report analysis | Brief individual reflections over the course and final individual reflection. | Retake and ordinary round | 50.00% |
| Other | A pass is required in both teamwork and individual work to pass the course. | Retake and ordinary round | |
| Peer evaluation | Peer evaluation:Peer evaluation: Students will assess their teammates' contributions to teamwork. | Ordinary round | |

PROGRAMS

- G114S-Global Governance Exchange Program (Undergraduates: Law)
  - G114S Year 1 (Optative)
- GBD20-Double Degree in Business Administration and Law (Undergraduates: Law)
  - GBD20 Year 5 (Optative)
  - GBD20 Year 4 (Optative)
  - GBD20 Year 1 (Optative)
  - GBD20 Year 3 (Optative)
  - GBD20 Year 2 (Optative)
- GBD23-Double Degree in Business Administration and Law (Undergraduates: Law)
  - GBD23 Year 5 (Optative)
  - GBD23 Year 4 (Optative)
  - GBD23 Year 1 (Optative)
  - GBD23 Year 3 (Optative)
  - GBD23 Year 2 (Optative)
- GBD25-Double Degree in Business Administration and Law (Undergraduates: Law)
  - GBD25 Year 5 (Optative)
  - GBD25 Year 4 (Optative)
  - GBD25 Year 1 (Optative)
  - GBD25 Year 3 (Optative)
  - GBD25 Year 2 (Optative)
- GDL20-Double Degree in Law and Global Governance, Economics and Legal Order (Undergraduates: Law)
  - GDL20 Year 5 (Optative)
  - GDL20 Year 4 (Optative)
  - GDL20 Year 2 (Optative)
  - GDL20 Year 3 (Optative)
  - GDL20 Year 1 (Optative)
- GDL23-Double Degree in Law and Global Governance, Economics and Legal Order (Undergraduates: Law)
  - GDL23 Year 5 (Optative)
  - GDL23 Year 4 (Optative)
  - GDL23 Year 2 (Optative)
  - GDL23 Year 3 (Optative)
  - GDL23 Year 1 (Optative)
- GDL25-Double Degree in Law and Global Governance, Economics and Legal Order (Undergraduates: Law)
  - GDL25 Year 5 (Optative)
  - GDL25 Year 4 (Optative)
  - GDL25 Year 1 (Optative)
  - GDL25 Year 3 (Optative)
  - GDL25 Year 2 (Optative)
- GED20-Bachelor in Law (Undergraduates: Law)
  - GED20 Year 2 (Optative)
  - GED20 Year 3 (Optative)
  - GED20 Year 1 (Optative)
  - GED20 Year 4 (Optative)

GED25-Bachelor in Law (Undergraduates: Law)
- GED25 Year 2 (Optative)
- GED25 Year 4 (Optative)
- GED25 Year 1 (Optative)
- GED25 Year 3 (Optative)

GEL19-Bachelor in Global Governance, Economics and Legal Order (Undergraduates: Law)
- GEL19 Year 3 (Optative)
- GEL19 Year 1 (Optative)
- GEL19 Year 4 (Optative)
- GEL19 Year 2 (Optative)

GEL23-Bachelor in Global Governance, Economics and Legal Order (Undergraduates: Law)
- GEL23 Year 4 (Optative)
- GEL23 Year 1 (Optative)
- GEL23 Year 3 (Optative)
- GEL23 Year 2 (Optative)

GEL25-Bachelor in Global Governance, Economics and Legal Order (Undergraduates: Law)
- GEL25 Year 3 (Optative)
- GEL25 Year 2 (Optative)
- GEL25 Year 4 (Optative)
- GEL25 Year 1 (Optative)