

## DESCRIPTION OF ELECTIVE COURSE

<b>Name of the school :</b> Haute école de gestion de Genève	<b>Academic Year:</b> <b>2023-2024</b>
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FIRST PART: DESCRIPTION OF THE MODULE	
<b>1. Domain</b>	Business and Services
<b>2. Department</b>	International Business Management
<b>3. Course name</b>	<b>Diversity in the Digital Age</b>
<b>4. Code</b>	31008
<b>5. Type of education</b>	<input checked="" type="checkbox"/> Bachelor <input type="checkbox"/> Master <input type="checkbox"/> MAS <input type="checkbox"/> <input type="checkbox"/> DAS / CAS / single days
<b>6. Number of ECTS Credits</b>	5
<b>7. Prerequisites</b>	None
<b>8. Teaching language</b>	<input type="checkbox"/> French <input type="checkbox"/> German <input checked="" type="checkbox"/> English <input type="checkbox"/> Other: .....
<b>9. Objectives</b>	<p>Diversity has become a central concern in the digital age both for positive and negative reasons.</p> <p>On the positive side, diversity has proven to bring several unique and significant advantages to businesses: greater creativity and innovation, better decision-making with less fatal mistakes, improved performance, and better market understanding. These benefits have convinced the majority of multinational corporations to invest resources and effort into diversity initiatives, especially in their innovation and engineering teams.</p> <p>On the negative side, the last decade has been marked by a series of events that have pressured Western societies and businesses to pay greater attention to issues of diversity and inclusion. Following social movements such as #MeToo or Black Lives Matter, discussions around how digital technologies shape and reinforce exclusion are now a central concern in organizations. The distrust in companies has been at an all-time high in the past few years, especially among the younger generations (Gen Z and Millennials). Repairing this damage requires companies to be committed to engaging with social issues.</p> <p>For all these reasons, several studies have predicted that diversity literacy will be one of the four main skills that leaders will be required to have by 2030.</p>

	<p>This course will equip students with a set of skills and tools to address the issues and opportunities of diversity in the digital age. By the end of the class, students can expect to be able to:</p> <ul style="list-style-type: none"><li>• Understand the key concepts and definitions of diversity in business</li><li>• Recognize the opportunities and advantages provided by diversity and develop a business case for the digital industry</li><li>• Understand the main challenges related to diversity in digital transformation and identify remedial solutions and strategies for businesses</li><li>• Think critically about issues of exclusion and inequalities in the digital world</li><li>• Develop the attitude and skills required for inclusive leadership</li><li>• Learn how to leverage digital technologies for greater social inclusion according to the UN Sustainable Development Goals</li><li>• Use a toolbox for inclusive design: Tarot cards of tech, Capability wheel, Diversity map, Causal layered analysis</li></ul> <p>The class does not require students to have any prior knowledge and will be based on principles of inclusion so that all worldviews can be considered and discussed in a safer environment.</p>
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<b>10. Contents</b> <i>(General themes and descriptions, the accurate content may change)</i>	<p>Part 1: The power of diversity in business</p> <ul style="list-style-type: none"> <li>• Definition of diversity and inclusion</li> <li>• Role of diversity in digital innovation</li> <li>• Future of work and diversity</li> </ul> <p>Part 2: Applying diversity</p> <ul style="list-style-type: none"> <li>• Diversity challenges in digital transformation</li> <li>• Digital accessibility</li> <li>• Inclusive design</li> </ul> <p>Part 3: Ethics of diversity</p> <ul style="list-style-type: none"> <li>• Biases in artificial intelligence and data</li> <li>• Digital divide and inequality</li> <li>• Digital technologies to promote inclusion and equity</li> <li>• Critical thinking tools and techniques</li> </ul>
<b>11. Evaluation</b>	<p>The grading of the module shall be based on:</p> <ul style="list-style-type: none"> <li>• Individual learning journal – 40%</li> <li>• Midterm group presentation – 30%</li> <li>• Final group dissertation – 30%</li> </ul>
<b>12. Remediation/repetition</b>	

	<input checked="" type="checkbox"/> Compulsory remediation if the module grade is between 3.5 and 3.9 / 6. When subject to a remediation, only the grade of the remedial exam will be taken into account (maximum grade 4.0). A repeated module cannot benefit from a remedial exam. <input type="checkbox"/> No remediation
<b>13. Coordinator / main instructor</b>	Hazbi Avdiji
<b>SECOND PART: LOCATION OF THE MODULE IN THE STUDY PLAN</b>	
<b>14. Level</b>	<input type="checkbox"/> Basic module <input type="checkbox"/> Advanced module <input checked="" type="checkbox"/> Specialized module <input type="checkbox"/> Other: .....
<b>15. Characteristics</b>	<input checked="" type="checkbox"/> Module is mandatory for the BDS Minor (which could lead to final dismissal from the program, cf. art.15, al.1, « Statut des étudiant-e-s bachelor »)
<b>16. Type</b>	<input checked="" type="checkbox"/> Main module <input type="checkbox"/> Module linked to main module <input type="checkbox"/> Optional module <input type="checkbox"/> Other: .....
<b>17. Time organization</b>	<input checked="" type="checkbox"/> Module over 1 semester <input type="checkbox"/> Module over 2 semesters <input checked="" type="checkbox"/> Spring semester <input type="checkbox"/> Fall semester <input type="checkbox"/> Other