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**Identidad III y IV**  
*Teaching guide 2024-25*

**Identity III & IV. Teamwork and Empathy**

- **Degree:** Degree in Economics + Leadership and Governance
- **Module and field:** Módulo 7: Optativas Materia 7.2: Optativas Específicas no oficiales
- **Type of subject:** Required (OB)
- **Number of Credits:** 1 ECTS
- **Year and semester:** 2th year
- **Language:** English/spanish
- **Title:** Identity III. Teamwork & Identity IV. Empathy
- **Lecture schedule:** Check Webuntis [HERE](#) . Thursday, 12 to 15 pm, 10 Oct, 24 Oct
- **Aula:** Ed. Amigos.AMI-P0-Sem.07 Check Webuntis [HERE](#)
- **Department:** Economics

**Identity III. Teamwork.**

- **Instructor:** Alejandro Ruelas-Gossi, PhD

**OBJECTIVES**

- Introduce the concept of how to strategize in a Non-Linear World. The complexity theory context.
- Introduce the concepts of inception and Innovation Plateau.
- Strategy Orchestration.
- Immerse in the Steve Jobs' Apple genius business tactics.
- Innovation Taxonomy: The Big T Paradigm. The Interaction with Small t.
- Switch to the region/unit of analysis to introduce the concept of the Race-to-the-Top Strategy Paradigm.

**Identity IV. Empathy.**

- **Instructor:** Rodrigo Banda Lazarte

**OBJECTIVES**

- Introduce attention as the foundation for empathy. Explore how attention enhances empathy in leadership, based on Daniel Goleman's Focus.
- Practice attention through mindfulness exercises. Apply mindfulness techniques to improve focus and empathetic awareness in conversations.
- Teach the three levels of listening. Discuss internal, active, and empathetic listening and their impact on communication.
- Apply empathetic listening to conflict resolution. Use Nonviolent Communication (NVC) to resolve conflicts through empathetic listening.
- Analyze case studies on empathetic leadership. Examine real-world examples where attention and empathy influenced leadership decisions.



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- Encourage personal reflection and action plans. Guide students to create personal action plans to apply empathy in their professional lives.

## RESULTADOS DE APRENDIZAJE (Competencias)

### Specific Competencies

SSOP11 Acquiring principles of leadership, argumentation, and/or communication that allow for navigating complex and globalized economic environments.

SSOP12 Acquiring basic principles of philosophy and understanding their relationship with economics in a globalized environment.

SSOP13 Acquiring basic knowledge of law and understanding its relationship with economics in a globalized environment.

SSOP14 Acquiring basic principles of politics and understanding their relationship with economics in a globalized environment.

SSOP15 Acquiring basic principles of international relations and understanding their relationship with economics in a globalized environment.

## PROGRAMA

Identity III. Teamwork: STRATEGY ORCHESTRATION

### Session 1

TOPIC: **"Innovation Plateau"**: *CEOs find themselves stuck in an Innovation Plateau. They fall into chronic sameness, an inertia driven by a feeling that they must focus on cost, even cheapness, to remain competitive. A main indicator of how widespread this plateau has become is the decline in corporate investment in R&D, the [invisible infrastructure](#) that supports true innovation. Investment in fundamental science – the R – has dropped from more than 2% of U.S. GDP in the 1970s to 0.78% today. The less science, the fewer business ideas*

READING:

Innovation Plateau. Ruelas-Gossi, Alejandro. Harvard Business Review. Apr. 2017. pp. 1 – 4.

For session 2, the article of "The Innovation Plateau" appears with the name of:

"4 Things Your Innovation Efforts Shouldn't Focus On"

'Disruptive' science has declined — and no one knows why, Nature, January 2023. The proportion of publications that send a field in a new direction has plummeted over the past half-century. <https://www.nature.com/articles/d41586-022-04577-5>

Assignment:



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\* Surf the web and identify one example from your country of origin that fits a core concept of each one of the articles.

\*Post your assignment. Your assignment requires: **the concept you identify + the weblink + at least half-page of explanation.**

## Session 2

TOPIC: "Inception":

*During the last 3 decades, some ideas in the field of strategy & value creation, have been extremely pervasive, becoming almost like absolute truths. The traditional managers have incepted in their minds 4 dangerous obsessions: low-price obsession, customer obsession, competitor obsession, and value-added obsession. These 4 obsessions have provoked a mortal virus: sameness.*

READING:

The 4 Obsessions in Management. Alejandro Ruelas – Gossi. Harvard Deusto Business Review. February 2013. pp. 52 – 60.

Assignment:

\*Surf the web and identify an example from your country of origin that fits a core concept of each one of the articles.

\*Post your assignment. Your assignment requires: **the concept you identify + the weblink + at least half-page of explanation.**

For Session 3 article: "The 4 Obsessions of Management", Identify an example that fits one (or more) of the 4 Obsessions of Management.

[Please skip the last section of the fourth obsession (pages 58 to 60). We will cover the concepts of that section in Session 5].

## Session 3

TOPIC: "STRATEGY ORCHESTRATION".

*The musical instruments have clearly an intrinsic value by themselves, just like the products have, but the coordinated interplay of the sound of the different instruments play a unique story. Clearly, the value of the orchestra – like the value of the network – bring to the audience an emotional impact, not just a transactional one.*

*In the field of Strategy, we observe successful firms expanding its value content from product-focus to network-focus. They accomplish that through the deliberate orchestration of nodes around its initial offering. They migrate from "product-transaction with a customer" to "story-impact into the audience". Products are transactional. Stories are emotional.*

READING:

Strategic Orchestration. Ruelas-Gossi & Sull. Harvard Business Review. Nov. 2006. pp. 1 – 10.

Strategic Orchestration. Sull & Ruelas-Gossi. Business Strategy Review. 4 (2010), pp. 58-63



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Assignment:

\* Surf the web and identify one example from your country of origin that fits a core concept of each one of the articles.

\*Post your assignment. Your assignment requires: **the concept you identify + the weblink + at least half-page of explanation.**

For Session 5, provide ONE example of the first article, and ONE example of the second article, of a firm using the concept of Orchestration. For both articles, look at the allocentric business model of JLT in the article of **Business Strategy Review**.

**Recommended articles on Strategy Orchestration.-**

**Harvard Business Review.** Aug. 2009. **RyanAir**. Alejandro Ruelas-Gossi.

**Harvard Business Review.** Sept. 2009. **DeBeers**. Alejandro Ruelas-Gossi.

**Harvard Business Review.** Oct.2009. **IKEA**. Alejandro Ruelas-Gossi.

**Harvard Business Review.** Nov.2009. **ZARA**. Alejandro Ruelas-Gossi.

**Harvard Business Review.** Dec. 2009. **AON**. Alejandro Ruelas-Gossi.

**Harvard Business Review.** Jan. 2010. **CINSA**. Alejandro Ruelas-Gossi.

**Harvard Business Review.** March.2010. **Blyk**. Alejandro Ruelas-Gossi.

**Harvard Business Review.** Apr..2010, **Health 2.0 – Hospital de Solidaridad**. Alejandro Ruelas-Gossi.

**Harvard Business Review.** May. 2010. **KONE**. Alejandro Ruelas-Gossi.

**Harvard Business Review.** Jul.2010. **Human Capital & Social Networks**. Alejandro Ruelas-Gossi.

## Identity IV. EMPATHY IN LEADERSHIP AND NEGOCIATION

### **Session 1**

**TOPIC:** *“The Role of Attention in Developing Empathy”*

Empathy begins with the ability to pay attention. Without focused attention, it is impossible to recognize the emotional cues from others, which are essential for understanding their needs and feelings. Daniel Goleman identifies three types of attention necessary for empathy: internal attention (self-awareness), attention toward others (empathetic attention), and systemic attention (awareness of context). Leaders must develop these types of attention to improve their capacity for empathetic listening, connection, and decision-making.

**READING:**

- *Focus: The Hidden Driver of Excellence* by Daniel Goleman. Chapters 1 and 3 (pp. 23–45, pp. 67–89).
- *Emotional Intelligence* by Daniel Goleman. Chapter 5 (pp. 93–120).



**Assignment:**

1. Surf the web and identify an example from your country of origin where a leader failed to show empathy due to a lack of attention.
2. Post your assignment:
  - The concept you identify.
  - A weblink to the example.
  - A half-page explanation of how this lack of attention impacted empathy and the results.

## Session 2

**TOPIC:** *"Empathetic Listening: Moving from Attention to Understanding"*

In this session, we will explore how empathy is deeply connected to attentive listening. Empathetic listening involves paying attention not only to words but also to emotions and non-verbal cues. We will apply the three levels of listening—internal, active, and empathetic—and examine how they impact communication in leadership and conflict resolution. Using Marshall Rosenberg's Nonviolent Communication (NVC), we will practice empathetic listening techniques to understand emotional needs and resolve conflicts.

**READING:**

- *Focus: The Hidden Driver of Excellence* by Daniel Goleman. Chapter 7 (pp. 117–140).
- *Nonviolent Communication: A Language of Life* by Marshall Rosenberg. Chapter 4 (pp. 65–85).

**Assignment:**

1. Surf the web and identify an example from your country of origin where a leader demonstrated effective empathetic listening.
2. Post your assignment:
  - The concept you identify.
  - A weblink to the example.
  - A half-page explanation of how attention and empathetic listening influenced the outcome.

## ACTIVIDADES FORMATIVAS IDENTIDAD III

### Educational Activities

#### Activities

##### I. Classroom activities

We will have a combination of formal lectures, interactive games, class discussions, presentations and teamwork. This will only be possible if you consistently work on the new material. The material for each topic will be posted weekly, and you should keep pace with the rest of the class. Please don't be shy about seeking help if something is unclear or confusing! Ask questions as they arise during lectures and make sure you read all mandatory background readings. Be ready to discuss their content on the day that they are due.

1. Lectures. Lectures are given by the professor and guest lecturers on the themes indicated in the syllabus with the help of power point presentations and videos. The professor will post



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on ADI the power point presentation, the notes for each topic and some recommendations for further reading.

2. Class discussion and case studies

3. Group presentations

## II. Personal work

Students must understand themes covered early in the course to be able to comprehend information presented later in the course, and will have to be able to integrate material learnt throughout the course. Therefore, it is important that they do not fall behind and try to set aside regular times outside of class to work on the course material on a daily basis.

1. Students must read the assigned reading for a subject before the lecture covering that topic. Being familiar with topics beforehand will allow students to get the most out of the lecture.

2. Students should conduct personal study using the professor's notes, notes taken in lectures and recommended readings.

There will be several extra points opportunities for those who want to go deeper in the topics.

## III. Teamwork

Students working in small groups learn essential communication and social skills (active listening, effective speaking, coordination, cooperation, organization, leadership, self-confidence), which is key for success and flourishing in the work place. Evidence also shows that students demonstrate better retention than students taught in other instructional formats.

**Time Commitment: Credits/hours distribution of the activities. 1 ECTS= 25 h (25 h/ECTS).**

## IDENTIDAD IV: EMPATÍA (Prof. Rodrigo Banda)

### Educational Activities for Empathy in Leadership and Negotiation

#### Activities

##### I. Classroom Activities

This course combines a variety of interactive learning experiences, such as formal lectures, role-playing exercises, group discussions, presentations, and teamwork. These activities are designed to help you understand and apply empathy and attention in leadership and negotiation contexts. While these activities are **not graded**, they are essential for developing the skills needed to succeed in this course. Regular engagement will ensure that you gain the most from the experience.

##### Lectures

Lectures will introduce key concepts related to empathy, attention, and leadership, using PowerPoint presentations, videos, and case studies. These lectures provide the foundation of the course, and the material discussed will serve as the basis for the activities and discussions. PowerPoint slides, readings, and additional resources will be posted on the course platform after each class for your review.



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### Class Discussions and Case Studies

We will hold in-depth discussions based on real-world case studies where empathy plays a central role in resolving conflicts or enhancing leadership effectiveness. These discussions provide an opportunity to apply theoretical knowledge to practical situations and to explore different perspectives. Active participation will deepen your understanding of empathy in action, though participation is not graded.

### Role-Playing Exercises

Throughout the course, we will engage in role-playing exercises designed to simulate leadership and negotiation scenarios that require the use of empathy and active listening. These exercises are not graded but will offer practical experience and help you build confidence in applying empathetic skills in real-world situations.

### Group Presentations

At the end of the course, groups will present their "Empathy in Action" projects, which apply the course concepts to a real-world challenge. While the presentations themselves are **not graded**, they are a key part of the learning process. Each group will receive feedback to refine their understanding of how empathy can be used in leadership and decision-making contexts.

## II. Personal Work

While **personal work** outside of class is important for deepening your understanding, the most critical component of your learning will be your **participation** in class activities. The readings and materials posted each week are **optional**, but engaging with them can enhance your participation in discussions and role-playing exercises.

### Participation and Engagement

Your primary responsibility is to stay actively engaged in the activities and discussions. This means being present, contributing to group work, and taking part in role-playing exercises. Your personal involvement will be the main driver of your success in the course.

### Optional Readings

Although reading materials will be provided, they are **optional**. These readings include chapters from *Focus* by Daniel Goleman and *Nonviolent Communication* by Marshall Rosenberg. Engaging with these resources can deepen your understanding of the key themes, but your main focus should be on active participation in the class activities.

### Personal Study and Reflection

Use class discussions, role-playing experiences, and feedback to reflect on how empathy applies to your interactions and leadership style. While personal study is encouraged, it is your **active participation** that will drive your learning process.

## III. Teamwork

Teamwork is a crucial part of this course, as it provides a platform for practicing the empathy skills learned in class. Working in groups will help you develop essential communication skills, including active listening and collaboration. While teamwork is not graded, your involvement in these activities is key to improving your leadership and empathetic skills.



## Group Work on Final Project

In small groups, you will work on the "Empathy in Action" project, applying course concepts to a real-world scenario. The focus will be on how well your group can apply empathy in a practical context, rather than on the quality of the final presentation. The project is an opportunity to actively engage with the material and practice your skills in a collaborative environment.

## Peer Collaboration and Feedback

Throughout the course, you will receive feedback from your peers during role-playing exercises and discussions. This feedback is aimed at helping you improve your empathy and communication skills. Your **active involvement** in giving and receiving feedback will enhance your ability to listen and respond empathetically.

**Time Commitment: Credits/hours distribution of the activities. 0.5 ECTS.**

## EVALUACIÓN

### Assessment

**Grade System (cfr. Art. 5, Real decreto 1125/2003, Spanish Ministry of Education)**

Point Value over 10	Description	Explanatory Comments	
9,9 to 10	Matrícula de Honor	Truly Exceptional	Excellent with distinction. Work meets or exceeds the highest expectations.*
9 to 9,8	Sobresaliente	Outstanding	Excellent. Superior work in all areas.
8	Notable	Very Good	Superior work in most areas.
7	Notable	Good	Solid work across the board.
6	Aprobado	More than Acceptable	More than acceptable, but falls short of solid work.
5	Aprobado	Acceptable	Work meets all the basic requirements and standards.





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0 to 4,9	Suspense		Fail
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\* Only 5% of the enrolled students can obtain MH.

### Criteria to pass the course

- Students whose final grade is 5 points or more will pass the course.
- Students whose final grade is below 5 points will not pass the course and will be graded as *Suspense*.
- Students who do not take the final exam will not pass the course and will be graded as *No presentado*.

### Students with special learning needs

Accommodation will be provided for students with special learning needs, either regarding the methodology and/or evaluation of the course, but they will be expected to fulfill all course objectives.

### CONVOCATORIA ORDINARIA

Identity III.

Assignments comprehends:

\*Surf the web – with the aid of your GPT – and identify an example from your country of origin that fits a core concept of each article.

\*Post your assignment on ADI. Your assignment requires: **the concept you identify + the weblink + at least half-page of explanation.**

Assignments Guidelines:

1. The assignment is not a summary of the article(s). If you like to do introductory summary, it is perfectly ok, though. I understand that sometimes, that helps with the organization of the ideas.

2. The **way** to "find" a concept on the web that "fits" with the concept of the article that you identified -- and that you need to elicit at the beginning of the assignment -- is to daily read business news. This practice will be very important for the years ahead, to find an outlet that you like that allows you to be on top of business news. (I use Financial Times, and customize my own area of "myFT.com"). There you pick the news you want to receive.

3. Then, while you are reading both -- the articles for the session and your daily news -- you should be able to **"connect the dots"**.

4. To **"connect the dots"**, you must create a GPT. Your GPT will have to help you in finding, tuning -- *"connecting"* -- the concept(s) from the article(s) with the *journalist* articles from the business news outlets you read daily.

5. Do not use other academic articles, or articles from the company's website.

6. Be thorough in your analysis, and thoughtful in writing your assignment.

7. You will have to add in your assignments, screenshots of your ***prompts*** and ***interactions*** with your GPT.



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The learning process through the assignments starts with the discipline of reading business news articles every day. Then, when you read the assigned article(s) for every session, you will be able to "connect". If you diligently do this, the assignments are quite easy. The essential element is the "connecting the dots" practice, until it becomes a habit. This will be key in your future endeavors. It is not about "google" the name of the article, or some concept of the article. AI GPTs will help you in finding the fit between the assigned articles for every session and your daily discipline for reading. GPT is not *replacing* you in *connecting the dots*, but in helping you in finding the fit.

PLEASE SUBMIT YOUR ASSIGNMENTS BEFORE NOON OF THE Monday PREVIOUS TO THE FIRST SESSION OF THE WEEK.

## IDENTIDAD IV Prof. (Rodrigo Banda)

### Course Evaluation: Social Impact Project and TED Talk Presentation

#### \*DESIGN THINKING PROJECT

#### 1.ACTIVITY #1: Social Impact Project using Design Thinking method "Empathy in Action"

##### Description:

Each student will design an individual project focused on applying empathy to address a real-world issue. The project should demonstrate how empathy and attention are central to creating a positive impact on the chosen situation.

##### Project Requirements:

1. **Problem Identification:** Select a real-world problem where empathy can make a significant difference.
2. **Application of Empathy:** Provide clear and detailed examples of how empathy was used to listen, understand, and respond to emotional needs.
3. **Expected Outcomes:** Explain the changes or impact the project aims to achieve.
4. **Personal Reflection:** Reflect on the process and the lessons learned regarding empathy.

#### Rubric for the Individual Social Impact Project (60% of the final grade)

##### Description:

##### Project Requirements:



- **Problem Identification:** Select a real-world problem where empathy can make a significant difference.
- **Application of Empathy:** Provide clear examples of how empathy was used to listen, understand, and respond to emotional needs.
- **Expected Outcomes:** Explain the changes or impact the project aims to achieve.
- **Group Reflection:** Reflect on the process and the lessons learned regarding empathy.

**Project Evaluation Criteria (60% of the final grade):**

- **Problem Identification (10%)**
  - **10 points:** The problem is well-defined, relevant, and demonstrates that empathy is a critical element in addressing it.
  - **7-9 points:** The problem is identified and relevant, but lacks some clarity or depth in terms of empathy's role.
  - **5-6 points:** The problem is somewhat unclear, and empathy's role is not well-explained.
  - **1-4 points:** The problem is poorly defined and empathy is barely connected to the solution.
- **Application of Empathy (15%)**
  - **15 points:** Clear, specific examples of how empathy was applied in the project, with strong evidence of listening, understanding, and responding to emotional needs.
  - **10-14 points:** Examples of empathy are provided but are somewhat general or lack depth in demonstrating how emotional needs were addressed.
  - **5-9 points:** Limited or unclear examples of empathy, with minimal explanation of how emotional needs were considered.
  - **1-4 points:** Little to no evidence of empathy being applied to address the issue.
- **Expected Outcomes and Social Impact (10%)**
  - **10 points:** The outcomes are clearly defined, realistic, and demonstrate a strong potential for positive social impact.
  - **7-9 points:** Outcomes are defined but may lack clarity or realistic feasibility in terms of impact.
  - **5-6 points:** Outcomes are vague, and the potential for positive impact is unclear.
  - **1-4 points:** Outcomes are poorly defined or unrealistic, with little or no potential for positive impact.
- **Group Reflection (5%)**
  - **5 points:** The group provides a thorough and insightful reflection on what was learned, especially about empathy's role in leadership and problem-solving.
  - **3-4 points:** Reflection is present but lacks depth or focuses too little on the role of empathy.
  - **1-2 points:** Reflection is superficial, offering minimal insight into the learning process.
  - **0 points:** No reflection is provided or it is completely irrelevant to the project.

## 2. Activity #2: TED Talk Presentation (Group Work)



1. **Introduction to the Problem:** Briefly present the problem tackled by the project.
2. **Explanation of the Process:** Describe how empathy and attention were applied to address the problem, using specific examples.
3. **Results and Impact:** Explain the expected outcomes and why empathy was crucial to achieving them.
4. **Final Reflection:** Conclude with a reflection on the role of empathy in leadership and social change.

## Rubric for the TED Talk Presentation (40% of the final grade)

### Presentation Requirements:

1. **Introduction to the Problem:** Briefly present the problem tackled by the project.
2. **Explanation of the Process:** Describe how empathy and attention were applied to address the problem, using specific examples.
3. **Results and Impact:** Explain the expected outcomes and why empathy was crucial to achieving them.
4. **Final Reflection:** Conclude with a reflection on the role of empathy in leadership and social change.

### Presentation Evaluation Criteria (40% of the final grade):



- **Clarity and Structure of the Presentation (20%)**
  - **20 points:** The presentation is well-structured, easy to follow, and clearly communicates the problem, process, and outcomes.
  - **15-19 points:** The presentation is generally clear, but may lack structure in parts or be difficult to follow in certain sections.
  - **10-14 points:** The presentation is somewhat unclear or poorly organized, making it hard to understand the key points.
  - **1-9 points:** The presentation lacks clarity and structure, making it very difficult to follow or understand.
- **Application of Empathy (20%)**
  - **20 points:** The group provides detailed and specific examples of how empathy was applied, showing deep understanding of the concept.
  - **15-19 points:** The group provides examples of empathy, but they may lack detail or depth.
  - **10-14 points:** The examples of empathy are vague or not well explained.
  - **1-9 points:** Little to no evidence of empathy being applied or explained in the presentation.
- **Emotional Impact and Audience Engagement (15%)**
  - **15 points:** The presentation is engaging, emotionally impactful, and captures the audience's attention throughout.
  - **10-14 points:** The presentation is engaging but lacks strong emotional impact or has moments of disengagement.
  - **5-9 points:** The presentation lacks emotional engagement or fails to connect with the audience in significant ways.
  - **1-4 points:** The presentation fails to engage the audience, with little to no emotional impact.
- **Teamwork and Equal Contribution (5%)**
  - **5 points:** All team members contribute equally, and the group demonstrates excellent coordination and collaboration.
  - **3-4 points:** Most team members contribute equally, but there may be some imbalance in participation.
  - **1-2 points:** One or two members dominate the presentation, with little contribution from others.
  - **0 points:** The presentation lacks collaboration, with only one or two members contributing meaningfully.

## Final Grade Calculation

- **Social Impact Project:** 60% of the final grade.
- **TED Talk Presentation:** 40% of the final grade.

### 1. Special assessment

- For those who do not pass the course in May or did not take the exam (grades Suspenso or No presentado) there will be an extraordinary exam or individual policy brief in June which will account for 100% of the final grade.

### 1. Evaluation in the extraordinary call



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- Check [HERE](#)
- Students who request the extraordinary call can be evaluated in the extraordinary call, even if they have passed that course. To do this, students must request to be included in the Acta at least five days before the start of the examination period for that call.

### Special Assessment for Extraordinary Call

#### Option: Individual Social Impact Project or Reflective Essay

##### 1. Individual Social Impact Project:

- **Description:**
  - Students will create an individual project that applies empathy to address a real-world problem, demonstrating how empathetic understanding and attention can generate positive change.
- **Submission:**
  - A **3,000-4,000 word report** detailing the problem, the application of empathy, proposed solutions, and expected outcomes, including personal reflections on the role of empathy.

##### 1. Extended Reflective Essay:

- **Description:**
  - Alternatively, students may submit a **2,500-3,000 word essay** analyzing the role of empathy in leadership or conflict resolution, using real-world case studies or personal experience to illustrate key points.

## HORARIOS DE ATENCIÓN

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## BIBLIOGRAFÍA



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## Bibliography and Resources

The instructor will also provide additional materials and handouts of the class slides. We will build up a Handout file with excellent resources on Dev Econ. We will also refer to other resources (videos, book chapters and articles) that will be available every week. The instructor will refer you to course notes or further readings if you want to dig deeper into certain topics. Check each session

## References for Identity IV: Empathy

### Core Readings:

1. **Goleman, D. (2013).** *Focus: The Hidden Driver of Excellence*. Harper. [Localízalo en la biblioteca.](#)
2. **Goleman, D. (2006).** *Social Intelligence: The New Science of Human Relationships*. Bantam Books. [Find it in the library.](#)
3. **Rosenberg, M. (2003).** *Nonviolent Communication: A Language of Life*. Puddledancer Press.
4. **Baron-Cohen, S. (2011).** *The Science of Evil: On Empathy and the Origins of Cruelty*. Basic Books. [Find it in the library.](#)
5. **Batson, C. D. (2009).** *These Things Called Empathy: Eight Related but Distinct Phenomena*. In Decety, J. & Ickes, W. (Eds.), *The Social Neuroscience of Empathy* (pp. 3-15). MIT Press. [Find it in the library.](#)
6. **Banda, R. (Rodrigo).** *Directivo ¿quién eres? Liderar(se) desde el autoconocimiento*. Servicio de Publicaciones de la Universidad de Navarra, 2022. [Localízalo en la biblioteca.](#)