



Universidad
de Navarra

Leadership & Decision Making (Gr.Rel.Intern.-15) Global Business
Guía docente 2026-27

INTRODUCTION + WELCOME

It is a pleasure to have you in this course. I am looking forward to get to know you personally, and I hope that this course on LEADERSHIP and DECISION MAKING will be of interest to you. To assure a smooth running of the course, please pay attention to any news and contents here on this website (ADI). I will frequently publish new content here and use this online platform to communicate any news. So, please stay tuned.

Breve descripción de la asignatura / Short description:

This course's purpose is to facilitate the development of analytical and critical awareness; especially in relation to LEADERSHIP. The course is designed in such a way that students start to see the differences between a manager and a leader and, especially, start to understand what leaders **are** and **do**. Thus, it means to offer students a firm academic base and provide conceptual tools that are meant to help to students develop certain leadership features on their own. The course is specifically developed for Bachelor students who desire to learn about leadership in business studies.

Even though the course will not rely on any prior LEADERSHIP experience on part of the students, it will still contain a clear experiential learning component. Students are expected to hand in an analysis of '**a leader in action**' towards the end of the course. This assignment will foster the students' awareness of aspects fundamental for leadership,

PRESENTACIÓN

ECTS: 3

Curso y semestre / Course and semester: Tercer curso, segundo semestre / Third course, second semester

Duración / Duration: 1 semestre / 1 semester

Idioma / Language: Inglés / English

Título / Name: LEADERSHIP & DECISION MAKING

Facultad / Faculty: Facultad de Derecho/ Faculty of Law

Módulo y materia de la asignatura / Module / Type of content: Administración de Empresas / Business Management

Type of Course: Optional

Carácter / Type: Básica / Basic (B)

Profesor responsable de la asignatura / Responsible professor: Prof. Dr. Marcel Meyer

Profesores / Professors: Prof. Dr. Marcel Meyer (email: mmeyer@unav.es / website: soon to be announced)

Horario / Timetable: Viernes / Friday (15.30 - 17.00)

Aula / Room: (soon to be announced)



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RESULTADOS DE APRENDIZAJE (Competencias)

Basic Competencies (Management and Economics)

BC2. Students should be able to apply their knowledge to their job or vocation in a professional way. They should be able to prove their general competencies by developing and defending arguments and solving problems within their subject area.

BC4. Students should be able to convey information, ideas, problems and solutions to both specialized and general audiences.

BC5. Students should have developed the learning skills necessary to undertake higher programs of study with greater independence.

General Competencies (Management and Economics)

GC2. Identifying, incorporating and using acquired knowledge in argument, discussion and problem solving as they apply to economics and business.

GC5. Developing the capacity for independent critical thought on matters relevant to economics and business.

Specific Competencies (Management)

SC5. Understanding the concept of strategy within a business.

SC6. Analyzing the design of a business's goals and strategies.

SC8. Developing case studies on subjects related to economics and business.

Specific Competencies for (Business)

CE-08: Develop the ability to plan human resources in accordance with established policies and objectives, through job evaluation and planning, personnel selection, employee training, leadership development, career planning, compensation, and incentive systems.

CE13 Analizar los problemas éticos de las decisiones empresariales.

Specific Competencies for Elective Subjects (Economics)

SC06. Acquiring and improving understanding of the practical aspects of business, including start-up, administration and evaluation.

PROGRAMA

This course explores the complex and dynamic world of leadership and its vital connection to effective decision making. Students will examine the distinctions and overlaps between managers and leaders, as well as the critical role of followers. Through the lens of modern leadership theories—including Virtuous and Positive Leadership—participants will reflect on the habits, emotional intelligence, and ethical standards that shape influential leaders. Key topics include power dynamics, personality and identity, feedback mechanisms, negotiation strategies, innovation, and the pursuit of a higher purpose. Emphasizing both practical tools and self-awareness, the course aims to develop well-rounded leaders equipped for real-world challenges.

ACTIVIDADES FORMATIVAS

The course is highly interactive and designed to foster both personal reflection and collaborative learning. Students will engage in case studies that illustrate real-world leadership challenges, encouraging critical thinking and application of theoretical concepts. Group work will be a central component, promoting teamwork, peer learning, and diverse perspectives on leadership and decision making.



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Class discussions will provide a platform to analyze current issues, explore ethical dilemmas, and reflect on personal leadership experiences. Students will also participate in role plays and simulations, especially around topics like negotiation, feedback, and power dynamics, to develop practical skills in a safe, supportive environment.

To deepen self-awareness, individual reflection exercises and personality assessments will be integrated throughout the course. Guest speakers or multimedia content may be used to expose students to a range of leadership styles and contexts.

EVALUACIÓN

CONVOCATORIA ORDINARIA / STANDARD EVALUATION SCHEME

The assessment strategy consists of three components. On the one hand, students must pass a final exam. This exam is based on the course content. The exam accounts for 50% of the overall grade. It must be passed with a minimum grade of **4,5**. On the other hand, students are expected to hand in a written group assignment towards the end of the course. This written assignment counts for 30% of the overall grade. The course also contains a (mid-term), group presentation. This oral presentation accounts for another 20% of the overall grade.

In this course attendance is paramount. If you do not attend classes, your assignments grades will be reduced by the % of non-attendance.

CONVOCATORIA EXTRAORDINARIA

The extraordinary exam typically follows a similar structure as the standard exam.

Students who:

1) ... did not write the standard exam (due to illness, for example), but the extraordinary exam will be evaluated following the standard proceeding (i.e.: 20% presentation + 30% written assignment + 50% final exam).

2) ... write the extraordinary exam because they want to improve their grade, will be evaluated following the standard proceeding. Note: If the extraordinary exam turns out to have a worse grade than the one in the standard exam, the grade from the extraordinary exam is the one that counts.

In general, this course adheres to the general rules and guidelines established by the faculty / university.

HORARIOS DE ATENCIÓN

Prof. Dr. Marcel Meyer

Tutor Sessions: (to be announced)

Please make an appointment by email (mmeyer@ unav.es) before you come to my office (2050, Amigos Building).

BIBLIOGRAFÍA Y RECURSOS

BOOKS



Universidad de Navarra

Cameron, K. (2012). Positive leadership: Strategies for extraordinary performance. Berrett-Koehler Publishers. [Link to the ebook at the Library](#)

ARTICLES

Cain, S. (2017). Not Leadership Material? Good. The World Needs Followers. The New York Times, March, 24.

Bennis, W. G. and Thomas, R. J. (2002). Crucibles of Leadership, Harvard Business Review, pp. 39-45.

Heifetz, R. A. and Laurie, D. (2001). The Work of Leadership. Harvard Business Review, pp. 131-41.

Goffee, R. and Jones, G. (2000). Why Should Anyone Be Led by You? Harvard Business Review, pp. 63-70.

Meyer, M. (2015). Positive business: Doing good and doing well. Business Ethics: A European Review, 24, S175-S197.

Meyer, M., Sison, A. J. G., & Ferrero, I. (2019). How positive and neo-Aristotelian leadership can contribute to ethical leadership. Canadian Journal of Administrative Sciences/Revue Canadienne des Sciences de l'Administration, 36(3), 390-403.

Redín, D. M., Meyer, M., & Rego, A. (2023). Positive leadership action framework: Simply doing good and doing well. Frontiers in psychology, 13, 977750.