



## PRESENTATION

**Brief description:** There is strong evidence stating that belonging and participating in a value-driven community that shares a mission can contribute to the development of virtuous character and the pursuit of noble purpose. In these communities, leadership plays a major role in designing the optimal conditions for this to happen in an intentional and strategic way. This course explores the design principles that leaders need to apply in order to create and promote this kind of community using a theoretical and practical approach.

- **Goals:** 1) Learn the evidence-based design principles that contribute to create communities in which virtuous character development is promoted; and, 2) participants cultivate a virtuous character.
- **Type:** Optional
- **ECTS:** 3
- **Year and semester:** 2025, 2nd semester.
- **Language:** English
- **Title:** Virtuous Leadership
- **Professor:** Carmen Basanta
- **Schedule:** Friday, 10 am-12 pm
- **Classroom:** Room 'Dynamobel', Amigos Building
- **Email:** cbasanta@unav.es

### LEARNING OUTCOMES (Competencies)

During the course, the students will develop the necessary competencies required for:

- Analyze the nature of communities that contribute to human flourishing and how they are developed.
- Examine how communities foster virtuous character development.
- Effectively evaluate the evidence for and against models to foster this type of community.
- Effectively compare different approaches to design and develop this type of community.
- Be able to apply developmental and structural differences to understanding optimal ways to implement character ed. at various levels.
- Understand and be able to apply strategies to promote this type of community.

## PROGRAM

1. **Foundations of Virtuous Leadership:** Examining the core principles of virtuous leadership, including responsibility, ethics, and the integration of virtues into leadership practices. (*Readings: Cameron, Levine & Boaks*)
2. **Servant Leadership Philosophy:** Understanding leadership as a service-oriented approach that prioritizes the needs of others and fosters collective growth. (*Reading: Greenleaf*)
3. **Personal Excellence as a Leadership Foundation:** Emphasizing the development of personal virtues and character as essential elements of effective leadership. (*Readings: Harvard*)



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4. **Cultural and Philosophical Perspectives on Leadership:** Exploring leadership through aesthetic, cultural, and philosophical lenses, including its implications in diverse societal and business contexts. (*Readings: Zhang et al., Giarmoleo et al.*)
5. **Critical Reflection and Applied Leadership Practices:** Engaging in practical exercises, workshops, and reflective activities to apply virtuous leadership concepts in real-world scenarios. (*Activities: Essay drafting, Cine Forum, Navarra Museum workshop*)

## ACTIVITIES

- Class meetings to create a democratic environment in the classroom (during the scheduled lessons).
  - Cultural activity in the Museo Universidad de Navarra.
  - Cine forum activity in the Museo Universidad de Navarra.

## ASSESSMENT

### MAY (ORDINARY)

Element	Percentage	Description
Participation/ Class attendance	20%	Reading the assigned texts on time and active participation in class
Activity at the Museo Universidad de Navarra	15%	More details on the assessment will be presented in class.
Cine forum activity	15%	More details on the assessment will be presented in class.
Final essay	50%	More details on the assessment will be presented in class.

### JUNE (EXTRAORDINARY)

- Final exam: 100%.

## Schedule a meeting with the teachers

Tuesdays from 9 am to 11:30pm (cbasanta@unav.es)

Office 1491, 1st Floor Ismael Sánchez Bella Building

## REFERENCES



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Berkowitz, M. W. (2021). PRIMED for Character: Six design principles for School Improvement. Routledge. [Find it in the library](#)

Brooks, E., Brant, J., & Lamb, M. (2019). [How can universities cultivate leaders of character? Insights from a leadership and character development program at the University of Oxford.](#) *International Journal of Ethics Education*, 4(2), 167-182. <https://doi.org/https://doi.org/10.1007/Localízalo en la Biblioteca>

Cameron, K. (2011). Responsible Leadership as Virtuous Leadership. *Journal of Business Ethics*, 98, 25–35. <http://www.jstor.org/stable/41476117> [Localízalo en la Biblioteca](#)

Dabdoub, J. P., Salgado, D., Bernal, A., Berkowitz, M. W., & Salaverría, A. R. (2023). [Redesigning schools for effective character education through leadership: The case of PRIMED Institute and vLACE.](#) *Journal of Moral Education*. <https://doi.org/10.1080/03057240.2023.2254510> [Localízalo en la Biblioteca](#)

Dowding, K. (2008). Perceptions of Leadership. In P. 't Hart & J. Uhr (Eds.), *Public Leadership: Perspectives and practices* (pp. 93–102). ANU Press. <http://www.jstor.org/stable/j.ctt24h3bh.12> [Localízalo en la Biblioteca](#)

Giarmoleo, F. V., Ferrero, I., Rocchi, M., & Pellegrini, M. M. (2024). What ethics can say on artificial intelligence: Insights from a systematic literature review. *Business and Society Review*, 129(2), 258–292. <https://doi.org/10.1111/basr.12336> [Localízalo en la Biblioteca](#)

Greenleaf, R. K. (2002). [The Servant as Leader.](#) In R. K. Greenleaf (Ed.), *Servant Leadership* (pp. 21-61). Paulist Press. [Localízalo en la Biblioteca](#)

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Levine, M. P., & Boaks, J. (2014). What Does Ethics Have to do with Leadership? *Journal of Business Ethics*, 124(2), 225–242. <http://www.jstor.org/stable/24033265> [Localízalo en la Biblioteca](#)

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